School Profile

Created Monday, December 01, 2014

Page 1

School Information

System Name:	Thomas County Schools
School or Center Name:	Garrison Pilcher
System ID	736
School ID	5050

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Sharonda O'Neal
Position:	Principal
Phone:	229-225-4387
Email:	soneal@rose.net

School contact information

(the persons with rights to work on the application)

Name:	Donna
Position:	Corbin
Phone:	229-225-4387
Email:	docorbin@thomas.k12.ga.us

Grades represented in the building

example pre-k to 6

1st and 2nd grade

Number of Teachers in School

54

FTE Enrollment

814

Grant Assurances

Created Wednesday, December 03, 2014

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Wednesday, December 03, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

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.

    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.

      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. <u>Remedies for Nondisclosure</u>
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. <u>Annual Certification</u>. 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.

[X] 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.   **<u>Disclosure of Conflict of Interest after Agreement Execution</u>**

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

III.   Incorporation of Clauses

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

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

_____
Typed Name of Fiscal Agency Head and Position Title

_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

__Dr. George "Dusty" Kornegay, Jr. __Superintendent Thomas County Schools__
Typed Name of Applicant's Authorized Agency Head and Position Title

_____12/3/2014_____
Date

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

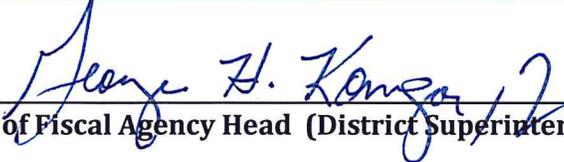Name of **Fiscal Agent's** Contact Person: ___Bob Dechman _____

Position/Title of Fiscal Agent's Contact Person: ___Director of Federal Programs_____

Address: _____200 North Pinetree Blvd._____

City: ____Thomasville _____ Zip: _____31792_____

Telephone: (_229__) __225-4380_____ Fax: (_229__) __225-5012_____

E-mail: _____rdechman@rose.net_____

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

_____George "Dusty" Kornegay Jr. _____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____12-5-2019_____
Date (required)

Brief History

The Thomas County School System (TCS) is located in Southwest Georgia and serves the students of Thomas County. Thomas County is a rural district, with a population of 45,198. Thomas County has a diverse economic base. Agricultural interests include cotton farming, peanut farming, pecans, lumber production, and plantation management. Manufacturing plants produce furniture, airplane parts, boiler equipment, pumps, and metal buildings. The local hospital is the largest area employer, followed closely by the school system.

We have a unified school district with one school that serves each grade band in the system: Hand-in-Hand Primary School (Pre-K and kindergarten), Garrison-Pilcher Elementary (grades 1-2), Cross Creek Elementary (grades 3-4), Thomas County Middle School (grades 5-8), and Thomas County Central High School (grades 9-12). Thomas County is also home to a charter school which offers a program of study for non-traditional learners in grades 8-12. The Renaissance Center, an alternative school for students in grades 5-8, allows students who have been removed from the traditional school setting due to behavior, an opportunity to complete their education in a small, secure, closely supervised environment. Not one of our schools is listed as an Alert, Focus, or Priority school by the Department of Education. Thomas County Schools is proud that Cross Creek elementary was named a High Progress Reward school in 2012.

The Thomas County School System engages in a comprehensive needs assessment each year. This process incorporates student achievement data from each school as well as input from faculty and parent surveys. CRCT, EOCT, and ITBS data is reported annually in the Comprehensive Local Education Agency Improvement Plan (CLIP) and is one component of data that guides implementation of improvement initiatives. The current enrollment for TCS is 5,561 of which 62.32% qualify for free or reduced meals. The chart below displays our system demographics.

System Demographics

Student and Program Demographics	Percentage
White	3147/5652= 56%
Black	1985/5652= 35%
Hispanic	294/5652= 5%
Multi-Racial	159/5652= 3%
Asian-Pacific Islander	53/5652= .009%
Am. Indian/Alaskan	13/5652= .002%
Economically-Disadvantaged	3522/5652= 62%
Early Intervention Program	418/5652= 7%
English learners	80/5652= 1%
Students with Disabilities	896/5652= 16%
Gifted	378/5652= 6%
Remedial Education	986/5652= 17%

Current Priorities

- Implement system and school literacy plans to address the needs of all children birth through grade twelve. Local plans were formulated using *Necessary Building Blocks of Literacy Plan Birth-to-12th Grade in Georgia*.

- Implement a pre-literacy outreach program to encourage early language, literacy, and cognitive development in children from birth to 5 years of age.

- Content-related literature is being embedded into every content course beginning in fifth grade with students reading major literary works not only in English and language arts classes, but in every class including science, social studies, and math classes.

- Implement a comprehensive vocabulary development program in grades 6-12 .
  .
- Implement a Response-to-Intervention (RTI) model for screening, diagnosing and scaffolding literacy instruction for identified students with specific weaknesses .

- Utilize technology to support the engagement of students with a one-to-one student to device ratio.

Strategic Planning

The Thomas County School Board uses a five year strategic plan to guide instructional decisions and monitoring. This plan identifies local priorities in regard to instructional practices, community involvement, fiscal management, technology, and transition.

<u>**Our Mission**</u>: Teaching students to gain the skills, knowledge, and positive values that ensure success as productive citizens in an ever-changing world.

<u>**Our Vision**</u>: Thomas County is a premier school district providing innovative opportunities that prepare world class students.

Current Management Structure

The Superintendent has established a leadership team that meets monthly to discuss programs and initiatives in each department and at each school. Included is the Associate Superintendent for Teaching and Learning, Assistant Superintendents for finance and operations, student services and governmental relations, and administrative services. Other members include the directors of federal programs, gifted and accelerated instruction, special education, nutrition, facilities, CTAE, and the principal from each school.

The Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist school principals with the implementation of the system literacy plan. The Director of Federal Programs serves as the grant manager and will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight for the Striving Readers (SRCL) grant.

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), members of the literacy team, and an internal project evaluator. The management team will meet quarterly to monitor the progress of the project.

Past Instructional Initiatives

Thomas County Schools has implemented several instructional initiatives that featured research-based programs and strategies for specific content-related needs which included, 6+1 Traits of Writing, Accelerated Reader, Accelerated Math, Read 180, Standards-Based Classrooms, Response to Intervention, Learning Focused Schools, and Least Restrictive Environment. Thomas County previously implemented two federal grant programs that supported our efforts to provide rigorous instruction for all students. TCCHS was awarded a Relocation Grant from 2011-2013 to recruit highly qualified teachers to fill teaching vacancies. The system also implemented a Title II-B Math-Science Partnership Grant from 2012-14, and used those funds to offer college level professional development to elementary and middle school math teachers.

Literacy Curriculum and Assessments

The Common Core Georgia Performance Standards (CCGPS) is the foundation of the literacy curriculum used in all schools in the Thomas County School District. School specific literacy plans serve as a framework that coordinates daily instruction with progress monitoring and are based on school specific needs and priorities. Please see the chart below for a detailed description of both the literacy curriculum and assessments.

Thomas County District Narrative-2014

School	Literacy Curriculum	Literacy Assessments
Hand-In-Hand Primary Grades Pre-K - Kindergarten	• Diebels • *EasyCBM • My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • Early Intervention in Reading (EIR) • CCGPS ELA Units	• Pre-K Entry Screener • Diebels • *EasyCBM • Student Learning Objectives • GKIDS
Garrison-Pilcher Elementary Grades 1 - 2	• My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • CCGPS ELA Units • Quick Reads • Early Intervention In Reading (EIR)	• STAR Early Literacy • STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Cross Creek Elementary Grades 3 - 4	• SRA Imagine It • Early Intervention in Reading (EIR) CCGPS ELA Units • Quick Reads	• STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • CRCT/Milestones • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Thomas County Middle School Grades 5 - 8	• CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas	• STAR Testing • *EasyCBM • ITBS • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • CRCT/Milestones • EOCT/EOC
Thomas County Central High School Grades 9 - 12	• CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas	• *EasyCBM • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • EOCT/EOC

Need for a Striving Reading Project

Teachers have identified gaps in instructional materials that are needed to address the

Common Core Georgia Performance Standards (CCGPS). Funding from the Striving Readers

Literacy grant will fund print and digital resources, literacy related computer applications that

promote student engagement, and ongoing professional learning to support teachers with the

integration of technology into literacy instruction.

Additionally, the importance of early literacy (birth-3yr.) was emphasized by Georgia's

Literacy Task. Funding from the Striving Readers Literacy grant will allow Thomas County to

sponsor professional development, family literacy initiatives, and instructional outreach projects

during the summer (How, p. 32).

Management Plan and Key Personnel

The Thomas County School District management plan and key personnel in supporting, implementing, and overseeing the grant will include both the system and school leaders. Dr. Bob Dechman, Director of Federal Programs and Assessment and Accountability at the district office will be the SRCL grant manager.

Thomas County Schools Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist principals with the implementation of the system literacy plan. The Director of Federal Programs will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight.

Involvement of Grant Recipients in the Development of Budgets and Alignment

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), and the members of the literacy team. The management team will meet quarterly to monitor the progress of the project.

SRCL MANAGEMENT TEAM

Role/Responsibility	Name	Grant Tasks	Supervisor
Grant Manager	Dr. Bob Dechman, Director of Federal Programs, Assessment, and Accountability	Ensures implementation, monitors budget and expenditures, compiles and submits reports	Associate Superintendent for Teaching and Learning
Curriculum Director, Professional Learning Coordinator, grant facilitator	Mrs. Melanie Chavaux, Associate Superintendent for Teaching and Learning	Works with school literacy teams to plan and monitor grant implementation. Plans needed professional learning	Superintendent

Fiscal oversight and project monitoring	Mr. Joey Holland, Assistant Superintendent for Finance and Operations	Receive and process expenditures requests, maintains appropriate financial documentation	Superintendent
Project manager for Birth to 5, Pre-K and Kindergarten	Mrs. Jeanna Mayhall, Principal Hand in Hand Primary	School contact for implementation plans. Coordinators and monitors use of research-based instruction and RTI efforts	Associate Superintendent
Project Manager for Garrison Pilcher	Mrs. Sharonda O'Neal, Principal Garrison Pilcher Elementary		
Project Manager for Cross Creek	Mrs. Brecca Pope, Assistant Principal Cross Creek Elementary		
Project manager for TCMS	Mrs. Robin Cartright, Instructional Coordinator Thomas County Middle School		
Project manager for TCCHS	Dr. Jim Rehberg, Director of Gifted and Accelerated Instruction, Thomas County Central High School		
RTI coordinator	Ms. Carol Sprague	Assists with screeners and progress monitoring efforts	Associate Superintendent

In the spring of each school year principals will meet with their Literacy Team and district leadership to develop implementation plans.

Plan for Expanding Lessons Learned

Professional learning will be scheduled to ensure dissemination of lessons learned and the refinement of school-based implementation plans. Vertical alignment of instructional routines is reinforced when grade bands participate in common training activities. School and district literacy teams align procedures, analyze data, and reflect on improvement initiatives. Principals share lessons learned from instructional initiatives in monthly faculty meetings.

Assessment Protocol

The Associate Superintendent for Teaching and Learning will coordinate a uniform schedule for administering universal screeners three times a year. Formative and summative assessments as well as benchmarks are given at all grade levels. These results will be combined with state required assessments to inform professional learning plans.

Extending Professional Learning Practices to New Teachers

School Literacy Plans will guide professional development after the SRCL project ends. District and school leadership will ensure job-embedded professional learning continues as new teachers join with mentor teachers in school-based professional learning communities.

Sustaining Technology

Thomas County has an Education Special Purpose Local Option Sales Tax (E-SPLOST) for the period of 2013-2017. The plan for SPLOST3 focuses on modernizing technology in each school. Sustaining, expendable technology equipment purchased with SRCL funds will be accomplished using SPLOST3 funds. Online subscriptions and site licenses will be sustained using a combination of local and federal funds.

LEA Funded Initiatives

The Thomas County School District implements an integrated funding system to accomplish its instructional goals. The coordination of financial resources is an important aspect of annual improvement efforts. Funding secured through the Striving Readers (SRCL) grant will enhance the literacy program and enable our district to have positive impacts on student achievement.

With the implementation of the Common Core Georgia Performance Standards (CCGPS) and combining the program initiatives of CTAE (Career, Technical and Agricultural Education), Special Education, Georgia Preschool, RT3 (Race To The Top) and Striving Reader goals and activities will embed a shared vision for literacy instruction in the Thomas County School System.

Description of Initiative LEA has Implemented Internally With no Outside Funding

Instructional initiatives such as standards-based classrooms, Accelerated Reader, Response to Intervention (RTI) procedures, and Learning Focused strategies were implemented using local funding and have been sustained for more than five years. These initiatives along with strategies included in school literacy plans will enhance literacy instruction system-wide.

LEA's Capacity to Coordinate Resources and Sustain Implementation

District leadership has ensured that effective research-based practices are implemented and sustained in the schools. Thomas County continues to leverage funds from local, state, and federal programs to maximize student learning and to provide necessary professional learning.

Since 2012, Thomas County has implemented the only Race to the Top Relocation Bonus Grant awarded in Georgia, as well as a competitive Title II B Math Partnership Grant. With the

Relocation grant, Thomas County has been able to recruit and retain highly qualified teachers as well as industry experts from the business world to teach at the high school. The Math grant has allowed Thomas County to provide 2 years of college math courses to elementary and middle school teachers.

Thomas County has participated in the noncompetitive federal grant programs for many years. Successful monitoring has ensured that state revenues, local property tax and ESPLOST, and federal funds have been utilized to meet student needs based upon state and federal guidelines. There have been no audit findings regarding Federal Awards (below).

Audit Finding for Previous 3 Years

Fiscal Year	Financial Statement Findings	Federal Award Findings	Low Risk Auditee
2014	None	None	Yes
2013	None	None	Yes
2012	None	None	No[1]

[1] This designation was received because The Georgia Department of Audits and Accounts did not perform audit within six months of year end as per federal regulation, not because of audit findings.

Financial Oversight

The Federal Programs Director works closely with the Superintendent, Assistant Superintendent for Finance and Operations, and principals in planning and budgeting. Each party is mindful of state and federal guidelines prohibiting supplanting and works cooperatively to ensure compliance. Whenever principals make a request to purchase resources, program managers confirm that the purchase is supplemental. Procedures require school, district, and finance approval before a purchase is made. Use of SRCL funds will be guided by budgets submitted with each school's SRCL application. The finance department will use the Georgia

Department of Education's Generally Accepted Accounting and Financial Reporting Principles

to account for SRCL funds.

FY14	Title of Projects/Initiatives	Funded Amount	Is there an audit?	Audit results for 3 years
LEA- Thomas County	Title I Title IC Title IIA Title IIB-MSP Title VIB McKinney Vento RT3-Relocation	• $1,636,430 • $103,251 • $276,511 • $185,170 • $109,193 • $43,153 • $180,000	No	There have been no federal award findings.
Schools				
Hand in Hand	Title I	• $103,249	No	N/A
Garrison Pilcher	Title I	• $378,225	No	N/A
Cross Creek	Title I	• $300,670	No	N/A
Thomas County Middle	Title I Title IIB-MSP	• $372,641 • $92,477	No	N/A
Thomas County Central High	RT3 Relocation grant	• $180,000	No	N/A

School History

Garrison-Pilcher Elementary School is one of three county elementary schools located in Thomas County that serve students from rural surrounding communities: the cities of Barwick, Boston, Coolidge, Meigs, Metcalf, Ochlocknee, and Pavo. Garrison-Pilcher opened its doors in 1969 to serve first through sixth grade students in Thomas County. Through the years there have been many transitions. In 2005, Garrison-Pilcher underwent its final transition and became a school that serves only first and second grade students. Currently, there are 814 students enrolled at Garrison-Pilcher. Of the 814 students, there are 406 first grade students and 408 second grade students. The poverty level of Garrison-Pilcher is currently 80% which allows all students to receive free/reduced through the Community Eligibility Provision.

The internal structure of Garrison-Pilcher is divided into nine learning communities comprised of 37 homerooms. Within each learning community, several classroom models are represented. Divided between the learning communities, there are 8 EIP reduced-class model classrooms, 2 self-contained classrooms (MilD/MolD and EBD), 13 regular classrooms, 12 inclusion classrooms, and 2 gifted classrooms. Garrison-Pilcher's staff is comprised of one principal, one assistant principal, two intervention specialists, one counselor, one school nurse, one media specialist and paraprofessional, two speech language pathologists, one ESOL teacher, one half time instructional technologist, one half time technologist, 35 regular education classroom teachers, 10 special education teachers (including 2 self-contained, 2 resource, and 6 inclusion), two physical education teachers, one music teacher, one art teacher, one science enrichment teacher, and 16 paraprofessionals.

(See charts on following page for demographics of student/staff population).

	Hispanic	Black	White	Multi-racial	Boys	Girls
Student Population	6%	37%	52%	3%	53.6%	46%

	Hispanic	Black	White	Multi-racial	Men	Women
Staff Population	0%	5%	95%	0%	6%	94%

	Regular Education students	Students with Disabilities	EIP – Early Intervention Program (Students who have been identified as "at risk")	ESOL	Gifted
Student Population	83%	17%	17%	2%	3%

Administrative and Teacher Leadership Team

Garrison-Pilcher's fifteen member leadership team (See Leadership Team chart) meets once a month to discuss the continued implementation of the Common Core Georgia Performance Standards, the revising of units in all academic areas to align with the rigor of Georgia Milestones, strategies for supporting students in Tiers 2 and 3 of the Response to Intervention continuum, and reviewing and analyzing student discipline, attendance used to screener data. Leadership Team members redeliver the items discussed to each of the nine learning communities. (Please see chart below.)

Member Name	Role of Member
Sharonda O'Neal	Principal
Richard Potter	Assistant Principal
Donna Corbin	First Grade Intervention Specialist
Erin Hall	Second Grade Intervention Specialist
Dara Creech	School Counselor
Leigh Carroll	Special Education Lead Teacher
Vann Cato	Second Grade Special Education Teacher
Kasey McKenzie	First Grade Regular Education Teacher
Amanda Genter	First Grade Regular Education Teacher
Dorothy Bush	First Grade Regular Education Teacher
Kylene VanHeiningen	First Grade Inclusion Teacher
Daphney King	First Grade Inclusion Teacher
Jessica Duncan	Second Grade EIP Teacher
Kathy Swearingen	Second Grade Regular Education Teacher
Jeremy Sellers	Second Grade Regular Education Teacher

Past and Current Instructional Initiatives

Garrison-Pilcher followed the district initiatives in years past. Many of the initiatives included the purchasing of numerous and various programs. With too many programs and the inability to sustain best practice when the funding was no longer available, Garrison-Pilcher implemented a framework for literacy in 2012. This framework includes a 150 minute protected literacy block with instruction in in phonics, phonemic awareness, fluency, vocabulary and comprehension. All students in first and second grade are grouped for direct phonics instruction during the literacy block based on data collected from *EasyCBM screeners and SRA literacy placement tests. With the implementation of the Common Core Georgia Performance Standards (CCGPS), we created our own ELA units with the support of an outside consultant. Our current work includes the revising of the units to include constructive response items as we align all of our units and assessments to reflect the rigor in the new assessment system Georgia Milestones.

Past Instructional Initiatives	Current Instructional Initiatives
	150 minute literacy block
Learning Focused Schools	SRA Early Intervention for direct instruction of phonics
6 + 1 Writing Traits	Easy CBM screeners for letter sounds, phoneme segmenting, word reading, and passage reading fluency, writing prompt
Standards Based Classrooms	SRA placement test for ability grouping first and second grade students in phonics at the beginning of the school year
Standards Based Grading	STAR Early Literacy
Writing Across the Curriculum	Revision of ELA literacy units to include constructive response (writing)
	Revision of math units to include constructive response (writing)
	Creation of science units to include STEM literacy
	Creation of social studies units to include constructive response

Professional Learning Needs

The school calendar has traditionally provided built-in professional learning days. Due to furloughs in recent years, these days are no longer a part of the system calendar. In addition to reduction in professional learning days, the access to outside professional learning opportunities such as conferences and workshops is limited due to budget restrictions. According to the needs assessment survey conducted at Garrison-Pilcher, teachers feel that explicit and ongoing professional learning in the following topics is needed:

- Academic vocabulary instruction

- Teaching the writing process

- Common Core Georgia Performance Standards (CCGPS)

- Matching interventions to skill deficiencies

- Using data/universal screeners to improve curriculum instruction in the classroom

- Progress monitoring to adequately meet the literacy needs of all students

- Phonics and reading fluency

Need for Striving Readers Grant

Based on data collected from Easy CBM screeners, STAR Early Literacy, STAR Test – Reading, Iowa Test of Basic Skills (ITBS), CogAT, and writing prompts it is evident that Garrison-Pilcher has a need to continue working on a systematic process for implementing interventions with fidelity. There is also a need to continue to build the number of interventions available to support students in Tier 2 and Tier 3 that are struggling with grade level proficiency in reading fluency, vocabulary and comprehension.

Due to budget constraints, there is limited funding for supplemental literacy materials that support students that are struggling with literacy skills.

Funding through the Striving Readers Grant will allow Garrison-Pilcher to provide a more quality literacy program for first and second grade students that will support the teaching and learning of a rigorous, comprehensive literacy program. The materials and professional learning and additional technology received from this grant will help Garrison-Pilcher teachers to close the gap for struggling readers and to meet the system goal of providing a rigorous, relevant, and effective education in literacy across all content areas enabling students to reach their potential.

To begin writing the Striving Readers' grant, Thomas County system literacy teams examined the research and best practices throughout the Why, the What, and the How documents. Needs Assessment Surveys were created by using Survey Monkey. These surveys were taken by teachers and stakeholders.

The surveys included questions related to literacy infrastructure, needs assessment, professional learning, instructional resources, instructional practices, and literacy across the curriculum. The survey results were analyzed at the system and school levels.

In addition to grant-specific needs assessment, Thomas County schools are going through an AdvancEd external review. All schools are in the process of preparing for an onsite evaluation. All stakeholders have been included in this process.

The following data is being used to determine needs in addition to the literacy surveys:

- Test Data—Easy CBM, ITBS, Mock CRCT
- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs staff surveys
- Striving Reader Grant Surveys

Building Block 1 – Engaged Leadership
Concern # 1 – Need for strengthened literacy instruction which is supported by school leadership, teachers, parents, and community.

Root Causes:	Current Practice:
- Transition from GPS to CCGPS was overwhelming to educators and parents - Constructed response items on upcoming Georgia Milestone Tests - School literacy programs currently in place were not CCGPS aligned - Literacy units did not include rigorous instruction that aligned to new standards - Lack of an active literacy team	- Consultant from local RESA training teachers to deconstruct standards and understand intent of CCGPS - All content areas now include literacy components 90-120 minute literacy block - New writing screeners being given to students and training workshops being held with teachers and writing specialists to determine area of concerns and how to guide writing instruction - School newsletters

Reference: "What" p. 5-7, A-F; "Why" p. 31-32

Data Analysis Notes:
- Garrison-Pilcher staff believe the administration hold themselves accountable for student learning.
- 87% of the staff agrees the school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.
- 80% of Garrison-Pilcher staff believes targeted professional learning in literacy in the academic disciplines would enhance their capacity as educators.

Building Block 2 – Continuity of Instruction

Concern # 1 – Need for consistent literacy instruction across the curriculum.

Root Causes:	Current Practice:
- Transition from GPS to CCGPS - Lack of professional development for teachers to implement literacy in all content areas - No organized plan or dedicated time built into a daily schedule for teaching writing skills - No core program integrated into the curriculum that provides a scope and sequence of skills - School-wide writing rubric not in place	- Professional development taking place with a writing specialist in the school system to implement literacy instruction in all content areas - Unit writing teams in place to align lesson plans to new CCGPS standards and collect appropriate resources for teachers - Increase in written responses required in all content areas - Consultant from local RESA training teachers to deconstruct standards and understand intent of CCGPS

Reference: "What" p. 7, A-B; "Why" p. 63-65

Data Analysis Notes:
- All teachers understand and feel the need for effectively integrating literacy skills across the content areas.
- Based on survey results, regular classroom teachers need help in accommodating all learners, differentiating instructional strategies, and the RTI (Response to Intervention) process.
- 17% of second grade students did not meet the Reading/ELA portion of the Mock CRCT.
- 54% of first grade students did not exceed the 50th percentile on the ITBS Reading section.

Building Block 3 – Ongoing Summative and Formative Assessments
Concern # 1 – Need for a consistent assessment system to guide literacy instruction.

Root Causes:	Current Practice:
• Professional learning needed on use of assessment data • Training needed for assessment and intervention materials • Inconsistent use of a variety of diagnostic tools to monitor student progress	• Use of EasyCBM – program for screening, progress monitoring, and diagnostic tools • Progress monitoring students identified as "at risk." Protocols needed to be in place to ensure teachers are following through • Use of EIR (Early Interventions in Reading) screener to determine Phonics instruction groups

Reference: "What" p. 8-9, A-E; "Why" p. 94-104

Data Analysis Notes:
- 92% of our teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments.
- Effective intervention instruction and intensity is developing, but inconsistent.
- Some staff expresses the need for professional development of formal and informal assessment processes for gathering evidence of student learning to guide instruction.
- Through the TKES (Teacher Keys Effective System), 86% of teachers rated themselves Level 3 proficient, which is the expected level of performance for assessment of and for learning.

Building Block 4 – Best Practices in Literacy Instruction

Concern # 1 – Need for quality, research-based materials and technology aligned with CCGPS and professional learning for all staff who deliver instruction

Root Causes:	Current Practice:
• No core literacy program used • Lack of funding to adopt aligned materials • Lack of ongoing professional development • Lack of technology to enhance literacy instruction • Too many students score in the at-risk categories on universal screening tools. Stronger Tier 1 instruction is needed • School-readiness skills of students are weak due to economic disadvantages • Lack of materials for explicit instruction in word identification, vocabulary, and comprehension	• Using ELA units developed by a school team (aligned to CCGPS) • Supplementing instruction with SRA Imagine It! components and other teacher-selected resources • Student data is examined each screening period by school intervention specialists to identify areas of need • 90-120 literacy block • Technology programs – Reading Eggs and Accelerated Reader • Shared document cameras • School computer lab

Reference: "What" p. 9-11, A-D; "Why" p. 41-59

Data Analysis Notes:
- Survey data across elementary grade levels indicates an overwhelming need for instructional materials for foundational literacy skills.
- Teachers believe students do not come to them with mastery of foundational literacy skills from prior grade levels.
- 19% of Thomas County residents over the age of 25 are illiterate and 27.6% is living below the poverty level.

Building Block 5 – System of Tiered Intervention (RtI) for All Students	
Concern # 1 – Need for research-based resources and materials to implement in Tier 2 and Tier 3 of RTI process.	
Root Causes: • Research based materials frequently not used with fidelity • Inadequate and inconsistent professional learning provided to all, especially new, staff concerning RTI process • Lack of an effective school-wide model for providing tier 2 interventions • Lack of an effective school-wide model for providing tier 3 interventions and interventionist being able to provide 1:1 – 1:3 interventions for the students on tier 3	**Current Practice:** • Universal screeners (EasyCBM and STAR Reading) • Intervention Specialists for each grade level review screening data and place students in "at risk" categories for teachers to provide support to students in specific literacy areas • Tier 3 interventions provided by Intervention Specialists • Parents are involved in the RTI process • System wide coordinator of RTI
Reference: "What" p. 11-13, A-E; "Why" p. 123-137	
Data Analysis Notes: • 95% of Garrison-Pilcher staff believes our school has a systematic process for collecting, analyzing, and using student data (EasyCBM screeners). • 86% of teachers state they personalize instructional strategies and interventions to address individual learning needs of students based on student data. (Teachers are inflating their ability on the survey to teach reading interventions with fidelity. Through data meetings, not all teachers were able to show progress monitoring data and Tier 2 intervention calendars that support this statement.) • 95% of staff state that our school provides learning support services for all students based on their needs.	

Building Block 6 – Improved Instruction through Professional Learning	
Concern # 1 – Need for professional learning for literacy instruction for administrators, teachers, and support teachers.	
Root Causes: • Furlough days caused loss of staff development days • Not all support teachers are trained to effectively deliver literacy instruction • Loss of academic (math/literacy) coaches at schools due to budget constraints • Lack of funding to provide off-site training • Teachers who attend training re-deliver content and a lot of substance is lost in the process	**Current Practice:** • Teachers who attend training re-deliver in collaborative planning meetings • RESA employee works with unit writing teams to deconstruct CCGPS standards
Reference: "What" p. 13, A-B; "Why" p. 140-143	
Data Analysis Notes: • 86% of staff feels the need to participate in continuous professional learning based on identified literacy needs of the school. • Only 21% of staff report that administrators and ELA instructors participate in professional learning in all aspects of reading instruction.	

Building Block 1. Engaged Leadership

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

Why is it important?
"The role of leadership in developing literacy in the nation, state, district, school, and classroom cannot be overstated." (The Why p. 156)
"Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools." (The Why p. 156)

What we are currently doing…
- School administrators participate in state-wide webinars, elluminate sessions, and face-to-face meetings
- Administrators participate in RESA administrator Common Core Georgia Performance Standards (CCGPS) trainings to aid in the implementation of the CCGPS at Garrison-Pilcher
- School administrators conduct four ten-minute walk-throughs and two formative thirty-minute walk-throughs annually using TKES (Immediate feedback is provided to teachers via email in efforts to improve instruction and classroom management)
- Sharonda O'Neal, principal of Garrison Pilcher, is enrolled at Valdosta State University working toward a doctoral degree in curriculum and instruction with a concentration in reading. She is able to stay abreast on current research-based literacy strategies and provide resources to her staff
- School administrators participate in data meetings with teachers and parents
- School administrators participate in daily embedded professional learning where teachers analyze samples of student writing

(The What p. 5)

According to the AdvancED survey completed by Garrison-Pilcher staff, 79% of staff believe that our school leader's hold themselves accountable for student learning. 84% of staff believes that our school's leaders hold all staff members accountable for learning and regularly evaluate staff members on criteria designed to improve teaching and student learning. With their support, our staff will demonstrate a commitment to student learning and achievement through literacy-based instruction.

We will move forward by…
Expanding:
- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly
Sustaining:
- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.
- Develop a pipeline of leaders by identifying and training leaders for succession.
- Make hiring decisions collaboratively based upon literacy goals.
(The How p. 21)

B. Action: Organize a Literacy Leadership Team

Why is it important?
Our Literacy Plan includes an expansion of our school's Leadership Team, which currently includes administration and teachers, to also include community and parent stakeholders. (The What p. 5) "A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning network. According to the NSDC (2001, para.1), 'staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.'" (The Why p. 143-144)

What we are currently doing…
- Team members are researching best practices for instruction and intervention in the five components of reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension)
- Peer Observations take place between teachers throughout the year to provide feedback pertaining to literacy instruction.
- Students are identified as "at risk" and are targeted for interventions (Multiple forms of student data have been analyzed to develop a list of recommendations and goals for improvement)

(The What p. 5)

Currently, our school has a Leadership Team in place which includes administrators and teachers. The plan is to expand that team by adding members of the community, parents, and teachers from other elementary schools in our system into a Literacy Leadership Team.

We will move forward by…
Planning:
- Identify stakeholders and partners to be part of the literacy leadership team: faculty, representatives from the feeder pattern of our school, community leaders, and parents
- Determine what additional data is needed in order to make informed decisions about the path forward
- Schedule and protect time for Literacy Leadership Team to meet and plan
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement

Implementing:
- Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty, and parents
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Develop a brochure or chart mapping community resources for families of adolescents to be shared in hardcopy and online
- Establish a system of communication online between out-of-school organizations and teachers
- Utilize technology to maintain communication among team members

Expanding:
- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance

and professional learning
- Identify and allocate additional funding sources to support literacy
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc.

Sustaining:
- Incentivize strong leaders on faculty
- Define priorities and allocate needed resources to sustain them over time
- Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved
- Pursue external funding sources to support literacy
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)

(The How p.21-22)

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

Why is it important?
According to the CIERA researchers, Taylor, et al., "the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. That was instruction that provided differentiation at the students' achievement level" (The Why p. 58).

What we are currently doing…
- A 90-120 minute literacy block is allocated for literacy instruction daily
- Time is scheduled for collaborative planning teams within and across the curriculum
- Implementing literacy instruction in all content areas
- Redeliver professional learning at team and staff meetings
- Time for intervention is built into the school schedule for each day (Interventions at Tier III are provided by Intervention Specialists)s
- Screen students with SRA placement test for group instruction
- Screen students with *EasyCBM screeners three times a year to determine instructional level

(The What p.5-6)

Only 75% of our school's staff believes that our school's leaders support an innovative and collaborative culture. However, 93% of staff also stated that our school participates in collaborative learning communities that meet both informally and formally across grade levels and content areas. Our plan will be to maximize the use of time allocated for collaborative planning.

We will move forward by…
Implementing:
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction
- Use technology to provide professional learning to new and continuing teachers
- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools

Expanding:
- Maximize use of scheduled times for collaborative meetings (prepare agendas and action summaries for all meetings)
- Ensure that teams meet for collaborative planning and examining student data/work samples during scheduled times

Sustaining:
- Redeliver professional learning at team and staff meetings (if appropriate, provide handouts to staff as references)

(The How p. 22-24)

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

Why is it important?

"Students acquire literacy skills by accessing information through a variety of texts. Specifically, content area teachers at all grade levels must include grade level comprehension and processing subject-specific texts in all areas." (The Why p. 26)

What we are currently doing…
- Administrators use TKES for observation to ensure that consistent and effective instruction is occurring throughout the building
- Teachers are responsible for instruction in all academic areas. Social studies and science standards are embedded within literacy instruction
- The informational texts used in the literacy units were selected based on the science and social studies CCGPS, explicit vocabulary instruction, and writing standards
- Data meetings are held with administrators and teachers to ensure proper implementation of interventions
- ELA and all content units have been revised to include writing

(The What p. 6)

Garrison-Pilcher teachers are aware of the importance of integrating literacy across the curriculum into all subjects taught. 79% of staff feels the need for targeted professional learning in literacy instruction would enhance their capacity as a teacher.

We will move forward by…

Planning:
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g. Twitter, Facebook, Google+, etc.

Implementing:
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services

Expanding:
- Monitor instruction to ensure consistent use of effective instructional practices that include

disciplinary literacy and active student engagement across content areas
- Design and implement infrastructure to provide guidance and support for students and families
- Utilize all staff to support literacy instruction
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, Facebook, Remind101, electronic newsletters, teacher websites, etc.)

Sustaining:
- Identify and prioritize a list of students to be targeted for intervention or support
- Using walk-through and/or observation form to ensure consistency of effective instructional practices
- Design responses to help connect students to the proper service providers in the community
- Maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy

(The How p. 24-25)

E. Action: Optimize literacy instruction across all content areas

Why is it important?
"Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers."
(The Why p. 26-27)

What we are currently doing…
- Integrating literacy in all subjects as articulated within CCGPS
- School-wide rubrics for writing assessments are aligned to CCGPS
- Instructional materials reflect challenging Lexile levels and varied sources of extended text in science and social studies
- Monitor literacy instruction across the curriculum through: walk-throughs, formal and informal evaluations, and lesson plans
- Analyzing samples of student writing

(The What p.6)

Even though literacy is being integrated into all subject areas being taught, Garrison-Pilcher staff feels that this is still an area that needs improvement to optimize literacy instruction across all content areas.

We will move forward by…
Planning:
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects
- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas

Implementing:
- Require writing as an integral part of every class every day

- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas

Expanding:
- Ask teachers to continuously identify exemplary samples of student work to model features of quality writing
- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency

Sustaining:
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy
- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, classroom/learning community weekly/monthly newsletter, student blogs, local newspapers, literacy magazines, classroom and school libraries, etc.)

(The How p.26-27)

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.

Why is it important?

Thomas County supports college-and-career-readiness programs in the school system. As stated by The Georgia Literacy Task Force, literacy is "the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following: the communicate effectively with others, to think and respond critically in a variety of settings, and to use and produce multiple forms of media, information, and knowledge in all content areas" (The Why p. 26). Garrison-Pilcher's goal for our students is the same as Georgia's, which states that "they become self-sustaining, lifelong learners and contributors to their communities" (The Why p. 31).

What we are currently doing…
- Garrison-Pilcher works closely with community partners and businesses (BEE – Business and Education Exchange)
- Students participate in Career Day and complete related writing assignments as a follow-up activity (Presenters at Career Day are from local businesses and organizations)
- Students participate in community field trips (Field trips are aligned to the standards and provide students with real-life experiences. Teachers often assign writing assignments as a follow-up activity)
- Stakeholders are recruited to support school initiatives to emphasize literacy development through a variety of avenues

(The What p.7)

Garrison-Pilcher understands the importance of, and involves families in the education of all students. In addition to involving families, we believe that it is essential to include awareness of

and support from local business and civic leaders.

We will move forward by…
Planning:
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)

Implementing:
- Convene meetings of the community advisory board at scheduled times.
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools

Expanding:
- Investigate similar efforts in other communities
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:
- Celebrate academic successes publically through traditional and online media
- Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives
- Pursue additional funding sources for specialized literacy staff and materials
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities

(The How p. 28)

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.)

Why is it important?
"ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating idea orally, and utilizing sources of information efficiently and effectively" (The Why p. 31).

What we are currently doing…
- Administrators encourage teachers to set goals, share materials, adjust pacing and engage in collaborative problem-solving to support student achievement
- Scheduled time for teams to meet for regular collaboration
- Administrators and the Intervention Specialists meet individually with each teacher quarterly to review classroom assessment data as well as RTI progress monitoring data
- An administrator and/or an Intervention Specialist must be present during all Tier III meetings (This new initiative was established at the beginning of the previous academic year to aid and provide support for teachers, ensuring appropriate interventions are successful)

(The What p. 7)

All teachers at Garrison-Pilcher are responsible for teaching literacy across the curriculum. Teachers meet once a month in collaborative planning meetings to discuss instruction and resources.

We will move forward by…
Implementing:
- Prepare agendas and action summaries for all meetings
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible

Expanding:
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Study formative student assessment results and use the results to continue to adjust instruction
- Assess effectiveness of team actions on student learning

Sustaining:
- Share professional learning online and at team and staff meetings
- Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

(The How p. 29)

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

Why is it important?
In order to integrate literacy in all content areas, we must "provide professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking and train ALL content teachers in each grade level to use effective instructional content-specific reading and writing strategies" (The Why p. 37)

What we are currently doing…
- All CCGPS units written have a literacy and writing component for students weekly
- Students are aware of the expectations they are required to meet through literacy goals (Accelerated Reader), CCGPS standards, and writing rubrics
- Media specialists encourage students to read a variety of fiction and non-fiction books related to their current area of study

(The What p. 7)

Since the implementation of the Common Core Georgia Performance Standards, the demands placed on students to become proficient readers in order to be successful has led to the need for a core literacy program that supports literacy across the curriculum.

We will move forward by…
Planning:
- Identify the concepts and skills students need to meet expectations in CCGPS

- Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan
- Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback

Implementing:
- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- 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

Expanding:
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas

Sustaining:
- Plan a literacy celebration for the entire school
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency
- Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)

(The How p. 30-31)

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

Why is it important?
"Reading Next (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners" (The Why p. 66). One of the most important of those fifteen elements is "a comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmentalized and may even coordinate with out-of-school organizations and the local community" (The Why p. 67).

What we are currently doing…
- Garrison-Pilcher partners with the following community partners: Thomasville Community Resource Center, Thomasville YMCA, and Thomas County Certified Literacy Community Program.
- Garrison-Pilcher has a Business Education Exchange committee (BEE) that works collaboratively with local businesses. One of the main objectives is to motivate students to improve overall skills in reading. The BEE Committee works to improve communication, promote attendance, and build important character traits in students.
- Volunteers within the community are encouraged and welcomed into the school to read with

students. Each December we host "Donuts for Dads and Dudes." This special time is set aside for male volunteers to come into our school and read a collection of books with students.
- The school has partnered with The Times Enterprise, the local newspaper, to provide classroom sets of newspapers and is seeking to expand this initiative to include all homerooms receiving a set once a week.

(The What p. 8)

As a school, Garrison-Pilcher believes that engaging out-of-school agencies and organizations within the community will not only benefit our students, but the entire community as well.

We will move forward by…
Expanding:
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Provide for professional learning and resources that support literacy learning in outside organizations
- Using technology, translate school documents into other languages to assist parents

Sustaining:
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- Pursue additional funding sources for specialized literacy staff and materials
- Ask local bookstores to donate books to the school

(The How p. 32-33)

Building Block 3. Ongoing formative and summative assessments

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

Why is it important?
"It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment" (The Why p. 95).

What we are currently doing…
- Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students.
- A data collection plan for storing, analyzing, and disseminating assessment results is in place.
- During the quarterly individual data meeting, administrators, intervention specialists, and teachers work cooperatively to analyze student assessment data and make informed decisions regarding literacy instruction.
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

(The What p. 8)

Teachers at Garrison-Pilcher use screening data, as well as other formative and summative

assessments, to monitor and adjust their instruction in order to meet the needs of all students.

We will move forward by…
Implementing:
- Administer assessments and input and analyze data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)

Expanding:
- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format

Sustaining:
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Continue to purchase assessment and intervention materials aligned with students' needs

(The How p. 34-35)

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

Why is it important?
In grades 1 and 2 at Garrison-Pilcher, students are screened in the following areas: letter sounds, phoneme segmentation, word reading fluency, passage reading fluency, vocabulary, and comprehension. "A screening of these skills is vital for children at this age. However, they must be screened multiple times throughout the year with a valid and reliable instrument in order to track progress of lack of it" (The Why p. 101).

What we are currently doing…
- The instructional levels of all students are screened and progress monitored with evidence-based tools.
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding service options for Response to Intervention (RtI)
- A formative assessment calendar based on local and state guidelines includes times for administration of screenings

(The What p. 8)

Garrison-Pilcher has worked to implement EasyCBM to screen students and progress monitor "at risk" students in order to guide classroom and intervention instruction.

We will move forward by…
Implementing:
- Administer assessments and input data according to the established timeline

- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g.,
- graphing their progress)

Expanding:
- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format

Sustaining:
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Make data-driven budget decisions aligned with literacy priority

(The How p. 36)

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

Why is it important?
"The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment" (The Why p. 95).

What we are currently doing…
- A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment. Students who are identified as "at risk" and/or are receiving Tier II interventions are progress monitored a minimum of once every two weeks. Students who are receiving Tier III interventions are progress monitored on a weekly basis.
- Results of diagnostic screenings are used to determine student placement within an intervention group and/or to adjust classroom instruction.

(The What p. 9)

Students at Garrison-Pilcher who are identified as "at risk" receive differentiated instruction and possible interventions and are also progress monitored more frequently to ensure the success of the student through the Tier process.

We will move forward by…
Planning:
- Provide professional development for teachers in the area of differentiated instruction and use of intervention materials

Implementing:
- Use technology to differentiate learning within content areas

Expanding:
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology to share relevant student progress data with families in an easily interpreted format

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

(The How p. 37)

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

---

Why is it important?
"Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur" (The Why p. 96).

What we are currently doing…
- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments
- During teacher team meetings, discussions focus on changes that can be made to improve the instructional plan for all students.

(The What p. 9)

The summative assessments currently used at Garrison-Pilcher are the ITBS and CogAT for first grade students and the Mock CRCT for second grade students. The data from these assessments are analyzed by the School Improvement Team to identify areas of strengths and weaknesses.

We will move forward by…
Planning:
- With the aid of technology assistance via tablets, teachers will continue to administer summative assessments as scheduled and will gain immediate and comprehensive data for individual students
- Analyze assessment data to identify teachers who need support

Implementing:
- Discuss assessment results with students to set individual goals
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed

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

Sustaining:
- Adjust curriculum alignment to eliminate gaps
- Ensure that students are appropriately placed in specific programs
- Evaluate the effectiveness of programs and policies

(The How p. 37-38)

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

Why is it important?
In 2009, the National Center on Educational Excellence "posted five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data use, provide supports that foster a data-driven culture within the school, and develop and maintain a district-wide data system" (The Why p. 120-121)

What we are currently doing…
- A data storage and retrieval system is adequate and is understood and used by all appropriate staff members.
- A protocol has been developed and is followed for making decisions to identify the instructional needs of students.

(The What p. 9)

According to 91% of Garrison-Pilcher staff, our school has a continuous improvement process based on data, goals, actions, and measures for growth.

We will move forward by…
Planning:
- Identify participants for data teams for specific grade levels
- Identify participants for data team at system level
- Schedule collaborative planning time for data meetings at a minimum of once/month
- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:
- Teach the data meeting protocol to the data team members
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Implement protocol with fidelity

Expanding:
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

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

(The How p. 38-39)

Building Block 4. Best Practices in Literacy Instruction

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

Why is it important?
"In grades K-3, early literacy instruction provides beginning readers with an enormous capacity to identify words into meaningful language. There are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension." (The Why p. 64)

What we are currently doing…

- Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement)
- Administration conducts classroom observations using as assessment tool (TKES) to gauge current practice in literacy instruction
- Various aspects of literacy instruction have been allocated for instruction within specific content areas

(The What p. 9-10)

While unit writing teams have worked tirelessly to pull from various resources in order to incorporate CCGPS into our literacy instruction, 75% of teachers feel the need for a core literacy program.

We will move forward by…
Planning:

- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Allocate which aspects of literacy instruction students are to receive in each subject area
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area

Implementing:

- Provide training to all pertinent staff in the use of the core program
- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs
- Ensure a daily literacy block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students

Expanding:

- Review teacher and student data to improve instruction
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Provide families access to resources that differentiate support for students

Sustaining:

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

(The How p. 40-41)

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

Why is it important?

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

What we are currently doing…
- Teachers are encouraged to implement writing instruction across all content areas.
- Writing assignments and assessments are used for both science and social studies
- Each classroom teacher has a copy of Lucy Calkins' books that provide guidelines for setting up, implementing and managing writing groups
- Writer's Workshop books are available for teachers in the teacher resource/book room
- All teachers participate in professional learning (with a county consultant) on best practices in writing instruction in all content areas

(The What p. 10)

Students moving from Garrison-Pilcher to the third grade at Cross Creek Elementary are scoring below the state average on writing assessments. The need for writing instruction is greatly needed and a county consultant has been recruited in order to align writing screeners and instruction to CCGPS standards.

We will move forward by…

Planning:
- Design a vertically and horizontally articulated writing plan consistent with CCGPS
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level

Implementing:
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
- Develop a coordinated plan for writing instruction across all subject areas to include: explicit instruction, guided practice, and independent practice

Expanding:
- Create a protected 30 minute block of writing instruction into daily schedules
- Continue implementing writing in all content areas

Sustaining:
- Maintain materials and resources necessary for effective writing instruction

(The How p. 42)

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

Why is it important?

To improve students' motivation to read, recommendations were made by Guthrie and Humenick based on research to "provide content goals for reading, support student autonomy, provide interesting texts, and increase social interactions among students related to reading" (The Why p. 51)

What we are currently doing…
- Students visit the school library daily to self-select reading material (Garrison-Pilcher media center has 6,567 non-fiction leveled texts in circulation)
- Teachers provide a classroom library for students to choose books and topics for research
- The use of technology (software applications, Smart Board interactive lessons, and audio listening centers) during whole group lessons and small group workshops are used to provide learning opportunities for all students
- Students participate in community-based field trips in order to enhance and impact their understanding of how various cultural experiences relate to learning

(The What p. 11)

Garrison-Pilcher staff set goals for all students to meet in Accelerated Reader each nine weeks. At the end of that term, a "Reading Celebration" occurs and all students who met their goals attend. Some teachers also try to incorporate technology into their literacy plans by allowing students to watch stories online through a variety of internet resources.

We will move forward by…
Planning:
- Teachers should take steps to provide students with an understanding of the relevance of their academic assignments to their lives
- Increasing access to texts that students consider interesting
- Leveraging the use of creative technology such as eBooks

Implementing:
- Continue to encourage students who are unmotivated to read
- Purchase technology to engage and enhance student learning

Expanding:
- Involve secondary students as role models for elementary students by creating a buddy-reading program
- Provide hands-on learning activities for reading materials

Sustaining:
- Create incentive programs for students who voluntarily read (Incentives are minimal and are connected to reading, such as books)

(The How p. 41)

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.)

Why is it important?
"Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success." (The Why p. 126)

What we are currently doing…
- Garrison-Pilcher has a school-wide RtI process that is outlined in an RtI manual provided to

each teacher by the system RtI Coordinator
- Protocols for identifying students and matching them to the appropriate intervention is in place
- Interventions are monitored frequently to ensure they occur regularly

(The What p. 11)

Garrison-Pilcher teachers and staff understand the importance and need for the RTI process. A system RTI coordinator has been put into place in recent years and delivers pertinent RTI information to each school each year.

We will move forward by…
Planning:
- Articulate goals/objectives at building and system level based on identified grade-level needs, as well as system needs
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation

Implementing:
- Purchase, schedule, train providers and implement intervention
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Schedule grade-level data-analysis team meetings

Expanding:
- Provide building and system-level support of the process
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions

Sustaining:
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis

(The How p. 43)

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

Why is it important?
In Tier I, "All students participate in general education that includes: universal screenings to target groups in need of specific instructional support, implementation of Common Core Georgia Performance Standards by 2014 in a standards-based classroom, differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration, and progress monitoring of learning through multiple formative assessments." (The Why p. 132)

What we are currently doing…
- Students data is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression)
- Inclusion of students with special needs in the general education setting
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year

(The What p. 11-12)

Garrison-Pilcher staff has worked hard to become consistent in the use of diagnostic screeners

and progress monitoring data in order to best serve the needs of all students. 92% of the staff feels that all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments.

We will move forward by…
Planning:
- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills
- Provide professional learning on resources for RtI, universal screening

Implementing:
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels

Expanding:
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness

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

(The How p. 43-45)

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

Why is it important?
"A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels." (The Why p. 133) "Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed." (The Why p. 134)

What we are currently doing…
- Effectiveness of interventions is ensured by the following: providing sufficient blocks of time in the daily schedule for intervention
- Teachers understand assessment data and anticipated levels of student mastery during the

school year
- Intervention Specialists provided all classroom teachers with a list of appropriate Tier 2 interventions for students who struggle in the following areas: letter identification/letter sounds, phonological awareness, word reading fluency, passage reading fluency, vocabulary, comprehension, and math concepts.

(The What p. 12)

While our staff understands the importance of Tier 2 interventions, and many have them in place, 77% of staff feels they are in need of materials for small group differentiation for below-grade level students. Many teachers do not feel they have enough time during the day to fully devote to Tier 2 interventions.

We will move forward by…
Planning:
- Plan and provide professional learning for appropriate use of supplemental and intervention materials
- Schedule times for collaborative discussion and planning between content area Tier 1 teachers and interventionists
- Ensure effectiveness of interventions by building sufficient blocks of time into the daily schedule

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

Expanding:
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

Sustaining:
- Document data points to monitor student response to intervention
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

(The How p. 45-46)

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

Why is it important?
"Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom." (The Why p. 127)

What we are currently doing…
- Ensure that students have received enough time in Tier 2 to respond to interventions before moving to Tier 3
- Discuss students in Tier 3 who fail to respond to intervention
- Tier 3 students work with Intervention Specialists 4 days a week for a weekly total of 2 hours.

Intervention Specialists progress monitor student achievement weekly
- Tier 3 meetings are held every 4-6 weeks with administrators, intervention specialists, parents, and school psychologist (if necessary) to discuss student progress or lack thereof

(The What p. 12)

After an appropriate amount of time in Tier 2, and enough progress monitoring data points to support the decision, if a student is not making enough progress, teachers, administrators, and intervention specialists meet to discuss and plan to move students to Tier 3. At Garrison-Pilcher, Tier 3 interventions occur more frequently and for longer periods of time than Tier 2 interventions. Tier 3 occurs four days per week with 30 minute sessions each day.

We will move forward by…
Planning:
- Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

Implementing:
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist
- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points

Expanding:
- Teachers consistently provide research-validated interventions designed to meet individual students' needs
- Ensure that T3 includes proven interventions that address behavior

Sustaining:
- Continue to ensure that students move into and out of Tier 2 and Tier 3
- Continue to ensure that data is used to support response to intervention

(The How p. 46-47)

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

Why is it important?
"Interventions at Tier 4 are specifically designed to meet the learning needs of the individual." (The Why p. 127) "Targeted students participate in specialized programs, methodologies, or instructional deliveries. Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education." (The Why p. 134)

What we are currently doing…
- School schedules are developed to ensure least restrictive environment
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs
- Teachers work together in an inclusive, co-teaching environment
- IEP teams meet to plan the initial placement of a student, and then meet annually to review the EIP. Placement decisions are based on the student's progress toward IEP goals that supports his or her access to CCGPS instruction

(The What p. 12-13)

Garrison-Pilcher offers several different classroom models for students with special needs. In our school, 94% of the staff feels that related learning support services are provided for all students based on their specific needs.

We will move forward by…
Planning:
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming

Implementing:
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings

Expanding:
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards

Sustaining:
- Student data supports the exit of students from T4

(The How p. 47)

Building Block 6. Improved Instruction through Professional Learning

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

Why is it important?
"Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom." (The Why p. 150)

What we are currently doing…
- Professional learning is provided, as well as the support of a mentor teacher

(The What p. 13)

Garrison-Pilcher teams up with several local institutes each year including: Thomas County Central High School, Bishop Hall, Thomas University, Valdosta State University, and Southwest Georgia Technical College. Students from each institute are placed in classrooms and are given the opportunity to work with students in order to fulfill their high school or college requirements in the area of Early Childhood Education.

We will move forward by…
Planning:
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy
- Members of the school literacy team will meet with the Education Department chairs at both Thomas University and Southwest Georgia Technical College (local institutions) twice per year to address pre-service teacher needs

Implementing:

- Extensive professional development in the form of a summer literacy camp will be provided as well as quarterly and reflection sessions
- Provide teachers explicit instructional strategies on the five components of reading, completing and analyzing running reading records, and explicit instructional strategies to provide differentiated literacy instruction

Sustaining:
- Continue to monitor and support the integration of disciplinary literacy

(The How p. 48)

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

Why is it important?
"The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement." (The Why p. 141)

What we are currently doing…
- Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools
- Some of the following personnel participate in professional learning opportunities: interventionists, classroom teachers, and administrators

(The What p. 13)

Teachers at Garrison-Pilcher have attended several professional development sessions this school year. Re-delivery of these sessions has not been highly effective. The staff believes that they would more greatly benefit from highly trained experts coming into the school to provide professional learning to all members of the faculty and staff.

We will move forward by…
Planning:
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Hire an instructional coach to provide site-based support for staff

Implementing:
- Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation
- Provide targeted professional learning on the CCGPS based on student and teacher needs

Expanding:
- Partner experienced teachers with pre-service and beginning teachers
- Use formal and informal observations to monitor and improve literacy instruction
- Encourage all teachers to share information learned at professional learning sessions
- Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring

Sustaining:
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years
- Continue to encourage "professional talk" among staff and provide time for discussions

(The How p. 48-49)

Student Data Grade Level Assessments

Garrison-Pilcher Elementary School data has been analyzed from several sources to show areas of strengths and weaknesses. The following tables or graphs show three to five years of data.

Data collection has been inconsistent and somewhat inconclusive over the past few years due to changes in procedures for collection. Reduction in funding has resulted in program changes. The state of Georgia does not currently require standardized testing for first and second grade students. The loss of a statewide mandated test, coupled with changes in administration at the school and system level, has resulted in less than effective use of assessment data.

ITBS – First Grade Data – Standardized Test Analysis
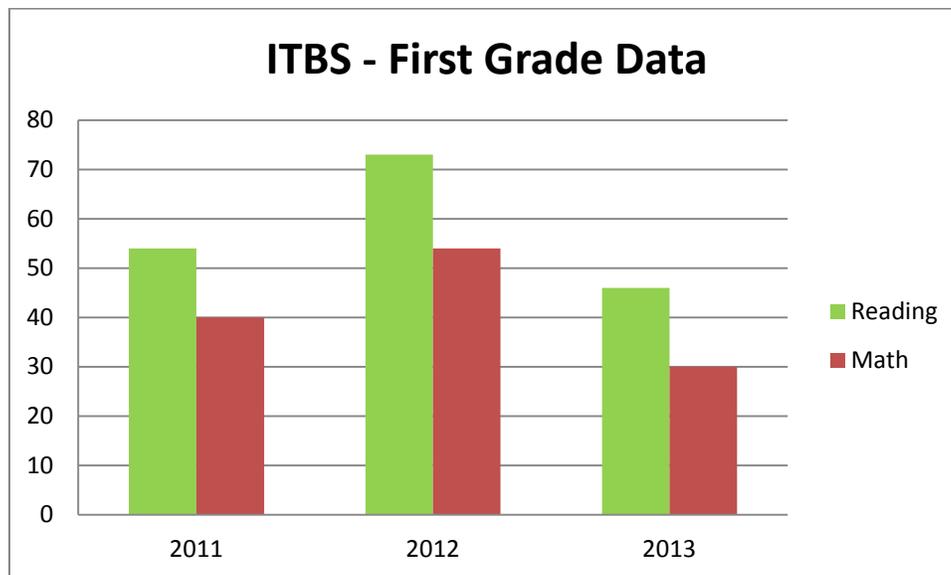
For the past two years, Garrison-Pilcher has chosen to administer the Iowa Test of Basic Skills (ITBS) for first grade students. This is a norm-referenced standardized measure. The first grade students at Garrison-Pilcher take the ITBS each fall. The scores on the graph above represent the percentage of students who exceeded the 50th percentile. For 2011, the percentages were: Reading – 54% and Math – 40%. For 2012, the percentages were: Reading – 73% and Math 54%. For 2013, the percentages were: Reading – 46% and Math – 30%. The scores for 2013 showed a dramatic decrease in previous years. As noted in the Needs Assessment document, this is the basis for increased need for classroom based intervention materials, additional reading materials that support a range of reading levels, and the need for progress monitoring.

Mock CRCT – Second Grade Data – Standardized Test Analysis

Mock CRCT - Second Grade Data
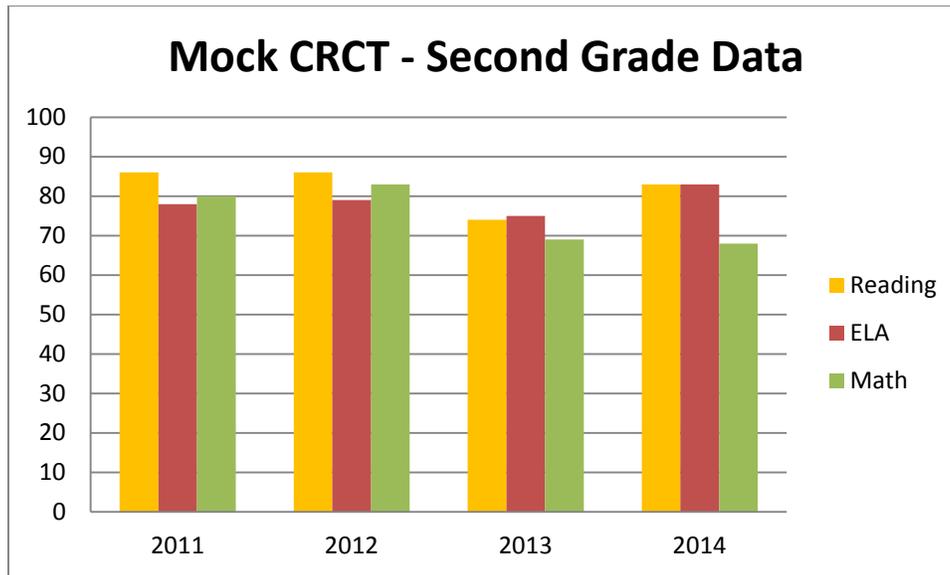
Garrison-Pilcher chose to assess second grade students using a system administered mock CRCT. This is a criterion-referenced measure. This test was developed by the school system, using publicly released test items from Georgia's OAS (Online Assessment System). The content weights and scoring procedures are comparable to the state developed test. The graph above shows the percentage of students that met or exceeded the expectations of the mock CRCT. In 2013, CCGPS items were incorporated in this assessment for the first time. Students experienced more difficulty passing each subtest of the mock CRCT in 2013. Since the implementation of CCGPS, scores have risen because of Garrison-Pilcher teachers' efforts to study and better understand CCGPS content. There is still a lot of room for improvement and need for growth in all areas.

EasyCBM Data – School Data Collection System

Grade 1 Reading Risk Analysis

Risk Level	Fall	Winter	Change	Winter	Spring	Change	Fall	Spring	Change
Low	40%	52%	12%↑	52%	47%	5%↓	40%	47%	7%↑
Some	43%	30%	13%↓	30%	30%	-	43%	30%	13%↓
High	17%	17%	-	17%	23%	6%↑	17%	23%	6%↑
Totals	100%	100%	-	100%	100%	-	100%	100%	-

Grade 2 Reading Risk Analysis

Risk Level	Fall	Winter	Change	Winter	Spring	Change	Fall	Spring	Change
Low	47%	62%	15%↑	62%	45%	17%↓	47%	45%	2%↓
Some	43%	23%	20%↓	23%	32%	9%↑	43%	32%	11%↓
High	10%	15%	5%↑	15%	23%	8%↑	10%	23%	13%↑
Totals	100%	100%	-	100%	100%	-	100%	100%	-

These tables include data gathered from the 2013 Easy CBM school-wide literacy screeners. All students participated in these screeners. First grade students are tested in the following literacy areas: letter sounds, phoneme segmentation, and word reading fluency. Second grade students are tested in the following literacy areas: word reading fluency, passage reading fluency, vocabulary, and comprehension. The tables show the percentage of students that scored in the low risk, some risk, and high risk categories. The tables also show the change in scores from each screening period. There are three screening periods each school year: fall, winter, and spring. The data shows that the number students at high risk are increasing each screening period. Garrison-Pilcher's expectation is that the data collected during each screening period will indicate growth. Most, if not all, of the students at high risk receive Tier 2 or Tier 3 interventions. The data still does not indicate growth, meaning that more reliable interventions and training for homeroom teachers is needed.

Identified Strengths and Weaknesses

- ➢ Strengths
  - o Since CCGPS implementation (2013), 2nd grade mock CRCT increased in Reading and ELA
  - o Increased use of Easy CBM Progress Monitoring
  - o Implementation of data meetings (at risk students are being identified earlier)
  - o 83% of students met/exceeded the Reading and ELA parts of mock CRCT
- ➢ Weaknesses
  - o 18% achievement gap in Reading on mock CRCT; Black students- 71%, White students- 89%
  - o 16% achievement gap in ELA on mock CRCT; Black students- 73%, White students- 89%
  - o 33% achievement gap in Math on mock CRCT; Black students- 47%, White students- 80%
  - o 2nd grade Easy CBM – increased percent of high risk students (13% increase from fall to spring)

Retention of students in First and Second Grades
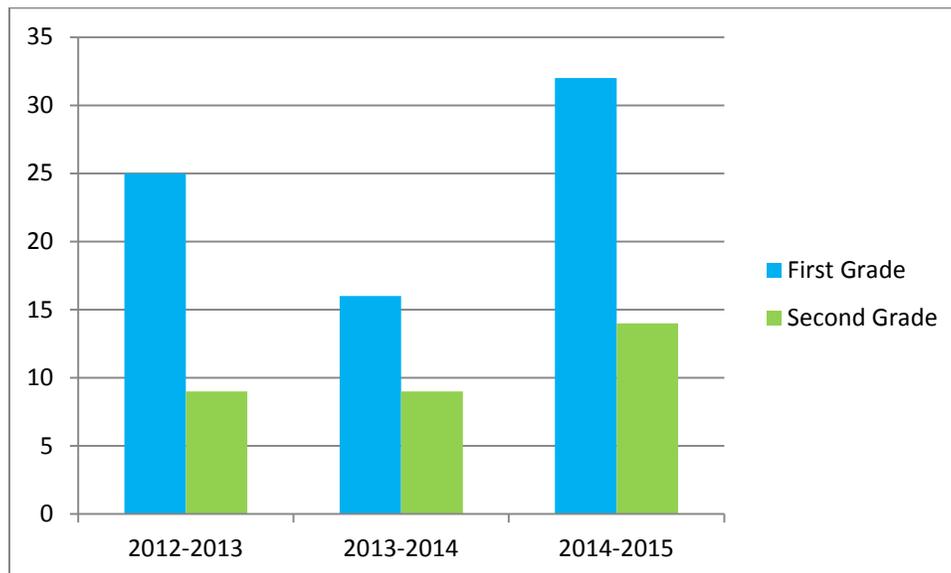
The graph above represents the number of first and second grade students who were retained and are repeating the current grade for the last three school years. There has been an increase in the number of students being retained in first and second grade at Garrison-Pilcher over the past several years. The number of first grade students retained doubled this past school year. All students who are retained display reading difficulties and receive Tier 3 interventions.

<u>Teacher Data</u>

Retention Rate
2013
92.45%

Longevity of Staff		
Low (less than 3 years)	Middle (3-20 years)	High (20+ years)
2	39	12

Certification of Staff	
Certification	
T-4	25
T-5	22
T-6	6

Goals and Objectives:

Data analysis clearly indicates the need to increase literacy instruction and student achievement. Literacy is embedded in all subject areas; therefore, improvement in literacy instruction will have an impact in all subjects. With this in mind, goals have been set to help students at Garrison-Pilcher. Objectives for meeting the following goals are outlined in Garrison-Pilcher's project plan along with timelines, funding sources, and measures of effectiveness.

1. Increase percentage of students scoring at or above expectations in reading each year.
2. Increase percentage of students scoring at or above expectation in writing each year.
3. Using school-based data design a comprehensive system of tiered interventions for all students.

Project Plan- Procedures, Goals, Objectives and Support

The literacy mission of Garrison-Pilcher is to ensure that all children are provided literacy-rich environments and resources at school. The school will effectively meet the literacy needs of all students, provide prescribed interventions for struggling readers, and offer appropriate enrichment challenges to advanced readers. The administration and staff at Garrison-Pilcher will use research-based teaching strategies to effectively meet student's individual literacy needs and increase student outcomes so that more children leave second grade as fluent readers.

The Striving Reader Grant resources being requested will provide a supplemental vehicle for Garrison-Pilcher to attain the literacy goals outlined below. Procedures and Tiered scheduling to accommodate these initiatives have been outlined in the School Literacy Plan.

*The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Approved Consultants (AC), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T), Technology Support (TS)

Goal: Increase percentage of students scoring at or above expectations in reading each year. (Building Block 4)			
Current Best Practices: Easy CBM (diagnostic testing, use of data) – students are tested at least 3 times per year during a school-wide screening period to identify strengths and weaknesses in the following areas: phonological awareness, word identification, fluency, vocabulary, comprehension (The What p. 9); protected 90-120 minute literacy block (The What p. 10); Collaborative planning monthly (The What p. 7)			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational texts (The What p. 9). Research, select, purchase needed instructional materials.	Fall, 2015	SRCLG Local Funds	*LT *SA *AC Analysis of Student Work
Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction (The What p. 10)	Fall, 2015 Ongoing	N/A	TKES *SA
A protected, dedicated 90-120 minute block is allocated for literacy instruction (The What p. 10)	Fall, 2015	N/A	Classroom Schedules Walk-through Observations *SA
Daily literacy block includes the following for all students: whole group which includes explicit instruction in word identification, vocabulary, and comprehension, and small groups for differentiation (The What p. 10)	Fall, 2015	N/A	Lesson Plans Walk-through Observations DIBELS Next data *SA
Teachers participate in ongoing professional learning (The What p. 11)	Fall, 2015 Ongoing	SRCLG Release Time	*SA *LT
Provide instructional technology to enhance literacy instruction through information literacy, media literacy, communications, and technology literacy (The Why p. 56)	Fall, 2015 Ongoing	SRCLG Local Funds	Walk-through Observations *TS *SA

Goal: Increase percentage of students scoring at or above expectation in writing each year. (Building Blocks 2/4)			
Current Best Practices: System Consultant working with school unit writing teams to deconstruct standards, incorporate writing into all content areas, implement writing rubrics, and use of student exemplar work (The What p.10)			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional learning on best practices for writing instruction across content areas (The What p. 10)	Fall, 2015 Ongoing	SRCLG	Writing Samples *SA *AC
A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally (The What p. 10)	Fall, 2015	SRCLG Local Funds	Analysis of Writing Samples *LT *AC
Purchase needed technology to be used for production, publishing, and communication across the curriculum (The What p. 10)	Fall, 2015 Ongoing	SRCLG	Published Writing Samples *TS
Ensure daily literacy block 90-120 minutes includes explicit writing instruction, guided practice, independent practice for all students (The What p. 10)	Fall, 2015	N/A	Classroom Schedules *SA
Purchase needed technology so that teachers are able to implement the creative use of technology within the learning process to promote engagement and relevance (The What p. 11)	Fall, 2015 Ongoing	SRCLG	*SA *LT *AC *TS
Conduct classroom literacy observations to monitor current practice in writing instruction (The What p. 10)	Fall, 2015 Ongoing	N/A	Walk-through observations *SA

Goal: Using school-based data design a comprehensive system of tiered interventions for all students. (Building Blocks 3/5)			
Current Best Practices: System assessment calendar, Easy CBM testing and follow-up diagnostic testing (That What p. 11), literacy block in daily schedule, intervention groups with Intervention Specialists (Tier 3 students) (The What p. 12)			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Purchase DIBELS Next and strengthen use of screening, diagnostic, and progress monitoring assessments (The What p. 11)	Summer, 2015	SRCLG	DIBELS Next Data *GA *SA *T
Train teachers on effective data usage for planning/implementing interventions and monitoring student progress	Fall, 2015 Ongoing	SRCLG	RTI Data *GA
Purchase and train individuals on appropriate intervention materials	Fall, 2015 Ongoing	SRCLG	*GA *SA
Schedule protected intervention time during the day	Fall, 2015 Ongoing	N/A	Class Schedules *SA
Review data to determine effectiveness of instruction	Spring, 2015 Ongoing	N/A	RTI Data Analysis of Assessments *GA *SA

Response to Intervention Model

Leveled Instructional Tier	Instructional Strategies
Tier 1 Tier 1 includes the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. (The Why p. 126)	• Classroom instruction based on CCGPS • Universal Screening • Best Practices identified by National Reading Panel
Tier 2 Tier 2 interventions are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. (The Why p. 126)	• Consistent instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension) – small group setting (5-7 students) • Progress monitoring • Adjustment of interventions
Tier 3 Tier 3 interventions are evidence-based protocols and aggressively monitor the students' response to the intervention and the transfer of learning to the general classroom. (The Why p. 127)	• Intensive interventions – small group setting (1-3 students) • Increased frequency and duration • Interventions provided by Intervention Specialist • Intensive progress monitoring • Frequent (4-6 weeks) meetings including: parent, classroom teacher, intervention specialist, administrator • Highly qualified teachers
Tier 4 Tier 4 are specifically designed to meet the learning needs of the individual based on the CCGPS and the individual learning and/or behavioral needs of the individual. (The Why p. 127)	• Due process • Based on Individualized Education Plan (IEP) • Specialized programs, methodologies, and instructional devices • Intensive monitoring/adjustment of interventions • Highly qualified teachers

Tentative School Schedule

Professional Learning Community	Teachers	Tier I 120 minute Protected Literacy Block	Intervention/ Enrichment Block	Math/ Science/ Social Studies (150 minutes)	Lunch/Recess (50 minutes)	Special Activity: Art, Music, Science, P.E. (55 minutes)
A (1st grade)	Hayes, Genter, Green, Siceloff, McKenzie	8:00-10:00	10:00-10:30	Varied	Lunch – 11:45-12:25 Recess – 11:00-11:20	1:10-1:55
B (2nd grade)	Bennett, Strickland, Jackson, Sellers	8:00-9:40, 10:30-10:50	10:50-11:20	Varied	Lunch – 11:20-11:55 Recess – 1:00-1:20	9:40-10:25
C (1st grade)	Braswell, Bass, Pineda, VanHeiningen, Lambert	8:00-10:00	10:20-10:50	Varied	Lunch – 11:40-12:20 Recess – 10:00-10:20	12:25-1:10
D (1st & 2nd self-contained SPED)	Carroll, Williams	8:00-10:00	11:30-12:00	Varied	Lunch – 10:50-11:20 Recess – 10:25-10:45	1:10-1:55
E (2nd grade)	Humphries, Davis, Griffin, Hopper	8:00-10:00	12:00-12:30	Varied	Lunch – 11:25-12:00 Recess –1:30-1:50	10:25-11:10
F (1st grade)	Barrett, Bush, Sellars, Shelton	8:00-10:00	10:20-10:50	Varied	Lunch – 12:10-12:45 Recess – 10:00-10:20	11:10-11:55
G (1st grade)	King, Maggitas, Thomas, Griffith	8:00-10:00	10:45-11:15	Varied	Lunch – 12:05-12:40 Recess – 10:25-10:45	1:55-2:40
H (2nd grade)	Hurst, Taylor, Sanders, Duncan	8:00-8:45, 9:45-11:00	2:00-2:30	Varied	Lunch – 11:00-11:35 Recess – 1:30-1:50	8:55-9:40

I (2nd grade)	Swearingen, Warren, Rich, Burton, Kent	9:00-11:00	12:10-12:40	Varied	Lunch – 11:00-11:40 Recess – 11:45-12:05	8:10-8:55

Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
EasyCBM	1-2	Universal Screener	Letter Sound Fluency Phoneme Segmentation Word Reading Fluency Passage Reading Fluency Vocabulary Comprehension	3 times per year: August, January, May LSF: 3x per year (1) PS: 1x per year (1) WRF: 3x per year (1) PRF: 2x per year (1) 3x per year (2) Voc: 3x per year (2) Comp: 3x per year (2)
ITBS	1	Norm-Referenced Test	Vocabulary Reading Words Reading Comprehension Word Analysis Listening Language Math	1 time per year
Mock CRCT	2	Criterion-Reference Achievement	Reading Math ELA	1 time per year
Unit Assessment Tests	1-2	Mastery Guide Instruction	CCGPS	Weekly/bi-weekly
CogAT	1	Norm-Referenced Test	Reasoning	1 time per year
STAR Early Literacy	1-2 (as needed)	Assess Reading Level	Independent reading level	3 times per year: August, January, May (ongoing as needed)
STAR Reading	1-2	Assess Reading Level	Independent reading level	3 times per year: August, January, May (ongoing as needed)
Benchmark Tests	1-2	Mastery of Content	CCGPS	3 times per year: end of 1st, 2nd, 3rd 9 weeks
Writing Screeners	1-2	Measure/Monitor Growth	Writing	3 times per year: August, January, May (ongoing as needed)
SRA/EIR Phonics Screener	1-2	Identify current phonics level to place in leveled phonics groups	Letter/sound fluency Blending Word and passage reading	1 time per year (at the beginning of the school year)

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Purposes for the analysis of the student data include the following: (1) determining the overall effectiveness of literacy instruction (2) utilizing assessments for all students to measure progress, identify strengths and weaknesses, and adjust instruction based on this information to best meet the needs of each student. Garrison-Pilcher's literacy plan includes both formative and summative evaluation strategies. Universal screeners (SRA Early Intervention screener and Easy CBM) were used at the beginning of the current school year and teachers will continue to administer these formative assessments during testing windows that are scheduled on the school wide calendar. After each screening window, the school's data team which includes Garrison-Pilcher's Principal, Assistant Principal, and Intervention Specialists collect and review data to determine students who are at risk in the following areas: letter sounds, word reading fluency, passage reading fluency, and reading comprehension. Teachers meet collaboratively with data team to examine data plan interventions for at-risk students. Periodic curriculum meetings allow for discussion of instructional pacing and unit revision.

Implementation of New Assessments & Professional Learning Needs for New Assessments

Teachers use formative assessments to measure progress, identify strengths and weaknesses, and adjust instruction. The Striving Readers project funding will allow for the purchase of DIBELS Next. DIBELS Next will provide more timely and efficient data collection. As part of the Garrison-Pilcher Literacy Plan, DIBELS Next will improve teacher collaboration by providing timely access to student performance data and allow them to plan differentiated instruction. After reviewing assessment results, students are placed in appropriate intervention groups for targeted interventions for specific deficits. Students will know their goals and have a way to track progress. Progress monitoring is ongoing and interventions are adjusted as needed based on student progress.

The Informal Phonics Inventory (IPI) will be implemented to diagnose student difficulties with decoding three times each year, according to the assessment calendar. Enhanced technology (DIBELS Next) is needed to provide timely feedback and to communicate data to district literacy team and parents. With an upgraded technology infrastructure, data collection will be streamlined. Teachers will require training to implement the new assessments (DIBELS Next and the IPI) and learn to use the tablet devices for administering assessments. Through the use of tablets, teachers will be able to perform the assessments within their classrooms in a timely manner. Electronic scoring will allow teachers to plan more efficiently.

Current Assessments	Continue after Implementation of SRCL?
Easy CBM	No
STAR Reading	Yes
STAR ELA	Yes
SRA Early Intervention Screener	Yes
*DIBELS Next and the IPI will be introduced with the implementation of Striving Readers.	

Communication of Data to Parents and Stakeholders

The results of screening data are communicated to parents in the following manner:

- Teachers currently print reports from Easy CBM, STAR Early Literacy, STAR Reading to communicate with parents to show growth or lack of growth. Reports are printed and sent home after each screening period and also throughout the year for students who are receiving Tier 2 and Tier 3 interventions.
- Student profile sheets are sent home with students after each screening period and clearly show the parents their child's current scores and a comparison to grade-level expectations. These will be updated to reflect scores from DIBELS Next and the IPI.

Use of Data to Develop Instructional Strategies to determine Materials and Needs

Garrison-Pilcher teachers and staff will use data to develop instructional strategies and materials to support an effective Response to Intervention model. We are committed to using data to drive effective decision making and meeting the needs of all students. The results of student assessment data will be used for the following purposes (The Why p. 96):

- Identify students' strengths and weaknesses

- Determine if fundamental content-based literacy skills are lacking

- Evaluate effectiveness of Tier 1 instruction

- Identify areas of need for professional learning opportunities

- Establish learning goals for students

- Monitor student progress toward goals and set new goals

- Inform students and parents of progress towards goals and work to adjust goals

- Inform parents of process of intervention and explanations of all Tiers

- Evaluate effectiveness of instruction in meeting the goals for each student

- Adjust instruction as needed

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement the Literacy Plan (including student engagement):

- Research based literacy instructional materials
- Professional learning – consultant fees, stipends, or release time (subs), and materials
- Travel expense for conferences
- Literary and informational texts on various levels for classrooms and media center
- Content-based texts on various levels and aligned to units of study
- Literacy manipulative classroom sets
- DIBELS Next Data Management
- Touch screen computers for students with disabilities
- Document cameras (1 per classroom)
- Technology Support
- Interactive tablets with appropriate applications (at least 5 per classroom) including earbuds/headphones, headphone splitters, protective cases, and charging cart with extra chargers
- Tier 2 and 3 interventions materials and software and training for all staff
- Training for Intervention Specialists
- Grant Administrator
- Literacy Instruction Observation Checklist
- Family involvement activities
- Extended day (tutoring) program for students (including materials, stipends for teachers, and transportation for students)
- Networkable printers (with colored ink)
- Poster maker with all materials needed to print posters

Activities that support Literacy Intervention Programs:

- Direct phonics instruction with grouping on instructional level
- Appropriate screenings and progress monitoring (DIBELS Next)
- Use of diagnostic follow-up tools (IPI, Fry words inventory, Comprehension check)
- Use of data to drive instruction
- Response to Intervention protocols set and followed by all administrators and staff.
- Research-based intervention materials
- Teachers professionally trained in implementation of interventions
- Dedicated scheduled time for intervention/enrichment
- Flexible, needs-based grouping
- Mentor program
- On-site professional learning provided by RESA consultants
- Parent education through family academic nights

Shared Resources:

- Pacing guides for units
- Instructional units with resources on the local share drive
- Teacher/student computers
- Computer labs (2)
- Bookroom containing professional resources such as: student leveled readers, literacy games and activities for reader's workshop, writer's workshop resources
- Media center resources such as: non-fiction and fiction books, books on tape/cd, limited listening centers, document cameras (available for checkout – not enough for each teacher to have their own)
- Digital cameras
- SRA Early Interventions in Reading curriculum and related materials
- SRA Imagine It! Curriculum and related materials

Library Resources:

- Total number of books available for students to check out = 16,728
    - Non-fiction book total = 6,073
    - Fiction total = 10,655
    - New books added this year = 649
- Books on Cassette and CD - 275
- Cassette and CD listening centers with headphones -51
- Big Books © - 11
- Videos - 27
- Story videos to support literacy – all online (online Books, United Streaming)
- 1 Smart Board
- 5 computer stations
- Reference materials (dictionaries, almanacs, encyclopedias) – 294 total – each classroom has a full set of dictionaries, 17 various dictionaries in the library, 43 Thesaurus, and 2 sets of encyclopedias
- Digital cameras – 5
- Document cameras – 27

Activities that Support Classroom Practices:

- CCGPS Standards based instruction
- Resources available on local share drive for units
- Frequent formative assessments and common summative assessments
- Frequent progress monitoring
- Differentiated instruction
- Vocabulary instruction in all content areas
- Technology-enhanced lessons
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Collaborative grade-level planning time
- Student access to individual reading materials on their level

- Diagnostic tools for student placement in the reading program
- Listening center for differentiated instruction
- Tablet devices for tiered instruction and progress monitoring
- Computer applications for tiered instruction in literacy, vocabulary, and writing
- Writer's workshop
- Reader's workshop
- Professional development and resources for integrating content areas into reading and writing

Additional Strategies Needed to Support Student Success:

- Strategies for increasing student engagement
- DIBELS Next Data Management system
- Consistent use of progress monitoring
- Explicit phonics instruction
- Use of decodable text
- Professional learning in the following areas:
    - Best teaching practices for all components of literacy
    - Process of writing and writing instruction across content areas
    - Implementing literacy in all content areas
    - Depth of Knowledge
    - Strategies for student engagement and motivation
    - Integrating technology in classroom instruction
    - Understanding and deconstructing CCGPS standards
    - Development and use of common formative/summative assessments
    - Effective use of data for planning instruction based on student needs, implementing interventions, and progress monitoring
    - Interventions for all tiers of RTI
    - Differentiated and small group instruction
    - Implementation of DIBELS Next and IPI
    - Use of web-based software

List of Current Classroom Resources:

- Five student computer workstations
- 1 teacher computer workstation
- Printer
- 1 Smart board
- Limited resources for station activities
- Internet access
- Web-based software through school subscriptions
- SRA Imagine It! Or SRA Early Interventions in Reading Curriculum and related materials (depending on phonics groups and student need)

Alignment Plan for SRCLG and Other Funding:

Resources, Strategies, and Materials	SRCLG will provide:
Professional Learning	• Conference registration fee, travel, and substitutes • Consultant fees and training materials • Stipend for teachers
Instructional Technology	• Tablets (including protective cases, charging stations, applications, headphones) • Touch screen computers • Networkable printers • Document cameras • Technology support • Computer software for interventions
Instructional Literacy Materials	• Literacy manipulative classroom sets • Content-based texts • Intervention materials • Training for all staff on use of materials • Explicit literacy content program
Literacy Assessments	• DIBELS Next data management • Informal Phonics Inventory (IPI) • Teacher resources for implementation of assessments
Family Engagement	• Materials for parent education • Supplies for parent nights for take-home materials and resources
Extended day (tutoring program)	• Staff & stipend • Transportation for students • Materials for instruction

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, and Writing:

"Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, etc." (The Why p. 56).

The use of DIBELS Next technology will provide Garrison-Pilcher staff with an effective data management system allowing for the effective analysis of data to drive instruction. Teachers will be able to adjust curriculum at the Tier 1 level and provide differentiated instruction to students based on their needs. For students who need additional instruction, effective Tier 2 interventions will be put into place and progress monitored regularly through the use of DIBELS Next. In addition to Tier 2, Tier 3 interventions will be provided to students who are struggling significantly. Data obtained from DIBELS Next will be used to determine which students

receiving Tier 2 are not responding well to the interventions and need additional support. Students who receive Tier 3 interventions will be progress monitored weekly.

Integrating technology into classroom instruction will enhance student motivation by providing the students with hands-on activities, differentiated instruction, and target their specific interests. "People in the 21st century live in a technology and media-driven environment" (The Why p. 56). Computer programs and software promote student engagement and allow teachers to individualize instruction.

Professional Learning Strategies

The school calendar has traditionally provided built in professional learning days. Due to furloughs in recent years, these days are no longer available. In addition to a reduction in professional learning days, Garrison-Pilcher's access to professional learning is limited due to budget restrictions. The chart below details the professional learning linked to literacy:

Current Professional Learning

Professional Learning from August 2013 - Present			
Topic	Grades Attending	Hours	% of Staff Attended
TKES	1 and 2	1	100%
Smartboard Training	1 and 2	4	100%
ELA Unit Writing	1 and 2	96	22%
ELA CCGPS	1 and 2	16	20%
School Improvement	1 and 2	4	90%
CCGPS Webinars	1 and 2	2	100%
RTI Interventions and Strategies	1 and 2	7	11%
Depth of Knowledge Question Stems	1 and 2	3	10%
Writing Training	1 and 2	7	100%
Writing Emphasis on Writer's Workshop	1 and 2	1	100%
Revision of unit plans to incorporate CCGPS and writer's workshop	1 and 2	7	50%
Discuss unit concerns/OAS	1 and 2	1	100%
Writing workshop (RESA) with Steve Peha	1 and 2	8	20%

Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness System)
- Smart board training
- CCGPS Deconstructing standards
- SACS Review
- Formative Instructional Practices (FIP)
- Use of Statewide Longitudinal Data System resources

Programmatic Professional Learning Needs Identified in Needs Assessment

- Implementation and use of DIBELS Next to identify at risk students
- Disaggregating DIBELS Next data
- Best teaching practices for all components of literacy
- Process of writing and writing instruction across content areas
- Implementing literacy in all content areas

- Depth of Knowledge
- Strategies for student engagement and motivation
- Integrating technology in classroom instruction
- Understanding and deconstructing CCGPS standards
- Development and use of common formative/summative assessments
- Effective use of data for planning instruction based on student needs, implementing interventions, and progress monitoring
- Interventions for all tiers of RTI
- Differentiated and small group instruction
- Implementation of IPI
- Use of web-based software

Process Used to Determine if Professional Development was Adequate and Effective

- Summative data from ITBS, CoGAT, mock CRCT
- Analysis of DIBELS Next data
- Formative assessments throughout units
- Collaborative meetings and analysis of student work
- Walk-through observations
- Written feedback of walk-through observations
- Presentation of successful strategies at collaborative meetings

Professional Learning Plan

The table below outlines the professional learning plan with related goals and objectives from the literacy and project plan. Garrison-Pilcher is proposing a continuous plan of professional learning that is funded by SRCLG and provides teachers with sufficient release time, spaced throughout the school year, allowing teacher's to learn new strategies at workshops and be able to redeliver to staff members and have adequate amount of time to use the strategies in the classroom. The professional learning plan includes training for all staff members including administrators, teachers, and paraprofessionals. The goal is to ensure successful implementation of materials and strategies to promote a strong literacy program throughout the school.

Goal: Increase percentage of students scoring at or above expectations in reading each year.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction (The What p. 10)	Fall, 2015 Ongoing	Building Block 1 – A, D, E Building Block 2 – B Building Block 4 – A	PLC documentation and minutes

CCGPS Units

Walk-through observations of implementation

Summative Assessment Data, DIBELS Next |
A protected, dedicated 90-120 minute block is allocated for literacy instruction (The What p. 10)	Fall, 2015	Building Block 1 – C Building Block 4 – A	
Daily literacy block includes the following for all students: whole group which includes explicit instruction in word identification, vocabulary, and comprehension, and small groups for differentiation (The What p. 10)	Fall, 2015	Building Block 4 – A	
All staff members (administrators, teachers, and paraprofessionals) participate in ongoing professional learning (The What p. 11)	Fall, 2015 Ongoing	Building Block 4 – A	
Provide instructional technology to enhance literacy instruction through information literacy, media literacy, communications, and technology literacy (The Why p. 56)	Fall, 2015 Ongoing	Building Block 1 – D Building Block 4 – B	

Goal: Increase percentage of students scoring at or above expectation in writing each year.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide professional learning on best practices for writing instruction across content areas (The What p. 10)	Fall, 2015 Ongoing	Building Block 1 – E Building Block 4 – A, B	PLC documentation and minutes CCGPS Units Walk-through observations of implementation Summative Assessment Data, DIBELS Next
Administration conducts classroom observations using an assessment tool to gauge current practice in literacy instruction (The What p. 10)	Fall, 2015 Ongoing	Building Block 1 – A, D, E Building Block 2 – B Building Block 4 – A	
Purchase needed technology to be used for production, publishing, and communication across the curriculum (The What p. 10)	Fall, 2015 Ongoing	Building Block 2 – C Building Block 4 – B	
Ensure daily literacy block 90-120 minutes includes explicit writing instruction, guided practice, independent practice for all students (The What p. 10)	Fall, 2015	Building Block 1 – C	
Purchase needed technology so that teachers are able to implement the creative use of technology within the learning process to promote engagement and relevance (The What p. 11)	Fall, 2015 Ongoing	Building Block 3 – C Building Block 4 – B, D	
Conduct classroom literacy observations to monitor current practice in writing instruction (The What p. 10)	Fall, 2015 Ongoing	Building Block 1 – A, D, E Building Block 2	

		– B Building Block 4 – A	

Goal: Using school-based data design a comprehensive system of tiered interventions for all students.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Purchase DIBELS Next and strengthen use of screening, diagnostic, and progress monitoring assessments (The What p. 11)	Summer, 2015	Building Block 3 – All building blocks Building Block 5 – A, C	PLC documentation and minutes CCGPS Units (with implementation of technology) Walk-through observations Summative Assessment Data, DIBELS Next
Train teachers on effective data usage for planning/implementing interventions and monitoring student progress	Fall, 2015 Ongoing	Building Block 3 – A, B, D	
Purchase and train individuals on appropriate intervention materials	Fall, 2015 Ongoing	Building Block 5 – A, C, D	
Schedule protected intervention time during the day	Fall, 2015 Ongoing	Building Block 5 – C, D	
Review data to determine effectiveness of instruction	Spring, 2015 Ongoing	Building Block 5 – B, C, D	

Garrison-Pilcher recognizes the importance of being able to maintain the literacy plan when grant period ends. Several of the initiatives included in the Garrison-Pilcher Literacy plan have no direct cost. No funding is needed for the changes made to schedules, implementation of data teams and professional learning communities. The rest of the funding will be provided and sustained by local, state, and federal funds, as well as community business partners. The chart below illustrates how the school plans to sustain each resource needed to implement the literacy plan.

Sustainability	- Communicate expectations of SRCLG with all staff members annually - Train all staff (experienced and new) members to provide current best practices in all content areas - Train administrators and specialists to ensure implementation of initiatives with fidelity - Provide members of the Board of Education with information pertaining to the need for and progress of ongoing literacy initiatives
Expanding and Extending Lessons Learned	- Schedule collaborative planning times for all staff at least once each month to allow for review of data and planning of instruction - Allow opportunities for staff to share successful literacy practices - Create an online library for teachers to upload exemplar lessons, student work, resources, etc. - Schedule district meetings for administrators to discuss curriculum, best practices, and analysis of student data - Use data to continuously update/strengthen literacy plan - Encourage teachers to pursue higher education and participation in Gifted, ELL, Reading, Science, Math, Technology endorsement programs - Provide families access to resources that differentiate support for students
Extending the Assessment Protocol	- Continue use of assessment instruments to monitor achievement: DIBELS Next, ITBS, CoGAT, mock CRCT, and formative assessments - Monitor continuation of assessment required by RTI - Purchase license for assessments - Establish a Literacy Team who will provide professional learning to new staff on assessment protocols - Collaborate with RESA to provide support/training - Continue use of assessment data to drive instruction and meet individual student needs
Professional Learning	- Assign mentor teachers to new staff members - Designate professional learning/redelivery days in the school calendar

	- Create an online library of recordings of professional learning sessions - Add professional books, journals, and online sources to Teacher Resource Room - Develop resource pack ("Survival Guide") of professional learning materials for new staff members - Collaborate with RESA trainings
Developing Community Partnerships/Other Funding Sources	- Communicate often with stakeholders relaying the importance of literacy across content areas - Strengthen communication and collaboration between schools and community partners/afterschool programs - Encourage parent volunteers to provide assistance in classrooms given appropriate materials - Encourage PTO to raise funds and designate funds to literacy initiatives - Host Literacy Nights for family and community members to display the importance of proficiency in literacy
Replacing Print Materials	- Inventory materials/resource annually to determine condition and need for print materials - Use local, state, federal funds to replace materials needed
Sustaining Technology	- Enlist System Technology Specialist to arrange regular maintenance of equipment - Renew software and site technology licenses as needed using local, state, federal funds

Professional Learning:

In the Garrison-Pilcher needs assessment, it was determined that there has been a lack of funding to send teachers to training or to bring in outside experts to train teachers. It was also determined that Garrison-Pilcher teachers need explicit training in literacy instructional strategies and providing tiered instruction.

Professional Learning	Unit Price	Number of Units Needed	Total Price
Professional Learning Days (including travel expense, consultant fees, stipends for teachers, release time (subs), and materials **Each learning community within the school receives at least 3 days of professional learning per year **Training days may include, but are not limited to: explicit literacy instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension), differentiated instruction, implementation and use of intervention materials	65 staff members x 3 days of training (8 hour days)	$100 per day x 195 days	$19,500
Training for Intervention Specialists	2 Intervention Specialists x 5 days of training (8 hour days)	$100 per day x 10 days	$1,000
DIBELS Next Training for certified staff members	1 day for entire school staff	$300 consultant fee + teacher stipend ($150 x 65 teachers/ paraprofessionals)	$10,050
Training for Technology Support (including how to use tablets/applications, computer programs, site-based programs, etc.)	1 day for entire school staff	$75 x 65 teachers/ paraprofessionals	$4,875
			TOTAL: $35,425

Resources Needed to Implement the Literacy Plan and Increase Student Engagement

Resources	Unit Price	Number of Units Needed	Total Price
DIBELS Next program	$8,000 (online fee per year)	3 years	$24,000
Tablets (Teacher tablets for use of DIBELS	$500	50	$25,000

Next)			
Tablets (for classrooms)	$500	5 per classroom (50 classrooms)	$125,000
Tablet Accessories - headphones/earbuds	$5	30 per classroom (50 classrooms)	$7,500
Tablet Accessories - headphone splitters	$15	5 per classroom (50 classrooms)	$3,750
Tablet Accessories - protective cases	$50	1 per tablet (300 tablets – teacher and student tablets)	$15,000
Tablet Accessories - extra chargers	$10	50	$500
Tablet Charging Stations	$700	1 per learning community (9)	$6,300
Tablet Applications	50 per tablet (at $2.00 each)	(300 tablets)	$30,000
Materials for intervention and differentiated instruction (print and electronic)	$1,000	25 classrooms	$25,000
Document Cameras	$400	25	$10,000
Literacy Manipulatives	$250	1 set per classroom (50)	$12,500
Literacy Instructional Materials	$250	1 set per classroom (50)	$12,500
Mobile Lab of touchscreen laptops for students with disabilities	$1,000 per laptop	30 laptops	$30,000
Materials for Family Involvement Activities	$1,000 per family night	3 family nights per year	$3,000
Extended day (tutoring) program for students (including materials, stipends for teachers, and transportation for students)	$10,000	3 years	$30,000
Networkable printers (with colored ink)	$500	1 per learning community (9)	$4,500
Poster Maker (with all needed materials)	$5,000	1	$5,000
Technology Support	$100	50	$5,000
			TOTAL: $374,550

Total Budget Request for Garrison-Pilcher: $409,975