

School Profile

Created Thursday, December 04, 2014

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School Information

| | |
|------------------------|------------------------|
| System Name: | McIntosh County |
| School or Center Name: | Oak Grove Intermediate |
| System ID | 6981 |
| School ID | 0105 |

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

| | |
|-----------|---------------------------|
| Name: | Carolyn Smith |
| Position: | Principal |
| Phone: | 912 437-6685 |
| Email: | csmith@mcintosh.k12.ga.us |

School contact information

(the persons with rights to work on the application)

| | |
|-----------|-----------------------------|
| Name: | Leslie Poppell |
| Position: | Academic Coach |
| Phone: | 912 437-6685 |
| Email: | lpoppell@mcintosh.k12.ga.us |

Grades represented in the building

example pre-k to 6

4-5

Number of Teachers in School

28

FTE Enrollment

219

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes

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

- Yes

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

- Yes

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. Remedies for Nondisclosure

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

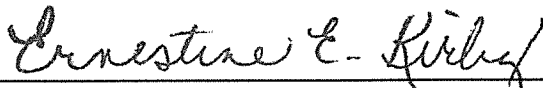
II. Disclosure of Conflict of Interest after Agreement Execution

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

Ernestine E. Kirby, Superintendent

Typed Name of Fiscal Agency Head and Position Title

December 4, 2014

Date



Signature of Applicant's Authorized Agency Head (required)

Merwan Massa, Director of Curriculum

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

December 4, 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 implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Merwan Massa

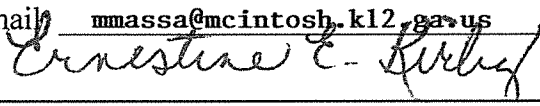
Position/Title of Fiscal Agent's Contact Person: Director of Curriculum

Address: 200 Pine Street

City: Darien, Georgia Zip: 31305

Telephone: (912) 437-8914 Fax: (912) 437-2140

E-mail: m massa@mcintosh.k12.ga.us



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

Ernestine E. Kirby

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

December 4, 2014

Date (required)

Georgia Department of Education

Striving Reader Comprehensive Literacy Grant: Cohort Four

SRCL Application



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

GaDOE
12/5/2014

District Narrative

System demographics: In 1794, the city of Darien, GA was given a charter to build a school. In 1820, a branch of the institution was created and classes were held out of local churches. The actual school building was built in 1840 on the corner of Adam St. and Rittenhouse St. On March 3, 1892 an intentional fire destroyed McIntosh County Academy. The city rebuilt with a brick building on top the remains of the old school in the same year. This was the site of the school for many years until Darien constructed the new high school off U.S Highway 17.

The **MCS D** is based in Darien, Georgia. The district serves the communities of Crescent, Darien, Eulonia, and Townsend. The MCS D schools are: Oak Grove Intermediate School, Todd Grant Elementary School, McIntosh County Middle School and McIntosh County Academy High School.

| Todd Grant Elementary School | Oak Grove Intermediate School | McIntosh County Middle | McIntosh County Academy |
|--|--|---|--|
| Pre-K - 3 | 4 th & 5th | 6-8 | 9-12 |
| 574 | 267 | 369 | 482 |
| 83.33% Poverty | 85.56% Poverty | 75.80 % Poverty | 79.21 % Poverty |
| 39.2% Black 55% Caucasian 2.3% Latino 3.5% Multi-Racial | 37.5% Black 55.5% Caucasian 1% Latino 6% Multi-Racial | 48% Black 48.5% Caucasian 1.5% Latino <1% Multi-Racial | 46% Black 50.5% Caucasian 1.2% Latino 1.2% Multi-Racial |

| Years | Graduation Rates | Dropout Rates 9-12 |
|-----------|------------------|--------------------|
| 2013-2014 | 92.5% | 1.0% |
| 2012-2013 | 83.3% | 1.9% |
| 2011-2012 | 84.1 % | 5.89% |
| 2010-2011 | 70.6 % | 1.55% |

Community demographics

| <u>People Quick Facts</u> | McIntosh County | Georgia |
|--|------------------------|----------------|
| Unemployment 2013 | 11.5% | 8.60% |
| High school graduates, age 25+, 2010 | 75.1% | 83.5% |
| Bachelor's degree or higher, age 25+, 2010 | 15.0% | 27.2% |
| Median household income 2013 | \$39,075 | \$49,347 |
| Persons below poverty, 2013 | 18.7% | 15.7% |

Current Priorities: The MCSD continues to focus on priorities that have been shown to be effective in improving the academic achievement of all students. These priorities include:

- Implementing CCGPS Literacy Standards in grades K-12
- Continuing Professional Learning Communities in each school
- Utilizing technology to improve classroom instruction
- Increasing parental involvement
- Writing across the curriculum
- Vertical Team Planning

We are mindful of closing the achievement gap by focusing resources on students in greatest need. We have projected that, through our combined efforts on Striving Reader Program we will see improvement by 2014

Strategic Planning: MSCD's Leadership Team has been meeting with the Leadership Teams of each school and through the planning for the Striving Reading program we realize that if we are to prepare our students for college and careers, they must have strong foundations in literacy in order to become lifelong learners. Our weekly meetings will continue throughout the Striving Reading program and beyond.

Mission Statement: The mission of the McIntosh County School System is to provide a high quality education for all of our students.

Vision Statement: The vision for MCSD is to be a school system that ensures an excellent and equitable education for our students, all of whom will graduate, be lifelong learners, and be successful citizens.

Current Management Structure: We are governed by a five-member Board of Education and Superintendent. Each school has a principal and an instructional coach. Two schools have an assistant principal.

District Level Leadership

| Title | Name |
|-------------------------------------|----------------------|
| Superintendent | Dr. Tina Kirby |
| Deputy Superintendent | Dr. Diane Richardson |
| Finance Manager | Debra Vickers |
| Federal Programs Coordinator | Merwan Massa |
| Curriculum Director | Merwan Massa |
| Technology Director | Ken Hydman |
| District Special Education Director | Dr. Donna Manning |
| District Psychologist | David White |

School Level Administration

| School | Title | Name |
|-------------------------------|----------------------|-----------------|
| Todd Grant ES | Principal | Cassandra Noble |
| | Instructional Coach | Sandra Ryals |
| | Media Specialist | Melissa Gordon |
| | Literacy Team Leader | Pam Anglin |
| Oak Grove IS | Principal | Carolyn Smith |
| | Media Specialist | Beth Fennell |
| | Instructional Coach | Leslie Poppell |
| McIntosh County Middle School | Principal | Carolyn Smith |

| | | |
|-------------------------|----------------------|------------------|
| | Instructional Coach | Scott Brooker |
| | Media Specialist | Beth Fennell |
| | Literacy Team Leader | Leslie Poppell |
| McIntosh County Academy | Principal | Terrance Haywood |
| | Assistant Principal | Dr. Scott Barrow |
| | Media Specialist | Beth Fennell |
| | Instructional Coach | Alicia Rosenbaum |

Literacy Curriculum: For the past several years we have utilized STAR Reading and Differentiated Reading. Last year, we implemented READ 180, iStation, and Achieve3000 programs for our struggling readers. In addition to these programs, we also utilize the following resources: K -5 Harcourt Trophies, 6-8 McDougal Littell, and The Language of Literature, 9-12 McDougal Littell The Language of Literature. We are in need of professional development at all grade levels on reading in the content area.

Literacy Assessments: McIntosh County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments and WIDA model. State assessments include GKIDS, ACCESS, CRCT, EOCT, and state writing assessments in grades 3, 5, 8, and 11.

Need for Striving Reader Grant: Due to decreased funding, the instructional and literacy programs have been negatively impacted. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, certified staff has been reduced and class sizes have increased. In order to meet the academic needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.

District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will meet with the district literacy team to ensure that each member of the grant team understands his or her responsibilities and the grant's goals and objectives, each school's literacy plan, and to coordinate implementation.

| Area of Responsibility | District Team Member |
|---|---|
| Purchasing: Initiate school purchase orders and manage school level grant activities | Cassandra Nobel, Principal Todd Grant Elementary Carolyn Smith, Principal Oak Intermediate and McIntosh County Middle School Terrance Haywood, Principal McIntosh County Academy |
| Finance: Approve grant budgets, submit completion reports and state required reports | Merwan Massa, Federal Programs Debra Vickers, Chief Financial Officer |
| Accounts Payable: Match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement | Debra Vickers, Chief Financial Officer |
| Payroll: Issues stipends for contract grant training | Shryl Washington, Payroll clerk |
| Managing school level grant activities with principals and school level literacy teams | Sandra Ryals, Instructional Coach Todd Grant Elementary Leslie Poppell, Instructional Coach Oak Grove Intermediate and McIntosh County Middle School Alicia Rosenbaum, Instructional Coach McIntosh County Academy Dr. Scott Barrow, AP McIntosh County Academy Scott Brooker, Instructional Coach, McIntosh County Middle School |
| Managing system level grant activities: Coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete | Merwan Massa, Federal Programs |
| Technology: Organizing technology purchases, installation, maintenance, infrastructure, and technology related training | Ken Hydman, Technology Director |

| | |
|--|-------------------|
| Special Education: Coordinating requirements and managing RTI strategies | Dr. Donna Manning |
|--|-------------------|

Implementation Time

| | |
|---------------------|---|
| February – May 2015 | Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software |
| June 2015 | Plan monthly professional learning for 2015-2016 and submit annual grant report |
| June-July 2015 | Install technology in classrooms and content area teachers attend summer grant institute |
| August 2015 | Conduct training on new technology |
| January 2016 | Mid-year literacy conference update |
| January – June 2016 | Monitor literacy plan implementation at each school |

An initial meeting with the system literacy team was held on 10.9.14 to discuss the Striving Reader Grant, the Needs Assessment process and “The Why,” “The What,” and “The How” documents. The system literacy team devised a plan to administer the Needs Assessment Survey at each school. The team then met each week to review each section of the grant application and provide feedback for further review and possible revision. The system literacy team will continue to meet each week to continue grant implementation planning so we will be ready to move forward once the grant is awarded.

The school literacy teams were formed and have been active and involved in the grant needs assessment and development of the literacy plans. Each school held meetings to have staff fill out the Needs Assessment Survey so everyone would have a voice in the literacy plan of the schools. The school literacy team began working on the literacy plan based on the needs assessment results. The school literacy teams will continue weekly on-going planning for implementation of the grant.

Experience of the Applicant

a) Instructional Initiatives

| Initiative | Status |
|--|---------|
| Implementation of curriculum aligned to the CCGPS including course maps, content maps, skills and knowledge maps, assessments | Current |
| Implementation (RTI) procedures and practices. | Past |
| Implementation of common formative and summative assessments aligned to the GPS | Current |
| Implementation Learning Focused School Model of instruction | Past |
| Implementation Thinking Maps (visual organizers teaching students the eight thought processes, i.e., cause/effect, brainstorming, etc) | Current |
| Implementation of Marzano's Vocabulary development | Past |
| Using technology as an instructional tool for student achievement | Current |
| iPads for each teacher, Activ boards, iPad mobile cart at each school, at least one computer in each classroom, addition of computer labs etc. | Current |
| Differentiation of instruction/ tiered learning activities | Past |
| WIDA standards | Past |
| Poverty awareness training | Past |
| Successful Reader (4th and 5th) | Current |
| READ 180 | |
| Achieve3000 | Current |

| | |
|--|---------|
| Write From the Beginning (K-8) writing program | Current |
| Write for the future (9-12) | Current |
| Accelerated reader (K-8) | Current |
| Harcourt Trophies reading series | Current |

Three Years of State Audit Results

| Audit Year | Finding | Outcome |
|-------------------|----------------|----------------|
| FY11 | None | N/A |
| FY12 | None | N/A |
| FY13 | None | N/A |

b) Coordination of Resources and Control for Spending

The McIntosh County School District has a proven track record of being fiscally responsible. We have successfully implemented multiple federal, state, internal initiatives and private grants. Because we are a small school system with limited resources, we know we must work together and pool resources to best serve the needs of our students. Administrators wear many hats and perform many duties to keep the budget balanced.

c) Sustainability of Past Initiatives

We have sustained past initiatives by securing funding from a variety of sources: local taxes, state funds, federal funds, and grants. In order to continue the grant initiatives beyond the scope of grant funding, we plan to utilize those same resources.

d) Internal Initiatives Implemented Without Outside Funding support

There are several initiatives implemented in McIntosh County Schools without outside funding. They include: Data Director, Achieve3000, READ180, STAR Reader, Accelerated Reader and iStation. All of these initiative have been locally funded.

School Narrative

During the fall of 2004, Oak Grove Intermediate School was launched, due to the overcrowding of Todd Grant Elementary School. Oak Grove Intermediate School (OGIS) consists of 4th and 5th grades in McIntosh County. OGIS is located on the same campus as McIntosh County Middle School. The two schools share a media center, gymnasium, and cafeteria. Personnel shared are principal, assistant principal, academic coach, administrative assistant, counselor, media specialist, school nurse, resource officer, art teacher, one special education teacher, 1 reading/math support teacher, 2 physical education/health teachers, 2 music teachers, 1 computer application teacher, seven school nutrition staff members that serves 591 students and 1 family connection coordinator.

Today OGIS has 12 certified teachers and two paraprofessionals. Presently, our school has a free and reduced rate of 85.56%. The student population is 56% male and 44% female. The student population make-up is 52% white, 42% Black, 2% multi-racial, 2% Hispanic, 1% Asian, and 1% Pacific Islander.

Parental involvement is a focus at our school and we continue to be work on improvement through School Council meetings, parent meetings, open house, technology seminars, and Curriculum/Title I night.

Administrative and Teacher Leadership Team

The School Leadership Team meets once per month and works together to make data-driven decisions for improvement of the school. In order to keep all faculty members informed, leadership team summaries are redelivered by the team leaders in each grade level.

| | |
|-----------|---------------|
| Principal | Carolyn Smith |
|-----------|---------------|

| | |
|--|-----------------|
| Assistant Principal | Scott Brooker |
| Instructional Support/Literacy Team Leader | Leslie Poppell |
| Media Specialist | Beth Fennell |
| Family Outreach Coordinator | Patricia Whaley |
| 4th Grade Team Leader | Maria Ekberg |
| 5th Grade Team Leader | Teresa Simmons |
| Special Education Lead Teacher | Gwen Poimboeuf |

Experience of the Applicant

Initiatives

| Initiative | Status |
|------------------------------|---------------|
| Learning Focused Model | Past |
| Write from the Beginning | Past |
| CCGPS Implementation | Ongoing |
| Accelerated Reader | Ongoing |
| Successful Reader | Ongoing |
| READ180 | Ongoing |
| Achieve3000 | Ongoing |
| Differentiated Reading Model | Ongoing |
| Thinking Maps | Ongoing |

OGIS has implemented several different literacy initiatives throughout the years in order to improve student achievement. Some of the initiatives include implementing the Learning

Focused model, Write from the Beginning, implementation of Common Core Georgia Performance Standards-Based classrooms, Accelerated Reader, Successful Reader, Read 180, Achieve 3000, and Star Reading.

Current Instructional Initiatives

Many of the initiatives listed above have continued to be implemented at Oak Grove Intermediate School through the years. The initiatives that we are currently implementing are Learning Focused strategies, Write from the Beginning; Common Core Georgia Performance Standards Framework Tasks, Accelerated Reader, Read 180, Achieve 3000 and Star Reading and the Differentiated Reading Model.

Oak Grove Intermediate School is dedicated to a student-centered approach to teaching and learning. It is with this vision in mind that Oak Grove Intermediate School works to assist each student in crossing the digital divide thereby ensuring that they are prepared for lifelong learning using technology. By integrating technology with our students' educational experience, we promote the value of higher order thinking, the ability to analyze logically, work collaboratively with educational entities and the opportunity for personal growth. This approach will ensure that our students will become productive citizens as they are preparing for post-secondary opportunities.

Professional Learning Needs

Due to the implementation of the new Common Core Georgia Performance Standards and the Georgia Milestones Assessment, the most pressing need for professional development at Oak Grove Intermediate School is instruction in making our curriculum more rigorous and

relevant in accordance with these new standards. Literacy instruction is going to be necessary for our teachers to be able to raise the rigor of our curriculum in all content areas as well as all grade levels. While our teachers will need training in understanding the Common Core Georgia Performance Standards, they will also need guidance in best practices for implementing reading and critical thinking strategies required in the Common Core Georgia Performance Standards.

Another need for Oak Grove Intermediate School is training in how to effectively differentiate instruction and successfully use cooperative learning strategies in order to integrate Common Core Literacy Standards in all subject areas. In addition, our teachers could benefit from training on how to integrate reading and writing into all aspects of curriculum beyond just the language arts class.

The teachers at OGIS also have a need for professional learning in the area of creating literacy lessons for use with technology tools. Also, of vital importance to our school district is the ability to use the data we gather to better serve the needs of our struggling readers. Thus, professional development is needed to help our teachers and administrators analyze the data available for dissemination. When teachers can effectively analyze data, they are better able to provide the necessary intervention strategies and implement instruction which is tailored to the needs of the student. Once this data is gathered and analyzed, our school will be able to strengthen the Response to Intervention process and provide the support our most vulnerable students need. Professional development in the area of progress monitoring will be essential to our schools ability to not only identify those who are struggling, but also support the progress of those who are receiving focused intervention to be sure we are using the most effective strategies.

Need for a Striving Readers Project

There is and will continue to be a need for a reading project such as the Striving Reading Comprehensive Literacy Grant until every child in Oak Grove Intermediate School is reading on or above grade level. As state and federal funds continue to decrease, it is crucial that our system continue to seek money that will assist in professional learning and instructional materials and technology to improve the academic achievement of all our students. There is a need for professional learning on the most current literacy research and for the instructional materials to support the implementation of the new CCGPSs and Georgia Milestones Assessment. Many students do not have access to literacy materials at home; therefore, it is imperative they be provided these materials during the school day.

Reading is the foundation upon which all learning is based. For several years, the data has indicated a need to improve teachers' skills and strategies in how to teach writing and students' abilities to write on or above grade level expectations. The Striving Reader Grant will enable OGIS the ability to accomplish the integration necessary to ensure student achievement. With the emphasis on differentiating instruction, motivation, and student engagement, teachers are interested in providing effective literacy stations; therefore, training and materials in this area would be beneficial. The Striving Readers Comprehensive Grant would provide the necessary professional learning and materials to improve both the classroom teachers' and students' literacy skills.

Needs Assessment, Concerns, and Root Cause Analysis

a. Description of the Needs Assessment Process

An initial meeting with the system literacy team was held on 10.9.14 to discuss the Striving Reader Grant, the Needs Assessment process and “The Why,” “The What,” and “The How” documents. The system literacy team devised a plan to administer the Needs Assessment Survey at each school. The team then met each week to review each section of the grant application and provide feedback for further review and possible revision. The system literacy team will continue to meet each week to continue grant implementation planning so we will be ready to move forward once the grant is awarded.

The school literacy teams were formed and have been active and involved in the grant needs assessment and development of the literacy plans. Each school held meetings to have staff fill out the Needs Assessment Survey so everyone would have a voice in the literacy plan of the schools. The school literacy team began working on the literacy plan based on the needs assessment results. The school literacy teams will continue weekly on-going planning for implementation of the grant.

b. Description of the Types or Styles of Surveys Used in the Needs Assessment Process

The OGIS staff met and completed the Georgia Literacy Plan Needs Assessment Rubric provided by the Striving Readers Grant. The information gathered was used to set goals and objectives for this grant. All staff were asked to complete the survey to plan for needs of the school.

c. Root or Underlying Causes of the Areas of Concern found in the Needs Assessment

The Academic Coach examined and disaggregated student data along with the needs assessment rubric and survey. This information was shared with the Leadership Team and discussed. The underlying cause of our concern is the lack of a comprehensive system of learning supports within the community which complement literacy instruction, understanding and using data effectively to place students and drive instruction, and not enough support/training for the RTI process.

d. The Needs Assessment Process Included All Content and Ancillary Teachers

All certified staff at OGIS were asked to go through the needs assessment process. The following staff members participated:

Teachers:

Fourth Grade Teachers - 5

Fifth Grade Teachers - 5

Special Education - 4

Gifted - 1

Media - 1

Physical Education - 2

Administrators - 2

Academic Coach - 1

e. Data is Disaggregated and Identifies the Specific Age, Grade Levels, or Content Areas in which the Concern Originates

Students appear to be deficient in foundational reading skills, fluency, and comprehension upon entering fourth grade. Teachers have been concerned about their ability to efficiently diagnose student weaknesses in reading to meet individual needs and improve literacy. They requested help with the RTI process and interventions/progress monitoring. The reading scores and writing for the

school are generally lower than the state average, but have been improving. Consistent gaps have been noted between our males and females as well as between black and white students. The gaps appear to be closing at times, but there does not seem to be consistency and continuity. By implementing a comprehensive literacy plan, we could build upon our disciplinary literacy instruction and raise student achievement.

f. Areas of Concern related to “The What” Document with Steps Taken or Not to Address the Problem

Our instructional focus at OGIS should be on reading to learn within all content areas. Fourth and Fifth grade students should be able to read fluently and comprehend what they have read. Through the needs assessment process and examining the “The What” document, specific areas of concern have become evident, as indicated in the chart below.

| Area of Concern | Content Area | “What” Building Block |
|------------------------------------|---------------|-----------------------|
| Literacy Team, Data Teams/PLCs | All | All |
| Small Groups for Differentiation | All | 1, 2, 4 |
| Motivation & Engagement | All | 1, 2, 4 |
| Availability and Use of Technology | All | 4, 9 |
| Professional Learning | All | All |
| RTI Support | Reading & ELA | 3,5,6 |
| Community Support | All | 1,2, |

OGIS teachers understand that literacy across the curriculum is fundamental to student learning. Our teachers are committed to writing across the curriculum as well. With testing mandates, budget cuts, and limited financial resources, OGIS will have a difficult time building literacy in the school. We will need programs, technology, and professional learning to address identified problems as well as resources to address the root of reading problems.

School/District Literacy Plan

Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school as documented in “The How”, “The Why”, and “The What” Documents

Needs Assessment Results: Fully Operational

Planning: The administrator will:

- Schedule and participate in literacy professional learning in order to support classroom instruction
- Schedule protected time for literacy and teacher collaboration

Implement: The administrator will:

- Provide time and support for staff to participate in professional learning
- Schedule regular literacy observations and walkthroughs to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices

Expand: The administrator will:

- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning as needed

Sustain: The administrator will:

- Ensure continued growth through professional learning by providing sessions for new staff to become acquainted with programs, materials, and strategies
- Develop teacher leaders to conduct professional learning across disciplines

B. Action: Organize a Literacy Leadership Team as stated in “The How” document

Needs Assessment Results: Operational

Planning: The literacy team led by the administrator will:

- Create a shared literacy vision for the school and community aligned with the state literacy plan
- Evaluate current practices in all classrooms by using the Literacy Instruction Checklist to determine strengths in literacy instruction and to identify needs for improvement
- Determine what additional data is needed to make informed decisions about the path forward
- Ensure that effective data analysis procedures and practices are understood and practiced

Implementing: The literacy team led by the administrator will:

- Identify and prioritize a list of students to be targeted for intervention or support
- Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty and parents
- Ensure use of research-based practices aligned with CCGPS

- 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 (e.g. YMCA afterschool programming, after school programs)
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding: The literacy team led by the administrator will:

- Revise 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, etc

Sustaining: The literacy team led by the administrator will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Share student achievement gains with District Literacy Team and School Board members through online media and traditional outlets
- Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning as stated in "The How" document

Needs Assessment Results: Operational

Planning:

- Ensure that students receive a protected, dedicated 90-120 minute block allocated for literacy instruction in grades for all students across the curriculum
- Study flexible scheduling options to include additional time for reading intervention (double dosing)
- Schedule time for collaborative planning teams within and across the curriculum

Implementing:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- Maximize use of scheduled times for collaborative meetings through the use of agendas and protocols for examining student work

Expanding:

- Maximize the use of scheduled instructional time by identifying 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 determine the impact of efforts to maximize use of time

Sustaining:

- Use technology to provide professional learning to new and continuing teachers
- Share professional learning at team and staff meetings
- Encourage teachers to share stories of success in the community, both online and through traditional outlets

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 as stated in “The How” document

Needs Assessment Results: Operational**Planning:**

- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Identify and prioritize a list of students to be targeted for intervention or support
- Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

Implementing:

- Establish a work group that focuses specifically on how learning supports are used including all major resources, e.g., school counselors, psychologists, nurses, social workers, attendance, special education staff, after-school program staff, bilingual and Title I coordinators, safe and drug free school staff, classroom teachers, non-certified staff, parents, older students, community representatives
- Utilize all staff to support literacy instruction
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., Facebook, school websites, Remind 101)

Expanding:

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

- Provide family-focused services and outreach that engage parents and family members in literacy programs and services
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy
- Include academic supports such as tutoring and extended learning opportunities to enhance literacy learning
- Utilize social media to communicate and promote the goals of literacy across the curriculum

E. Action: Optimize literacy instruction across all content areas as stated in “The Why” and “The How” documents

Needs Assessment Results: Operational

Planning:

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Provide professional learning on:
 - Incorporating the use of literature in content areas
 - Writing instruction in all subject areas
 - Supporting opinions with reasons and information
- 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
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Implementing:

- Support teachers in the integration of literacy instruction and skill necessary for achievement in all subjects as articulated within CCGPS
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom
- Require writing as an integral part of every class every day
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Expanding:

- Monitor literacy instruction across the curriculum through:
- Formal and informal observations
- Lesson plans
- Walkthroughs
- Student work samples
- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, etc.)

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 as stated in “The How” document

Needs Assessment Results: Emergent/Not Addressed

Planning:

- Contact potential members and schedule at least two meetings annually
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring , after-school 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
- Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors
 - Speaking to groups of students
 - Publicizing efforts within the community
 - Visiting classrooms to support teachers and students
 - Adoption of different schools by civic groups

Expanding:

- Actively support teachers in their efforts in schools
- Evaluate the effectiveness of after-school tutoring programs and partner with community to accommodate more students

- 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
- Continue to focus proactively on broad issues that may prevent students from learning
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities

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.) as documented in “The How” and “The Why” documents

Needs Assessment Results: Emergent/Operational

Planning:

- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- Design infrastructure for shared responsibility for development of literacy across the curriculum
- Establish cross-disciplinary teams for literacy instruction
- Establish or select protocols for team meetings
- Schedule time for teams to meet for regular collaboration and examination of student data/work
- Identify team roles, protocols, and expectations
- Identify specific, measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects

Implementing:

- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
- Prepare agendas and action summaries for all meetings

Expanding:

- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Study formative student assessment results and use the results to continue to adjust instruction
- Assess effectiveness of team actions on student learning

Sustaining:

- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Share professional learning at team and staff meetings
- Showcase evidence of student learning success on the school website

- Encourage teachers to share stories of success in the community and through the school website

B. Action: Support teachers in providing literacy instruction across the curriculum as documented in “The Why”, “The How”, and “The What” documents

Needs Assessment Results: Operational

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
- Five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension
- Acquiring knowledge, enhancing understanding, and constructing meaning
- Building comprehension skills
- Motivation, varying degrees of instruction in reading in order to improve their reading abilities
- Study the text structures most frequently used in texts of each content area
- Study a variety of strategies for incorporating writing in all content areas
<http://apps.educationnorthwest.org/traits/lessonplans.php>
- Discuss ways to infuse literacy throughout the day including the use of technology

Implementing:

- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>
- 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
- Make writing a required part of every class every day, using technology when possible
- Infuse all types of literacy throughout the day (e.g. print, online, blogs, wikis, social media)

Expanding:

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS
- Stay abreast of effective strategies for literacy instruction
- Celebrate and publish good student writing in a variety of formats

- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency
- Plan a literacy celebration for the entire school

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community as documented in “The How” document

Needs Assessment Results: Emergent

Planning:

- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Appoint a person in a leadership role at the school who will be in charge of transitions for all students
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students

Implementing:

- Identify and contact learning supports in the community that target student improvement
- Establish a means of continual communication between teachers and out-of-school providers
- Utilize all staff to support literacy instruction
- Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments
- Develop strategies for maintaining momentum and progress of a learning support system
- Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services
- Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face

Sustaining:

- Advocate for new capacity in the community to help students and families
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials
- Include academic supports such as tutoring and extended learning opportunities to enhance literacy learning

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 as stated in “The How” document

Needs Assessment Results: Fully Operational

Planning:

- Task the data team with developing procedures and expectations for staff to review and analyze assessment results
- Define a process for selecting appropriate interventions for struggling readers
- Make a data collection plan for storing, analyzing, and disseminating assessment results

Implementing:

- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
- Upgrade technology infrastructure to support assessment administrations and dissemination of results

Expanding:

- Analyze student data in teacher teams to develop and adjust instructional plans
- Record collaboration sessions for those who could not attend at the designated time

Sustaining:

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to 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

B. Action: Use universal screening and progress monitoring for formative assessment as stated in “The How” and “The Why” documents

Needs Assessment Results: Operational

Planning:

- Identify literacy skills needed to master CCGPS in each content area
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

Implementing:

- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

- Analyze student data in teacher teams to develop and adjust instructional plans
- Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines

Sustaining:

- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority

C. Action: Use diagnostic assessment to analyze problems found in literacy screening as stated in "The How" and "The Why" documents

Needs Assessment Results: Emergent**Planning:**

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits all approach

Implementing:

- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- 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

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress as stated in "The How" and "The Why" documents

Needs Assessment Results: Operational**Planning:**

- Analyze previous year's outcome assessments to determine broad needs and serve as a baseline for improvement
- Identify common mid-course assessments that are used to measure progress toward standards
- Analyze assessment data to identify teachers who need support

Implementing:

- Administer summative assessments at scheduled intervals
- Include specific times on the school calendar for analyzing summative assessment data
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students

Expanding:

- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

- Based on analysis of summative assessment data:
- Evaluate the effectiveness of programs and policies
- Redefine school improvement goals
- Adjust curriculum alignment to eliminate gaps
- Ensure that students are appropriately placed in specific programs
- Using the school or teacher websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) as stated in "The Why", "The How", and "The What" documents

Needs Assessment Results: Emergent**Planning:**

- Identify participants for data teams for each building and grade bands
- Schedule collaborative planning time for data meetings at a minimum of once per month
- Develop a protocol for making decisions to identify the instructional needs of students
- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:

- Communicate the expectations for meetings
- Teach the data meeting protocol to the data team members
- Implement protocol with fidelity
- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention

Expanding:

- Review protocols at beginning of meetings

- 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

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students as stated in “The Why” and “The How” documents

Needs Assessment Results: Operational

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
- Examine student data to identify areas of instruction with greatest needs (e.g. word identification, fluency, vocabulary, comprehension)
- 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
- Provide professional learning on the tenets of explicit instruction:
- Use of data to inform instructional decisions and explicit teaching
- Selection of appropriate text for strategy instruction
- Telling students specific strategies to be learned and why
- Modeling of how strategy is used
- Guided and independent practice with feedback
- Discussion of when and where strategies are to be applied
- Provide professional learning on research-based differentiated instructional strategies that support diverse needs

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 support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities
- Encourage teachers to participate in online professional communities to share ideas, questions, lesson plans and videotapes of classes

B. Action: Ensure that students receive effective writing instruction across the curriculum as stated in “The Why” and “The How” documents

Needs Assessment Results: Operational

Planning:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS including protocols for writing instruction across all subject areas which includes explicit instruction, guided practice, and independent practice

Implementing:

- Develop a coordinated plan for writing instruction across all subject areas to include:
- Explicit instruction
- Guided practice
- Independent practice
- Identify and acquire the programs and materials needed to implement the writing plan at each level
- Provide professional learning and support to teachers on the writing plan

Expanding:

- Ensure adequate time in the instructional day for implementation of the writing plan

Sustaining:

- Continue to provide support to teachers as the writing program is implemented

C. Action: Teachers work to develop and maintain interest and engagement as students’ progress through school as stated in “The How” document

Needs Assessment Results: Operational

Planning:

- Ensure that teachers understand the need for any or all of the following:
- Providing students with opportunities to self-select reading material and topics for research
- Taking 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
- Increasing opportunities for collaborating with peers

- Leveraging the creative use of technology within the learning process to promote engagement and relevance
- Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy

Implementing:

- Ensure that incentive programs, if used, are:
- Voluntary and not required
- Not tied to grades
- Incentives are minimal and are connected to reading, such as books

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.) as stated in “The Why”, “The How”, and “The What” documents

Needs Assessment Results: Emergent

Planning:

- Determine percentage of students currently being served in each tier at each grade level
- Articulate goals and objectives based on identified grade-level and building needs to all staff
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Develop protocols for identifying students and matching them to the appropriate intervention

Implementing:

- Purchase, schedule, train providers and implement intervention
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing

Expanding:

- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Develop process monitoring of the implementation of research-based interventions at the building level and across the system

Sustaining:

- Use the Georgia Department of Education problem-solving checklist to evaluate:
- Personnel providing interventions
- The ease with which students move between tiers
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) as stated in “The Why” and “The How” documents

Needs Assessment Results: Operational

Planning:

- Examine student data to determine the current percentage of successful students in the areas of literacy
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- Examine student data to focus on instructional areas of greatest need
- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist
- Provide professional learning on direct, explicit instructional strategies that build students’ word identification, fluency, vocabulary, comprehension, and writing skills
- Provide professional learning on team teaching and inclusion of students with special learning needs

Implementing:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS as each grade level for all schools
- Provide professional learning to promote literacy

Expanding:

- Monitor teachers’ effective questioning and feedback skills
- Ensure adequate time for planning and implementing flexible grouping based on students’ learning needs (ELL, SWD, gifted)
- Monitor the planning, delivery, and assessment for students with special learning needs
- Support teachers’ effective use of time through use of technology during each stage of the process

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
- Ensure that communication between teachers and administrators is ongoing and effective

C. Action: Implement Tier 2 needs-based interventions for targeted students as stated in “The Why” and “The How” documents

Needs Assessment Results: Emergent

Planning:

- Plan and provide professional learning for interventionists on:
- Appropriate use of supplemental and intervention materials
- Diagnosis of reading difficulties
- Direct, explicit instructional strategies to address difficulties
- Charting data
- Graphing progress
- Schedule times for collaborative discussion and planning between content area Tier I teachers and interventionists
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Ensure effectiveness of interventions by:
- Building sufficient blocks of time into the daily schedule
- Provide adequate space conducive to learning
- Ensuring that they are provided by competent, well-trained teachers and interventionists

Implementing:

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

Expanding:

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

Sustaining:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs
- Document data points to monitor student response to intervention
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers
- Use technology to track the movement of students between T1 and T2 based on response to interventions

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly as stated in “The Why” and “The How” documents

Needs Assessment Results: Emergent

Planning:

- In addition to everything that occurs at T1 and T2, data teams meet to:
- Discuss students in T3 who fail to respond to intervention

- Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
- Verify implementation of proven interventions
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

Implementing:

- 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
- Interventions are delivered 1:1 - 1:3 during a protected time daily by a trained interventionist

Expanding:

- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented to monitor student response to daily intervention
- Ensure that T3 includes proven interventions that address behavior

Sustaining:

Continue to ensure that:

- Students move into and out of T2 and T3
- Data is used to support response to intervention
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions

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 as stated in "The Why" and "The How" documents

Needs Assessment Results: Operational

Planning:

- School schedules are developed to ensure least restrictive environment
- Ensure that building and system administrators are familiar with formulas affecting students in special programming
- Assign a case manager to each student with an IEP so that communication with student and parents is seamless

Implementing:

- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS

Expanding:

- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
- Special Education, ESOL, and gifted teachers meet, plan, and discuss students' progress regularly with general education teachers

Sustaining:

- Student data supports the exit of students from T4
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom as stated in "The How" document

Needs Assessment Results: Emergent

Planning:

- Revise teacher preparation and training to include disciplinary literacy for pre-service teachers in all subject areas

Implementing:

- Pair pre-service teachers with mentors who are fully trained in providing disciplinary literacy
- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy

Expanding:

- Develop protocols for evaluating implementation of the new coursework
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

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

B. Action: Provide professional learning for in-service personnel as stated in "The How" document

Needs Assessment Results: Emergent

Planning:

- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice

- Use teacher data as well as student data to target professional learning needs
- Encourage every teacher to develop a professional growth based on a self-assessment of professional learning needs
- Provide training in administering and interpreting results of assessments in terms of literacy

Implementing:

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams to support teachers in using literacy strategies effectively
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning

Expanding:

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Partner experienced teachers with beginning teachers
- Use formal and informal observations to monitor and improve literacy instruction
- Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

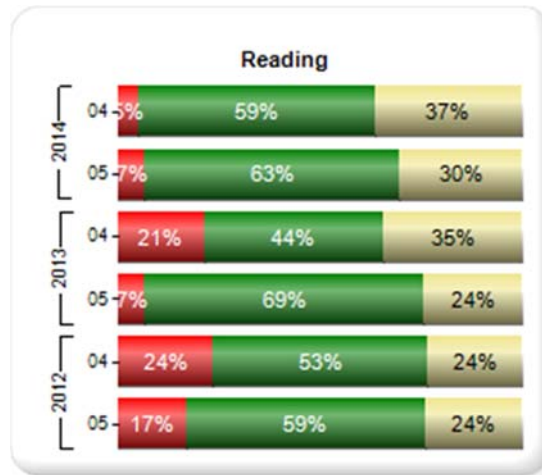
Sustaining:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS
- 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 discussion

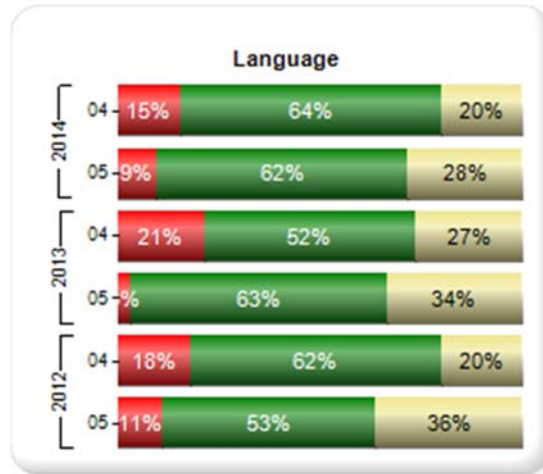
Analysis and Identification of Student and Teacher Data

a. Student CRCT and Writing Data

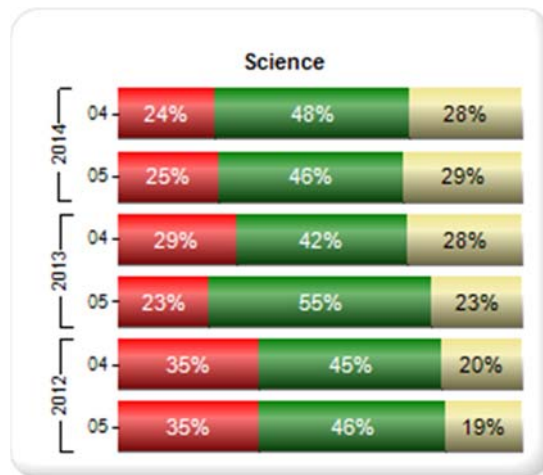
| Reading | 4th Grade CRCT | | | | | | 5th Grade CRCT | | | | | |
|---------|----------------|---------|-------|---------|-------|---------|----------------|---------|-------|---------|-------|---------|
| | 2012 | | 2013 | | 2014 | | 2012 | | 2013 | | 2014 | |
| OGIS | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds |
| | 53% | 24% | 44% | 35% | 59% | 37% | 59% | 24% | 69% | 24% | 63% | 30% |
| State | 90 | | 93 | | 93 | | 91 | | 93 | | 95 | |



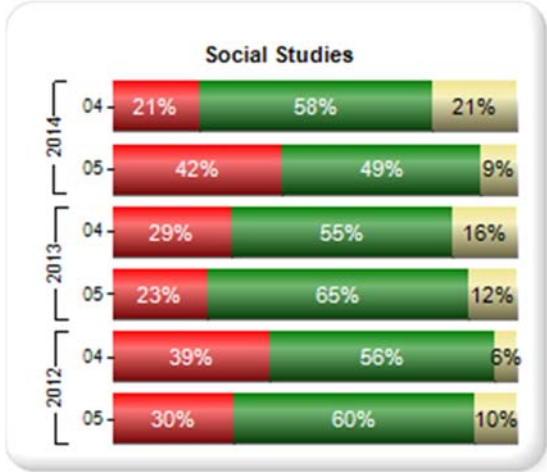
| | 4th Grade CRCT | | | | | | 5th Grade CRCT | | | | | |
|-------|----------------|---------|-------|---------|-------|---------|----------------|---------|-------|--------|-------|---------|
| | 2012 | | 2013 | | 2014 | | 2012 | | 2013 | | 2014 | |
| OGIS | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceed | Meets | Exceeds |
| | 62% | 20.0 | 52% | 27% | 64% | 20% | 53% | 36% | 63% | 34% | 62% | 28% |
| State | 91 | | 90 | | 89 | | 94 | | 94 | | 95 | |



| Science | 4th Grade CRCT | | | | | | 5th Grade CRCT | | | | | |
|---------|----------------|---------|-------|---------|-------|---------|----------------|---------|-------|---------|-------|---------|
| | 2012 | | 2013 | | 2014 | | 2012 | | 2013 | | 2014 | |
| OGIS | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds |
| | 45% | 20% | 42% | 28% | 48% | 28% | 46% | 19% | 55% | 23% | 46% | 29% |
| State | 81 | | 83 | | 81 | | 78 | | 79 | | 81 | |



| Social Studies | 4th Grade CRCT | | | | 5th Grade CRCT | | | | | | | |
|----------------|----------------|----------------|--------------|----------------|----------------|----------------|--------------|----------------|--------------|----------------|--------------|---------------|
| | 2012 | | 2013 | | 2014 | | 2012 | | 2013 | | 2014 | |
| OGIS | Meets 60% | Exceeds 10% | Meets 55% | Exceeds 16% | Meets 58% | Exceeds 21% | Meets 60% | Exceeds 10% | Meets 65% | Exceeds 12% | Meets 49% | Exceeds 9% |
| State | 78 | | 82 | | 81 | | 77 | | 81 | | 81 | |



At OGIS, we believe the data above indicates a need to address our exceeds rate. The data clearly shows that while some of our students are performing at an acceptable pass rate, we need to increase the performance of our students in the area of exceeding the standard.

| 5 th Grade Writing Assessment | 2012 | | 2013 | | 2014 | |
|--|-------------|---------------|-------------|---------------|-------------|---------------|
| OGIS | Meets 63 | Exceeds 37 | Meets 64 | Exceeds 34 | Meets 66 | Exceeds 31 |
| State | 70 | 20 | 66 | 21 | 67 | 20 |

b. Disaggregation of Data in Subgroups

The tables below indicate the passing rates (meets + exceeds) on the past three years of Spring CRCT and Grade 5 Writing Assessment data.

| | CRCT Percent Passing Reading | CRCT Percent Passing Reading | CRCT Percent Passing Reading | CRCT Percent Passing ELA | CRCT Percent Passing ELA | CRCT Percent Passing ELA |
|-------------------|---|---|---|---|---|---|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| All | 78 | 87 | 94 | 85 | 88 | 88 |
| Black | 68 | 79 | 93 | 88 | 86 | 84 |
| Hispanic | 100 | 88 | 100 | 67 | 100 | 83 |
| Two or More Races | 86 | 92 | 95 | 86 | 90 | 91 |
| White | 75 | 88 | 100 | 62 | 88 | 100 |
| Female | 87 | 89 | 94 | 92 | 90 | 91 |
| Male | 72 | 84 | 94 | 79 | 87 | 84 |
| Regular | 83 | 89 | 94 | 92 | 89 | 88 |
| SWD | 42 | 58 | 94 | 30 | 59 | 82 |

| | CRCT Percent Passing Math | CRCT Percent Passing Math | CRCT Percent Passing Math | CRCT Percent Passing Science | CRCT Percent Passing Science | CRCT Percent Passing Science |
|-------------------|--|--|--|---|---|---|
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| All | 71 | 77 | 76 | 65 | 75 | 76 |
| Black | 69 | 70 | 74 | 52 | 61 | 68 |
| Hispanic | 67 | 60 | 67 | 100 | 83 | 83 |
| White | 72 | 81 | 80 | 74 | 82 | 80 |
| Two or More Races | 67 | 81 | 67 | 54 | 69 | 100 |
| Female | 78 | 79 | 82 | 69 | 78 | 76 |
| Male | 62 | 75 | 71 | 61 | 70 | 75 |
| Regular | 75 | 80 | 79 | 69 | 79 | 77 |
| SWD | 19 | 41 | 36 | 27 | 32 | 60 |

| | CRCT Percent Passing Social Studies | CRCT Percent Passing Social Studies | CRCT Percent Passing Social Studies |
|-------------------|--|--|--|
| | 2012 | 2013 | 2014 |
| All | 66 | 74 | 68 |
| Black | 53 | 60 | 62 |
| Hispanic | 67 | 67 | 50 |
| White | 75 | 83 | 80 |
| Two or More Races | 54 | 69 | 67 |
| Female | 69 | 74 | 66 |
| Male | 62 | 74 | 74 |
| Regular | 70 | 78 | 70 |
| SWD | 27 | 40 | 48 |

| 5th Grade Writing Assessment Percent Passing | 2012 | 2013 | 2014 |
|--|-------------|-------------|-------------|
| All | 63 | 64 | 66 |
| Black | 60 | 69 | 69 |
| Hispanic | 100 | 50 | 67 |
| White | 64 | 67 | 67 |
| Two or More Races | 33 | 55 | 100 |
| Female | 75 | 78 | 72 |
| Male | 51 | 54 | 55 |
| Regular | 69 | 71 | 70 |
| SWD | 0 | 6 | 13 |

c. Strengths and Weaknesses

While analyzing three years of CRCT data, it was noted that social studies and science have the largest gap in relation to the state passing score. This could be linked to weakness in the areas of reading comprehension and information and literacy media. The readiness indicators show that students are not currently prepared to tackle the rigor of the upcoming Georgia Milestones Assessment. Discrepancies in scores between black and white subgroups as well as male and female subgroups are also noted.

While OGIS is closing the gap in fifth grade writing scores, we are still well below the state average in percent passing. Test data shows a need for more practice on informational and persuasive pieces in all content areas.

d. Data for All Teachers

| | | Teachers | Administrators | Support Personnel (counselor, media, IC, speech) |
|------------------------------|---------------------------------------|-----------------|-----------------------|---|
| Personnel | Number | 14 | 2 | 4 |
| Gender | Male | 1 | 1 | 0 |
| | Female | 13 | 1 | 4 |
| Highest Certification | 4 Yr | 5 | 0 | 0 |
| | Bachelor's | 7 | 0 | 3 |
| | 5 Yr Master's | 2 | 2 | 1 |
| | 6 Yr | 0 | 0 | 0 |
| | Specialist's 7 Yr Doctoral | | | |
| Race/Ethnicity | Black | 2 | 0 | 1 |
| | White | 12 | 2 | 3 |
| Years Experience | <1 | 0 | 0 | 0 |
| | 1-10 | 3 | 1 | 0 |

| | | | | |
|--|---------------|----------|----------|----------|
| | 11-20 | 7 | 0 | 3 |
| | 21-30 | 3 | 0 | 1 |
| | >30 | 1 | 1 | 0 |

e. Teacher Retention Data

The certified staff remains relatively stable with little turnover.

| | FY12 | FY13 | FY14 |
|---|------|------|------|
| Total certified staff during school year | 19 | 19 | 19 |
| Transferred to another school in the system | 0 | 1 | 0 |
| Transferred from another school in the system | 2 | 0 | 2 |
| New to OGIS | 0 | 0 | 1 |
| Retired | 0 | 2 | 0 |
| Resigned or left system | 0 | 0 | 5 |

28.5% of teachers have been teaching between 1 and 10 years. 50% of teachers have been teaching between 11 and 20 years. 28.5% of teachers have been teaching for over 20 years. All teachers are highly qualified.

f. Goals and Objectives

We have identified that students entering OGIS are struggling with basic reading and literacy skills. This impacts not only reading and language arts, but science and social studies as well. The current reading program has not addressed the missing skills adequately, so additional programs and resources are needed. We need a universal screener such as Scholastic Reading Inventory to more efficiently identify reading difficulties. We need access to more interventions and resources to help with the RTI process to decrease the number of struggling students and help them to become more fluent readers.

Assessment/Data Analysis Plan

a. Current Assessment Protocol

| Assessment | Purposes | Skills Measured | Test Frequency |
|----------------------------|---------------------------------|---|--|
| Unit Assessments | Progress Monitoring/ Outcome | Reading, ELA, Science, Social Studies | At completion of each subject's unit |
| STAR Reading | Screener/Progress Monitoring | Oral Reading Fluency, Vocabulary, Reading Comprehension | 3 times per year |
| Georgia Milestones | Outcome | ELA, Reading, Math, Science, Social Studies (3 rd -5 th) | Once per year |
| GAA | Outcome | Alternative assessment to CRCT for severe and profound special needs students | Info reported once per year, portfolio items collected ongoing |
| ACCESS for ELL | Screener | Language | Once per year- English Learners |
| Informal Reading Inventory | Screener | Phonics, Phonemic Awareness, Sight Words | Once per year |
| Achieve 3000 Level Set | Screener/Progress Monitoring | Lexile Level | 2-3 times per year |

At OGIS, procedures allow for all children to be screened to identify any students at risk. Once students are identified, strategies are implemented to guide instruction and to help students become successful in the identified areas. Students are monitored and checked for growth. If students are not making progress, other research-based interventions are implemented.

b. Comparison to the SRCL Assessment Plan

The assessment plan of OGIS includes the following requirements of the SRCL:

- The use of a screener to identify at-risk students and target specific weaknesses (The What, p99)
- Progress monitoring to measure skills acquisition (The What, p104)
- Formative and summative assessments
- Analysis of assessment data (The What, p110)

As a result of implementing the SRCL plan, OGIS will augment the screening and progress monitoring processes with universal screeners. Teachers will be trained to administer, analyze and

use the information from the screeners to plan appropriate instruction, differentiation and interventions.

c. How New Assessments will be Implemented

| Assessment | Frequency | Location |
|------------------------------|------------------|--------------|
| Scholastic Reading Inventory | 3 times per year | Computer Lab |

d. Current Assessments that Might Be Discontinued as a Result of the SRCL:

- Informal Reading Inventory

e. Professional Learning that Teachers will Need to Implement any New Assessments:

- Scholastic Reading Inventory training and data interpretation to inform instruction
- Differentiated Instruction with flexible groups based on student needs
- Support and training for interventionists in using assessment data to identify specific skill deficits and determine the most effective intervention

f. How Data is Presented to Parents and Stakeholders

Student data is presented to parents in a variety of ways: parent conferences, PowerSchool Parent Portal, phone conferences, or written communication in agendas. School data is shared through the local newspaper, system/school website, and social media.

g. How Data will be Used to Develop Instructional Strategies as well as Determine Materials and Needs

Data from various state assessments is analyzed and shared with faculty. Teachers constantly study and analyze their formative and summative assessment data. This data will be looked at and shared in the future in PLCs that are being organized as part of MCSDs Strategic Plan. The data will be examined to identify common trends and make changes in instructional strategies and interventions. Data will be used to guide future additional professional learning needs. The following areas were identified as needing new or ongoing professional learning:

- Data Disaggregation
- Differentiation: Strategies, Management, Activities
- Formative Instructional Practices (FIP) Training
- Helping Struggling Readers - Phonics, Phonological Awareness, Fluency and Comprehension
- Increasing Parental Involvement
- Response to Interventions
- Strengthening Academic Vocabulary
- Understanding and Incorporating Scholastic Reading Inventory

h. Who will Perform the Assessments and How will it be Accomplished

The first assessment will be available if funds are received from this grant.

| Assessment | Who will Complete the Assessment | How Will It Be Accomplished |
|------------------------------|---|--|
| Scholastic Reading Inventory | Computer Lab Teacher during Computer time | Three times per year |
| Unit Assessments | Classroom Teachers | At completion of each subject's unit |
| STAR Reading | Classroom Teachers | 3 times per year Scheduled Lab Time |
| Georgia Milestones | Certified Teachers | Once per year |
| GAA | Classroom Teachers | Info reported once per year, portfolio items collected ongoing |
| ACCESS for ELL | EL Teacher | Once per year- English Learners |
| Informal Reading Inventory | Classroom Teachers | Once per year Monitored by Academic Coach |
| Achieve3000 Level Set | Classroom Teachers | 2-3 times per year as needed Scheduled lab time |

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

a. Resources Needed to Implement the Literacy Plan, including those that Foster Student Engagement:

- Computer-based diagnostic assessment for fluency and comprehension
- 21st century technology equipment
- Print rich classroom libraries with leveled books in all content areas
- Professional Development opportunities for teachers in the areas of technology integration, writing instruction, intervention strategies and assessment strategies
- Resources for professional learning

b. Activities that Support Literacy Intervention Programs:

- Continued implementation of the RTI model
- Scheduling extended learning times for struggling students to receive intense interventions through remedial education along with extra support in the classroom
- Professional learning to implement and utilize the interventions with fidelity
- Research-based, scientifically evidenced intervention materials for grades 4-5
- Use of a universal screener to identify students who need intense interventions

c. A List of Shared Resources Available in the School:

- Interactive boards (in all classrooms)
- Ipad cart
- One student computer (in some classrooms)
- One teacher computer per classroom
- Shared computer labs (2) for school
- Student novels/textbooks/workbooks

d. A General List of Library Resources or a Description of the Library as equipped:

- Fiction and nonfiction books
- Galileo on-line resources
- ActivBoard for teacher/PL use
- Trade books
- Magazines
- Twenty-two computer stations for research and AR tests
- Reference books
- e-books

e. List of Activities that Support Classroom Practices:

- Daily collaborative planning

- Direct, explicit literacy instruction in EIP classes
- Emphasis on teaching and using academic vocabulary and the language of the standards
- Professional learning and instructional coaching to provide support structures for teachers as they implement new initiatives, strategies, programs, and technologies into the classroom
- Pacing guide and curriculum map aligned with CCGPS and GPS
- Collaboration, analysis of standards and student data, and lesson planning that demonstrate the use of best instructional practices
- Professional learning for teachers and administrators that supports research-based practices in their content areas
- Professional learning for teachers and administrators that supports research-based practices through content areas
- Use of varying print and non-print forms of media to engage students in meeting standards
- Use of varying texts that are appropriate, based on student Lexile scores and level of text complexity

f. Additional Strategies Needed to Support Student Success:

- Access to 21st century technology in each classroom
- Scholastic Reading Inventory
- Differentiation strategies, activities and management
- Intervention programs
- Professional learning and coaching in implementation of interventions with fidelity
- Professional learning for evidence-based content literacy instructional best practices
- Vocabulary, academic vocabulary, fluency building, and comprehension strategies

g. General List of Current Classroom Resources for Each Classroom in the School:

- Curriculum guides (standards, instructional units, common assessments)
- ActivBoards
- Ipad Cart (1 in school)
- Mobi (in some classrooms)
- Novels (limited)
- One student computer (in some classrooms)
- One teacher computer
- Textbooks (past editions for supplementing instruction)

h. Clear Alignment Plan for SRCL and All Other Funding:

| Alignment Areas | Strategies | Funding Sources |
|--------------------------------------|---|---|
| Resources, Strategies, and Materials | SRCL | Other Funding |
| Professional learning | Professional learning for all faculty and staff | Title I/II, State professional learning funds |

| | | |
|----------------------------------|---|--|
| Technology | All technology addressed in the needed resources section | ESPLOST, Title I |
| Literacy materials including RTI | Additional books for media center and classrooms Literacy resources RTI materials | QBE, Title I, Limited local funds, Title VIB |
| Literacy Assessments | Universal Screener, diagnostic, progress monitoring, benchmark | QBE, Local funds |
| Intervention program | Intervention program and/or software | Title I, Title VIB |
| Community and Parent Involvement | Literacy events, reading nights, etc. | Title I – parent involvement |

Professional Learning Strategies Identified on the Basis of Documented Need

a. Past Professional Learning at OGIS

b. The Percent of Staff Attending

| Topic | Targeted Teaching Staff | Targeted Staff Attended |
|------------------------------------|-------------------------|-------------------------|
| Longitudinal Data System | All | 94% |
| Written Constructed Response | All | 100% |
| Unit Development | ELA/Reading | 100% |
| Unit Assessment Development | ELA/Reading | 100% |
| Differentiated Reading Instruction | ELA/Reading | 92% |
| Achieve3000 Training | ELA/Reading/SS | 100% |
| Read 180 Training | 2 Teachers | 100% |
| Math Vertical Alignment | 2 Teachers | 100% |
| CCGPS Math Implementation | Math | 94% |

C. A Detailed List of On-going Professional Learning

| Topic | Preferred Method of Delivery |
|---------------------------------|--|
| Thinking Maps | Face-to-Face with on-site certified trainers |
| SLO Training & Implementation | Face-to-Face |
| Increasing Parental Involvement | Face-to-Face |

| | |
|---|------------------------|
| Formative Instructional Practices | Webinars |
| Effective Teaching Strategies | Face-to-Face |
| Professional Learning Communities | Face-to-Face; Webinars |
| Georgia Milestones Constructed Written Response | Face-to-Face |
| Differentiated Reading Model | Face-to-Face; Webinars |

d. Programmatic Professional Learning Needs Identified in Needs Assessment

- Optimizing literacy instruction in all content areas
- Response to Intervention
- Optimizing writing instruction across the curriculum
- Exploring and integrating technology for multi-media exposure and specific effective differentiation
- Disaggregating data
- Intensive and individualized interventions for struggling readers
- Direct and explicit reading strategies to help struggling readers on fluency and comprehension
- Helping students to read complex text on grade level in all content areas training
- Using Lexiles

e. Process to Determine if Professional Development was Adequate and Effective

In order to determine if the professional development was adequate and effective, the following will take place:

- Examination of student achievement data
- PLC meetings with documentation
- Walk-through and observations to collect professional learning implementation
- Feedback of conducted walk-throughs and observations
- Evaluation of professional learning activities

f. Professional Learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan

g. Method of measuring effectiveness of professional learning

| Identified Professional Learning | Project Plan Goals/Objectives Addressed | Literacy Plan Building Block Addressed | Measure of Effectiveness |
|---|---|--|---|
| Incorporating technology to support literacy instruction | Goal 1: Objective 2 Goal 3: Objective 1 Goal 6: Objectives 1, 2 | Building Block(s): 1, 2, 3, 6 | <ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • CRCT, DIBELS Next, SRI data • Unit plans with documentation of technology • SMART goal(s) |
| Differentiating literacy instruction | Goal 1: Objective 1 Goal 2: Objective 1, 2 Goal 4: Objective 2 | Building Block(s): 1, 6 | <ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • TKES Evaluation • CRCT, DIBELS Next, SRI data • CCGPS Units • SMART goal(s) |
| Identification/evaluation of effective literacy instruction | Goal 2: Objectives 1, 2, 3 Goal 3: Objectives 1, 2 | Building Block(s): 2, 3 | <ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • DIBELS Next, SRI, CRCT results • TKES evaluations • SMART goal(s) |

| | | | |
|---|--|---------------------------------------|--|
| <p>Effective use of instructional content-specific reading and writing strategies</p> | <p>Goal 1: Objective 1 Goal 2: Objective 3</p> | <p>Building Block(s): 1, 2</p> | <p>CCGPS Units</p> <ul style="list-style-type: none"> • Walk-through observations • 3rd/5th Grade State Writing Assessment results • TKES evaluations • SMART goal(s) |
| <p>Diagnosis of reading difficulties and appropriate interventions to be used to target areas of concern(s)</p> | <p>Goal 3: Objectives 1, 2 Goal 5: Objectives 1, 2, 3</p> | <p>Building Block(s): 3, 5</p> | <ul style="list-style-type: none"> • Analysis of RTI data • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • CRCT, DIBELS Next, SRI data • SMART goal(s) |
| <p>Provide additional training in literacy across all content areas</p> | <p>Goal 1: Objective 1 Goal 2: Objective 1 Goal 4: Objective 2</p> | <p>Building Block(s): 1, 2, 4</p> | <p>PLC documentation and minutes</p> <ul style="list-style-type: none"> • Walk-through observations • Literacy Team meetings • Analysis of student data • CRCT, MAP, DIBELS Next, SRI data • TKES evaluations • SMART goal(s) |
| <p>Ensuring fidelity and consistency of interventions</p> | <p>Goal 2: Objective 1, 2 Goal 3: Objective 1, 2</p> | <p>Building Block(s): 2, 3</p> | <ul style="list-style-type: none"> • RTI documentation • RTI student data • Walk-through observations • CRCT, DIBELS Next, SRI data • Documentation of collaboration between teachers and interventionists • SMART goal(s) |
| <p>Analyzing and interpreting assessments with regard to literacy</p> | <p>Goal 5: Objective 1 Goal 6: Objective 1</p> | <p>Building Block(s): 5, 6</p> | <ul style="list-style-type: none"> • CCGPS Units • Walk-through observations |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none">• CRCT, DIBELS Next, SRI data• PLC documentation and minutes• SMART goal(s) |
|--|--|--|---|

Project Plan, Procedures, Goals, Objectives, and Support

a. Project Goals Directly Related to the Identified Needs

| | |
|-----------|--|
| Goal 1 | Teachers will provide standards-based curriculum using teacher created units rich in literacy conducive to closing existing gaps. |
| Goal 2 | Teachers at OGIS will have access to ongoing formative and summative assessment data to inform instructional decisions and to evaluate the effectiveness of strategies used. |
| Goal 3 | OGIS will provide varied, complex texts to include non-fiction (particularly science and social studies), fiction, periodicals, and digital-age literacy devices so that students learn to “read and comprehend complex literary and informational texts independently and proficiently.” |
| Goal 4 | Technology application will be essential and widely used, taking the form of presentation tools, e-texts, and assistive technology. |
| Goal 5 | Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by a variety of methods: face-to-face, through webinars, online archives, or other resources. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology. |

b. Project Objectives Related to Identified Goals

| | |
|---|---|
| 1 | Administrators, Instructional Coaches, and consultants will conduct observations and walkthroughs to monitor curriculum and technology implementation. |
| 2 | Teachers will use a variety of classroom assessments to make instructional adjustments for meeting student needs and evaluating effectiveness of instruction. |
| 3 | The SRCL grant will provide professional learning for all faculty and support staff on integrating content-specific literacy throughout the curriculum to assist in the implementation of and fidelity of the literacy program. |
| 4 | The SRCL grant will equip all classrooms with appropriate literacy materials to enhance student success. |
| 5 | The SRCL grant will provide professional learning on how to use the technology added to the classrooms. |

| | |
|---|--|
| 6 | The SRCL grant will provide more technology to classrooms (i.e. interactive boards in classrooms without them) and will increase the amount, availability, and use of technological resources in classrooms to improve student performance and increase the use of technology to reinforce skills and keep students motivated. |
|---|--|

c. Measurement of Goals and Objectives

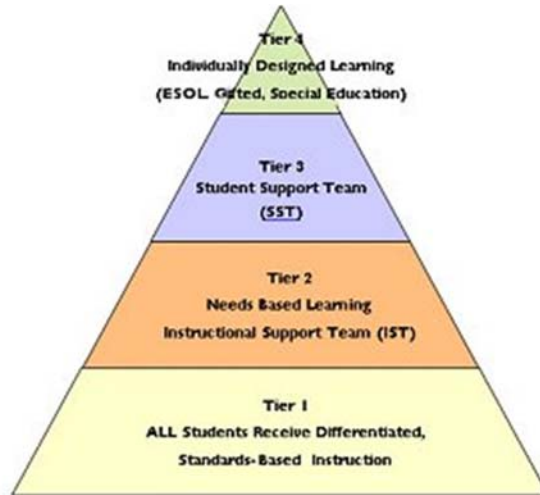
| Formative Measures |
|--|
| Analysis of data to place students in the appropriate Tiers of Intervention |
| STAR Reading and Achieve 3000 data |
| Documentation of teachers actively participating in PLCs |
| Georgia Literacy Instruction Observation Checklist |
| Literacy Needs Assessment |
| Pre-Assessments and Benchmark results |
| Walkthroughs and observation summaries of teachers implementing standards-based strategies |
| Walkthroughs and observation summaries of teachers use of technology to assist in literacy instruction |
| Summative Measures |
| 5th Grade Writing Data |
| STAR Reading and Achieve 3000 benchmark data |
| Disaggregation of CRCT by subject and subgroup |

d. Students Receive at least 90 minutes of Tiered Instruction

OGIS ensures that students receive at least 90 minutes of tiered instruction. Students receive 120 to 150 minutes of reading/language arts instruction. This can be seen in the sample schedule located in section i. Students receive additional strategies in other content areas.

e. RTI Model

OGIS adheres to the state/system protocols for implementation of a 4-Tiered instructional model. However, based on our needs assessment, more professional learning is needed to ensure fidelity in the process.



f. Application is Inclusive of All Teachers and Students

At OGIS, all teachers and students will be involved in reaching goals and objectives as outlined in the literacy plan. All teachers will be involved in professional learning, implement research based strategies, and utilize technology in instruction and promoting student engagement. All students will have access to high quality instruction. The students will have access to literacy resources in each content area and access to appropriate technology.

g. Practices Already in Place

The following practices are already actively in place at OGIS:

- Classroom observations
- Formative and summative assessments
- Literacy Team
- Targeted professional learning
- Walk-throughs and observations

h. Goals Funded with Other Sources

Title I and IIA helps to pay for some teachers and paraprofessionals, increase parental involvement in literacy, professional development to meet diverse needs of students in regards to literacy, and remedial materials and supplies.

i. Sample Schedule by Grade Level

Bell schedule for fourth grade partner teachers. 5th grade schedule is very similar.

| | | |
|-----------------------|---------------------|-------------------------|
| 8:00-8:05 | Homeroom | Homeroom |
| 8:05-9:45 | Math | ELA /Rdg |
| 9:45-10:25 | CONNECTIONS | CONNECTIONS |
| 10:25-10:40 | Math(cont'd) | ELA/ Rdg(cont'd) |
| Lunch | 10:40-11:10 | 10:40 – 11:10 |
| 11:10-12:15 | Science | Social Studies |
| Switch classes | 11:15 | 11:15 |
| 12:15 – 2:15 | Math | ELA/Rdg |
| 2:15-2:55 | Science | S.S |

Sustainability Plan

OGIS is committed to ensuring the success of the grant after the funding cycle has ended. The sustainability plan contains the following components:

- OGI is committed to funding for assessments beyond the grant period. The school would continue funding for all implemented assessments, including the subscription with Scholastic for SRI. These assessments will be funded through the use of federal, state, and local funds.
- We plan to develop relationships with the community through local businesses and parents. Local churches currently provide after-school tutoring as well as in school tutoring once a week to enhance literacy learning.

| c-h Sustainability Table | |
|------------------------------------|--|
| Expanding Lessons Learned | All collaborative units and effective literacy instruction will be placed on the school’s website and shared within the school. Units will be reviewed and revised as needed. |
| Extending Assessment Protocol | As the grant is implemented and teachers learn more about best-practices in literacy instruction, the developed literacy plan will be reviewed and revised. |
| Training for New Employees | New employees will be trained on the implementation of the Oak Grove Intermediate School Literacy Plan, universal screener, progress monitoring tools, and technology through redelivery. |
| Replacement of Print Materials | Media funding and possible federal funds will be used to replace print materials. |
| Maintaining Technology Equipment | Technology will be maintained by the district/school technology department. Funds from eSPLOST will also be used to supplement and maintain required equipment. |
| Ongoing Professional Learning | Teachers will participate in job-embedded professional learning that will be on-going thus creating professional learning communities. Teacher effectiveness will be enhanced due to this continued professional learning. Professional learning is supported by the school and district in order to increase teacher effectiveness and student achievement. |
| Maintaining Software and Databases | Software and databases which are shown to be effective in meeting literacy goals will be funded using local, state, and federal funds. |

Budget Summary Oak Grove Intermediate

Oak Grove Intermediate School plans to use SRCL grant funding to address essential literacy needs in the following areas for students in grades 4 and 5.

1. Professional Learning Needs: An ongoing, comprehensive and effective professional learning program that covers all areas of literacy instruction will lead to better instruction and students who are better prepared to meet challenges in college and the workplace. In order to provide teachers with instructional strategies to implement best practices as they assist students in meeting rigorous academic standards, professional learning will be provided on the following topics:

- Implementation of new intervention program and follow-up
- Funding of subs for peer observation within the system or outside district
- Scholastic Reading Inventory
- RTI and research-based interventions
- Data analysis and use to guide instruction
- Direct, explicit, research-based literacy instruction across content areas
- Text selection, text structures, and text complexity
- Modeling literacy and writing strategies
- Differentiated instruction
- Use of Lexile levels
- Writing instruction across curriculum
- Instructional Technology

Expenses will include cost of training/classes, instructional learning materials, travel expenses, substitute pay, and stipends for participants.

2. Curriculum Needs: In an effort to meet the instructional needs of students while implementing the CCGPS and having students write across the curriculum, the following needs have been identified:

- Intervention program, materials, software with multiple entry points
- Intervention Program (Tier 3) for grades 4 and 5
- Enrichment materials to support the Gifted Program
- Books for classroom libraries that support cross-curricular efforts
- Books for media center
- Cross-curricular instructional materials (other than books)
- Resources to support Science and Social Studies curriculum
- Resources to support writing instruction
- Resources to support assessment development
- Comprehensive screener
- Comprehensive screening program
- Diagnostic monitoring tool

3. Technology Needs: While OGIS has many computers a high percentage of them are outdated. Based on the list of curriculum needs, it will be necessary to update existing technology, as well as purchase new devices to adequately implement and maintain the programs that will help

support our literacy instruction. Funds from the SRCL grant will enable us to purchase the following:

- Student desktops/laptops to establish a new computer lab
- Student desktops/laptops for classroom to replace aging equipment
- Projectors and bulbs to replace aging second-hand equipment
- iPads/tablets for classroom use
- Online writing assessment program

- Update wireless infrastructure
- Student response device sets
- Student eReaders for classroom use
- Tech support for purchases of any online curriculum materials listed above
- Headphones

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