

School Profile

Created Monday, November 05, 2012

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School Information

School Information District Name:	Clarke County
School Information School or Center Name:	Oglethorpe Avenue Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Scarlett Dunne
Principal Position:	Principal
Principal Phone:	706.549.0762
Principal Email:	dunnes@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Scherry Lewis
School contact information Position:	Instructional Coach
School contact information Phone:	7062241034
School contact information Email:	lewissc@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

55

FTE Enrollment

514

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: Philip D. Lanoue, Ph.D.

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

Address: 240 Mitchell Bridge Road

City: Athens, GA Zip: 30606

Telephone: (706) 546-7721 Fax: (706) 208-9124

E-mail: lanouep@clarke.k12.ga.us



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

Philip D. Lanoue, Ph.D.

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

December 12, 2012 _____ Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

i. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

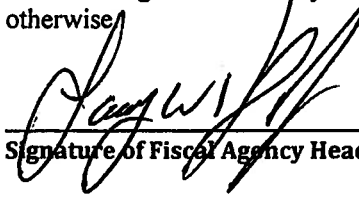
II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Larry Hammel, Chief Financial Officer

Typed Name of Fiscal Agency Head and Position Title

December 12, 2012

Date



Signature of Applicant's Authorized Agency Head (required)

Philip D. Lanoue, Superintendent

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

December 12, 2012

Date

N/A

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

N/A

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

Date (if applicable)

Preliminary Application Requirements

Created Wednesday, November 14, 2012

Page 1

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

[General Application Information](#)

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

-
- Yes
-

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

[SRCL Grant Rubric](#)

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

-
- Yes
-

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

[Assessment Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Wednesday, November 14, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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• 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

Page 2

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

Page 3

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

• Yes

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

• Yes

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

• Yes

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

• Yes

Fiscal Year	Financial Findings	Federal Findings
FY2011	FS-6291-11-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY2010	FS-6291-10-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)
FY2009	FS-6291-09-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness	None reported
FY2008	FS-6291-08-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency	None reported
FY2007	FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency	None reported

Clarke County School District (CCSD) Narrative

a. Brief History

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the #1 large school district in the state for closing the achievement gap, we continue to gain in graduation rate (70.8% in 2011, up 7% from 2009). Both high schools were also named as Advanced Placement Honor Schools. On the 2011 Criterion-Referenced Competency Test, 87.9% of students in grades 3-8 met or exceeded state reading/ELA standards. CCSD is data-rich district, targeting needs and areas of concern through school and district data team processes, monitoring student progress, and continuous communication with all stakeholders.

b. System Demographics:

Ethnically, 51% of our students are African American, 23% are Hispanic, 20% are white and 2% are Asian. Nearly 12% of students have English as their second language, and 11% are special needs students. 80% of students receive free or reduced lunches through the federal meal program.

c. System Priorities:

The CCSD is committed to the following priorities for all students: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes. In all classrooms, we implement research-based instruction; grounded in Common Core standards and literacy practices, have continual monitoring of student progress, and create cultures of achievement in our schools.

d. Strategic Planning

CCSD provides schools yearly with an "Annual District Data Notebook" that summarizes student and school performance on all state and district assessments. Schools conduct root cause analyses and develop school improvement plans based on this data. During the Striving Readers (SR) planning and grant-writing stage, school literacy teams examined literacy data to 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5) develop action steps to inform goals/objectives of the plan. CCSD's plan is as follows: During Year 1, CCSD will provide professional learning in literacy to all schools in Cohort 2 including the Early Learning

Center; implement reading and writing across the curriculum; develop reading growth charts from screeners and other assessments; implement RTI for students according to instructional needs; purchase instructional and diverse texts; and implement technology to foster student engagement. During Year 2, CCSD will develop CCGPS units and focus on scope and sequence of reading and writing instruction. During years 3-5, CCSD will collect and report on data in order to implement the SR Plan.

e. Current Management Structure:

Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. All schools in Cohort 2 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

f. Past Instructional Initiatives:

Over the past six years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD’s Early Learning Center has successfully implemented two Early Reading First Grants (the largest funded ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. The SR (Cohort 1) grant is implemented in four elementary schools, one middle school, and one high school, and the Office of Early Learning, providing longitudinal data of literacy performance. Interventions such as Voyager, Successmaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

g. Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K and Early Learning Literacy; Georgia Pre-K Content Standards and Georgia Early Learning Standards Materials used: Birth -2 yrs.: 1,2,3 READ; 3s : Scholastic Early Childhood Program; all 4s: Opening the World of Learning
CCGPS in grades K-12 Materials used: K-2: Rigby Literacy; Phonics Lessons 3-5: Storytown, Rigby Literacy; Writers Express 6-8: Language of Literature
Ongoing formative and summative assessments targeting Literacy Performance <ul style="list-style-type: none"> • Use of data team process in grades Pre-K to 12 • Classroom walkthroughs to inform instructional next steps

<ul style="list-style-type: none"> • Data summits to analyze concerns and target next steps in planning
Best Practices with CCGPS instructional shifts in all content areas: <ul style="list-style-type: none"> • Increased evidence-based writing in all content areas • Increased use of non-fiction texts with specific reading strategies and academic vocabulary instruction
Tiered Intervention Systems <ul style="list-style-type: none"> • Use of data systematically to target students in tiers 1-4 • Planning for Extended learning time and interventions (software, instructional)
Targeted Professional Learning based on the following: <ul style="list-style-type: none"> • Classroom walkthrough data/district walkthrough data • Using focused walkthrough data from coaches • Using School Improvement surveys to target needs
Utilizing technology literacies <ul style="list-style-type: none"> • All K-12 schools utilize 2:1 technology for digital literacy and research strategies

CCSD Literacy Needs and Objectives	
Identified Needs: Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)	Goals and Objectives: Goal 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency. Objective 1.1: All students in tiers 1-4 will receive explicit vocabulary instruction as well as explicit reading strategy instruction. 1.2: All students in tiers 1-4 will receive writing strategies for CCGPS literacy. 1.3: Quarterly research-based writing will be required in all content areas.
Professional learning related to formative, summative, and screening processes for birth- 12 th grade for effective RTI monitoring.	Goal 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress. Objective 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1 and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.
Vertical and horizontal alignment of CCGPS standards and practices; professional	Goal 3: To articulate vertically and horizontally K-12 CCGPS strategies, and

learning in text complexity K-12.	text complexity. Objective 3.1: Teachers will participate in Professional learning communities for CCGPS literacy 3.2: During years 1-2, curriculum teams from early learning and grades k-12 will develop vertical and horizontal documents regarding text complexity and CCGPS strategies.
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h. Literacy Assessments Used District wide

Grade	Current Assessment Plan
Birth to Age 5	Ages and Stages Questionnaire (ASQ-III); Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-IV); Phonological Awareness Literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1	Voyager Oral Reading Fluency
1-8	ACCESS for EL students
1 & 2	Phonics and sight word tests, Fluency assessments, Informal running record, Scantron norm-referenced tests
1-8	Benchmark assessments every 6 weeks; CRCT or CRCT-M
3,5,8 & 11	State Writing tests
6-8	Voyager, Steep/Maze screener; quarterly writing samples
9-12	Read 180; Benchmark assessments every 6 weeks; STEEP/Maze Comprehension screeners

i. Need for SR Project

CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

a. Plan for Striving Readers' (SR) Grant Implementation:

With years of experience successfully administering scores of federal grants, the Clarke County School District is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises elementary and secondary literacy coaches, instructional technology coordinator, instructional technology specialists, and two administrative/budget assistants. His team manages grant activities, such as coordinating professional learning for teachers in Common Core literacy practices and instructional technology. SR's principals will oversee grant-focused literacy activities in their schools as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds as it currently does for numerous state and federal grant programs.

b. Individuals Responsible for Day-to-Day Grant Operations:

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Alita Anderson, Elementary Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- Melanie Sigler, Burney Harris Lyons Middle School
- Tad MacMillan, Clarke Middle School
- Anita Lumpkin-Barnett, Alps Elementary School
- Dr. Scarlett Dunne, Oglethorpe Elementary School
- Larry Hammell, Chief Financial Officer
- Gerald Arscott, Accounts Payable Coordinator
- Veronica Jackson, Administrative Assistant
- TBD, Additional District Literacy Coach

c and d: Responsibilities with Grant Implementation Goals/Objectives:

Timeline of Grant Goals and Individuals Responsible									
Grant Activities (Persons Responsible)	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
	1	2	3	4	1	2	3	4	
Announce SR Grant to CCSD/ Community (CCSD Public Relations, Project Director)	x	x			x	x			x
Orientation of SR's objectives based on DOE's "What," "Why," and "How" of K-12 Literacy Plans (All Striving Readers' grant recipients)	x				x				x
Convene District Literacy Team for planning (Project Director)	x		x		x		x		x
Convene school Literacy Teams for overview and implementation (Principal, Literacy Coaches. School Literacy Team)	x	x	x		x	x	x		x
Purchase New Assessments (Budget Assistant)	x				x				x
Purchase and Distribute instructional materials and instructional technology (Project Director, Budget Assistant)	x	x	x		x	x			x
Plan and Implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Teachers begin Reading Endorsements (Project Director)	x	x	x	x	x	x	x	x	x
Extend Literacy Time (afterschool/summer) (Project Director, Principal, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Drawdown Funds (Business Office)	x	x	x	x	x	x	x	x	x
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Literacy Coaches, School Literacy Team)	x	x	x	x	x	x	x	x	
Submit quarterly/yearly reports (Principal, Literacy Coaches, School Literacy Teams)				x				x	x

e. Implementation of Goals and Objectives: All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What," "Why," and "How" documents. CCSD personnel will sign a commitment statement pledging to meet the project's objectives and grant activities detailed in each grant.

f. Involving Grant Recipients in Budget and Performance Plans: Grant recipients will meet quarterly with Dr. Tavernier, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

g. Evidence of meetings with Grant Recipients: Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets.

Clarke County School District (CCSD)

Experience of the Applicant

a-b. Other Initiatives and State Audit results:

<ul style="list-style-type: none"> • CCSD partners with the GaDOE and the UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTS DOE provides technology consultants and access to Georgia Virtual online content; UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.
<ul style="list-style-type: none"> • CCSD partners with UGA’s College of Education to develop and implement Professional Learning Schools (PDS).
<ul style="list-style-type: none"> • CCSD partners with UGA College of Education and Franklin College of Arts and Sciences to implement eight years of state Math and Science partnership grants.
<ul style="list-style-type: none"> • CCSD partnered with Athens Technical College to open Athens Community Career Academy, a charter program that opened in August 2011.

Three Years of State Audit Results:

Fiscal Year	Financial Findings	Federal Findings
FY 2011	FS-6291-11-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance

	<p>FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness</p>	<p>U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)</p>
FY 2009	<p>FS-6291-09-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency</p> <p>FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness</p>	<p>None reported</p>
FY 2008	<p>FS-6291-08-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency</p> <p>FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness</p> <p>FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency</p>	<p>None Reported</p>
FY 2007	<p>FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency</p>	<p>None Reported</p>

c. LEA's capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and district directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start grants, 21st Century Community Learning Center grants (3 separate grants for elementary, middle and high schools in the district), Striving Readers Grant (Cohort 1), and Math and Science Partnership grants with University of Georgia. Several grants have been awarded to the district's Early Learning Center including an Early Reading First Grant.

d. Sustainability of LEA's Past Initiatives:

Following the implementation of several Math/Science Partnership grants and Striving Readers' grants (Cohort 1), many instructional practices have been implemented and sustained K-12 in CCSD. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center Grants. In addition, the district was the recipient of a Career Academy Charter Grant in partnership with Athens Technical College in 2009 and a State Race to the Top Grant in partnership with the University of Georgia in 2011.

e. Initiatives Implemented internally with no outside funding:

- Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.
- The International Baccalaureate Middle Years Program is implemented in grades 6-10.
- The Advanced Placement Fee Program pays for one AP exam for all students and a second exam for those on Free/Reduced Meals.
- SPLOST funds have provided upgrades to technology infrastructure, new laptops for all certified staff, and student netbooks at a 3:1 (K – 3) and 2:1 (4 – 12) ratio in all schools.

I. SCHOOL NARRATIVE

Striving Readers Comprehensive Literacy (SRCL) application detail.

In November 2012, Oglethorpe Avenue Elementary School (OAES) was named by the state of Georgia as a “High Progress School.” This latest achievement was shared with parents, staff, students and other stakeholders. Other awards in 2012 have included receiving the Laura Bush Foundation for Libraries grant, a 2012 Athens-Clarke County Green School, and a Title I school in the Clarke County School District’s (CCSD) award of Distinguished Title I District within the state of Georgia. Additionally, an Audubon Society grant was awarded to the school to fund an Enrichment Cluster within the school. The school also received 2 substantial anonymous donations to help fund the Schoolwide Enrichment Model (SEM).

In 2011, OAES received a Laura Bush Foundation for Libraries grant as well as three Foundation for Excellence Grants, a Target Field Trip Grant and a Donors Choose Grant. Also in 2011, a school partnership was formed with UGA, called First Book UGA, which provided two personal books per student.

a.) School history.

OAES was established in 1969 as one of the neighborhood schools in the Clarke County School District. Originally this school served K-5 students with a capacity of 450 students. As the years passed, the demographics of the school shifted. The CCSD decided to offer a school choice option to families. With this shift, the school’s demographics changed from a neighborhood school, to a more diverse setting. During the 1970’s and 1980’s, OAES classrooms operated according to an open classroom model. During this open classroom model, individual classrooms were offered, as well as combination classrooms at some grade levels. Currently, however, OAES is a traditional school.

In the 1990’s, OAES became a Title I school. It continues to be a high poverty, inner city school. From the 1990’s until the present, the number of Latino students has increased dramatically, from a complete lack of representation in this ethnic group to representing 42% of the school. Our African American population has always exceeded our Caucasian population. Currently in 2012, our enrollment is 580. The school demographics are 42% Latino, 41% African American, 11% Caucasian and 5% other. Three years ago, CCSD redistricted attendance zones and the OAES school culture has shifted again back to a neighborhood school (serving all neighborhoods within our specified zone).

b.) Administrative and Teacher Leadership Team.

At OAES, the administrative team consists of the principal and the assistant principal. This team believes in a democratic, collaborative style of leadership within the school. The development of teacher leaders, grade level team leaders, and Data Team leaders is a priority for the administrative team. The school principal has been at OAES for the past 12 years. It has been a focus of the principal to develop a school that focuses on student achievement, school culture, parent involvement and meeting the needs of all student including special education students, and other at risk students. The school is a strong data driven school in which data is

used to drive instruction in all classrooms, PK – 5. The school leadership team is a cross representation from all grade levels, including special areas, special education, English Speakers of Other Language, Early Intervention Program, and Spectrum. Team members have a choice at the end of the year to serve a 1 or 2 year term. The goal of the leadership team is to write, gather input from staff, review and present the school improvement plan to the faculty. The school's leadership team reviews the plan monthly and monitors progress of students. Twice a year, impact checks are conducted as a means of monitoring progress of students as well.

c.) Past instructional initiatives.

Past initiatives at OAES, include a Family Literacy Center, Parent And Child Together Time, and Positive Behavior Intervention and Support. OAES academic computer based interventions include Fast ForWord, Ticket to Read, VMath Live, Voyager and Success Maker.

In 2006, an initiative for Social and Emotional Learning was implemented school wide which included Morning Meetings, and classroom lessons by teachers and the school counselor. In 2008, OAES developed a partnership with UGA's Center for Latino Achievement and Success in Education, which provides tutoring for at-risk students in reading and math throughout the year. In 2010, the instructional practice of a school-wide Reading Blitz was implemented for grades K-5, to track progress for all students. The Reading Blitz occurs three times per year. Extended learning time, a 50 minute segment for all grades, K-5, provided in the master schedule for the remediation or enrichment of all students, began in 2011. Also in 2011, a Pre-K special education collaborative was developed.

d.) Current instructional initiatives.

In 2012, the initiatives have included the implementation of Enrichment Clusters which are a part of the SEM. Clusters are held twice a year for an 8 to 10 week period, and are developed as cross grade level groups. All staff, parents, community members, and UGA volunteers participate in this school wide effort to enrich the skills and talents of all students. In Addition, an outdoor garden has been designed, planted and maintained by teachers, parents and other community resources for student use. The garden has yielded fruits, vegetables and flowering plants which offer students the cross-curricular connections in the area of science and reading. In order to support our teachers in collaborative planning, a professional development time (1 day per quarter) is given to each grade level team to plan and vertically align curriculum, write assessments and review student work.

e.) Professional learning needs.

Topic/Focus/Purpose	Participants	Facilitator/Provider	Delivery Format
7 Habits of Effective Readers	K-5 Teachers	Instructional Coach	Professional Learning Communities (PLC)
Integrating Technology across Writing Curriculum	K-5 Teachers	Instructional Coach	PLC
Writing for Improved	K-5 Teachers	Instructional Coach	Professional Learning

Reading Comprehension			Day
Embedding Vocabulary Within Disciplines	K-5 Teachers	Writing Consultant	PLC
Reading Endorsement	Interested Teachers	RESA	Scheduled Classes
Cross Disciplinary Integration	K-5 Teachers	Instructional Coach CCSD Staff	Professional Learning Day
Teaching Reading and Comprehending Complex Text	K-5 Teachers	Reading Consultant	Professional Learning Day

f.) Need for a Striving Readers Project.

At OAES, there is a need for the SRCL because we believe that literacy should be the goal of the community. In order to reach this goal, there are many needs. Our most important need is that of literacy materials for all students in order to achieve the goals and objectives of the grant. In conjunction with these materials and assessments that are required as part of the grant will need to be funded with SRCL monies. In order for an effective integration of technology for literacy instruction, there will be identified technology needs across grade levels. Grant funding will be an integral part of obtaining these materials. In terms of family engagement, grant funds will allow the school to expand its family literacy center and provide more opportunities for students and their families to engage in literacy activities in the school and afterschool, as well. SRCL funds will provide for reading endorsements for all certified staff members, who choose to add this qualification to their current certificate. This will greatly improve classroom instruction in the area of literacy and learning. Lastly, outside consultants would be brought into the school to provide professional learning opportunities for staff in the area of literacy instruction. The Striving Readers grant will help us achieve our overarching objective to make literacy the number one goal in our community.

II. SCHOOL LITERACY PLAN

Our work on our School Literacy Plan began with our team's study of the HOW, WHAT, and WHY documents and with a comprehensive examination of our school's current practices as they relate to Georgia's Literacy Conceptual Framework. We understand that there are "nine key components [sic] that provide communities with the best opportunity for success" Striving Readers Comprehensive Literacy (SRCL) Application Guidelines). Those components, as well as numerous explicit references to the HOW, WHAT, and WHY documents are embedded throughout our team's completed "Template for Developing a Literacy Plan," Building Blocks 1-6, located on the following pages.

1. Engaged Leadership.

1a.) Action: Demonstrates commitment to learn about and support evidence-based literacy instruction at Oglethorpe Avenue Elementary

The administration at Oglethorpe Avenue Elementary School (OAES) is committed to learning about and supporting evidence-based literacy instruction. Our primary resource in our learning process is Section 2, "Best Practices in Literacy" of *Georgia's Literacy Conceptual Framework for Birth-to-Grade 12: Georgia Literacy Plan: 'The 'Why.'* Underpinning our administration's learning and teaching toward evidence-based literacy instruction is the understanding that we are the "linchpin" (WHY p. 156): "Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools" (WHY p. 156, secondary source *Academic Literacy Instruction for Adolescents*).

The WHAT document (p. 5) lists five actions administrators should undertake in order to demonstrate commitment to evidence-based literacy instruction. Of the five, four are currently in practice for our school's administration. These include participation in state-sponsored Webinars about transition to Common Core Georgia Performance Standards (CCGPS) (required for all staff during the spring of 2012), participation in and monitoring of literacy instruction in the school, and schedules that protect time for literacy (100 minutes daily) and teacher collaboration (315 minutes weekly). The second action is related to study of "The Why" document as a source for research-based strategy and resource guidelines for literacy instruction. This action will be extended in a much more comprehensive manner as part of the professional development under the Striving Readers Grant (SRG).

The HOW document (p. 20), details several learning practices that are currently in place at our school. Our administrators do "schedule literacy observations to monitor literacy strategies, student engagement and learning, and [implementation] of effective instructional practices" as a portion of the overall observation process for teachers each year. The Literacy Leadership Team will be revising our observation practices to include a Literacy Instruction Observation Checklist (based on the document available through the Department of Education (DOE) website) as part of our SRG implementation. Our plan will insure an observation schedule more frequently dedicated to students' literacy instruction in both the English Language Arts (ELA) block and in content-related courses as those also offer opportunities for listening, speaking, reading, and writing.

Regularly throughout each academic year, administrators also “provide professional learning based on student data and teacher needs,” and “conduct literacy walk-throughs to monitor use of literacy strategies, student engagement, and learning, as well as to ensure consistent use of effective instructional practices” (HOW p. 20). Walk-throughs are conducted by district and building level administrators. They include literacy, in addition to other, learning goals foci. With the implementation of the Striving Readers initiative, these walk-throughs will provide Literacy Instruction Observation Checklist data from observations and walk-throughs, as well as information from professional learning surveys, allowing the administrative staff to plan for literacy instruction and related professional development on a school-wide basis. Our administrator(s) afford teachers opportunities to “participate in job-embedded professional learning,” and work with the administrative team to “make hiring decisions collaboratively based upon literacy goals” by carefully crafting interview questions to reflect our school’s vision of our student body’s literacy needs. Our school conducts team interviews for new staff and has a list of questions on literacy instruction that each applicant answers.

Other administrative practices in our Literacy Plan that will be expanded and sustained under the auspices of the SRG include “developing a pipeline of leaders by identifying and training leaders for succession” and “ensuring continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly” (HOW p. 20). To some extent, these practices are already in effect at OAES. Our School Improvement Team (SIT) is a large group of teachers and staff who participate in a shared leadership design. Furthermore, each of our grade level teams meets weekly as a Data Team, developing assessment instruments and carefully analyzing data to maximize student performance. Solidification of our Literacy Leadership Team under the SRG will also expand our team of current and future leaders in literacy instruction.

1b.) Organize a Literacy Leadership Team

Our Literacy Plan includes an expansion of our informal team of teacher leaders and administrators into a fully operational Literacy Leadership Team. According to page 143 of the WHY document, a strong effective Literacy Leadership Team is central to the educational process: “A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning network.” Our administration has an ongoing recruitment initiative to insure that our students’ literacy development is overseen by a group of varied and insightful leaders.

The Literacy Leadership Team at Oglethorpe Avenue Elementary School is organized by our administrative team and includes a wide variety of stakeholders and partners.

Scarlett Dunne, Principal	Eric Frazier, Assistant Principal
Scherry Lewis, Instructional Coach	Laura Forehand, Instructional Coach
Mai Whigham, Special Education Teacher	Renee Powers, Kindergarten Teacher/OAES Parent
Rachel Kanczuzewski, Fifth Grade Teacher	Peggy Rowden, Special Education Teacher
Scott Wilkerson, Technology Specialist	Julie Hinkle, English Speaker of Other Language (ESOL) Teacher
Deirdre Sugiuchi, Media Specialist	Jim Willingham, Early Intervention Program

	(EIP) Teacher
Linda Renzulli, Parent	Seth Hendershot, Parent/Community business owner
Chris Taylor, Parent	Jenny Taylor, Parent
Cori Pringle, Parent	Monica Cervantes, Parent
Stefan Smith, Parent	Maria Bermudez, Parent
Cori Pringle, Parent	Beth Staton, Parent
Pedro Portez, Center for Latino Achievement and Success in Education	Kate Orozco, Family Engagement Team
Shae Wilson, Community member/YMCA Afterschool Programming Director	

This team will provide ongoing support of literacy initiatives geared toward our students' reading and writing progress. The team will support increasing literacy achievement and proficiency with all students at Oglethorpe Avenue Elementary School. This team is composed of members who can speak to our students' diverse literacy needs, including students with disabilities, our students in the English for Speakers of Other Languages program, and community supports to help the team maintain a long-term view of career and college readiness (see also CCGPS). Regarding our community representatives, our goal is in line with the state's vision: to insure that our students are prepared to 21st century literacy in order to meet workplace demands and to participate in local and broader communities: "Georgia students will become sustaining, lifelong learners and contributors to their communities and to the global society" (WHY p. 23).

During the planning and implementation of our plan, this team will share a literacy vision that is "aligned with the state literacy plan" (WHAT p. 5). The team bases this vision on the research-based guidelines, strategies and resources for literacy instruction (as set forth in 'The Why' document of the most current iteration of the Georgia Literacy Plan)" (WHAT p. 5). Student, school, and teacher data will be used by this team to identify students "targeted for intervention" and will establish a system of "communication for sharing information all partners" (HOW p. 21). The team will evaluate current practices to "determine strengths in literacy instruction and to identify needs for improvement" (HOW p. 21) and that practices are aligned with CCGPS.

During the expansion phase of the plan, the Literacy Leadership Team (LLT) will refocus the School Improvement Plan (SIP), insure that staff is maximized for comprehensive literacy instruction, and "identify and allocate additional funding to support literacy" (HOW p. 21). The team will also expand its work into the community and the district by publicizing achievement gains and participating in the District Literacy Leadership Team.

1c.) Maximize the use of time and personnel through scheduling and collaborative planning.

Page 58 of the WHY document states that "the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction." The same resource goes on to add that this time requirement increases in the upper elementary grades, noting that "literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework" (WHY p. 58). Oglethorpe Avenue

Elementary is currently already committed to this action step and currently undertaking professional development to insure that our minutes per day dedicated to literacy expand. One example of this is our most recent professional development session in which teachers could choose between training on using Science A to Z to read and write during science activities or a training entitled simply, "Integrated Writing." Details below indicate the extent to which our school is currently participating in extensive collaborative planning and data analysis.

Action Steps (WHAT p. 5-6)	Oglethorpe Avenue Elementary School's Commitment
1. A protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-3 for all students.	Currently, students in grades K-5 at our school have a 100 minute ELA block daily.
2. In grades 4-12 (4 th and 5 th) students receive two to four hours of literacy instruction across language arts and in content area classes.	<ul style="list-style-type: none"> • Currently, students in grades K-5 at our school have a 100 minute ELA block daily. • 30 minutes of additional literacy are provided daily through disciplinary literacy. • A 45-minute daily intervention period, ELT or Extended Learning Time, provides additional time for literacy instruction as needed. • Minimum daily=130 minutes or 2 hours 10 minutes. • When ELT is literacy-focused, daily literacy instruction is 3 hours and 5 minutes. • Many other opportunities for literacy instruction are informally offered to students each day. (e.g. Morning Meeting letters, games/activities, and/or greetings, content area reading in Special Area classes, literacy instruction exceeding the 30 minute requirement in disciplines such as Science or Social Studies).
3. Time for intervention is built into the school schedule for each day.	Students in grades K-5 have a 45 minute daily ELT, or Extended Learning Time, for academic interventions. These interventions are based upon individual student data from formative and summative assessments.
4. Instructional time for literacy has been leveraged by scheduling disciplinary literacy in all content areas.	As noted in number 2 above, our school's practice is to integrate literacy into disciplinary areas for a minimum of 30 minutes per day.
5. Protected time for collaborative planning teams within and across content areas is part of the school-wide calendar.	Our school-wide calendar provides 90 minutes weekly for collaborative planning teams within and across content areas. Additionally, teachers meet for 45 minute data team sessions each week to prepare and evaluate assessments that drive instruction. Teachers in Special Education (SPED),

	ESOL, and EIP meet with grade level teams during collaborative planning. Administrators, academic coaches, the school counselor, and our media specialist all participate with grade level collaborative planning as well.
6. Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.	At Oglethorpe Avenue Elementary, a team of administrators and teacher leaders form a committee each spring to evaluate the previous year's schedule and to formulate a new one for the upcoming year. The team drafts a schedule that the committee feels maximizes time and services for each student in the building. The next step in the process is for the faculty to examine the draft schedule and to provide input about the use of time and personnel. When the proposed schedule is approved by our staff and School Improvement Team, professionals at the district level are invited to provide feedback. These professionals include administrative coordinators in Special Education or ESOL, our Director of Teaching and Learning, and ultimately our Deputy Superintendent may provide oversight of our instructional schedule.

1d.) A school culture exists in which teachers across content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.

Pages 142-143 of the WHY document details the context, process, and content standards established by the National Staff Development Council (NSDC). The NSDC states that “substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning.” This statement is aligned with this section of our building blocks: “Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area” (WHAT p. 6). We have found that literacy cannot be limited to the boundaries of our ELA block and that we must find ways to integrate reading, writing, listening, and speaking throughout our content domains. Professional development at Oglethorpe Avenue Elementary School is ongoing in this area. During this year alone, the following professional development on literacy in the content areas has been/will be available to Oglethorpe Avenue Elementary School teachers:

- September 21, 2012: Math Vocabulary
- October 5, 2012: Use of Questioning, Cues, Advance Organizers, and Graphic Organizers-Strategies for Scaffolding
- October 24, 2012: Social Studies Integrated Units
- November 29, 2012: Integrated Writing 3-5; Science A-Z for Integrated Reading and Writing
- January 16, 2013: Integration of Media & Technology Across the Curriculum

- February 13, 2013: K-2 Integrated Writing; Marzano’s Notetaking for Math Journals; Math Word Problems
- February 27, 2013: Science Integration

All Oglethorpe Avenue Elementary School professional staff—grade level teachers, special area and special program (ESOL, EIP, SPED) teachers, counselor, media specialist—attended Webinars in CCGPS training. Responsibility for students’ acquisition of knowledge and skills in the CCGPS literacy domains are shared amongst staff at our school. Literacy instruction that occurs in both the ELA block and in integrated disciplinary literacy instruction is crafted to follow the CCGPS Standards as they appear in our state level DOE documents as well as in pages 86-89 of the WHY document (Reading, Writing, Speaking and Listening, and Language).

According to pages 24 and 25 of the HOW document, our leadership will “evaluate the school culture and current practices by surveying strengths and needs for improvement” and “monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.” In discussing how to approach this task, the Literacy Leadership Team decided that our feedback process for teachers needs to have a more direct literacy focus. Therefore, during the 2012-2013 school year, the Georgia Literacy Instruction Checklist will be implemented at Oglethorpe Avenue Elementary. Historically, our school has used a walk-through checklist provided by our school district to evaluate best practices overall, including but not limited to literacy. We believe that including the Georgia Literacy Instruction Checklist will enable us to target literacy much more effectively.

1e.) Literacy instruction is optimized in all content areas.

WHAT Guidelines (p. 6)	Current and Upcoming Practice at OAES
1. The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.	In our transition from Georgia Performance Standard (GPS) to CCGPS, our school has responded to the “integration of literacy skills into the content areas,” noting that “in grades K-5, there are [now] separate sets of standards for reading literature and for reading informational texts” (WHY p. 48). Our staff has received training in integration of literacy skills/discipline content, and this is a focal point for our CCGPS rollout this academic year. We agree to continue and expand this plan under the Striving Readers framework.
2. Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects.	According to the WHY document, vocabulary practices take a variety of formats: “Generally, programs directed at vocabulary skills use either interactive book reading, conversational strategies for encouraging language development, and direct instruction of vocabulary, either alone or in combination” (p. 63). Currently, Oglethorpe Avenue Elementary School’s literacy instruction does include these strategies through the use of the following resources:

	<ul style="list-style-type: none"> • Storytown vocabulary resources 3-5 • Marzano’s 6 Strategies for Effective Vocabulary Instruction K-5 (MATH) <p>Our ESOL team is currently also undertaking a professional study to investigate deeply Marzano’s strategies with their students.</p> <p>As part of our school’s Striving Readers study and professional development during the planning and implementation processes, our staff will be articulating a common, systematic procedure for teaching academic vocabulary in all subjects.</p>
<p>3. Writing is an integral part of every class every day.</p>	<p>Oglethorpe Avenue Elementary School’s Literacy Leadership Team recognizes the importance of writing in the literacy development of our students. Pages 44 and 45 of the WHY document review powerful research from the National Commission on Writing related to writing proficiency as an employability necessity. Furthermore, page 45 (WHY) reiterates the connection between literacy skills: “A recently completed report titled Writing to Read builds on the findings of Reading Next and Writing Next. This latest report documents the efficacy of writing to improve reading comprehension.”</p> <p>Currently, the ELA block requires 45 minutes of writing everyday for Oglethorpe Avenue students. Leadership has provided several professional learning opportunities in content area reading and writing. As part of the Striving Readers implementation, our school will extend writing into all of the content areas daily.</p>
<p>4. Teachers have or will participate in professional learning on the following:</p> <ol style="list-style-type: none"> Incorporating the use of literary texts in the content areas Using informational text in English language arts classes Incorporating writing instruction (narrative, argument, and informational) in all subject areas Selecting text complexity that is appropriate to grade levels as required by CCGPS Selecting text complexity that is adjusted to the needs of individual 	<p>Teachers have previously participated in professional development related to the topics in sections a-e of this section as part of our building level and district professional learning, and most notably as part of our CCGPS training in the spring of 2012. <i>(Please see section I.D. of this document, Building Block VI below, and the section of our application entitled Professional Learning Strategies for detailed activity information).</i> We understand, however, the spiral nature of professional development training: “Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning” (WHY p. 141).</p>

<p>students</p> <p>f. Instructing students in the following:</p> <ul style="list-style-type: none"> i. Conducting short research projects that use several sources ii. Identifying and navigating the text structures most common to a particular content area iii. Supporting opinions with reasons and information iv. Determining author bias or point of view 	<p>Therefore, our Literacy Leadership Team does plan to revisit some of these topics in upcoming professional development.</p> <p>Section f. iii. and iv. are areas of professional development need for our school. Our new professional development calendar will address these needs as part of our Striving Readers implementation.</p>
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1f.) The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Our Literacy Leadership Team under Striving Readers will include parents, business leaders, and civic leaders (see chart and narrative above/section I.B. of Building Blocks). In addition to this team, members of our community who support our students' college-and-career readiness include our Parent Teacher Association (PTA), the Center for Latino Achievement and Success in Education, the Boys and Girls Clubs, the YMCA, and our Clarke County Mentor Program, and our Partners in Education (see list below). These community entities support our students in a wide array of ways, from in-house tutoring to tangible rewards for academic successes.

The HOW document lists several actions our school can take to expand our community's involvement. Targeted actions include: "investigate similar efforts in other communities;" "invite people from other communities to speak to the advisory group;" and "open school buildings for adult learners from the community in the evenings, encouraging a community of learners" (HOW p. 28). We plan to use our extensive list of Partners in Education to "help heighten awareness about reading or literacy topics (e.g., a supermarket chain may agree to print a literacy message on its shopping bags, [etc.])" (HOW p. 28).

Partners in Education:

- University of Georgia/Center for Latino Achievement and Success in Education (CLASE) Program
- YMCA
- Athens Community Council on Aging
- Office Max
- Senior Corps
- Buffalo's
- Kroger
- Subway
- Chick Fil A
- Papa John's Pizza
- Target
- The Grit

- United Parcel Service
- Zaxby's
- Jazzercise
- Dickey's Barbecue Pit
- Transmetropolitan
- Hendershot's

Our Literacy Plan includes the utilization of social media “to communicate and promote the goals of literacy throughout the community at large” (WHAT p. 7). Our PTA has an active Facebook page and parent listserv. Furthermore, our students’ academic successes are publically celebrated through our Wonderful Oglethorpe Wildcat (WOW) Program, our Student of the Month program, Student of the Week program, FastForward and SuccessMaker incentives for computer-based intervention. A local television channel, Channel 16 Educational Programming, also provides a regional community celebration for our school and our district’s academic celebrations.

2. Continuity of Care and Instruction.

2a.) Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.

WHAT Guidelines (p. 7)	Current and Upcoming Practice at OAES
1. Cross-disciplinary teams for literacy instruction.	<p>In accordance with the WHY document, we believe that all stakeholders are responsible for literacy instruction: “ALL stakeholders, including educators, media specialists, and parents of [all levels] students, are responsible for promoting literacy” (p. 31). The Belief Statements of the Georgia Literacy Task Force also state that “literacy skills are embedded and emphasized in each content area in all grade levels” (p. 31). Consequently, cross-disciplinary teams for literacy meet weekly at Oglethorpe Avenue Elementary School. They meet once for a 90 minute planning and student work review session and once for a 45 minute data team meeting that includes student work review and assessment development and review. Collaborative planning is required for all teachers, including grade level teachers, special area teachers, ESOL/SPED/EIP teachers, our counselor, and our media specialist. Collaborative literacy plans are submitted weekly to the building level administrator for review and approval.</p>
2. Protocols for team meetings	The National Staff Development Council’s process standard 7B2 states that staff

	<p>development “provides educators with the knowledge and skills to collaborate.” (WHY p. 143) Our Literacy Plan calls for continuing our current practices while continuing to finesse our team meeting processes. Team leaders collaborate with team members at the beginning of each year to establish norms for the group’s collaborative meetings. Team members select duties and responsibilities to contribute meaningfully to each meeting. For planning meetings, team protocols include completion of a common collaborative planning template to insure consistency of instruction. The literacy planning teams use our district curriculum documents as well as the CCGPS to plan each day’s literacy instruction collaboratively. Planning documents include CCGPS, essential questions, each lesson’s opening/mini-lesson/work period/closing, and information about assessments and differentiation.</p>
<p>3. Scheduled time for teams to meet for regular collaboration and examination of student work.</p>	<p>Please see number 1 above. These teams develop cross-disciplinary literacy instructional plans in addition to “regular collaboration and examination of student work.”</p>
<p>4. Team roles, protocols, and expectations are clearly defined.</p>	<p>Collaborative teams at Oglethorpe Avenue Elementary school have clearly defined roles, protocols, and expectations.</p>
<p>5. The components of the professional learning community model (www.allthingsplc.info) are understood and in place.</p>	<p>Our staff members participate regularly in professional learning communities both at the building level and at the district level. As part of our planning and staff development for Striving Readers, we will complete a deeper exploration of www.allthingsplc.info. The National Staff Development Council (WHY p. 143) links the improvement of the “learning of all students” with the “organization of adults into learning communities whose goals are aligned with those of the school and district.”</p>
<p>6. Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.</p>	<p>According to the WHY document, the learning of all students can be improved by using “learning strategies appropriate to the intended goal.” (WHY p. 143) Grade level data teams meet weekly to set specific, measurable student achievement goals aligned with grade-level expectations. Pre-tests and post-tests are administered, and goals are set for specific</p>

	<p>students based on that data. Benchmark assessments and quarterly writing samples also provide goals for grade-level literacy expectations. The WHY document notes that “lexiles have been realigned to match the Clarke County School District (CCSS) text-complexity grade bands and have adjusted their grade bands upward to ensure that students are prepared for the demands of college and careers.” (p. 48) With this upward shift in mind, our local quarterly ELA benchmarks increased the complexity of texts for grade level assessments in December of 2012. Our Literacy Plan at Oglethorpe Avenue Elementary will include an on-going examination of grade level goals vs. lexile text complexity measures.</p> <p>Our School Improvement Plan provides an extensive list of specific, measurable student achievement goals that meet grade-level expectations. These are shared by teachers in all subjects and across grade levels.</p>
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2b.) Teachers provide literacy instruction across the curriculum.

WHAT Guidelines (p. 7)	Current and Upcoming Practice at OAES
<p>1. Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.</p>	<p>Section 2E of the WHY document reinforces the reading demands students will need to meet in order to become proficient readers under the framework of the CCGPS: “Because the CCGPS values reading skill and sophistication equally, what students are asked to read becomes a major determiner of their competency.” (WHY p. 50) Oglethorpe Avenue’s core reading programs provide continuity for lower and upper elementary students. At the K-2 grade levels, our students use Rigby Reading and Fountas and Pinnell Phonics to articulate the scope and sequence of their reading development.</p> <p>Our students in grades 3-5 use StoryTown resources as one of the primary programs for reading instruction. The scope of this resource is of high quality, but the sequencing of materials must be correlated at the school level to insure that CCGPS are met with fidelity in a timely manner. In our SRCL process, we will be</p>

	<p>selecting a Scientifically Based Reading Research (SBRR). One goal of our search will be a program with a closer adherence to the CCGPS scope and sequence for all students.</p> <p>Our core reading programs also include digital resources. The fact that “texts are no longer limited to books, but also include Internet and other modes of discourse from a variety of media and educational disciplines” (WHY p. 49) means that we must also expose our students to reading instruction in non-print formats. Students in grades K-5 utilize Successmaker and Ticket to Read. Kindergarten students and selected students in grades 1 and 2 also work in the Fast ForWord reading program. Additionally, we had a recent 1:1 netbook rollout for students in grades 4 and 5 and approximately a 1:4 netbook rollout for our K-3 students. Our media center offers a number of ebooks that also support reading instruction via this technology. We will continue to develop this collection in order to meet our students’ literacy needs for the 21st century.</p>
<p>2. Teachers coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.</p>	<p>Recommendation 2 of the Georgia Literacy Task Force includes the provision for “professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking.” (WHY p. 37) In recent years, our staff used peer walk-throughs as a means of observing, modeling, and providing feedback for one another related to literacy (and other content areas). As part of the SRCL implementation, Oglethorpe Avenue staff will resume these peer walk-throughs with the added structure of the Literacy Instruction Checklist (GA). Administrators also provide opportunities for teachers to conduct similar observations in model schools in our area.</p> <p>Our district recently upgraded our student and teacher technology, making more feasible the use of video and social media for these processes. Training and implementation of professional communication via social media and wikispaces will occur as part of our SRCL.</p>

<p>3. Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.</p>	<p>Page 44 of the WHY details the National Council of Teachers of English (NCTE's) guidelines for effective instructional and assessment strategies for writing. These include the use of "formative assessment strategies" and the employment of "multiple assessment measures, including portfolios, to access students' development as writers." In line with those recommendations, teachers develop and use formative writing rubrics as part of the data team process. Grades 3-5 have historically also used the rubrics available at DOE's website for the state 3rd and 5th grade writing assessments for quarterly writing assessments at our building. Our staff has recently created K-2 rubrics that match the format of the state assessments at the upper grade levels (Domains: Ideas, Style, Organization, Conventions) As part of SRCL, the use of these rubrics will be extended more consistently in the evaluation of content-area student writing.</p>
<p>4. All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, social media).</p>	<p>A variety of types of literacy are infused through the school day's content area curriculum at Oglethorpe Avenue Elementary. Our school staff understands that "a successful interaction with any text depends on the student's ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content." (WHY p. 49) We plan to use our recently expanded technology to insure that students read in a variety of formats throughout the school day. We understand that practice and instruction in different formats is vital to our students' comprehensive literacy development. Staff development may be necessary to bring staff up-to-date on literacy using new technology.</p> <p>Additionally, our students will use all types of literacy to produce original writing and oral presentations. The NCTE's guidelines for effective instructional and assessment strategies for writing note that our students need to "include the writing formats of new media as an integral component of writing" (WHY p. 44)</p>

	Again, this is an expanding area where professional development support for staff will be beneficial.
5. For more information see Building Block 1. C & D.	(see Building Block 1.C. and 1.D. above for details)

2c.) Collaborate with supporting out-of-school agencies and organizations within the community.

The definition of literacy by the Georgia Literacy Task Force includes the following goal: “Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities.” (WHY p. 31) The Literacy Leadership Team at Oglethorpe Avenue Elementary School believes that our community’s learners, present and future, are interdependent. As a result, we believe that engaging our out-of-school agencies and organizations to support our students’ literacy will benefit not only our students, but our community at large. The list of four recommendations from the WHAT document below outline our strengths and weaknesses in this portion of our Literacy Plan.

WHAT Guidelines (p. 7, 8)	Current and Upcoming Practice at OAES
1. Various models of coordinating “wrap-around” services have been studied, (e.g., Community Schools, http://dhs.georgia.gov/portal/site/DHS-DFCS).	<p>According to www.communityschools.org, “a community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.”</p> <p>Oglethorpe Avenue does exhibit some of the characteristics of a community school. We have partnerships with the YMCA, the Boys & Girls Clubs of Athens, and the Center for Latino Achievement and Success in Education (CLASE) at the University of Georgia. Several nearby churches, the Salvation Army, GoodWill, the Foodbank of Northeast Georgia all actively support our students and their families. A number of our students benefit from the Clarke County School District Mentor Program. Our students participate in the Help A Child Smile program in which a dental van comes to our school to provide dental services during school hours. Additionally, we have a Family Literacy Center in our media center and a full-time bilingual Family</p>

	<p>Engagement Specialist. We translate school documents into other languages to facilitate parent involvement, and we have access to Language Line to make phone translation possible for school/home communication.</p> <p>Although we have a strong basis for our “wrap-around” services to students, we do feel that this is an area of potential growth for our school. Some of the initiatives listed on the HOW document (p. 32, 33) that we would like to expand or introduce include</p> <ul style="list-style-type: none"> • “providing both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services.” We would like to extend our collaboration with our local library toward this end. • “develop a homework hotline staffed by volunteer teachers and community leaders” • “open school buildings for adult learners from the community in the evenings, encouraging a community of learners.” In the past, our school offered an adult ESOL class for parents of our K-2 students. We would like to re-introduce this program under the SRCL.
<p>2. Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families.</p>	<p>Avenues of communication, virtual and face-to-face are active with key personnel in out-of-school organizations and with governmental agencies that support students and families (except in cases where confidentiality prevents communication about students or their families).</p> <p>In addition to the community and governmental resources already discussed, our school communicates regularly with other agencies such as the Department of Family and Children’s Services, Advantage Behavioral Systems, Athens Regional Public Library, The Food Bank of Northeast Georgia, and The Salvation Army.</p>
<p>3. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.</p>	<p>Some of the learning supports currently in place at Oglethorpe Avenue Elementary include “a mentoring system from within and outside the school,” using “culturally and linguistically appropriate two-way communications with parents and stakeholders,” and “identifying and contacting learning supports in the community” (HOW p. 32).</p>

	<p>Under the SRCL, we would like to “articulate...an integrated learning-supports infrastructure...at the community level” and “ask local bookstores to donate books to the school” (HOW p. 33).</p>
<p>4. Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters.</p>	<p>Our PTA has a Facebook page and a parent listserv for our school. Stakeholder engagement is somewhat limited in this area because of some parents’ lack of access to computers and/or internet at home. We anticipate that one way to address this problem is to focus on our local public library as a means for stakeholders to access technology when it is price-prohibitive in the home. There are some stakeholders with whom this initiative is more successful at this time. The HOW document suggests “establishing a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers.” (HOW p. 32) This is an ongoing practice with our CLASE tutors and our YMCA contacts.</p>

3. Ongoing and Formative Assessments.

3a.) 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.

At the Clarke County School District level, the infrastructure for both formative and summative assessments is established for individual schools. Planning teams meet and create an annual calendar with open windows for assessments, which include quarterly benchmark testing, quarterly reading comprehension, quarterly sight vocabulary, quarterly primary spelling inventory, scored writing samples – 1st, 2nd, and 3rd quarter, oral reading fluency – 1st, 2nd and 4th quarter, and Criterion-Referenced Competency Test (CRCT) annual testing.

Oglethorpe Avenue Elementary follows this infrastructure for assessing students. Data teams meet weekly designing pre and post assessments that each grade level administers to students. Data team leaders meet monthly, following up on all data collected during the data team process. The data team leaders ensure that teachers understand the formative and summative assessments. Teachers are trained in the uses and differences between formative and summative tests (HOW p. 34). Teachers also are engaged in creating their own mid-course skills tests with their grade level data teams. A “variety of formats” are used in these midcourse assessments, and teachers develop their own formats for testing these skills, midcourse, according to the results of their weekly grade level data team meetings.

The effectiveness of instruction is evaluated throughout the data team practice. If certain trends are noticed, according to the data team leaders, instructional practices are adapted to address the challenges on a school wide basis, a grade level basis, or an individual student basis.

Student teacher data conferences are regularly scheduled so that students learn to take accountability and ownership of their own learning. In grades 3-5, Oglethorpe students keep data notebooks and conference weekly with their teachers regarding their progress. Self-efficacy is encouraged through these conferences. Our school is committed to building a stronger self-efficacy component to our literacy program as a response to our data results. We recognize the importance of creating “self sustaining” learners through facilitating students in self efficacy (WHY p. 94). Our teachers will engage in further professional development regarding data conferences with individual students, establishing data goals with individual students, and ways we can use the data team process to further motivate self-efficacy (HOW p. 34). In the WHY page 94, establishing student goals with each student, according to data results, is a key component of a strong literacy program. The WHY emphasizes the importance of “establishing learning goals for students based on the Georgia Performance Standards (CCGPS by 2014)”.

Students who are identified as struggling learners during the data team process are considered for Response to Intervention (RTI) and are re-taught using the CCGPS. Struggling students engaging in re-teach interventions are taught using flexible grouping, remediation, and differentiation. The data team process is also used to identify students who are struggling and who may benefit from the small group or specialized remedial instruction of our EIP classes.

Our school will continue to identify struggling readers through the data team process. The WHY, page 94, notes the importance of using data to guide instruction in a dynamic way, which is “ongoing,” and doesn’t over rely on one measure or assessment. It also stresses the importance of using the daily literacy classroom as an ongoing formative assessment: “designing and using daily classroom instruction as a means of ongoing formative assessment.” The use of formative assessments in the literacy classroom, as The WHY emphasizes, should be used to drive and affect instructional strategies in the literacy classroom. The strategies used by the teacher should be adjusted according to the results of the formative assessments. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (WHY p. 98).

As we adopt a new literacy program we will adapt the data team process so that the interventions we use with struggling readers are even more efficient and effective. The importance of adjusting instruction throughout the year is highlighted in the WHY, page 97. Literacy instructors should use formative assessments in their classroom, as a means of driving instruction for struggling readers: “Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement” (WHY p. 97).

Oglethorpe also uses the data team process to identify students who are excelling in literacy practices. Our data teams pinpoint students who are in need of challenging enrichment interventions, as well as students who are in the need of remediation.

The Oglethorpe data team leaders have established procedures and practices that make this process more effective. As we adopt a core literacy program we will need to further tweak our data team processes in order to continually assess its efficacy within the framework of best literacy practices.

Technology is employed in our school in order to make the data team process more efficient. Our data results are available to all teachers, coaches and administrators on our common drive. The WHY, page 94, highlights the importance for data to be easily available through the use of technology in storing data: “Data must be easily accessible to school personnel in order for it to drive decision making.” Oglethorpe will adopt further technology that will help make our data readily available to parents and care-givers in “an easily interpreted

user-friendly format” (HOW p. 34).

3b.) Action: Use universal screening and progress monitoring for formative assessment.

At Oglethorpe Avenue Elementary School, universal screening and progress monitoring for formative assessment includes quarterly sight word assessments in grades 1 and 2, primary spelling inventory in grades 1 and 2 quarterly, DIBELS Oral Reading Fluency (DORF) for reading fluency is assessed in grades 1 – 5 as a baseline at the beginning of the year and then 2nd and 4th quarters. Rigby PM Benchmarks which assess comprehension in grades K-5 takes place in 1st, 2nd and 4th quarters. Teachers assess student reading levels in their classroom on a bi-monthly basis and as needed to make programming decisions. Screening and progress monitoring of student literacy levels help identify at risk students. Further formative assessments are applied to inform instruction for these at risk students.

In Kindergarten, GKIDS, running records, scored writing samples and Early Intervention Program (EIP) checklist are administered quarterly. In Grade 1, sight word checklist, primary spelling inventories, scored writing samples, running records and oral reading fluency are administered quarterly. As our school adopts DIBELS Next and IPI, we will administer reading readiness and phonemic awareness screeners to assess the preparedness and potential of our beginning readers in the early elementary grades.

Oglethorpe Avenue Elementary School administers Rigby PM Benchmark reading inventories to assess the reading levels of students on an ongoing basis. Monitoring students’ reading levels throughout the year is very important for our teachers to match student reading ability to content and text level. Our school will match Rigby levels to Lexile levels, as the Common Core Standards are moving to using the Lexile numbering system uniformly across the school system. Matching reading ability to content and text readability is highlighted as an important piece of our formative assessment process: “The Lexile scores of both texts and students’ reading levels provide assistance to teachers and parents in matching content material to students” (WHY p. 107).

As Oglethorpe adopts a core literacy program we will adopt further literacy skills screening measures. Our School will use DIBELS Next and IPI in the 2013-2014 school year. DIBELS Next and IPI will provide more skills screening measures which teachers will use to identify at risk students, and monitor these students’ reading progress.

3c.) Action: Use diagnostic assessment to analyze problems found in literacy screening.

At Oglethorpe Avenue Elementary School, the diagnostic assessment used to analyze problems found in literacy screening is the Scantron Performance Diagnostic Assessment in grades 2 - 5. It is a norm referenced screener that provides information for teachers to use to follow up on appropriate individual interventions such as small group, one on one instruction or possibly the response to intervention process (RTI).

3d.) Action: Use summative data to make programming decisions as well as to monitor individual student progress.

At Oglethorpe Avenue Elementary School, the summative data gathered is in the form of

the statewide CRCT testing administered once a year in the spring, and the 3rd and 5th grade State Writing Assessment that is administered yearly in March. The data gathered from this testing is used to make school wide programming decisions, and to help our school pinpoint which academic areas are in need of the most concentrated focus and attention. Teachers use this data to monitor individual student progress and make academic decisions based on their ability level and individual needs. This may include revising instruction and re-teaching of the standards. The principal monitors this data and meets individually with family members of all struggling students to make decisions regarding the academic placement for each student.

3e.) Action: Develop a clearly articulated strategy for using data to improve teaching and learning.

At Oglethorpe Avenue Elementary School, the strategy for using data to improve teaching and learning includes, but is not limited to the following: weekly data team meetings, weekly collaborative planning among grade level teams and support staff, weekly grade level review of student work samples, weekly grade level benchmark meetings (which consist of each grade level team member as well as the principal, assistant principal, and instructional coaches reviewing data to drive future instruction and inform teachers of the learning progress of each individual student) Also, grade level teams attend Rigby data team meetings every 5 -6 weeks to track students' subgroup progress by reading levels for at risk students. In addition to programming decisions, the data teams at Oglethorpe disaggregate the data according to subgroup performances. Instructional decisions for students who belong in subgroups are informed by the disaggregation of data (WHAT p. 9).

As the protocol for data team meetings is adjusted to make it more effective in our school, teachers will be trained in the protocol changes for the data team process (HOW p. 39).

4. Best Practices in Literacy Instruction.

4a.) Action: Provide direct, explicit literacy instruction for all students.

The Leadership Literacy Team will research and adopt a Scientifically-Based Reading Research (SBRR) program. This SBRR program will provide continuity grade to grade, and a sequence of skills to be learned when reading both fiction and informational texts. The adopted program will explicitly teach the Seven Habits of an Effective Reader (WHY p. 42-43), and will address all of the components of literacy, reading, writing, speaking, listening and language in an "interdisciplinary approach to literacy" (WHY p. 27). The School Literacy Team will purchase and broaden our literature collection, more specifically, increasing the number of beginning reader texts, informational texts, high interest texts for teaching struggling readers, and e-books that span the spectrum from content area to fiction.

Teachers will receive thorough training and professional learning opportunities in order to effectively use the adopted SBRR. Teacher leaders will peer teach the adopted literacy program within professional development choice sessions. Professional learning sessions will include differentiating instruction when using the SBRR, using the literacy program within and across content areas, and using the SBRR in a way that relates students to their communities, helps them make literature connections to their own lives, and helps students visualize a viable future for their lives (WHY p. 26). Training sessions will focus on specific strategies for

teaching literacy and will model those strategies. Then, presenters will provide feedback as to whether the strategy is being implemented effectively (WHAT p. 10). Teachers will receive professional development on whole group instruction using the SBRR, as well as small group and differentiated instruction using the adopted literacy program.

Teachers, coaches and administrators will continue to study student data in grade level teams and data teams. The grade level and data teams will determine areas of literacy instruction that must be more thoroughly, effectively, and efficiently taught.

The Leadership Literacy Team will utilize the Georgia Literacy Instruction Observation Checklist, beginning this school year, 2012-2013. Teachers will apply the components of the checklist to their literacy instruction within their classrooms. Administrators and coaches will continue literacy instruction walk-throughs to compile classroom observation data. We will utilize data from literacy walk-throughs and apply the Georgia Literacy Instruction Observation Checklist to this data to inform our needs in literacy instruction (WHAT p. 10).

The elements of literacy: reading, writing, speaking, listening, and language will continue to be incorporated into teaching, within all content areas. The Leadership Literacy Team will examine and allocate means for literacy skills to be more strongly integrated into content areas. An emphasis will be placed on reading comprehension and processing subject-specific texts. "Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas" (WHY p. 26).

Oglethorpe teachers use best practice strategies from The Daily 5, Café (Boushey and Moser) Interactive Writing, and Guided Reading (Fountas and Pinnell) in order to integrate vocabulary, comprehension, and writing skills into the reading, writing and content area curriculum. Continuing with this trajectory, Oglethorpe teachers will incorporate explicit and direct instruction strategies from the chosen SBRR program for vocabulary, comprehension, and writing instruction.

Explicit and direct teaching strategies for using data to inform our teaching, choosing appropriate books for specific skills and strategy instruction, teaching and modeling these strategies, utilizing guided reading groups and independent practice effectively, will be taught to our staff in professional learning workshops (HOW p. 40).

Oglethorpe teachers have used webinars in recent years to enhance and supplement our professional development. We will further emphasize the use of webinars and online professional learning groups in our professional development sessions. Literacy instruction will include Skype author visits and online learning communities in literacy for students. Online professional communities will be utilized by our teachers in order to share and learn strategies for differentiation within literacy instruction (HOW p. 40).

Peer observation data and peer strategy sessions will be implemented in our weekly collaborative grade-level team meetings. Coaches and teachers will further incorporate the use of videotaping literacy instruction in order to examine the effectiveness of differentiated literacy instruction within classrooms (HOW p. 40).

All teachers, coaches, administrators, parents, and their children will be stakeholders in literacy instruction. We will continue with our monthly PACT (Parent And Child Together) literacy instruction workshops. The new SBRR instructional strategies will be incorporated into our PACT workshops in order that parents, students, and teachers are collaborating towards our goal of higher literacy for all students (WHY p. 31).

A 90 – 120 minute protected literacy block will be observed daily in all classrooms. By leveraging the content areas, literacy instruction will be incorporated into instruction for up to

four hours a day (WHAT p. 10).

Our school will maintain our emphasis on career opportunities, and the possibilities of post-high school education for all of our students. Content area literature will be selected and/or purchased that highlights career themes and higher education themes. Our students will continue to see themselves as future high school graduates of the “Class of (their future high school graduation year)” (WHY p. 27).

Our teachers will maintain engagement in professional development book clubs. Our professional development library will increase with more SBRR materials, especially as relates to differentiated instruction and teaching literacy within all content areas. More professional books, journals, and online sources will be gathered to supplement our professional development library collection (HOW p. 10).

Parents and families will continue to have access to our literacy instruction materials through our Family Literacy collection. These materials will be further supplemented with materials to help parents differentiate and remediate for struggling students, or to challenge students who are more highly literate.

Teachers will be provided with professional development regarding differentiated instruction for all students, including English language learners, and students with exceptionalities. New teachers will be given extra support and professional learning opportunities in order to learn how to effectively differentiate for all students, including English language learners, and students with exceptionalities (HOW p. 40).

4b.) Action: Ensure that students receive effective writing instruction across the curriculum.

The Leadership Literacy Team will vertically and horizontally align a writing program that will address literacy, writing and content area standards for grades K-5 (WHAT p. 10).

The Leadership Literacy Team will examine the components that we already have in place for our writing program, as it relates to the CCGPS. These pieces currently include:

- rubrics that address the specific writing genre, and/or assignment
- rubrics that address the state writing tests
- writing mini-lessons
- Interactive Writing (as outlined by Fountas and Pinnell)
- writing workshop
- using model texts
- increasing writing stamina strategies
- pre-writing using graphic organizers
- scoring writing according to rubrics
- modeling and using student work
- author’s chair
- writing student conferences
- modeling writing and skills instruction during Morning Meeting
- setting writing goals with students

The Leadership Literacy Team will look at these components, align them to CCGPS, and identify further programs, protocol and materials that are needed to implement a writing program that builds and sustains across grade levels and content areas (HOW p. 42).

The writing program for our school will include explicit instruction, guided practice, and independent practice components. Components of our writing program will be integrated across content areas. Writing will be taught in tandem with the other aspects of literacy instruction including reading, speaking, listening and language, in an “interdisciplinary approach to literacy” (WHY p. 27).

We will embed writing into the reading curriculum. The relationship between more writing time and improved reading comprehension will help to improve our students’ comprehension not only in reading, but in the content areas as well. “Students’ reading comprehension is improved by having them increase how often they produce their own texts” (WHY p. 46).

The Leadership Literacy Team will maximize the writing component of literacy education by including writing across all subject areas. The importance of writing as a component of literacy cannot be understated in our goal to create “lifelong learners.”

With the fast pace of today’s electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today’s highly competitive, technology-driven global economy (WHY p. 27).

Through a commitment to teaching writing and all the components of literacy across content areas, we will “leverage” for maximum writing instructional time. Our teachers will continue to implement a “building stamina” piece in writing, in which teachers facilitate students’ ability to write for longer periods of time. Our school will “require all students--especially those less experienced--to write extensively so that they can be comfortable writing extended prose in elementary school...” (WHY p. 44).

Students will write about the texts they read when reading ELA texts, and when reading in all content areas. The students will integrate writing into content areas by responding to a text in writing, writing a summary of a text, writing notes about a text, and creating and/or answering questions regarding a text. Our students will also be taught how to master the grammar skills and mechanics that are necessary for them to be strong writers (WHY p. 46).

Our school is already using several technology programs to enhance our students’ literacy through writing, publishing and communicating with technology. These include technology such as blogging, Glogster, Word, Google Docs, PowerPoint, and Google Presentation. The Leadership Literacy Team will further enhance our literacy through the writing curriculum by vetting and purchasing technology that can be used for “production, publishing, and communication across the curriculum” (HOW p. 42). The Georgia Literacy Taskforce suggests that students’ ability to access literary experiences through various forms of technology is paramount to creating well-rounded, literate learners. Our teachers will teach literacy through various forms of media and technology by “...helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively” (WHY p. 41).

4c.) Action: Teachers work to develop and maintain interest and engagement as students progress through school.

As stated in the WHY p. 31, “Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities.” In order for students to become lifelong learners, they also must be lifelong readers of self-selected material. Part of

teaching students to be lifelong learners, includes the necessity to have authentic literacy experiences. These include making connections to their own lives, the community, the world, and other texts (WHY p. 42) Students identify and make connections in a more authentic way to the texts they read, when they also have a chance to self-select their own texts. Our school will include authentic literacy instruction that includes an emphasis on self-selected texts for students (HOW p. 41). Furthermore, our Leadership Literacy Team will screen and purchase more books and technology-based literacy programs that reflect the interests of our students and the cultures that our students represent.

Relating literacy to students' own lives is also part of creating an authentic literacy experience for students. As highlighted in the WHY, p. 44, "...it is crucial that teachers access students' prior knowledge and build upon students' background experiences." Teachers must be able to relate literacy learning to students' own lives so that they feel like the learning they are experiencing is valid for their own lives. Our teachers will teach literature and literacy in content areas with material that the students can relate to, and that contains representations of their own culture. Furthermore, our teachers will ensure their students understand the implications of their literacy learning, by reminding them of how their education can impact their adult lives, and how ultimately, a more highly literate person is more likely to be a "contributor to their community" (WHY p. 31).

An important aspect of creating and maintaining a productive workforce is for people to understand the importance not only of literacy learning, in order for them to be "lifelong learners and contributors to their community," but also for our students to be able to cooperate and work together. "Increasing opportunities for collaborating with peers" (HOW p. 41) will help students to learn to work together in the future workforce. Giving students opportunities to collaborate in literacy learning enhances the "communication" component of literacy. In addition, collaboration in literacy addresses learning styles of some of our students who come from cultures that are more likely to have cooperative learning models.

Our literacy plan will incorporate a model that embraces students' interests. Beginning literacy/content area lessons by accessing students' background knowledge helps establish connections, increase student interest, and build a baseline from which the teacher can springboard. Our teachers will encourage self-efficacy by conferencing with students and helping them make personal goals in reading, writing and the content areas. As students realize their goals, they will gain literacy skills, as well as self-confidence.

Our teachers will build on our Positive Behavior Intervention System by further emphasizing the importance of self-efficacy in learning. Helping students make goals that "serve as their own reward," is a much more effective system than offering our students tangible incentives. (i.e. candy, pizza party... etc.) Our teachers will embrace a school culture that understands that a joy of learning, or "learning for learning's sake" is a much more powerful and sustaining incentive for students to become "lifelong learners."

Our school has already embraced literacy learning and collaboration in cross-age and cross-grade-level groups in our use of one hour, weekly Enrichment Clusters. Our weekly Book Buddy program also serves as a cross-age learning opportunity as upper grade students read to their lower grade level peers. Our Leadership Literacy Team will investigate and further promote more cross-age literacy programs.

5. System of Tiered Intervention

5a.) Action: Use information developed from the school based data teams to inform the RTI process.

For all students to be successful, “schools have the responsibility of implementing scientifically validated intervention methods” (WHY p. 123). Professional learning in intervention strategies must be aligned with the needs of the students and the goals of the school’s leadership team. In order to support “deeper student literacy and understanding in the content-area reading, content area teachers should be assisted in embedding cognitive and motivational strategies into their instruction through professional development centered on strategies which may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions”(WHY p. 124). Screening for reading problems, monitoring progress, using intervention strategies for intensive small reading groups, varying extensive vocabulary instruction, developing academic language, and providing regular peer-assisted learning opportunities are valuable intervention tools. Providing ongoing support for teachers and interventionists (Title I personnel, reading coaches, literacy coaches, etc.) is critical for the intervention strategies to work (WHY p.132).

According to the guidelines of the Georgia K-12 Literacy Plan (HOW p. 43), we use information developed from the school-based data teams to inform RTI process. Our RTI team is composed of the assistant principal, the counselor, our behavior intervention specialist, school psychologist, and relevant support personnel. This team meets weekly to determine the percentage of students currently being served in each tier at each grade level, articulates goals/objectives at building and system level based on identified grade level and building needs, as well as system needs, and budgets for recurring costs of data collection, intervention materials, and technology used for implementation. They develop protocols for identifying students and matching them to the appropriate intervention. They implement data collection, train providers to 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, and monitor results of formative assessment to ensure students are progressing (WHY p. 125). They develop standardized protocols for the collection of critical information to determine students’ literacy competence in various content areas and response to interventions, schedule grade-level data-analysis team meetings, provide building and system-level support of the process, develop process monitoring the implementation of research-based interventions at the building level and across the system.

Current restraints on the RTI process include time to meet and resources to cover classes. Each grade level RTI committee meets during Specials, which last forty-five minutes, not enough time to cover the issues of students. In order to expand upon the success of interventions, that all members of grade-level RTI teams meet on the first Wednesday of each month as a group, with individual RTI meetings for identified students scheduled on the remaining Wednesdays of the month as needed. It is also recommended that substitutes are provided when necessary for classroom teachers and support personnel.

In order to sustain this system of tiered interventions, the RTI Team will continue to use the Georgia Department of Education problem-solving checklist to evaluate personnel providing

interventions, the ease with which students move between tiers and to consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, and online collaboration (WHAT p. 11, HOW p. 43).

5b.) Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4, A & B).

Tier 1 instruction occurs in our general education classrooms at Oglethorpe Avenue Elementary, where our goal is that at least 80% of our students are successful at mastering the standards. According to the Clarke County School District Guidelines, all lessons consist of an activator, mini-lesson, work session and a summarizing activity, with technology implemented in the development of these lessons whenever possible (WHAT p. 11-12, HOW p. 43).

“Responding to student performance is a critical element of all classroom learning environments,” therefore it is imperative that teachers identify areas of focus to ensure student success. These interventions include implementing small group and whole class instruction to create an optimal learning environment, using flexible grouping, lesson frameworks, pacing and assessments to meet student needs (WHY p. 126, 132). Our teachers differentiate instruction using data collected from formative and summative assessments and district benchmarks that are scheduled regularly and are analyzed on a consistent schedule at data-team meetings. In order to sustain the RTI process, it is recommended that we continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet individual students’ needs, encourage the use of technology to support proactive communication between students and teachers and parents and teachers (such as cell phones, texting, and email), and ensure that communication between teachers and administrators is ongoing and effective (HOW p. 43-44).

5c.) Action: Implement Tier 2 needs-based instruction for targeted students.

Tier 2 intervention at Oglethorpe supplements Tier 1 instruction. The movement between these tiers is flexible according to student need. OAES students who are not performing at targeted levels on district benchmarks and/or the screening process or who do not meet ELA/reading targets documented in data teams may be recommended for Tier II intervention. Tier II instruction takes place in the general education classroom via differentiation (WHY p.133). The Striving Readers’ funding will allow adoption of a comprehensive literacy assessment program with data indicating student mastery on a continuum of literacy skills. Therefore, Tier II interventions will be accurately aligned to student need (HOW p.45, and WHAT p. 12-13).

In addition to classroom teachers, there are two EIP teachers, three and a half ESOL teachers, and five kindergarten paraprofessionals who work together with the RTI team to write intervention plans for these students. Ideally, any teacher or paraprofessional who works with an identified student will attend the RTI meeting. Interventions include the Early Intervention Program, small group, and one to one assistance using research based programs such as Voyager, SuccessMaker and StoryTown. Interventionists participate in professional learning on using appropriate supplemental and intervention materials, diagnosing reading difficulties, using direct, explicit instructional strategies to address instructional needs, charting data, graphing progress,

and differentiating instruction, as well as participate in professional learning with teachers to ensure school-wide understanding of assessment data and anticipated levels of student mastery throughout the school year. These interventions are made successful by providing specific time for collaborative discussion and planning between content area teachers and interventions, and by ensuring that competent well-trained teachers and interventionists provide sufficient blocks of time in the daily schedule in adequate spaces conducive to learning (WHAT p. 12).

In order to expand and sustain upon the success in this area, it is recommended that we continue to study schools who are successful in closing the achievement gap and have effected change, ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs, continue to document data points to monitor student response to intervention, continue to encourage the use of technology to ensure proactive communication between students, families and teachers, such as cell phones, texting, and email, and use technology to track and endure the movement of students between T1 and T2 based on response to interventions (HOW p.45-46).

5d.) Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly.

Students not responding to instruction at Tiers 1 &2 will be evaluated for Tier 3 interventions through the RTI process. Tier 3 intervention at Oglethorpe Avenue Elementary will be delivered individually or in small groups using research-based strategies or programs. In order to sustain the RTI process at OAES, it is recommended to ensure that 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, and that OAES and the Clarke County School District consistently use decision-making checklists to ensure appropriate recommendations of evidence-based interventions (WHY p. 134, HOW p. 46-47, WHAT p. 12-13).

5e.) Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way.

Tier 4 instruction is provided to those who need pervasive, intense intervention. These services address the student needs for either advanced content /gifted pullout or remediation/acceleration. Schedules for students are developed to ensure the least restrictive environment, building and system administrators are familiar with funding formulas affecting students in specialty programming; highly qualified and experienced teachers support delivery of instruction for students with the most significant needs; SPED, ESOL and gifted instructors participate in special learning communities to ensure strict alignment of CCGPS (WHAT p.12-13).

In order to expand upon Tier 4, it is recommended that IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards, that special education, ESOL, or gifted case managers continue to meet, plan and discuss students' progress regularly with general education teachers, and that case managers regularly participate in open houses, parent conferences, and college and career planning activities. When students exit from T4 , it is recommended that data continue to

support their exit, and that a system of checks and balances continues to ensure fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance (HOW p. 47, WHY p. 135-140).

6. Improved Instruction through Professional Learning.

6a.) Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom.

In order to ensure that pre-service education prepares new teachers for the challenges of the classroom, both Clarke County School District and Oglethorpe Avenue Elementary School provide orientation for new teachers. These new teachers meet monthly with other new district teachers in their field to discuss challenges and solutions. They also are assigned a mentor at their grade level. Each new teacher is a member of a grade level team- they meet weekly for collaborative planning. They also are members of a grade level data team, which assesses progress made by students in their grade level. Our coaches meet with teachers to introduce and discuss CCSD curriculum pacing guides and assessments and also model lessons in the classroom.

It is important that OAES continue to develop protocols for evaluating implementation of the new coursework and ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. To sustain this plan, we need to continue to monitor and support the integration of disciplinary literacy instruction, 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 (WHAT p. 13, HOW p. 48). Literacy and math coaches need to continue to provide guidance to new teachers (WHY p. 93 and p. 149). New teachers need to be given extra support and professional learning opportunities in effectively differentiating learning for all students, including English language learners, and students with exceptionalities (HOW p. 40). To ensure that new teachers have resources from past professional learning, and that current teachers can access these resources, it would be beneficial to build wikis or some other form of online archive of all professional development.

6b.) Action: Provide Professional Learning for In-service Personnel.

High-quality teacher professional development is considered a key factor in effective instruction and student success (WHY p.73). The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning (WHY p.141).

The professional learning plan is implemented by the literacy coach, whose primary role, according to guidelines, “is to provide continuous, embedded professional learning by implementing school-based opportunities...provide follow-up, promote in-class modeling, and to foster professional learning communities” (WHY p. 144). Our coaches “provide essential leadership for a school’s entire literacy program by helping create and supervise long-term staff development processes that support both the development and implementation of literacy

programs over months and years” (WHY p. 145).

Based on a needs assessment of the Oglethorpe Staff, we have determined that it is important that we provide professional learning in the following areas:

- Differentiation for all learners
- Cross-disciplinary integration of all subjects
- Writing across the curriculum
- Workshops on teaching poetry and folktales
- Daily 5
- Writing workshop
- Using writing and literature to connect families with the school
- The 7 Habits of Effective Readers- skills for reading fiction and nonfiction
- Using culturally relevant literature in the classroom
- Integrating technology across the writing curriculum
- Using informational texts across the curriculum
- Teaching cause and effect in the subject areas
- Determining author bias and point of view
- Teaching reading comprehension using complex texts
- Supporting opinions with reason and information
- Embedding spelling and vocabulary within units
- Word processing for struggling writers
- Explicit and direct teaching strategies for using data to inform our teaching
- Choosing appropriate books for specific skills and strategy instruction
- Utilizing guided reading groups and independent practice effectively

Additionally, nearly half of our teachers have indicated that they would be interested in pursuing a reading endorsement if funding is provided. They also have requested more coached lessons in the classroom.

In order to sustain professional learning for OAES staff, we will continue to analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups, revisit professional learning options to utilize experts within the school to develop and support colleagues. To ensure that new personnel receive vital professional learning from earlier years, it is our goal to either develop wikis or videotape important professional learning sessions for staff to review and share with colleagues within and out of the school, expand and strengthen school-university partnerships (such as Red Clay Writers Project) to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations, and continue to encourage “professional talk” among staff and provide time for discussions (WHAT p. 12-13, HOW p. 49).

III. NEEDS ASSESSMENT, CONCERNS, AND ROOT CAUSE ANALYSIS

a) A description of the needs assessment process.

Oglethorpe’s needs assessment began July 24, 2012, at the Clarke County School District (CCSD) Data Summit. At the summit, Oglethorpe’s Assistant Principal and Instructional Coach, responsible for school literacy, worked with district leadership to look at and analyze all student achievement data, concentrating on spring 2012 preliminary Criterion-Referenced Competency Test (CRCT) results. On July 31, the Oglethorpe Avenue School Improvement Leadership Team (SILT) participated in a school level data summit. On October 12, Oglethorpe’s Principal and Instructional Coach met at the CCSD Administrative Offices and obtained information about the Striving Readers Literacy Grant. That afternoon, they informed staff at Oglethorpe Avenue and gave them the opportunity to volunteer for the Literacy Team. Ten additional staff members volunteered. On page 21, HOW identifies stakeholders and partners to be part of the literacy leadership team. The team first met on November 5. Our team created 3 surveys in order to determine the needs of our school and develop a root cause analysis (HOW p. 21). On December 3, the team met, reviewed the disaggregated data, and established a root cause analysis.

b) A description of the types or styles of surveys used in the needs assessment process.

Title of Survey	Description	Respondents
Literacy Plan Needs Assessment	Multiple choice/short answer online survey	6 grade level teams – resource teachers joining teams with which they work
Parent Literacy Survey	Checklist w/commentary	*370/581 responding
Staff Literacy Survey	Checklist w/commentary online survey	40/55 responding

*(HOW p. 32)

c) Defines the root or underlying causes of the areas of concern found in the needs assessment.

Ongoing Comprehensive Literacy Assessment

While staff rated the Ongoing and Formative Assessments section question B (Literacy Plan Needs Assessment) as Fully Operational, we now realize we have no comprehensive assessments for vocabulary acquisition, one of the 5 components of reading. In the Staff Literacy Survey it was obvious that staff did not understand all of the components of reading when addressing the question about how comfortable they were teaching each component. In addition, phonological awareness and phonics are not typically assessed after second grade; teachers in all grade levels need phonics and phonemic awareness screeners in order to pinpoint these deficiencies in struggling readers (HOW p. 36).

Best Practices in Literacy Instruction

According to the Staff Literacy survey, only about 1/3 of the staff is “very comfortable” teaching any of the five components of reading. No more than 8% of the staff was comfortable teaching inferring, determining importance, or synthesizing/creating, three of the 7 Habits of Effective Readers. Commentary written by some of our teachers shows their frustration as well as lack of information in language acquisition. Only 20% of our staff is currently reading endorsed/certified, and 10% are English Speaker of Other Language (ESOL) endorsed. 48% of our staff is interested in obtaining reading endorsement/certification (HOW p. 40).

Student Engagement

32% of staff allows students to self-select books in their classrooms. There is a need for more high-interest, leveled reading materials as well as a need for leveled informational texts with content drawn from grade level Social Studies and science Common Core Georgia Performance Standards (CCGPS). In addition, a need for more reading materials for integrating subject areas (science, Social Studies, math) as well as teacher training to implement the changes. There is a lack of parental literacy involvement, and many homes lack print-rich environments (as indicated by our parent survey). We have not kept current training for new teachers in the use of our K-2 phonics resources. We do not have all the components of these resources, and the related consumables are no longer provided by the district. While we are fortunate to have many computers available to students, there is a need for ongoing teacher training to structure meaningful activities (HOW p. 20).

Technology

Grades 4-5 students have daily access to personal laptops. 4-5 laptops are available in K-3 classrooms. Many teachers expressed technological needs (ebooks, digital storytelling, virtual field trips, Skype sessions). 78% of our teachers would like to see a technology lounge at Oglethorpe. Yet despite these requests, only 33% of staff allow and/or structure their classrooms so all students can use computers daily. 78% of teachers surveyed expressed they could benefit from professional learning on how to better use technology to enhance classrooms, creating students who are self-efficacious, self-directed learners, either in the classroom, library or technology lounge (HOW p. 42).

Tiered Intervention

In Tier 3, SST and Data Teams, teachers do not perceive that these two groups are monitoring progress jointly (HOW p. 46).

d) The needs assessment process included all content and ancillary teachers including: special education, EL, media and paraprofessionals.

All certified staff participated in the Literacy Plan Needs Assessment. Special Education, ESOL, and Early Intervention Program (EIP) participated with their grade level team. All staff participated in the Staff Literacy Survey.

e) **Data is disaggregated and identifies the specific age, grade levels, or content areas in which the concern originates.**

Data Source	Grade Level	Content Area	Concern
2011 CRCT results	3 rd	Reading	16% did not meet (dnm) standards
2011 CRCT results	4 th	Reading	25% dnm standards
2011 CRCT results	5 th	Reading	15% dnm standards
2011 CRCT results	3 rd	English Language Arts (ELA)	22% dnm standards
2011 CRCT results	4 th	ELA	24% dnm standards
2011 CRCT results	5 th	ELA	13% dnm standards
Scantron Performance Series Norm Referenced Test (SPS)	2 nd	Reading	44 NPR (National Percentile Rankings by Grade)
SPS	3 rd	Reading	30 NPR
SPS	4 th	Reading	30 NPR
SPS	5 th	Reading	27 NPR
SPS	2 nd	ELA	36 NPR
SPS	3 rd	ELA	30 NPR
SPS	4 th	ELA	34 NPR
SPS	5 th	ELA	36 NPR

f) **Identifies areas of concern as they relate to the research-based practices found in the “What” document with steps the school has or has not taken to address the problem(s).**

The overall scores found in section e) indicate a need for improved literacy instruction across the grade levels.

1. Engaged Leadership

(WHAT p. 6) 83% of those teachers surveyed responded “emergent” or “not addressed” to: The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the CCGPS. This indicates a need for our school to identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming). In the past, our school has offered summer school, but the summer school program has been cut.

2. Continuity of Care and Instruction

66% of respondents to the Literacy Plan Needs Assessment indicated a deficiency in: “Out-of-school agencies and organizations collaborate to support literacy within the community” (WHAT p. 7). Scores on Scantron tests in Reading and ELA indicate a number of our students rate poorly when compared nationally. We currently partner with businesses and stakeholders who support our school. We would like to offer support to parents to aid in creating a stronger school/home connection.

3. Ongoing and Formative Assessments

(WHAT p. 8) A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. CRCT scores show that 13%-25% of students did not meet Standards in reading. We currently assess grades 2-5 students yearly using Scantron Norm Referenced test, 3-5 CRCT, and we assess students quarterly using district literacy assessments.

4. Best Practices in Literacy Instruction

(WHAT p. 10) The Staff Literacy Survey indicated teachers make efforts to engage students, but they do not have the resources necessary for optimal instruction and intervention. For example, teachers selected a number of digital resources for students, but at the same time, indicated a need for tech training. We also chose this area as a need, due to results of our recent GAPSS (Georgia Assessment of Performance on School Standards) review. A recommendation under the instruction strand was: “Provide additional opportunities for students to collaborate with teachers to monitor progress and set learning goals. Provide opportunities for students to use their understanding of rubric and exemplars to evaluate their learning individually and with peers.” We currently use coaches and lead teachers for in-house professional development on best practices. Oglethorpe teachers would benefit from intense professional development to develop student engagement in all areas of literacy instruction (integrating technology as appropriate).

5. System of Tiered Intervention

No concerns identified.

6. Professional Learning and Resources

(WHAT p. 13) 2011 CRCT scores indicate reading and language arts areas of concern. K-2 teachers have not received updated reading resources or materials since 2006. According to the 2011 Scantron Performance Series Norm Referenced test, Oglethorpe’s 2nd grade students scored 44th in reading and 36th in language arts, NPR. Additional reading resources would provide these students a greater variety of fiction and especially nonfiction materials at their instructional levels. Our current professional development occurs predominately at the school level. We currently lack the financial resources to hire consultants for innovative/current professional learning.

IV. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

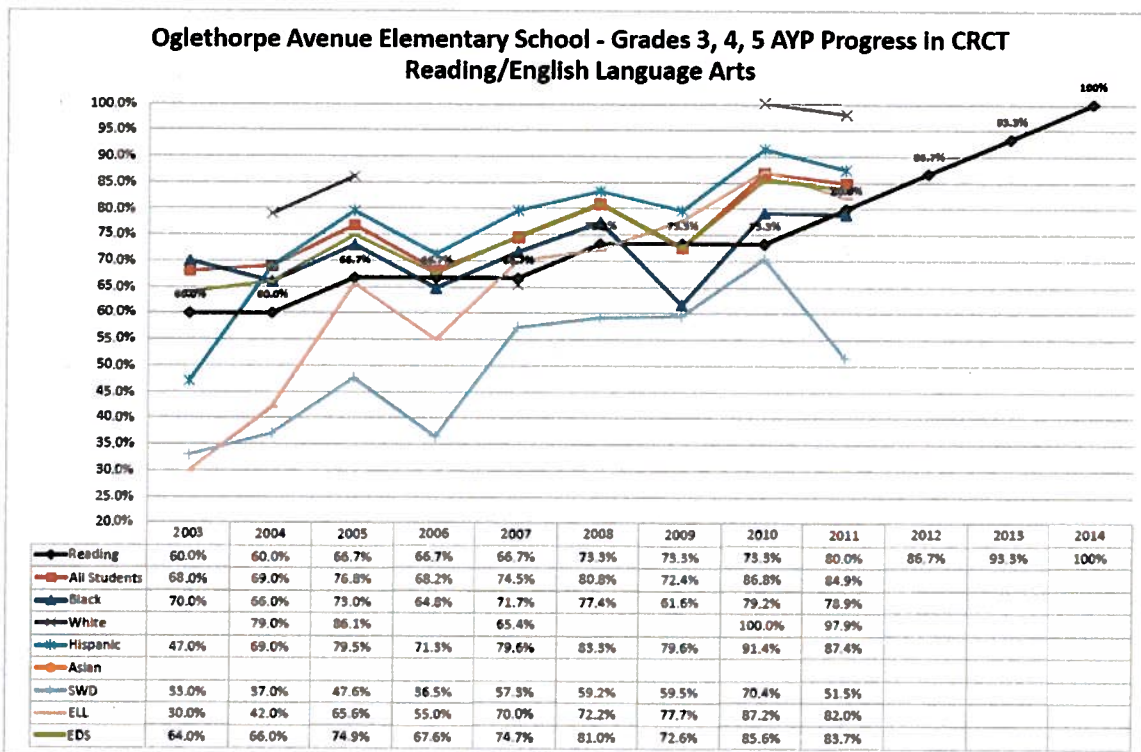
a) Choose appropriate applicant grade levels.

Oglethorpe Avenue Elementary School (OAES) has made AYP each year since 2009. The chart and table below present the disaggregated, historical Criterion-Referenced Competency Test (CRCT) assessment results in the area of Reading/English Language Arts. 16% of third graders, 25% of fourth graders, and 15% of fifth graders did not meet standards on the 2011 CRCT in reading. Additionally, 22% of third graders, 24% of fourth graders, and 13% of fifth graders did not meet standards in Language Arts as shown below. Students in grades 3-5 scored below the school district average on the reading and language arts portions of the spring 2011 CRCT.

b) Disaggregation of data in subgroups.

Chart A illustrates performances by the following subgroups: Blacks, Hispanics, students with disabilities (SWD), English language learners (ELL), and economically disadvantaged students (EDS) as determined by qualification for free or reduced lunch.

On the reading portion of the spring 2011 CRCT, 52% of our students with disabilities (SWD) did not meet standards. Further analysis shows that 20% of SWD third graders did not meet standards, 67% of SWD fourth graders did not meet standards, and 67% of SWD fifth graders did not meet standards in reading. On the reading portion of the spring 2012 CRCT, 37% of our SWD's did not meet standards. Further analysis shows that 50% of SWD third graders did not meet standards, 36% of SWD fourth graders did not meet standards, and 33% of SWD fifth graders did not meet standards in reading.



c) Identifies strengths and weaknesses based on prescribed assessments.

The 2011 CRCT reading domain analysis shows that 36.6% of third graders, 24.9% of fourth graders, and 40.2% of fifth graders did not answer literacy comprehension items correctly. In addition, an average of 40% of 3-5 graders did not answer the reading for information items correctly. The area of strength for the CRCT Domain Analysis was in the area of reading skills and vocabulary. 80% of fifth graders and 77% of third grade students answered these questions correctly.

Even though data from 2012 Spring CRCT, grades 3-5, revealed that 87% of students at OAES met or exceeded standards on the reading portion, Scantron Performance Series data read differently. (See Below)

2011-2013 NRT Scantron Performance Series Norm Referenced Test

On the 2011 Scantron Performance Series Norm Referenced Test all student groups in grades 2-5 scored below the 45th percentile ranking, as shown in the below in tables 1 and 2.

Table 1: 2011 Reading, National Percentile Rankings by Grade

	Grade 2	Grade 3	Grade 4	Grade 5
OAES	44	30	30	27

Table 2: 2011 Language Arts, National Percentile Rankings by Grade

	Grade 2	Grade 3	Grade 4	Grade 5
OAES	36	30	34	36

On the 2012 Scantron Performance Series Norm Reference Test, all student groups in grades 2-5 scored below the 47th percentile ranking, as shown in the below 2012 in tables 3 and 4.

Table 3: 2012 Reading, National Percentile Rankings by Grade

	Grade 2	Grade 3	Grade 4	Grade 5
OAES	42	32	23	30

Table 4: 2012 Language Arts, National Percentile Rankings by Grade

	Grade 2	Grade 3	Grade 4	Grade 5
OAES	47	36	35	40

On the 2013 Scantron Performance Series Norm Reference Test, all students groups in grades 2-5 scored below the 47 percentile ranking as shown in the below 2013 in tables 5 and 6.

Table 5: 2013 Reading, National Percentile Rankings by Grade

	Grade 2	Grade 3	Grade 4	Grade 5
OAES	46	32	37	33

Table 6: 2013 Language Arts, National Percentile Rankings by Grade

	Grade 2	Grade 3	Grade 4	Grade 5
OAES	47	36	35	40

d) Data for all teachers including CTAE, Spec. Ed, and media.

Classroom – Number of Classrooms	
Kindergarten – 5	1st Grade – 5
2 nd Grade – 5	3 rd Grade – 5
4 th Grade – 4	5 th Grade – 4
Pre-K – 2	Instructional Coaches – 2
Special Education – 10	ELL – 3.5
Gifted – 3	Art – 1
Music – 1	Physical Education – 1
Counselor – 1	Media Center – 1
Computer Lab – 1	EIP – 2
Science Extension – 1	

e) Teacher Retention Data.

OAES has 65 certified staff in which 88% were retained from the previous school year. The 12% of teachers that moved on from OAES include: one retirement, one teacher returned to full-time student status, and three teachers moved out of the state/area.

f) Develop goals and objectives based on formative and summative assessments.

The WHY states the learning of all students can be improved by using “learning strategies appropriate to the intended goal” (WHY p.143). Data teams convene each week to set specific, measurable student achievement goals aligned with grade-level expectations. Pre-tests and post-tests are administered, and goals are put in place for targeted students based on those scores. Benchmark assessments and quarterly writing samples also assist teachers in goal-setting for grade-level literacy expectations. According to page 48 in the WHY, “lexiles have been realigned to match the Common Core State Standards text-complexity grade bands and have adjusted their grade bands upward to ensure that students are prepared for the demands of college and careers. With the increased demands in mind, our local quarterly English Language Arts benchmarks increased the complexity of texts for grade level assessments in December of 2012. Our Literacy Plan will include an on-going examination of grade level goals vs. lexile text complexity measures. Grades 2-5 are currently tested on the Scantron Performance Diagnostic Assessment each fall. This initial norm referenced data facilitates teacher organization of flexible reading groups. This data is useful in Tier 1, Tier 2 and Tier 3 Response to Intervention, as well. The Striving Readers Grant will help implement the DIBELS Next and IPI assessments. This instrument will give OAES a universal screening for all students, and help to assess more frequently.

g) Includes additional district prescribed data such as universal screeners, formative and summative benchmark data as well as diagnostic literacy assessments.

Universal screening and progress monitoring for formative assessments include: DIBELS Oral Reading Inventory (DORF) for reading fluency, Rigby PM Benchmarks which assess comprehension in grades K-5, sight word assessments and spelling inventory in grades 1 -2, scored writing samples, primary spelling inventory and running records.

Summative data gathered is in the form of the statewide CRCT, which is administered to all 3rd - 5th students in the spring. The 3rd and 5th graders are additionally given the Georgia State Writing Assessment in March.

The Scantron Performance Diagnostic Assessment is administered in the fall each year to our 2nd thru 5th students. This norm referenced screener is a computer adaptive test that quickly pinpoints the proficiency level of students. It provides for a more accurate placement, diagnosis of instructional need and measurements of student gains across reporting periods.

h) Teacher participation in PLCs or on-going professional learning at school.

All teachers participate regularly in professional learning communities where teachers unpack standards, develop common formative assessments, and discuss best instructional practices. The professional learning communities enable teams to analyze grade-level and classroom data to inform instruction. Teachers also participate in on-going professional learning as outlined in School Improvement Plan documents. As part of planning and staff development for Striving Readers, we will complete a deeper exploration of www.allthingsplc.info. The National Staff Development Council (WHY p.143) links the improvement of the “learning of all students” with the “organization of adults into learning communities whose goals are aligned with those of the school and district.

V. PROJECT PLANS, PROCEDURES, GOALS, OBJECTIVES, AND SUPPORT

a.) Project goals directly related to the identified needs.

Goal 1: Develop qualified, effective teachers in implementing a research-based literacy plan.

Goal 2: Provide professional learning in process and content standards to disaggregate student data to determine learning priorities, monitor progress and sustain improvement. Teachers will use multiple sources of information to guide improvement in meeting rigorous standards and prepare them to use various types of assessments. Professional learning will supply teachers with the knowledge and skills to involve families and stakeholders (WHY p. 143).

Goal 3: A set of grade specific screeners will be developed to identify at-risk students and provide interventions by implementing an assessment tool for K-5 literacy screening and diagnostic assessment (WHY p. 99).

Goal 4: Providing students with quality learning environments is the key to a successful literacy program (IRA, 1999; NCTE, 2007; Meltzer, 2001). Provide a variety of resources, strategies and opportunities to motivate students to read and write in the content areas (WHY p. 67-68).

Goal 5: Implement a literacy program that provides the four key elements of effective early literacy curricula: oral language, phonological awareness, alphabetic knowledge, and print awareness. For grades 4 and 5, increase text complexity. The following components of reading are necessary: fluency, vocabulary, comprehension and motivation (WHY p. 63-68).

b.) Project objectives that relate to implementing the goals identified.

Goal 1 Objectives: a. Yearly during the grant period, teachers will participate in a minimum of 150 hours of professional learning (WHY p. 141). b. In the next five years, teachers in Tier I or Tier II will set literacy goals for the Clarke County School District (CCSD) evaluation instrument. c. In the next five years, teachers who are in Tier III of the CCSD Evaluation process will design and implement a literacy project.

Goal 2 Objectives: Teachers will participate in professional learning in the use of research-based programs, assessments, technology, and instructional strategies (WHY p. 143).

Goal 3 Objectives: Routinely screen K-5 students in skills critical to literacy; administer diagnostic assessment to students demonstrating problems during screening to guide instruction (WHY p. 99).

Goal 4 Objectives: Increase student motivation, a component of reading associated with improved outcomes. Provide direct, explicit comprehension instruction; embed content; build motivation to read; involve students in collaborative learning involving interacting

with one another; provide diverse texts, intensive writing (WHY p. 43), and a technology component (WHY p. 66-67; WHAT p. 18).

Goal 5 Objectives: Provide an early literacy experience that is systematic and explicit to prevent reading difficulties and lay the foundation for future academic success, including hands on experiences to increase background knowledge and vocabulary (WHAT p. 6, 19).

c.) The goals and objectives are measurable either formatively or summatively.

Universal screeners and diagnostic assessments are in place. Formative assessments: Rigby reading, sight vocabulary, primary spelling inventory, writing samples, oral reading fluency, running records, and GKIDS. Summative assessments will include writing samples, CCSD benchmarks, norm-referenced tests. In addition to these assessments, the Criterion-Referenced Competency Test (CRCT), DIBELS *Next*, and the IPI will be used. Further professional learning on the use of each assessment is needed (WHY p. 99).

d.) Shows that students in elementary will receive at least 90 minutes of tiered instruction through the content areas.

All students in K-5 are scheduled for 100 minutes of literacy instruction in the school's master schedule across all content areas. (See Instructional Schedule Table-letter i below) (WHY p. 58).

e.) The application provides an RTI model.

Tier I: Progress monitoring is conducted through ongoing formative assessments. If students are not mastering standards, interventions are implemented in the classroom. If adequate progress is not made after 4 weeks, the Response to Intervention (RTI) team can review data and determine tier level. The Striving Reading Comprehensive Literacy (SRCL) will provide funding for instruction that will create a learning environment, so that 80% or more of the students are successful in mastering the standards. Teachers will be supported through professional learning in order to meet the 80% goal of student mastery, and materials purchased will support engagement in literacy activities (WHY p. 132).

Tier II: Students receiving Tier II interventions are monitored every 4 weeks. After 8 weeks of receiving interventions, RTI team can determine whether or not Tier III interventions are needed. The SRCL funding will allow adoption of a comprehensive literacy assessment program. Tier II interventions will be aligned to student needs. The movement between Tier I and Tier II will be fluid, and students will move in and out as needed (WHY p. 133).

Tier III: Students not responding to Tiers I and II will be evaluated for Tier III. Students receiving Tier III interventions should be monitored weekly. After 12 weeks of receiving interventions, RTI team will review data. Tier III intervention will be delivered using research-based strategies. The SRCL will provide funding for materials and professional learning (WHY p. 134).

Tier IV: Tier IV includes specialized services for those who need pervasive, intense intervention. The SRCL will provide funding (WHY p. 134).

f.) The application is inclusive of all teachers and students in the school.

100% of Oglethorpe Avenue Elementary School (OAES) staff and students will participate in the SRCL grant (WHY p. 48).

g.) Considers practices already in place when determining goals and objectives.

The current practices include the implementation of research based practices, on-going professional learning, a scheduled literacy block built, and an RTI model which includes the use of universal screeners and other diagnostic assessments for the identification of at-risk students. Resources and materials are needed to further extend opportunities for students. If funded, OAES will implement an early literacy program that provides the four components of effectively reading instruction to ensure students are reading on grade level by the end of grade three (WHY p. 48).

h.) Goals funded with other sources.

The activities and procedures will be primarily funded with the SRCL, but Title I and state funding already in place will also be used. These other sources will predominantly fund personnel which are not funded by SRCL.

i.) Details a sample schedule by grade level indicating a tiered instructional schedule with appropriate interventions (WHY p. 48 – 49).

Instructional Schedule

20 minutes	Morning Meeting	K-5	7:50 – 8:10
120 minutes	English Language Arts Science/SS Integration	K, 1, 3 2 4 5	8:10 – 10:10 9:15 - 11:15 10:00- 12:00 11:00- 1:00
60 minutes	Mathematics	K 1 2, 4 3 5	10:00 – 11:00 10:10 – 11:10 8:10 - 9:10 10:15 – 11:15 9:00 - 10:00
45 minutes	Lunch/Recess	K-5	
45 minutes	Extended Learning Time	K -5	
45 minutes	Special Areas	Scheduled throughout the day	

*For English Speaker of Other Language (ESOL), Gifted and Special Education students, individualized tiered instruction is provided daily (WHY p. 135-137).

j.) References the research-based practices in the WHAT and WHY document as a guide for establishing goals and objectives.

The WHAT and WHY documents from the Georgia Literacy Plan (GLP) were used to establish goals and objectives. See Section III - Scientific, Evidenced Based Literacy Plan. The “Necessary Building Blocks for Literacy” have been aligned with the project goals identified in section a-i (WHY p. 41 – 46).

VI. ASSESSMENT / DATA ANALYSIS PLAN

a) A detailed list of the school's current assessment protocol.

Grade	Assessment
K	Georgia Kindergarten Inventory of Developing Skills (GKIDS)
K-8	Ongoing diagnostic literacy assessments for grades K-8
1-5	Voyager Oral Reading Fluency
1-2	Phonics Test, Sight Word Tests, Clarke County School District (CCSD) Fluency Assessment, Informal Running Record, Rigby Literacy Benchmarks, and Scantron Performance Series provide norm-referenced, diagnostic summative English Language Arts (ELA) data in the fall.
1-8	Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELL) students
2-8	Scantron Performance Series provides norm-referenced diagnostic ELA data.
3-5	Benchmark assessments every 9 weeks
3,5	State Writing Test annually

b) Comparison of the current protocol with the Striving Readers Comprehensive Literacy (SRCL) assessment plan.

Current Protocol	Striving Readers Assessment Plan (SRAP)
K GKIDS	K GKIDS
K-2	Writing Samples; Sight Vocabulary
K-8 Ongoing diagnostic literacy assessments for grades K-8	K-5 1 st Quarter Literacy Assessments K-8 3 rd Quarter Literacy Assessments (reading level) K-9 Reading Level; 2 nd and 4 th Quarter Literacy Assessments
1-2 Phonics Test, Sight Word Tests, CCSD Fluency Assessment, Informal Running Record, Rigby Literacy Benchmarks	1-2 Writing Samples; Spelling Inventory; Sight Vocabulary; Comprehensive Benchmark Assessments and IPI
1-5 Voyager Oral Reading Fluency	1-8 Reading fluency; 2 nd Quarter ELA Benchmarks
2-8 Norm-referenced in Reading and Language Arts	2-8 Norm-referenced in Reading and Language Arts
3-8 Criterion-Referenced Competency Test (CRCT)	3-8 CRCT
3,5 State Writing Test	5 Writing Test
1-8 ACCESS for ELL students	ACCESS for ELL students

The current assessment protocol does not include an initial reading-screening instrument as contained in the SRCL assessment plan. Elementary schools will incorporate an assessment such as DIBELS *Next* and IPI, to identify students having difficulties with phonemic awareness and phonics. The current assessment protocol gives a picture quarterly compared to the SRAP,

which would allow for more formative assessment and frequent opportunities for progress monitoring all throughout the year.

c) Brief narrative detailing how the new assessments will be implemented into the current assessment schedule.

We will continue to follow the district’s current assessment protocol. The DIBELS *Next* and IPI assessments will be in addition to our current assessments. These will be administered three times per year and progress monitoring more frequently. The results will be analyzed during data and collaborative planning meetings.

d) Brief narrative listing current assessments that might be discontinued as a result of the implementation of SRCL.

No current assessments will be eliminated. The SRCL assessments will be in addition to our current assessments. These will give us a complete picture of where our students are in reading and writing and ensure continuity of assessment.

e) Listing of training that teachers will need to implement any new assessments.

Teachers will need training in the use of the DIBELS *Next* and IPI assessments including The Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), DIBELS Oral Reading Fluency (DORF), and Initial Sound Fluency (ISF) for K-5 literacy. The table below indicates proposed training and dates for 2013-2014:

Date	Training
Pre-planning August 2013	OAES Literacy Plan, DIBELS <i>Next</i> and IPI
October 2013	Using data to inform instructional decisions and explicit teaching.
January 2014	Professional learning in Common Core Georgia Performance Standards (CCGPS) based on the needs revealed by student data.
March 2014	To be determined
May 2015	To be determined

f) A brief narrative of how the data is presented to parents and stakeholders.

Disaggregated test data results will be reported to the public through our local newspaper, The Athens Banner Herald, district and school websites, reports sent to parents, and parent teacher conferences. Detailed data summits will be provided to our teachers during faculty meetings and grade level meetings. Parents will also receive reports at our Annual Title I meeting and during School Council meetings. Teachers will advise and inform students through oral and written commentary, progress reports, test reports, and report cards. All students will maintain their test data results in individual student data notebooks.

g) A description of how the data will be used to develop instructional strategies as well as determine materials and need.

Data will be used to inform and guide instruction in the classroom. Data will be used to develop strategies for a variety of learners allowing for continuous differentiation in the classroom. Struggling readers will be identified and appropriate interventions will be implemented. Data will be used to identify and group students for learning.

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

WHO	WHAT	HOW
Classroom teachers, Early Intervention Program (EIP) Teachers, English Speakers of Other Language (ESOL) Teachers, Special Education (SPED) Teachers, Gifted Teachers, Coaches, Counselor, Administration	Initial screening assessments	School wide “blitz” dedicated days and times
Classroom teachers, EIP Teachers, ESOL Teachers, SPED Teachers, Gifted Teachers, Coaches	Progress Monitoring	Literacy Block
Classroom teachers, EIP Teachers, ESOL Teachers, SPED Teachers Gifted Teachers, Coaches	Summative Assessments	Dedicated testing blocks of time

- How the “Necessary Building Blocks for Literacy” align with the Assessment / Data Analysis Plan:

1. Engaged Leadership

Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) will be analyzed to develop a list of prioritized recommendations and goals for improvement. Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content areas. Protected time for collaborative planning teams within and across content areas is part of the school-wide calendar.

2. Continuity of Care and Instruction

Active, collaborative teams will ensure a consistent literacy focus across the curriculum. Teachers will provide literacy instruction across the curriculum. Specific, measureable students achievement goals aligned with grade-level expectations are shared by teachers in all subjects.

3. Ongoing and Formative Assessment

Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling. Ongoing formative and summative assessment is used to determine interventions and evaluate instruction through data teams, collaborative lesson planning, and grade level test results team meetings.

4. Best practices in Literacy Instruction

Students will receive direct instruction in reading and in writing across the curriculum. There will be a 100 minute protected block for literacy instruction. Student data is examined regularly to identify areas of instruction with greatest needs (e.g. phonological awareness, word identification, fluency, vocabulary, word study and comprehension.) Faculty participates in professional learning on the use of data to inform instructional decisions and explicit teaching.

5. System of Tiered Intervention

Information developed from the school-based data teams are used to inform the Response to Intervention (RTI) process. At the Tier 1 level all students receive instruction on the CCGPS within the classroom. Tier 2 provides needs based interventions for targeted students. In Tier 3, RTI Team/Data Teams monitor progress jointly. Interventions are delivered 1:1-1:3. Tier IV provides specialized programs. The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs. Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.

6. Professional Learning and Resources

Preservice teachers receive coursework in disciplinary literacy within content areas. Teachers participate in professional learning in the CCGPS based on the needs revealed by student data, surveys, interest inventories, and teacher observations. Administrators, faculty, and staff receive training in administering, analyzing and interpreting results of assessments in terms of literacy. The school calendar includes protected time for teachers to collaboratively analyze data.

**VII. RESOURCES, STRATEGIES AND MATERIALS (EXISTING & PROPOSED)
INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY**

a.) List of resources needed to implement the literacy plan.

Professional Development/Curriculum	Classroom/Technology Needs	Additional Resources
<ul style="list-style-type: none"> ● Units of Study in Opinion, Information, and Narrative Writing Elementary Series Bundle Grades K-5 ● Units of Study for Teaching Reading- a curriculum for grades 3-5 ● Trade books to support units of study in writing and reading for classrooms ● Scientifically-Based Reading Research (SBRR) Core Reading Program K-2 ● Expanded professional library focusing on teaching reading and writing across the curriculum ● Professional development/ funding for conferences to receive professional development ● Funding for author visits ● Subs/Temporary Work Agreements ● Funding for adult education programming ● Funding for consultants to lead professional development 	<ul style="list-style-type: none"> ● Document Camera/webcam for each classroom ● Listening stations for each classroom ● IPOD Touch Learning Labs ● IPAD Cart Learning Labs ● Additional netbooks ● IMACS for creation area for digital literacy projects 	<ul style="list-style-type: none"> ● Culturally relevant books and e-books ● High-interest informational texts for struggling readers ● Fiction and nonfiction books and e-books covering Common Core social studies, science, and math ● Graphic novels across the curriculum ● Informational texts about careers and higher education ● Books about Social Emotional Learning ● Audio books ● Construction of technology lounge in Media Center

b.) List of activities that support literacy intervention programs.

- Reliable screening instruments for identifying students' needs (English/Spanish)
- Reliable formative testing measures to identify strengths and deficits of struggling students
- Choosing "just right books"
- Matching readability levels of books to student lexile levels

- Books-in-bags
- Read-at-home incentives programs
- Programming in Media Center
- Guided reading
- Flexible and dynamic grouping for guided reading
- Avoidance of “round robin” reading
- Grants received by the media center to provide culturally relevant and high interest books
- Professional development on best practices in literacy
- Professional learning on developing and using writing rubrics in all content areas
- Professional development on using technology to engage learners
- Word Work
- Building robust vocabulary
- Literature circles
- Reader’s Theatre
- Repeat readings of poetry for fluency practice
- Think-alouds
- Parent And Child Together (PACT) meetings
- Graphic organizers
- Family Literacy Center
- Response to literature
- Journaling/ blogging about books
- Daily 5 literacy extension activities
- Phonemic awareness activities
- Explicit decoding strategies
- Reading and identifying characteristics of various genres
- Making connections
- Predicting plot, solution, and resolution
- Higher level thinking skills and questioning strategies: inferring, synthesizing and creating
- Identifying story elements
- Identifying elements of informational texts
- Read-alouds
- Using different reading modalities
- Differentiation strategies for at-risk students, English language learners, exceptional students, and gifted students
- Book Buddies
- After school tutoring for at-risk students
- Literacy instruction that addresses the Seven Habits of Effective Readers
- Literacy instruction that relates to students’ lives, culture, and community

c.) Shared resources available at each building.

- *IPOD touch*
- *1 flip camera*
- *4 digital cameras*
- *5 sets of Senteos*
- *3 document cameras*

- *School-wide Wi-Fi internet access*
- *5 Listening Centers*
- *Leveled reader room*
- *StoryTown Strategic Intervention*
- *Small professional learning library*

d.) General list of library resources.

The average age of the Oglethorpe Avenue Elementary School (OAES) Media Center collection is 1996. We have approximately 12,000 unique titles, a small professional development center, and a family literacy center. Many are outdated and not aligned to the Common Core. We have a strong need for culturally relevant materials and basic texts for struggling readers. We have no handheld devices (i.e. IPADs or IPODs) to support emerging literacies, few computers, and no equipment to engage students with 21st century learning.

e.) List of activities that support classroom practice.

- Social Emotional Learning
- Morning Meeting
- Responsive Classroom
- Self-efficacy student-teacher conferences
- Independent study
- Character education workshops
- Positive Behavioral Intervention System
- Behavior Intervention Specialist support
- Creative and flexible scheduling
- Leveraging technology for maximum literacy instruction
- Differentiation
- Embedding reading and writing throughout the curriculum
- Peer-coaching videotaping strategy sessions
- Online wiki to archive professional development
- High school graduation, post-graduation, and career “talk” that relates learning to future goals

f.) List of additional strategies needed to support student success.

- Field trips
- Author/Skype visits
- Instruction in developing school/family partnerships
- Opportunities for adult learning for parents/guardians
- Enrichment clusters
- UGA partnerships
- Community volunteers

g.) List of current classroom resources.

- *SMART board w/ projector*
- *Limited classroom libraries*
- *Storytown Materials 3-5*
- *Rigby Materials K-2*
- *Netbooks: 4th/5th grade:1 per student, 3rd grade: 28, 2nd grade: 25, 1st grade:20, K: 20, Pre-K: 4*

h.) A clear alignment plan for SRCL (Striving Readers Comprehensive Literacy) and all other funding (chart below).

Materials/Resources	Georgia's Literacy Plan	Current Funding	SRCL funding
Instructional Technology	Paragraph 2, WHY, p. 53 Section 2.1, Paragraph 1, WHY, p. 56-57 Paragraph 1, WHY, p. 59 Number 8, WHY, p. 67	1. SPLOST 2. State Funding 3. Title I Funds	Striving Readers Grant (SRG) fund sources for materials and resources not funded by existing sources.
Professional Development	Number 1, WHY, p. 66 Number 2, WHY, p. 66 Paragraph 1, WHY, p. 141 Section 7.B., WHY, pp. 142-143	1. SPLOST 2. State Funding 3. Title I Funds	SRG fund sources for materials and resources not funded by existing sources.
Additional Print/ Non-print Resources	Number 2-4, WHY, p. 66 Number 1, WHY, p. 68 Paragraph 1, WHY, p. 98 Paragraph 2, WHY, p. 99	1. SPLOST 2. State Funding 3. Title I Funds 4. Book Fair Proceeds 5. Grants	SRG fund sources for materials and resources not funded by existing sources.
Literacy Assessments as Prescribed by SRCL	Number 9, WHY, p. 67 Paragraph 1, WHY, p. 96		SRG fund sources for materials and resources not funded by existing sources.

	Paragraph 1, WHY, p. 98 Paragraph 2, WHY, p. 99		
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i.) A demonstration of how any proposed technology purchases support Response to Intervention (RTI), student engagement, instructional practices, writing, etc.

- How “Necessary Building Blocks for Literacy” aligns with existing and proposed resources, strategies, and materials plan.

1. Engaged Leadership

The Leadership Literacy Team (LLT) will guide acquisition/usage of resources and materials. They will also plan for the implementation of effective strategies to engage 21st century learners.

2. Continuity of Care and Instruction

The LLT will meet with staff to oversee acquisition/usage of resources and materials. Students will engage in project and inquiry-based learning and be taught digital and information literacy skills.

3. Ongoing and Formative Assessments

The LLT will follow district guidelines for assessments. Technology will be used to engage students in ongoing and formative assessments.

4. Best Practices in Literacy Instruction

Resources, strategies, and materials will be selected in accordance with best practices in literacy instruction and to support 21st century learning objectives.

5. System of Tiered Intervention

Resources, strategies, and materials will be maintained or acquired to support students at all levels. Literacy activities, including computer-based Tier 1 and 2 interventions, inquiry and project-based learning will be enhanced through use of devices.

6. Professional Learning and Resources

Professional learning resources, strategies, and materials will reflect best practices and the tenets of the Necessary Building Blocks for Literacy. Professional development will include instruction using technology to engage learners.

VIII. PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF THE DOCUMENTED NEED

a) Table indicating professional learning activities that staff has attended in the past year.

FY 2012	Professional Learning Activities
August 3	Writing and Rubrics – Scherry Lewis
August 4	District Updates & Assessments – Scherry Lewis
August 5	Positive Behavior Interventions and Supports (PBIS) Refresher –Tara Ford
August 17	Science Night Training – Margaret Purvis
August 23	Student Engagement – Jo Robinson (Kindergarten - 1 st)
August 24	Student Engagement – Jo Robinson (2nd – 3 rd)
August 25	Student Engagement – Jo Robinson (4th – 5 th)
August 29	New teachers – training on Investigations/Envisions
August 31	School-wide Enrichment Model (SEM) Training – SEM Team
September 6	Choice Sessions: Using Excel – Scott Wilkerson Creating a Webpage-Jane Ellen Hanks, Seyoung Holte Data Team Leader Training- Dr. Dunne Student Engagement –Jo Robinson Redelivery K-2 teachers – Media Center 3-5 teachers – Cafeteria
September 7	Clarke County School District (CCSD) Mission, Vision, & Beliefs – Eric Frazier
September 21	Common Core Georgia Performance Standards (CCGPS) – Georgia Department of Education (GaDOE) Live Streaming
October 3	Book Study – Introduce and distribute books- Teaching with Poverty in Mind, African American Literature & Strategies for Closing the Achievement Gap for African American Learners, Laura Forehand, Deirdre Sugiuchi. Running Records Training Student Engagement Model - Renzuli
October 5	Fluency and Reader’s Theater – Scherry Lewis/Seyoung Holte
October 12	BOOK STUDY- Chapters 1-2. Teaching with Poverty in Mind

October 26	BOOK STUDY- Chapters 3-4. Teaching with Poverty in Mind
November 2	BOOK STUDY- Chapters 5-6. Teaching with Poverty in Mind
November 7	BOOK STUDY- Part 1 (Chap. 1-3). The Daily Five
November 16	BOOK STUDY- Wrap-up and reflection. Teaching with Poverty in Mind
November 28	BOOK STUDY- Part 2 (Chap. 4-7). The Daily Five
January 2	Science Across the Curriculum- Todd Nickelson K-2. SEM in practice
January 25	Kindergarten - CCGPS – Reading/English Language Arts (ELA) -GaDOE Live Streaming
January 31	2nd Grade- CCGPS – Reading/ELA -GaDOE Live Streaming
February 1	4th Grade- CCGPS – Reading/ELA -GaDOE Live Streaming
February 2	Kindergarten- CCGPS – Math -GaDOE Live Streaming
February 7	1st Grade- CCGPS – Math-GaDOE Live Streaming
February 15	5th Grade- CCGPS – Reading/ELA -GaDOE Live Streaming
February 16	2nd Grade- CCGPS – Math -GaDOE Live Streaming
February 28	3rd Grade- CCGPS – Math -GaDOE Live Streaming
February 29	3rd Grade- CCGPS – Reading/ELA -GaDOE Live Streaming
March 1	4th Grade- CCGPS – Math -GaDOE Live Streaming
March 6	5th Grade- CCGPS – Math -GaDOE Live Streaming
March 14	1st Grade- CCGPS – Reading/ELA -GaDOE Live Streaming
May 16	District CCGPS training

b) The percentage of staff attending professional learning.

100% of Oglethorpe Certified Staff participated in relevant professional learning.

c) A detailed list of on-going professional learning.

FY 2013	Professional Learning Activities
July 27	OAES – New Teacher Orientation (NTO)
August 2	CCGPS – Unit 1
August 6	Responsive Classroom K-2
August 7	Responsive Classroom 3-5
August 6	3-5 Assessment updates, CCGPS
August 7	K-2 Assessment updates, CCGPS
August 22	Google Training I
September 12	SEM Training
September 21	Math Vocabulary
September 26	Google Training II
October 3	Professional Development Time. Sci/SS Scope/Sequence
October 4	Professional Development Time. Sci/SS Scope/Sequence
October 5	Use of Questioning Cues, Advance Organizers, and Graphic Organizers - Strategies for Scaffolding
October 8	District Professional Development. School Professional Development.
October 9	Professional Development Time (PDT). Sci/SS Scope/Sequence
October 10	PDT. Sci/SS Scope/Sequence
October 11	PDT. Sci/SS Scope/Sequence
October 12	PDT. Sci/SS Scope/Sequence
October 10	Depth of Knowledge/Higher Order Questioning
October 24	Social Studies Integrated Units
November 8	Science Night Training
November 13	Rigby PM Benchmark Training
November 16	SLDS (Student Longitudinal Data System)
November 29	Integrated Writing 3-5, Xtramath.com, Math Centers, Science A-Z, Daily 5, CAFE'
November 30	Standards Based Centers. Alternative Structures for Integrating Centers Into the Day.

December 3	PDT
December 4	PDT
December 5	PDT
December 6	PDT
December 10	PDT
January 9	Science Integrated Units
January 14	PBIS Refresher (Survey)
January 16	Integration of Media & Technology Across the Curriculum
January 23	Standards for Mathematical Practices
February 13	K-2 Integrated Writing, Marzano Notetaking for Math Journals, Math Word Problems 3-5 Writing Assessment Cognitively Guided Instruction (CGI)
February 27	Math Integrated Units. Science Integration
February 21	PDT
February 22	PDT
February 26	PDT
February 27	PDT
February 28	PDT
March 4	PDT
March 6	Depth of Knowledge/Criterion-Referenced Competency Test (CRCT) Prep

d) The programmatic professional learning needs identified in the needs assessment.

Identified Needs	Professional Learning and Resources (proposed)
Engaged Leadership F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the CCGPS.	<i>Training on the adopted Scientifically-Based Reading Research (SBRR) (Section 4a Literacy Plan)</i>
Community of Instruction C. Out-of-school agencies and organizations collaborate to support literacy within the community.	<i>TBD</i>
On-Going and Formative Assessments C. Problems found in literacy screenings are further analyzed with diagnostic assessment.	<i>DIBELS Next and IPI Training</i>
System of Tiered Intervention D. In Tier 3, Response to Intervention (RTI) and Data Team monitor progress jointly.	<i>TBD</i>
Improved Instruction through Professional Learning A. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	<i>Using core literacy program within content areas (Section 4a Literacy Plan)</i>

e) The application details the process to determine if professional development was adequate and effective.

After each Professional Development session, each participant will be asked to complete an evaluation regarding the effectiveness of the delivery of instruction, as well as the adequacy of new knowledge obtained. The evaluations will be reviewed by the Principal, Assistant Principal, and all Instructional Coaches to determine remaining needs and areas of improvement for future Professional Development.

f) The professional learning plan is detailed and targeted to state goals and objectives outlined in the literacy plan.

Section 4a of the Literacy Plan describes adopting a SRBB literacy program that can be differentiated, taught across all content areas, and can also relate students to their communities. Professional Learning is needed in the areas described in Section d (above) in order for these goals to be obtained.

- g) There is a method of measuring effectiveness of professional learning that can be tied back to the goals and objectives.**

The Needs Assessment Survey will be re-administered on regular intervals to measure possible areas of growth and change within the goals and objectives of the Professional Learning Strategies.

- How the “Necessary Building Blocks for Literacy” align with the Professional Learning Strategies:

1. Engaged Leadership

Only 17% of voting staff indicated “Operational” in the scored area of teachers preparing students to be college-and-career-ready as articulated in the CCGPS.

2. Continuity of Care and Instruction

17% of voting staff indicated “Operational” in the scored area of community literacy collaboration.

3. Ongoing and Formative Assessments

67% of voting staff indicated “Operational” in the scored area of problems found in scored literacy screenings. Training will be needed for the use of DIBELS Next and IPI, in order to increase to a “Fully Operational” voting score.

4. Best Practices in Literacy Instruction

All scored areas received 50% “Fully Operational” staff vote or higher, except in area A.4, which will be strengthened with using the literacy program across content areas.

5. System of Tiered Intervention

Section D, regarding Tier 3, shows areas of weakness with only 17% of voting staff reporting “Operational,” “Emergent,” or “Not Addressed.”

6. Professional Learning and Resources

Only 17% of voting staff reported “Operational” in the scored area of literacy instruction in content areas.

IX. SUSTAINABILITY PLAN

Through Striving Readers Grant (SRCL), Oglethorpe Avenue Elementary School (OAES) Leadership Literacy Team (LLT) will enrich the learning culture where teachers accept responsibility for student learning with support through professional learning (PL). The team will monitor the SRCL and support the initiative. The LLT will meet with staff to continue the guidance of funds from the grant.

a.) Plan for assessment protocol.

CRCT will be administered yearly and funded by the Clarke County School District (CCSD). DIBELS *Next* and IPI will be administered yearly and Title I funds will support the initiative. OAES will follow district guidelines for assessments. As for the system of tiered intervention, all students will begin in tier one. Those in need of intervention will continue the protocol, being monitored using data.

b.) Community partnerships/other sources.

In order to develop a strong commitment toward the OAES literacy initiative, the school plans to share goals and objectives with partners in education, University of Georgia (UGA) and other stakeholders in the community by scheduling meetings with leaders in each group to promote buy in and ask for support in the schools literacy effort. On-going dialogue between the school and stakeholders would be scheduled on a regular basis to share student achievement results. This would be based on completion of goals and objectives within the plan. Stakeholders would be invited to participate in all school academic events. The goal is to make literacy the number one effort in the community.

c.) Sustainability.

In order to sustain the learning practices beyond the grant, OAES plans to expand lessons learned by building on teacher experience through efficient use of CCGPS and team collaborative planning. Continuation of the assessment protocols will be utilized; however, further analysis of the data at each grade level will be used to drive literacy instruction. The OAES staff will be engaged in monthly Professional Learning Communities using teacher leaders as experts to train staff members on topics related to literacy instruction. Technology integration will continue to be a focus of instruction for all grade levels and technology upgrades will be managed by CCSD. The coaches at OAES will train future staff members in literacy development and best practices. The LLT will monitor and evaluate student achievement in all areas of literacy on an on-going basis.

d.) New teachers' PL.

The coaches will meet with all new personnel to promote literacy skills. The LLT will meet with new staff members to dialogue about school literacy practices. Each new teacher will be assigned a mentor at the beginning of the year to provide support.

e.) Replacement materials.

Title I funds will be used to purchase print materials. Also, the LLT plans to write additional grants.

f.) PL for new staff.

The PL plan would include the use of coaches, teacher leaders, administrative staff, and CCSD staff for PL. We will partner with RESA, GYSTC, UGA, and consultants in the areas of professional development. Research will continue at the district level so that our school can continue best practices in literacy instruction.

g.) Sustaining technology.

Title I funds will be used to purchase technology, PTA grants will continue school technology licenses, CCSD will update licenses for district programs, and, SPLOST funding will be another means for acquiring resources.

h.) Expanding lessons learned.

OAES will share literacy goals and objectives with other schools on an on-going basis. PL for all new and returning staff will continue, be delivered by coaches, and will be structured around staff needs and research to sustain best practices. The school will continue to involve and rely on the community partners for support.

X. BUDGET NARRATIVE

Category	Description	FY 2013 Start-up	FY 2014	FY 2015	Total Grant
Curriculum	Scientifically- Based Reading Research (SBRR) Program (\$100,000) 1 Units of Study in Writing Elementary Series Bundle K-5 (\$1,000) 1Units of Study for Teaching Reading- a curriculum for 3-5 (\$250) Trade books for classroom reading and writing (\$15,000)	\$90,000	\$13,125	\$13,125	\$116,250.00
Technology	Document cameras/Webcam for classroom use (\$2,400) Listening Stations for classroom use (\$6,000) 3 iPod Touch Learning Labs K-5 for classroom use (\$18,000) 1 iPad Cart K-5 for classroom use(\$7,059)	\$25,000	\$6,000	\$2,459	\$33,459.00
Family Engagement Literacy Activities	Culturally relevant books and EBooks (\$5,000) Informational text for beginning readers (\$10,000) High Interest and Bilingual text for struggling readers (\$5,000) Fiction/Non-Fiction/Social Studies/Science/Math Books (\$4,500) Graphic Novels (\$5,000) Informational Texts	\$20,000	\$8,250	\$8,250	\$36,500.00

	about Careers and Higher Education (\$5,000) Social and Emotional Learning Books (\$2,000)				
Contractual Professional Learning	School will contract for curriculum consultants in the area reading and writing training to support SRCL goals and objectives (\$10,000) Funding for author's visits (\$3,000) Substitute/Temporary Work Agreement (\$2,000)	\$8,000	\$3,500	\$3,500	\$15,000.00
Professional Library	Expand Professional Library focusing on teaching reading and writing across the curriculum (\$5,000)	\$2,000	\$1,500	\$1,500	\$5,000.00
Conference/Conference Travel	Selected teachers will attend International Reading Association, Children's Literature Conference, DIBELS Super Institute, Red Clay Writing Project, National Family Literacy Conference (\$20,000)	\$8,000	\$6,000	\$6,000	\$20,000.00
Adult Programming	GED classes, Spanish/English classes (\$5,000)	\$2,000	\$1,500	\$1,500	\$5,000.00
Total Direct Costs		\$155,000.00	\$39,875.00	\$36,334.00	\$231,209.00
Indirect Costs	Indirect Cost is 5%.	\$7,750.00	\$1,993.00	\$1,816.00	\$11,559.00
Total Cost		\$162,750.00	\$41,868	\$38,150	\$242,768.00