GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Program
LEA Grant Application
System Cover Sheet

Please return to: Georgia Dept. of Education **Attn:** 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	**DOE Use Only:** Date and Time Received:	**DOE Use Only:** Received By:

Name of Applicant: Clarke County School District

Project Number: (DOE Assigned)

System Contact Information:

Total Grant Request: $3,316,782	**Name:** Dr. Mark Tavernier **Position:** Director of Teaching and Learning
Number of schools in system: ___ **applying:** 10	**Phone:** 706-546-7721 **Fax:** 706-549-0555
Congressional District:	**Email:** tavernierm@clarke.k12.ga.us

Sub-grant Status

___ Large District (45,000 or more students)

X Mid-Sized District (10,000 to 44,999 students)

___ Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

STRIVING READERS

Clarke County School District's Grant Proposal

I. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

a. CRCT Data: *Norm-Referenced Test:* Along with the state's Criterion-Referenced Competency Tests (CRCT) assessments, the Clarke County School District (CCSD) also administers the Scantron Performance Series Norm-Referenced Test each year, an assessment that, when compared to CRCT scores (Table 2), provides a better yardstick to determine how Clarke County students measure up to students across the nation. With the 50th percentile representing the *average* student performance level, CCSD's third-grade students combined scored at the 34th percentile in reading, fifth-grade students

scored at the 40th percentile, and eighth-grade students scored at the 39th percentile—all significantly below average. Percentile results for the four target elementary schools and target middle school are shown in Table 1:

Table 1: Nationally Norm-Referenced Reading & ELA Performance Results 2011		
Schools	Reading Percentile Scores	Language Arts Percentile Scores
Fowler Drive Elementary School	34	31
J.J. Harris Elementary Charter School	40	33
H.B. Stroud Elementary School	44	35
Winterville Road Elementary School	35	23
Coile Middle School	47	47

Because the norm-referenced test compares Clarke County students to students nationwide, the gaps identified in Table I are alarming.

State Writing Test: On Georgia's 2011 Fifth-Grade Writing Assessment, the percentages of students NOT meeting standards in all four target elementary schools—Fowler Drive Elementary (22%), J.J. Harris Elementary (32%), Stroud Elementary (43%), and Winterville Elementary (31%)—are too high, despite the fact that the schools had significantly improved their writing scores last year as compared to the year before (by 22%, 27%, 22%, and 28%, respectively). Nevertheless, these scores are all still higher than the state's "Does Not Meet" (DNM) average of 21%. Although fifth-grade writing test results have improved over the past five years, too many Clarke County students are entering middle school with significant writing deficits. On the 2011 Eighth-Grade Writing Assessment, improvements were far less dramatic, but Coile Middle School had the highest DNM score at 34%, as compared to the state average of 18%. At Coile Middle School, 19.9% of students are enrolled in the Remedial Education Program, and 13.2% are enrolled in special education.

CRCTs in Reading and Language Arts: Table 2 presents the assessment results for all Clarke County students in grades 3, 5, and 8 who did <u>NOT</u> meet standards on the 2011 CRCTs in Reading and Language Arts:

Table 2: 2011 CRCT Results in Reading and Language Arts – Grades 3, 5, and 8[1]						
Schools	% Reading DNM			% Language Arts DNM		
Grades	3	5	8	3	5	8
Alps Road ES & Clarke MS	20.0	25.0	8.1	23.6	18.8	14.9
Barnett Shoals & Hilsman MS	16.2	8.1	5.3	22.1	4.2	10.3
Barrow ES & Clarke MS	7.4	9.6	8.1	10.3	1.9	14.9
Chase Street & Clarke MS	9.4	15.8	8.1	9.4	5.3	14.9
Cleveland Road & BHL MS	12.7	3.8	5.3	16.4	7.5	16.0
Fowler Drive & Coile MS	16.3	9.3	10.3	20.4	3.7	11.4
Gaines ES & Hilsman MS	25.6	10.3	5.3	29.5	13.8	10.3
Harris Charter ES & Coile MS	15.1	18.2	10.3	8.2	14.3	11.4
Oglethorpe ES & BHL MS	15.6	15.5	5.3	20.8	13.1	16.0
Stroud ES & Coile MS	13.0	11.1	10.3	24.1	13.9	11.4
Timothy Road ES & Clarke MS	3.1	11.5	8.1	12.5	7.7	14.9
Whit Davis ES & Hilsman MS	12.0	7.8	5.3	14.1	4.9	10.3
Whitehead Road & BHL MS	6.7	15.2	5.3	9.6	12.1	16.0
Winterville ES & Coile MS	22.0	26.4	10.3	28.8	14.8	11.4

A CRCT Reading Domain Analysis reveals that the percentage of items correct in the Literacy Comprehension Domain was 68% for third-grade students and 67% for fifth-grade students. Furthermore, the percentage of items correct for Reading Skills and Vocabulary Domain was 78% for third-grade students and 79% for fifth-grade students. The district's CRCT ELA Domain Analysis reveals that the percentage of items correct for third-grade students was 68% and 69% for fifth graders in the Grammar & Sentence Construction Domain, while in the Research & Writing Process Domain the number of correct items for third graders was 62% and 76% for fifth-grade students. In the Reading Skills & Vocabulary Acquisition Domain, the number of correct items was 75% for fifth-graders. For the Grammar & Sentence Construction and Research & Writing Process Domains, Coile Middle School is the

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[1] Shaded rows indicate schools targeted for CCSD's Striving Readers project.

district's lowest scoring middle school.[2] At a time when the English/Language Arts Common Core

Georgia Performance Standards are being implemented in Georgia, our schools need to prepare

students for the increased rigor of the new state standards by identifying each student's skill deficits,

designing targeted intervention plans (RTI), and monitoring each student's progress as they master the

reading skills necessary for reading competency at or above their current grade levels. For disaggregated

CRCT results, see Table 7.

High School Reading and Writing Tests: CCSD does not currently determine Lexile scores for high

school students, but will do so using the Scholastic Reading Inventory with Striving Readers grant

funding. English Language Arts and Writing scores are shown below:

Table 3: Graduation Test Domain Analysis – Meets English Language Arts Standards - 2011			
	Reading Comprehen.	**Literary Analysis**	**Conventions/Writing**
Georgia	76	74	82
CCSD	70	69	76
Cedar Shoals HS	69	68	75

Table 4: Comparison of 2011 Georgia High School Writing Test Pass Results				
Students Tested	**Ideas**	**Organization**	**Style**	**Conventions**
Cedar Shoals High School	3.1	3.0	3.0	2.8
CCSD (3 high schools)	3.1	3.1	3.1	2.9
Georgia	3.2	3.2	3.3	3.2

b. High School Graduation Data:[3]

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[2] This data represents scores prior to summer retests.
[3] CCSD's third high school, Classic City High School, is a small (125 students), alternative, self-paced high school.

Table 5: CCSD's Graduation Data over the Past Five Years					
	2007	**2008**	**2009**	**2010**	**2011**
Cedar Shoals High School	58.1	62.2	61.4	70.4	71.7
Clarke Central High School	63.6	69.3	68.7	71.4	74.1
CCSD Graduation Rates	58.4	63.1	63.3	70.1	70.8
CCSD Targets	65.0	70.0	75.0	80.0	85.0
State of Georgia Graduation Rate	72.3	75.4	78.9	80.8	Not avail.

c. **Early Learning Readiness:** CCSD's Office of Early Learning (Early Head Start, Head

Start, Pre-K, and Early Reading First) administers the Peabody Picture Vocabulary Test (PPVT-IV) twice a

year, in fall and spring, to children ages 3-5. For three-year-olds, the fall 2010 administration revealed

that only 45% of students were on target for language development, while the spring 2011

administration demonstrated that 70% of students were on track—a growth factor of 25 percentage

points. In the fall of 2010, 42% of children entered Clarke County's Pre-K program with significant

language delays. While 58% of Pre-K students demonstrated age-appropriate language development in

the fall, 81% of students did so in the spring—a growth rate of 23 percentage points, indicating that 81%

of our Pre-K students were ready for kindergarten by the end of the school year.

The results of the 2011 Georgia Kindergarten Inventory of Developing Skills (GKIDS)

assessment, shown in Table 6 below, reveal that for Clarke County kindergarten students, the

English/Language Arts scores across the district are slightly better than the state average;

however, the percentage of students with *low motivation to learn* ("Approaches to Learning") is

significantly worse than the state average, especially in two of the target elementary schools,

Stroud and Winterville; target schools are shaded:

Table 6: 2011 GKIDS Results for ELA and Motivation to Learn - % NOT Meeting Standards					
Schools	**ELA**	**Motivation to Learn**	**Schools**	**ELA**	**Motivation to Learn**
Alps Road ES	15.00	33.20	J.J. Harris (C)ES	11.80	15.30
Barnett Shoals ES	11.00	36.90	Oglethorpe ES	31.20	22.40

Barrow ES	13.30	19.50	Stroud ES	19.40	52.00
Chase Street ES	12.80	15.90	Timothy Rd. ES	21.30	41.60
Cleveland Road ES	11.40	18.10	Whit Davis ES	13.40	18.60
Fowler Drive ES	12.30	10.20	Whitehead ES	18.00	28.40
Gaines ES	20.40	37.50	Winterville ES	8.90	40.80
CCSD	16.40	28.50	State of Georgia	18.6	23.70

Clarke County teachers are challenged not only to teach the standards-based curriculum at each grade level but also to draw out of children their natural curiosity to learn and grow academ-ically. Motivation to learn can be a greater predictor of school success than assessment results.

d. Disaggregation of Data in Subgroups: For the 2011-2012 school year, CCSD's federal lunch-program rate is 79.03% (Absolute Priority and Competitive Priority). Table 7 presents CRCT Data for Clarke County subgroups:

Table 7: Disaggregated CRCT Data Grades 3, 5, and 8 – % NOT Meeting Standards						
	% Reading DNM			% Language Arts DNM		
Grades	3	5	8	3	5	8
All Students 2010/2011	37/28	45/34	39/28	56/36	43/32	56/40
Asian Students 2010/2011	0/5	5/5	0/9	6/11	5/11	0/9
Black Students 2010/2011	18/20	21/17	13/9	27/24	17/13	23/16
Hispanic Students 2010/2011	9/8	15/13	6/8	14/14	18/8	16/13
White Students 2010/2011	4/2	8/5	5/1	7/3	5/3	7/2
Economically Disadvantaged 2010/2011	10.00/ 16.33	11.00/ 16.10	9.00/ 8.03	17.00/ 20.39	17.00/ 10.04	21.00/ 14.88
Students with Disabilities 2010/2011	27.00/ 26.50	30.00/ 34.54	32.00/ 32.60	53.00/ 34.49	43.00/ 33.14	55.00/ 41.75
Limited English Proficient 2010/2011	8.00/ 20.55	15.00/ 14.67	10.00/ 24.10	19.00/ 25.11	30.00/ 19.94	31.00/ 35.75

e. Teacher Retention Data: CCSD has 1,150 teachers and typically hires about 100 teachers every year. The current turnover rate for Clarke County teachers is 9.47% with 109 teachers resigning by the end of the 2010-2011 school year. Last summer (2011), CCSD had 99 positions posted for certified teachers. Each year, the school district fills about 30% of its open teacher positions from the pool of new University of Georgia College of Education graduates.

f. Teacher Participation in Professional Learning Communities or Ongoing Profess-

ional Learning at the School: See school proposals.

II. NEEDS ASSESSMENT

Clarke County's Striving Readers needs-assessment process involved brainstorming sessions; compiling and examining student literacy-assessment data and districtwide survey data; determining the needs of the teachers; and exploring the capacity and readiness of schools to implement Striving Readers with fidelity (implementing, monitoring, collecting and reporting data). As a result of the needs assessment, the cluster identified for the Striving Readers grant is the Cedar Shoals High School/Coile Middle School cluster, including the four feeder elementary schools and the district's Early Learning Center.

a. Description of the Materials Used in the Needs Assessment:

Table 8: Materials Used for Needs Assessment	
CCSD Materials	**Contribution to Comprehensive Needs Assessment**
CCSD's annual "School Improvement Survey"	This survey is designed to gather perception data related to each school's implementation of various components of the *Georgia School Keys*.
Annual District Data Notebook	This notebook summarizes current and longitudinal school and district performance results of all national, state, and district assessments.
"Comprehensive District-wide Assessment Plan"	*Assessment Strand - Georgia School Keys*; Assessment Pyramid; list of K-12 district assessments; "Elementary Reading Levels Correlations"; "District Expectations for Using Data Teams"
"Amended AYP Tracking Charts"	"Grades 3-8 AYP Progress in CRCT Reading/English Language Arts"; "AYP Progress in GHSGT English Language Arts"; "AYP Progress in Graduation Rate"
"Literacy Assessment Results"	"Percentage of Students at or above Benchmark Reading Level" (by quarters); list of students' reading levels in grades 1, 2, & 3, assessments in spelling, writing, sight words; "Percentage of Students at or above Benchmark Reading Level After Quarter 4"; writing scores
"Preliminary State Assessment Results"	"Historical Data"; "Performance Level Information"; "Subgroup Data"; "Benchmark Data"; "Domain Data"; "GKIDS Data"; "GAA Data"; "ACCESS Results"; "Writing Test Data"; "EOCT"; "Scantron Predictability Study"; "State/RESA/District Comparison"; "Literacy Assessments & CRCT Comparison"; "Cohort Analysis"; "AYP Tracking Charts"; "District School Improvement Survey Data"
CCSD's District	District goals, initiatives, action steps, timelines

Improvement Plan	
School Improvement Plans	Each school's primary literacy focus and efforts.

b. Description of the Needs Assessment: CCSD is a data-rich school district; therefore, identifying a school cluster to participate in a Striving Readers grant was based on historical and recent student-achievement data; AYP trends; SES-usage; the schools' capacity to implement a rigorous Striving Readers grant with fidelity; and the ability to collect evaluation data over the next five years. In November, district administrators collected assessment data related to reading, language arts, graduation rate, and other indicators. The data revealed that the Coile Middle School quadrant of Clarke County (Cedar Shoals High School, Coile Middle School, and the four feeder elementary schools) would be the best placement for a state Striving Readers grant, based on student achievement data, capacity to implement the grant, and individuals located within that quadrant; Deborah Haney, Principal of Winterville Elementary School, for example, is on the Georgia Department of Education's Literacy Team, and Dwight Manzy, Principal of Coile Middle School, implemented the district's only Reading First grant at an elementary school. In addition, CCSD's centrally located Early Learning Center, which serves children from birth to five years of age, is included in the proposed implementation plan because the Center serves all Clarke County schools. Carolyn Wolpert, the district's Early Reading First Coordinator, and Linda Sprague, the Early Learning Center's Professional Learning Coordinator, both serve on Georgia's Literacy Task Force. Based on the needs identified, the Professional Learning Plan (see pp. 19-20) was developed, highlighting examination of assessment data, targeted RTI, reading endorsements, and writing. On November 15, the Striving Readers grant program was explained to principals and district leaders. On November 22, the principals of the 7 target schools met with district leaders, including Superintendent Philip Lanoue, to discuss the

requirements of the Striving Readers grant program related to needs assessment, identification of gaps in each school's literacy practices, and proposal writing. Following that meeting, each school formed literacy teams that examined school-specific, relevant student-assessment to determine each school's literacy plan. CCSD conducts a "School Improvement Survey" in the spring of each school year in every school to gather perception data regarding each school's implementation of various components of the *Georgia School Keys*. Each school's certified staff, parents, and students participate in this online survey. In the target Cedar/Coile cluster, the following results indicate a need for additional professional learning in these areas:

(1) The principal and other leaders plan adult learning by utilizing data: Fowler, 46.43%; Harris,19.30%; Stroud, 13.95%; Winterville, 11.11%; Coile, 27.27%; Cedar, 42.11%.
(2) (2) Teams meet to review and study current research to make informed instructional decisions: Fowler, 46.43%; Harris, 21.05%; Stroud, 30.23%; Winterville - 11.11%; Coile, 30.91%; Cedar, 40.58%.
(3) (3): The staff participates in long-term, in-depth professional learning that is aligned with our school: Fowler, 42.86%; Harris, 7.02%; Stroud, 9.30%; Winterville, 8.33%; Coile, 20.00%; Cedar, 33.33%
(4) Professional learning in our school provides opportunities for teachers and administrators to learn: Fowler, 57.14%; Harris, 17.54%; Stroud, 27.91%; Winterville, 19.44%; Coile, 40.00%; Cedar, 42.11%
(5) Our principal and other school administrators utilize multiple types of data to drive and monitor instruction: Fowler, 32.14%; Harris, 8.77%; Stroud, 2.33%; Winterville, 5.56%; Coile, 5.45%; Cedar, 35.09%

With a Striving Readers grant, professional learning will focus on teachers' abilities to analyze student-achievement data and student work related to literacy; enhance CCSD's response-to-intervention literacy program; use data to inform instruction on a day-to-day, student-by-student basis; and increase teacher expertise in reading and writing strategies across content areas.

c. Listing of Individuals Who Participated in the Needs Assessment:

- Dr. Noris Price, Associate Superintendent of Instructional Services & School Performance
- Dr. Mark Tavernier, Director of Teaching and Learning and SR Project Director
- Xernona Thomas, Principal, J.J. Harris Elementary Charter School
- Deborah Haney, Principal, Winterville Elementary School

- Tim Jarboe, Director of Assessment
- Dr. Toni Reed, Director of Grants & Research
- Lynn Snelling, Executive Director, Technology Services
- Dr. Tony Price, Principal, Cedar Shoals High School
- Dwight Manzy, Principal, Coile Middle School
- Anissa Johnson, Principal, Fowler Drive Elem. School
- Dr. Ingrid Gilbert, Principal, Stroud Elementary School
- Alita Anderson, Elem. Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- School-based Literacy Teams of 5-7 people each

III. AREAS OF CONCERN

a & b. Areas of Concern as They Relate to the Researched-based Practices Found in the "What" Document: DOE's "What" document stresses writing as an important foundation for literacy development beginning with children birth to three years of age (p. 2) and extending through twelfth grade (p. 15). Skills learned during the first five years—including alphabet knowledge, awareness and concepts of print, writing as a means of communication, use of writing tools, and early attempts at writing—provide the foundation for later, more sophisticated reading and writing mastery. Many Clarke County students enter kindergarten without prerequisite oral-language skills and emergent reading and writing skills. For teachers, reading and writing instruction is challenging at every level. As teachers in all content areas learn effective ways of incorporating reading and writing instruction into their daily lessons, student's literacy skills are expected to improve. Across the school district, the most conspicuous areas of concerns are: (1) transitions from Pre-K to kindergarten, K to 1st grade, 5th to 6th, and 8th to 9th; (2) literacy-focused vertical and horizontal alignment; (3) instructional materials for grades K-2; (4) Lexile scores for high school students; (5) strategies for addressing student motivation; and (6) professional-learning on research-based instructional strategies for teaching reading and writing, including across the curriculum.

c. Areas of Concern and Steps Schools Have or Have Not Taken to Address Them:

Table 9: Areas of Concern and Solutions	
Areas of Concern	**What CCSD Has Done or Has NOT Done to Address the Problem**
1	CCSD has few SBRR services in place to address transitions between these early grades.
2	Vertical alignment has been achieved in K-5 and 6-8, but CCSD has not vertically aligned literacy efforts in transitions from grades 8-9 or in grades 9-12.
3	K-2 does not have a core reading series for this age group.
4	CCSD does not currently determine Lexile scores for high school students.
5	Because students typically are competent users of technology, handheld computing devices, such as iPads or e-readers, increase student motivation to learn; through professional learning opportunities, teachers need to learn additional ways of increasing student motivation to learn.
6	CCSD provides ongoing professional learning and middle and high schools in reading and writing strategies identified in School Improvement Plans, but there has not been a systematic effort K-12 for literacy goals. Teachers need intensive professional learning focused on literacy, especially literacy instruction across the curriculum.

IV. ROOT CAUSE ANALYSIS

a. Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment:

Each July, CCSD provides schools with an "Annual District Data Notebook" that summarizes school and district performance on all state and district assessments. During pre-planning of each school year, CCSD provides schools with re-rostered data to match each school's current enroll-ment. During the 2010-2011 school year, the Instructional Services Division conducted over 2,500 classroom walkthroughs to assess the implementation of standards-based classrooms. Each school's School Improvement Leadership Teams use these data to conduct root cause analyses in order to target specific students, grades levels, and content areas in need of focused effort. During the Striving Readers planning and grant-writing stage, school-based Literacy Teams examined school-specific literacy data in their attempt to discover: (1) areas of concern; (2) specific root causes of the identified areas of concern; (3) gaps in each school's comprehen-sive literacy plan when compared to DOE's "What" document; (4) what each

school's identified needs are as the literacy teams designed a comprehensive literacy plan for the school; and (5) the action steps needed to implement the literacy plan. For specific root-cause analyses results, see each school's grant proposal.

b. Specific Grade Levels Affected: Literacy practices at all grade levels must be improved. Over the past five or six years, only two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center, however, has implemented two Early Reading First grants (the largest ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. Transitions between grades and vertical articula-tion of teaching practices need to take place throughout the school district. Grades K-2 do not currently have a core reading series, and Lexile scores for high school students are currently not available with current assessments. DIBELS and Scholastic Reading Inventory will be integrated into the current assessment schedule and practices.

c. Specific Rationale for the Determination of the Cause: There has been a lack of intensive, coordinated *districtwide* professional learning—birth through 12th grade—on *how* to teach reading and writing across the curriculum effectively to all students, especially those who struggle with reading and writing.

d. What Has Been Done in the Past to Address the Problem: Professional learning focused on literacy has been offered primarily to early learning and elementary teachers. The district has purchased software programs, e.g., *FastForword* and *READ 180*, to supplement Tier I instruction for students in grades 6-12. CCSD recently purchased *Voyager* for grades 1-8.

e. New Information the Needs Assessment Uncovered: The need for Lexile scores for high school students; the need for additional materials and assessments for RTI Tiers 2, 3, and 4.

V.   PROJECT GOALS AND OBJECTIVES

a. List of Project Goals Directly Related to the Identified Needs:

Table 10: Needs and Goals	
Identified Needs	**Goals**
Reading and writing instruction in all content areas based on specific strategies needed for each discipline; professional learning on content (e.g., grammar) and pedagogy (instructional strategies on RTI Tiers).	**Goal 1**: To increase best practices with teachers of every content area in direct, explicit reading instruction, and writing proficiency.
Professional learning related to formative and summative assessments birth through 12th grade is needed for effective RTI monitoring.	**Goal 2**: To implement frequent screening, diagnostic, progress, and summative assessments so reading and writing proficiency is monitored for all students in Tiers 1-4.
Although ELA standards are vertically and horizontally aligned, teachers' knowledge of standards, skill levels, and practices required for other grades is lacking.	**Goal 3**: To clearly articulate vertically and horizontally common core standards and standards-based practices so that cohesion is experienced between grades and schools.

b. Project Objectives That Relate to Implementing the Goals Identified:

Table 11: Project Objectives	
Goals	**Objectives**
1	**1.1:** All students in Tiers 1-4 will receive direct and explicit reading strategies, including application of strategies for diverse texts, guided practice of strategies appropriate to the difficulty of texts, extended reading time with an instructional focus. **1.2:** All students in Tiers 1-4 will receive explicit vocabulary instruction, including learning new words by multiple exposures in a variety of contexts, and strategies to become independent vocabulary learners (knowledge of word components, use of reference materials). **1.3:** All students in Tiers 1-4 will receive writing strategies in every content area, including writing in all content areas on a daily basis and engaging in the writing process for specific audiences or purposes. **1.4:** Quarterly research-based writing will be required in all content areas.
2	**2.1:** All students will be assessed quarterly on reading comprehension and writing proficiency and will receive strategic instruction through Tier 1 and Tier 2-4 interventions. **2.2:** Teachers will identify Tier 2-4 students and their literacy assets and deficits by domains, and 90% of students will be correctly placed on Tiers 1-4, as appropriate. **2.3:** Teachers will provide interventions appropriate for students on Tiers 2-4, as indicated by ongoing formative assessments and will track student results.
3	**3.1**: Teachers will actively participate in professional-learning communities for multiple grade levels; schools will meet quarterly to examine benchmarks and similar student data as well as RTI data on a student-by-student basis. **3.2:** Professional learning includes comprehensive training and re-delivery of common core training with job embedded follow-up for all teachers by administrators and instructional coaches. **3.3:** During Year 1, Curriculum Teams (early learning, elementary and secondary) will meet to create vertical and horizontal

	articulation documents that teachers will use to plan instruction. **3.4:** All students will receive literacy common core standards and standards-based practices in all content areas.

c. Research-Based Practices in the "What" and "Why" Document as a Guide for Establishing Goals and Objectives:

Table 12: Research-Based Practices that Support Goals & Objectives	
Goals & Obj.	**Research-Based Practices**
Goal 1 Obj. 1.1-1.4	Grade-level or content groups of teachers will focus on student work and data to plan instruction and interventions on a student-by-student basis; provide modeling, classroom observations, and coaching to improve instruction; require all students to write extensively—extended prose in elementary and essays in high school; use functional approaches to teaching the rules of grammar; provide students with opportunities for collaborative writing; study media approaches to writing; use multiple formative assessments that provide students with detailed feedback ("Why," p. 46); have students write about the texts they read, and explicitly teach students the writing skills and processes that go into creating text ("Why," p. 48). Use Mills' list of non-conventional reading skills (i.e., multimodal cueing systems; emergent, screen-based genres; non-linear reading comprehension and navigation skills; computer skills, such as switching between reading and writing; and critical literacy skills ("Why," p. 52).teachers must become proficient in the use of instructional technology; identify consultants to work with CCSD secondary schools on reading and writing for struggling adolescents and reading and writing across the curriculum; let students pick some of their reading material; provide opportunities for teachers, especially at the secondary level, to earn Reading Endorsements.
Goal 2 Obj. 2.1 & 2.3	Non-ELA teachers will participate in intensive PL to learn how to strategically incorporate literacy instruction in all content classes; teachers will design project-based learning assignments that require collaborative research and writing; teach students at all reading levels and all content areas to visualize, question, make connections, predict, infer, determine importance, and synthesize/create; help students to relate content material to their own lives; help students become proficient in three types of texts—argument, informative/explanatory, narrative ("Why," pp. 44-45);
Goal 3 Obj. 3.1 - 3.4	Teachers will use "Lexile Ranges Aligned to CCR Expectations" ("Why," p. 50); update Growth charts following formative assessments; design and deliver lessons and assignments based on Growth Chart groupings.

d. Practices Already in Place When Determining Goals and Objectives:

Table 13: Practices Already in Place That Support Goals & Objectives	
Goals and Obj.	**CCSD's Practices**
Goal 1; Obj. 1.1-1.4	Formative & summative assessments, classroom walkthroughs; data summits; data notebooks; coordinated professional-learning sessions; annual School Improvement Surveys of teachers, students, and parents; school-improvement process
Goal 2; Obj.	Four-Tier RTI process; targeted professional-learning; "Assessment Calendar"

2.1 - 2.3	(see Appendix A)
Goal 3; Obj. 3.1 & 3.4	Limited use of Lexiles; limited use of Reading Growth Charts; Curriculum Renewal Committees

e. **Goals to Be Funded with Other Sources:** All of the Striving Readers Goals will be

supported with local, state, federal funds and competitive grant funds when available.

VI. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

a. **Plan to Implement the Goals and Objectives Identified:** Over the past several years,

Clarke County leaders and teachers have implemented some elements of a comprehensive, districtwide

literacy plan, but until the Striving Readers grant opportunity became available, CCSD had never

designed or implemented an evidence-based birth-through-12th-grade literacy plan. During Year 1, CCSD

will provide targeted, differentiated professional learning for admin-istrators and teachers in the six

Striving Readers schools and Early Learning Center; implement reading and writing across the

curriculum; develop Reading Growth Charts that will immediately enable teachers to identify and

respond to students at all performance levels; purchase new instructional materials and diverse texts;

base lesson plans on the Common Core GPS; and implement handheld computing devices in target

grades to increase student engagement. During Year 2, CCSD will provide professional learning and will

develop a scope and sequence for CCGPS ELA Standards. In years 3-5, CCSD will collect and report data

and will continue to administer the Striving Readers Literacy Plan in target schools and expand SR

practices to additional schools. Dr. Mark Tavernier, Director of Teaching and Learning, will serve as

Project Director for the Striving Readers grant. Dr. Tavernier administers CCSD's curriculum and

instruction programs in all content areas, the district's professional-learning program, textbooks, and

state and federal grant projects in the content areas. In addition, he supervises content coaches and

instructional technology specialists. As Project Director, he will facilitate the work of a districtwide

Literacy Team initially composed of leaders and teachers from the six targeted schools and Early

Learning Center. The Literacy Team will ensure that the activities presented in this grant proposal are implemented with fidelity.

All grant activities will support the nine research-based key components that provide the foundation of comprehensive literacy plans ("What," p. 1): (1) standards; (2) components unique to birth-to-five; (3) ongoing formative and summative assessments; (4) response to intervention; (5) best practices in instruction; (6) high-quality teachers; (7) engaged leadership; (8) clearly articulated plan for transitions and alignment; (9) intentional strategies for maintaining engage-ment. All grant activities will be aligned with these nine key components, as follows:

Table 14: Grant Activities and Their Alignment with Nine Key Components	
9 Com-ponents	**Activities**
1	Standards for birth to three; Pre-K; K-5; 6-8; and 9-12, including the Common Core Georgia Performance Standards in ELA.
2	Provide professional-learning activities based on birth-5 standards.[4]
3	Update the birth-5 assessment schedule to fill gaps in data collection; use Work Sampling System to share data with kindergarten teachers; provide transition support for infants moving from infant to toddler, toddler to preschool and preschool to Pre-K programs; Pre-K to K; K to 1; 1 to 2; 2 to 3; 5 to 6; 8 to 9 ("What," pp. 11-12). In January 2012, Cedar Shoals High School will implement a new Rising 9th Grade Transition Program for Coile Middle School students (as well as Cedar's other feeder middle school).
4	See Clarke County's Response to Intervention – Literacy, (see Appendix B); "What," pp. 15-16).
5	Provide professional learning on high-impact, research-based best practices for birth-5, elementary, middle school, and high school teachers; provide best practices for reading and writing instruction across the curriculum ("What," pp. 12-15).
6	Beginning in August 2012, classroom walkthroughs (see Appendix C) will focus on literacy for two years. During the 2011-2012 school year, CCSD is implementing a new CCSD Teacher Evaluation System that replaces the GTEP. The new multi-tiered, rigorous system identifies specific instructional and classroom skills and content knowledge that teachers need to master in order to become highly effective teachers. The new system also provides teachers with a pathway to school leadership.
7	As instructional leaders, principals will monitor the literacy RTI program in their schools, participate in professional-learning sessions focused on literacy (e.g., coaches' training, redelivery of training for teachers). Implementation and impact analysis of the Striving Readers grant will be built into monthly professional-learning communities for principals

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[4] In addition to providing direct services at the district's Early Learning Center, CCSD partners with two community early learning centers to provide birth-to-five educational and developmental services to students based on Early Head Start, Head Start, Pre-K, and Early Reading First standards and requirements.

	and district leaders ("What," pp. 16-17).
8	In CCSD, an area of concern involves *transitions*, particularly between birth-to-three to Pre-K, Pre-K to kindergarten, kindergarten to first grade, fifth grade to sixth grade, and eighth to ninth grade ("What," p. 11). A central feature of the proposed Striving Readers implementation plan, teachers will focus on developmental stages of childhood, vertical alignment of standards, ongoing assessments, and RTI ("What," p. 18).
9	Teachers will adopt A-F action steps ("What," p. 19). As a strategy for maintaining student engagement, grant funding is requested for handheld computing devices for 5th- and 8th-grade students and their teachers, as well as school media centers.

b. Who Will Implement: Dr. Noris Price, Associate Superintendent of Instructional Services and School Performance, will oversee the Striving Readers grant. Dr. Mark Tavernier will serve as Project Director. Each of the schools in the Cedar/Coile cluster—plus the Early Learning Center—will implement its own Striving Readers' Literacy Plan, which have all been coordinated with the overarching district's grant proposal.

c. What Will Take Place in the Project Based on the "What" Document: Early Learn-ing Center: Vertical alignment with kindergarten and first grade (p. 4); improve transitions from one learning environment to another; additional reading materials; 4-Tier model (p. 15-16). Four elementary schools: Adopt DIBELS (pp. 11-12); 90-110 minutes of protected literacy time for grades K-3 and 2-4 hours per day for grades 4-5 (p. 15); vertical alignment with Pre-K and grades K-6; improve transitions from one grade to another (p. 11); additional reading materials. Coile Middle School: Alignment with fifth grade and ninth grade; improve transitions from one grade to another; additional reading materials; 2-4 hours of literacy instruction per day (p. 15); 4-Tier model (p. 15-16). Cedar Shoals High School: Adopt Scholastic Reading Inventory to obtain Lexile scores; focus on college and career readiness (p.7); improve transitions from one grade to another; additional and more complex reading materials (p.7); 2-4 hours of literacy instruction per day (p. 15); 4-Tier model (p. 15-16).

d. Current Instructional Schedule:

Birth-Two: 8:00 a.m. - 3:45 p.m.
Head Start-3 and Pre-K: 7:40-2:45
Kindergarten - 5: School hours are 7:40 a.m. – 2:35 p.m.
Grades 6-8: School hours are 8:25 a.m. – 3:45 p.m.
Grades 9-12: School hours are 8:25 a.m. – 3:35 p.m. Clarke County high schools are currently on a 4 x 4 block schedule. Credit recovery is available during zero and fifth periods.

e. Plan for Tiered Instruction:

Tier 1: 100% of students—universal screenings; GPS/CCGPS through a standards-based classroom structure; differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
Tier 2: 10% of students—Tier 1 and standard intervention protocol process for identifying and providing research-based interventions based on need and resources; ongoing progress monitoring to measure RTI and to guide decision making.
Tier 3: 5% of students—Tiers 1 and 2 and SST-driven learning, including intensive, formalized problem solving to identify student needs; targeted research-based interventions tailored to individual needs; frequent progress monitoring and analysis of student RTI.
Tier 4: 2-5% of students—Tiers 1-3 and specialized programs, methodologies or instructional delivery; greater frequency of progress monitoring of student RTI.

f. Materials Currently Used for Tier 1 Instruction: Table 15 lists reading series and

materials for all Clarke County schools. These materials, and others specific to individual schools, are

used for reading/language arts instruction.

Table 15: Literacy Materials Currently Being Used for Tier I (Universal) Instruction	
Age/Grade Levels	*Materials*
Birth – Five	Infants and Toddlers: *1, 2, 3 READ*; HS 3s: *Scholastic Early Childhood Program*; All 4s: *Opening the World of Learning, Breakthrough To Literacy*
Kindergarten	*Rigby Literacy*; *Phonics Lessons*
Elementary Schools	*StoryTown*; *Rigby Literacy*; *Phonics Lessons*; *Writers Express*
Middle Schools	*KeyTrain*; *Nettrekker*; *Renzulli Learning*; *Scantron Achievement Series*; *SOLO*; *TinkerPlots*; *FastForWord*; *Ticket to Read*; *SuccessMaker*; *Reading A to Z*; *Vocabulary A to Z*; *Destination Reading*
High Schools	*Nettrekker*; *Scantron Achievement Series*; *SOLO*

g. Time, Personnel and Strategies for Tier II, III, IV, and V Instruction: CCSD uses a

four-tier RTI strategy (see Appendix B). CCSD's RTI plan is shown in Table 16:

Table 16: Literacy Plan for Tiers II, II, and IV Instruction			
Grade Levels	Time	Personnel	Strategies
Birth - 5			
Tier II	Standard instructional time	All classroom & collab. teachers	Differentiation; small group targeted instruction in content areas and language and literacy development.
Tier III	Extended instructional time	All classroom and support personnel	Individualized instruction during cooperative learning work sessions (1:1 or 2:1); extended day/extended year
Tier IV	Extended/pre-scriptive	Classroom & SPED teachers	Special education services delivered according to IEP in the least restrictive environment
Elementary Schools			
Tier II	90-120 min.	All classroom teachers	Universal screeners, benchmark assessments; small group, differentiated support/interventions; extended PL; add'l. engagement/motivational strategies
Tier III	Extended/ prescriptive	Classroom teachers	Individualized or small groups; add'l. monitoring with frequent contacts; explicit vocab; comprehension strategies; add'l. engagement & motivational strategies.
Tier IV	Extended/ Prescriptive based on IEP	Classroom & SPED teachers	Targeted remediation or acceleration instruction; push in, pullout; individualized instruction; explicit use of intervention, motivational and engagement strategies
Middle and High Schools			
Tier II	Standard instructional time	All classroom & collab. teachers	Differentiation; students in smaller groups; fre-quent monitoring of progress; in MS, *Voyager* is used in some small classes with all three RTI Tiers.
Tier III	Longer instructional time	All classroom & collab. teachers	Longer-term intervention; collaborative teaching; more frequent progress monitoring; content instructional materials; SOLO/Read OutLoud; Read 180.
Tier IV	Instructional time; time in labs	All classroom & collab. teachers	Individualized instruction with specialized pro-grams and collaborative teaching processes; course instructional materials; SOLO/Read OutLoud; Read 180

h. Statement Regarding Conflict with Other Initiatives: CCSD's Striving Readers grant

implementation plan conflicts with no other CCSD, state, or federal initiative that the school dis-trict is

currently implementing or anticipates implementing. The district's two key initiatives—International

Baccalaureate for secondary schools and a Professional Development Schools Part-nership with the

University of Georgia—will be supported by a Striving Readers grant, providing the same level of rigor,

focus, high expectations for teacher and student success.

VII. PROFESSIONAL LEARNING STRATEGIES BASED ON DOCUMENTED NEEDS

a. Table Indicating the Professional Learning Activities That Staff Have Attended in the Past Year:

Table 17: Professional-Learning Activities That Staff Have Attended in the Past Year			
PL Activities	**Dates[5]/ Hours**	**Purpose**	**# Teachers**
Early Reading First Summer Institute	7-19-10/130	Routines and procedures; strategies to de-escalate inappropriate student behavior, classroom observations, ELL students;	91
Pre-K & ERF	8-3-10/48	Using GA Content Standards & GA Early Learning Standards	55
ERF	8-13-10/50	For ERF Interventionists; standards, assessments/progress monitoring, CCSD's framework for delivering lessons	12
Literacy Materials	7-28-10/34	*Voyager Passports* for ES; *Voyager Reading* for MS and HS; *Read 180* for HS	78
ESOL Students	8-3-10/110	Elementary ESOL teachers; MS/HS ESOL teachers; curriculum; use of data; instructional strategies based on needs.	42
Gifted Students	8-3-10/170	Human development, individual differences, developing talents, cultural factors	115
Benchmark Institute	5-24-10/40	Review and revise CCSD Benchmark tests; connections to CCSD's "Non-Negotiables" (See Appendix D) and Goals	40

b. Number of Hours of Professional Learning That Staff Have Attended: During the 2010-2011 school year, 1,929 Clarke County school administrators, teachers, and other professionals participated in 2,392 hours of district-provided professional learning (not including school-specific PL sessions). Of those, 458 of the sessions were literacy related and were attend-ed by 407 teachers and others.[6] Topics ranged from specific literacy programs, such as *Read 180*, *Voyager Passports*, *Voyager Reading*, and *Headsprout*, to guided reading, writing data teams, and ESOL methods and materials.

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[5] Starting dates; PL continued throughout the school year.
[6] Some teachers attended numerous PL sessions and therefore may be counted two or more times.

c. The Percentage of Staff Attending Professional Learning: CCSD has approximately 1,100 teachers, which means that about 37% of teachers participated in literacy-related professional-learning sessions last year—indicating a large gap in literacy training across the school district.

d. Detailed List of Ongoing Professional Learning:

- Content-specific curriculum renewal
- School-improvement planning
- Core Curriculum GPS
- PL provided by grants (e.g., Title I, Math & Science Partnership, Early Reading First, 21st Century Community Learning Centers)
- Data/assessment/domain/root-cause analyses
- Special populations (e.g., special education, economically disadvantaged, ESOL)
- New Teacher Orientation/Mentoring
- Special initiatives/special focus (e.g., International Baccalaureate, Professional Development Schools)

e. Preferred Method of Delivery of Professional Learning: CCSD provides a wide range of professional-learning opportunities for teachers and building and district leaders, including face-to-face, small- and large-group sessions with local and nationally known experts; job-embedded instructional coaching in each school; webinars; and monthly professional-learning communities for many groups (e.g., ESOL teachers, Technol-ogy Integration Specialists, Counselors, Instructional Coaches) that incorporate intensive work sessions. In addition, some teachers enroll in graduate programs or endorsement programs.

f. Programmatic Professional Learning Needs Identified in the Needs Assessment: The results of the needs assessments carried out by the six target schools and Early Learning Center indicated a universal need for professional learning for teachers and administrators in the following areas: High-impact, research-based instructional methods of teaching reading and writing from birth through 12th grade; effective strategies for teaching literacy across the curriculum (especially the structure of texts, content vocabulary, and comprehension); reading

endorsements; assessments for high school students that provides Lexile scores; as well as school-by-school literacy needs.

VIII.   ASSESSMENT/DATA ANALYSIS PLAN

a.   Detailed Listing of the District's Current Assessment Protocol: CCSD's current assessment protocol is based on the Assessment Strand of the *Georgia School Keys*. Tier 1 provides 100% of students with a standards-based classroom learning environment. Tier 2 provides a needs-based, standard intervention protocol for struggling students. Tier 3 provides intensive, SST-driven learning for approximately 5% of students, and Tier 4 provides, in addition to Tiers 1-3 services, specialized programs and instructional strategies, and a greater frequency of progress monitoring of RTI. For the district's four-tier "CCSD Educator's Guide for Response to Intervention (RTI)" pyramid and "Assessment Calendar" (see Appendix A).

b.   Explanation of the Current Data Analysis Protocol: All CCSD schools implement the district's Data Team Process for grade and subject area teams. The process involves five steps: **Step 1**: Collect/Chart Data Results (develop system for organizing data from a pre-assessment); establish levels of proficiency; prepare a graph/chart to include teacher and student data. **Step 2**: Analyze Data (identify skills and concepts proficient students use and understand by examining actual student work; list obstacles/reasons why students did not achieve a level of proficiency; prioritize the identified skill concept weaknesses to focus teaching). **Step 3**: Set, Review, or Revise Goals (using data from Step 1, generate a number/percentage to serve as a goal or desired outcome). **Step 4**: Design Instructional Strategies; Team agrees on 2-3 strategies to implement during next teaching period; model or demonstrate strategy to group. **Step 5**: Interpret Results Using Common Assessments, Teams will use this process on an ongoing basis with data reviews at least every three weeks. This process is not an add-on to grade-level functions but provides a structure for teacher teams to identify student academic

needs and changes to instructional delivery. Use of the Data Team Process can facilitate the steps of the

RTI actions required during the 2011-2012 school year. For the 2011-2012 Assessment Calendar and

further discussion of CCSD's Data Analysis, see Appendix A.

c. Comparison of the Current Protocol with the Striving Readers Assessment Plan: Table

18 compares the district's current assessment plan with a proposed assessment plan.

Table 18: Comparison of Current and Proposed Assessment Protocols	
Current Assessment Plan:	
Birth to 5	Ages & Stages Questionnaire (ASQ-III) 1 x per year (screening) for ages 0-5 (Early Head Start & Head Start); Developmental Profile (DP-III) 2 x per year Pre-K and 3 x year EHS (progress monitoring and outcome) for ages 0-5 (EHS, HS, Pre-K); BASQ-II 2 x per year (screening & progress monitoring) for ages 2-5 (EHS and HS); GELS Checklist – ongoing (progress monitoring) for ages 0-3; Get it, Got It, Go! – monthly (progress monitoring, outcome) for ages (Pre-K, EHS); Peabody Picture Vocabulary Test (PPVT-IV) 2 x year (3 x if below benchmark) (screening, progress, outcome) for ages 3-5 (Pre-K, HS, Early Reading First); Phonological Awareness Literacy Screening for Preschool (PALS Pre-K) 3 x year (monitoring, outcome) for ages 3-5; Work Sampling System – ongoing (monitor-ing, outcome) for ages 4-5 (Pre-K, HS)
K	GKIDS
K-8	Ongoing diagnostic literacy assessments for grades K-8; scored writing samples quarterly.
Grade 1	Voyager Oral Reading Fluency
Grades 1 & 2	Phonics Test, Sight Word Tests, CCSD Fluency Assessment, Informal Running Record, Rigby Literacy Benchmarks; Scantron Performance Series provides norm-referenced, diagnostic summative ELA data in Dec. and May.
Grades 1-8	ACCESS for ELL students
Grades 2-8	Scantron Performance Series provides norm-referenced, diagnostic ELA data.
Grades 3-8 & 11	Benchmark assessments every 6 weeks; CRCT or CRCT-M, for specific students with disabilities
Grades 3, 5, & 8	State Writing Test annually in grades 3, 5, 8
Grades 6-8	*Read 180*; *Voyager*, Quarterly Writing Samples
Grades 9-12	*Read 180*; literacy assessments throughout year for 9th grade students; GA High School Writing Test for grades 11 & 12; Literature & Composition, grades 9-11
Striving Readers Assessment Plan:	
Grades	**Assessments**
Birth to 2	DP-III, ASQ-III, GELS Checklist
3-Pre-K	WSS/WSO, PPVT-IV, PALS Pre-K or Locally Developed Literacy Measure, GGG
K	GKIDS
K-2	Writing Samples; Sight Vocabulary
K-5	1st Quarter Literacy Assessments (reading level)
K-8	3rd Quarter Literacy Assessment; Reading Level
K-9	Reading Level; 2nd and 4th Quarter Literacy Assessments

1-2	Writing samples; Spelling Inventory; Sight Vocabulary; Comprehensive Benchmark Assessments
1-8	Reading Fluency; 2nd Quarter ELA Benchmarks
2-8	Norm-referenced in Reading and Language Arts
3-8	CRCTs; CRCT-M; Writing Samples; Quarterly Benchmark Assessments
3-8 & 11	Georgia Alternative Assessment
5	Writing Test
8	Writing Test
6-8	CRCTs, GA Eighth-Grade Writing Test; *Scholastic Reading Inventory*; *Read 180* Stage B
9-12	Advanced Placement; End-of-Course Tests, Graduation Test; Graduation Writing Test; PSAT (grade 10); *Scholastic Reading Inventory* (SRI) (Lexile Scores) for *Read 180*, Stage C
K-12	ACCESS (for ELL)
9-12	*KeyTrain* is used primarily in Career and Technical Education classes for literacy enrichment and building ELA skills.

d. How the New Assessments Will Be Implemented into the Current Assessment Schedule:

Elementary schools will incorporate an assessment, such as DIBELS, to identify students having

difficulties with phonemic awareness and phonics. Coile Middle School and Cedar Shoals High

School will adopt an assessment, such as the Scholastic Reading Inventory (SRI), that will

provide student Lexile scores for the first time to track students' RTI plans.

e. Current Assessments That Might Be Discontinued: For high school students, CCSD

currently uses district-based screeners and assessments such as *STEEP MAZE* to identify reading

levels. As a result of Striving Readers, CCSD will discontinue this assessment and use Scholastic

Reading Inventory for all students and other interventional assessments as needed.

f. Listing of Training That Teachers Will Need to Implement Any New Assessments:

Teachers will need to be trained on DIBELS and the Scholastic Reading Inventory.

g. How Data Is Presented to Parents and Stakeholders: CCSD has a districtwide Family

Engagement and Equity Plan for families of Clarke County students with seven components: family

inclusiveness, effective communication, parenting skills, equitable school culture, shared decision-

making, community collaboration, and equity in human resources. Because all CCSD schools are Title I

schools, they utilize a "School-Family Partnership Agreement" that clarifies goals, expectations, and

shared responsibilities of the school and parents as partners for student learning. The Agreement or

compact is signed and dated by the student, parents, and teacher. CCSD's website provides teachers,

students, parents, and community with AYP data, CCSD's Strategic Plan with District Performance

Measures and aggregate data, "Facts and Figures," "Annual Performance Report," and many other

reports of interest to stakeholders. Report cards and parent-teacher conferences provide parents with

academic data on their children.

IX.   EXPERIENCE OF THE APPLICANT

a. Table Describing Other Initiatives with which the LEA Has Been Involved:

Table 19: Other CCSD Initiatives

- CCSD partners with the Georgia DOE and University of Georgia College of Education to develop new model-learning environments with an emphasis on student use of technology embedded into everyday learning. DOE will provide instructional technology consultation, technical assistance, access to Georgia Virtual online content, professional learning, assistance with funding formulas and waivers, and statewide purchasing. UGA will assist with teacher preparation, professional learning, and research related to instructional design, student learning, and teacher practices.

- CCSD partners UGA's College of Education to develop and implement Professional Development Schools (PDS). Several schools are at various stages of implementing PDSs. Harris Elementary was the first PDS school. A Professor-in-Residence and many UGA faculty and students are in classrooms throughout the day.
- CCSD partners with the UGA College of Education and Franklin College of Arts & Sciences to implement eight years of state Math and Science Partnership grants.
- CCSD partnered with Athens Technical College to construct and implement the Athens Community Career Academy, a charter program that opened in August 2011.

b. Initiatives the LEA Has Implemented Internally with No Outside Funding Support:

1) Professional-Learning Communities for school and district leaders meet each month to engage in data analysis and professional growth as leaders.

2) International Baccalaureate Middle Years Programme (grades 6-10).

3) Orchestra programs at Coile Middle School and another middle school and afterschool orchestra and band programs for several elementary schools.

4) CCSD's Advanced Placement Fee Program pays for one AP exam for students.

c. Description of the LEA's Capacity to Coordinate Resources in the Past: CCSD Coordinates millions of dollars worth of formula and competitive grants each year under the dir-ection of Dr. Noris Price, Associate Superintendent of Instructional Services and School Per-formance. Dr. Price and district directors in charge of Title I, Title II, Title III, Title VI, Head Start, Early Head Start as well as competitive grants, such as Math and Science Partnership grants, 21st Century Community Learning Centers grants, and Early Reading First grants, rou-tinely coordinate grant budgets with other federal, state, and local fiscal resources.

d. Description of the Sustainability of Initiatives Implemented by the LEA: Following the implementation of several state Math and Science Partnership grants, many of the instructional strategies for teaching math and science in grades 3-12 have been institutionalized in the Clarke County School District. The same is true of a Georgia Department of Human Services

afterschool and summer contract and four 21ˢᵗ Century Community Learning Centers (21ˢᵗ

CCLC) grants. The original philosophy and instructional approaches (relevant, engaging, hands-

on, project-based academic enrichment) that defined the district's first 21ˢᵗ CCLC were sub-

sequently adopted by all of the district's out-of-school programs.

X. RESOURCES

a. Clear Alignment Plan for Striving Readers and All Other Funding:

Table 20: Alignment of Funding Sources		
	Striving Readers Funding	**Other Funding Sources**
Professional Learning	Intensive, aligned PL for all Striving Readers teachers	Title II, Part A; Title I, Part A; GA Staff Development Funds; QBE; Title III (ESL); Title VI, Part B; IDEA Pre-School
Print Materials	Additional books for all 7 Media Centers	Early Reading First (ERF); Title I, Part A;
Tier I Literacy Materials	Universal screener/progress monitoring; classroom libraries (K-5); core SBRR program for K-2; supple-mental SBRR materials for small groups; technology	ERF; Early Intervention Program (EIP); QBE; Extended-Year
Tier II Literacy Materials	Supplemental SBRR intervention materials; high interest/low level trade books; technological resources	ERF; EIP/REP
Tier III Literacy Materials	Supplemental interventions materials; technological resources	ERF; EIP/REP
Tier IV Literacy Materials	Targeted classroom libraries; technological resources	ERF; EIP/REP
Formative and Summative Assessments	Additional assessments: Informal reading inventory, phonemic aware-ness, phonics, fluency screener; (DIBELS; Scholastic – SRI)	EIP/REP; Extended Year; Title I, Part A; Title II, Part A; Title III; Title VI, Part B; IDEA, Part B (SWDs); IDEA Pre-School (SWDs)
Instructional Technology	Handheld computing devices	SPLOST IV
Parent/Family Communication	Striving Readers updates to parents/ families via website, Channel 16 (school district TV channel), school newsletters, newspaper articles	QBE; Title I, Part A; Title III; Title IV, Part B; IDEA, Part B (SWDs)

b. List of the Resources Available at Each Building:

- SmartBoards & overhead projectors

- Electronic student-response systems
- Media Center with fiction and non-fiction books
- Document cameras
- Literacy software programs (e.g., FastForword, SuccessMaker)

c. Plan to Ensure That No Supplanting Takes Place: During the grant-writing phase, as well as at the beginning of Years 1-3 of the performance period, all budget items in the partici-pating school budgets will be examined by the Associate Superintendent of Instructional Services as well as the district-based Directors of Teaching and Learning, Special Education, Career and Technical Education, Title I, Assessment and Accountability, Gifted and ESOL Services, Grants and Research, Technology Services, and Business Services to ensure that supplanting will not take place, except as allowed by federal Striving Readers rules.

d. Detail How Striving Readers Will Add Value to Existing Resources in Schools: A Striving Readers grant will provide intensive professional learning for teachers in six cluster

schools and the district's Early Learning Center. Training will focus on emergent literacy skills, how children become proficient readers and writers, how to teach reading and writing across the curriculum, and how to identify and assist readers at all performance levels. A grant would also provide an opportunity for teachers and students in the target schools to explore the capabilities of handheld computing devices, such as iPads, to facilitate group writing projects, group research assignments, and communication and collaboration between teachers and their students and between and among the students themselves. For the first time, a Striving Readers grant would provide Clarke County teachers of students from birth through 12th grade with developmentally targeted, literacy-focused professional learning designed to facilitate the adoption of research-based, high-impact practices in every classroom within the six schools and Early Learning Center. In addition, technology purchased with grant funds will provide students with access to thousands of books, other materials in print, and online subscriptions to

which they would not otherwise have access. Handheld technology for students will also allow them to access educational apps and resources for the first time. Many students who do not typically read books would be far more likely to read the same books using e-readers. Striving Readers will offer these schools opportunities to instill 21st century literacy skills into all curricular areas and prepare students for college and career success.

XI.   MANAGEMENT PLAN AND KEY PERSONNEL

a. Plan for Management of the Grant Implementation: Dr. Mark Tavernier, Project Director, supervises the district's content specialists, including elementary and secondary literacy coaches; four instructional technology specialists; and two budget assistants. Tavernier's staff will be available to carry out grant activities, such as coordinating, scheduling, and, at times, providing professional-learning; training teachers on new formative and summative assessments; purchasing and distributing print materials; and training teachers on the peda-gogical uses of mobile technology. The principals of the Striving Readers' schools will oversee grant-focused literacy activities in their schools as part of a long-term strategy to institutionalize high-impact instructional practices. CCSD's Business Office has the capacity to drawdown Striving Readers grant funds as it currently does for numerous state and federal grant programs. Under the direction of Dr. Tavernier, a part-time Budget Assistant (paid for with indirect funds) will enter and process purchase orders, timecards, and other time sensitive records; and will receive, inventory, and distribute purchased items and services.

b. List of Individuals Responsible for the Day-to-Day Grant Operations:

- Dr. Noris Price, Associate Superintendent for Instructional Services
- Dr. Mark Tavernier, Project Director
- Carlyn Maddox, Secondary Literacy Coach
- Alita Anderson, Elementary Literacy Coach
- Linda Sprague, Office of Early Learning Professional Learning Coordinator

- Dr. Tony Price, Cedar Shoals High School
- Dwight Manzy, Coile Middle School
- Anissa Johnson, Fowler Drive Elementary
- Xernona Thomas, Harris Elementary
- Dr. Ingrid Gilbert, Stroud Elementary
- Debbie Haney, Winterville Elementary
- Tom Guthrie, Director of Business Services

- Carolyn Wolpert, Office of Early Learning Early Reading First Coordinator
- Kim Seabolt, Purchasing Coordinator
- Budget Assistant

c. Responsibilities of the People Involved with the Grant Implementation:

Table 21: Timeline of Grant Activities and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
Grant Activities (Persons Responsible)[7]	1	2	3	4	1	2	3	4	
Announce SR grant to CCSD and the community. (PD, PR)	x	x			x	x			x
Convene District Literacy Team for overview/planning.(PD)	x		x		x		x		x
Convene school Literacy Teams for overview/planning. (P)	x	x	x		x	x	x		x
Purchase new assessments. (BA)	x				x				x
Purchase and distribute instructional materials and instructional technology. (PD, BA)	x	x			x	x			x
Plan/implement professional-learning focused on literacy (curriculum, assessments, RTI, etc.) (PD, LC)	x	x	x	x	x	x	x	x	x
Teachers enroll in Reading Endorsement Programs. (PD)	x	x	x	x	x	x	x	x	
Extend early learning instructional days from 164 days to 180. (EL)			x				x		x
Extended literacy time (afterschool/summer). (PD, P, LC)	x	x	x	x	x	x	x	x	x
Drawdown funds. (BO)	x	x	x	x	x	x	x	x	?
Write and submit end-of-year reports (5 years). (PD, LC, E)				x				x	x

d. Individuals Listed Understand the Goals, Objectives, and Implementation Plan: All

of the administrators, teachers, literacy coaches, and instructional technology specialists involved in

implementing the Striving Readers grant program as described in this grant proposal will have an

orientation session focused on the details of CCSD's Striving Readers implementation plan, as well as

DOE's "What" and "Why" documents (and the "How" document when it becomes available). At the

orientation session, all CCSD personnel will sign a commitment statement pledging to work towards

accomplishing the project's goals and objectives and grant activities described in the district's grant

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[7] PD = Project Director; DL = District Literacy Team; SL = School Literacy Teams; P = Principals; BA = Budget Assistant; LC = Literacy Coaches; EL = Early Learning Literacy Team; ELA = ELA Teachers; CT = Content Teachers; PR = CCSD's Public Relations; BO = Business Office

proposal, combined with each school's Striving Readers grant proposal/implementation plan with fidelity.

XII. SUSTAINABILITY PLAN

a. Plan for Expanding the Lessons Learned through the Striving Readers Project with Other Schools and New Teachers to the LEA: During New Teacher Orientation every August, a summary of the Striving Readers Implementation Plan will be given to all new teachers. At the six target schools and Early Learning Center, a discussion of the grant program will be far more extensive, and all new teachers will be given a copy of this grant proposal that lists the instructional strategies, materials, and assessments that all teachers in the school will use in their classes, including teachers in other content areas, such as science, math, and social studies. Because the target schools in the Cedar/Coile cluster will serve as a pilot project for the entire district, CCSD intends to institutionalize the best literacy practices throughout the entire school district, as appropriate. Once CCSD's Striving Readers Literacy Plan is completed, using Georgia's Literacy Plan as a model, SR practices will be institutionalized in the school district.

To ensure sustainability of evidence-based, high-impact practices, the district-level Striving Readers Literacy Team compiled a list of no-cost activities that may be used during and beyond the grant-performance period. A partial list is provided below:

- Require 90 minutes per day of protected, uninterrupted reading time in elementary schools and two to four hours per day for middle and high school students
- Transition strategies horizontally and vertically across grade levels
- Knowing standards of grades before and after each teacher's grade
- Create Reading Growth Wall in every school that tracks student growth.
- Use DOE's Lexile Map to match reading materials to students' current lexile levels.
- Provide data summits to examine literacy assessment results at the domain and element levels
- Provide intensive in-house professional learning on literacy for struggling readers and RTI

- Facilitate reading and writing across the curriculum

These activities and others will sustain Clarke County's Striving Readers Literacy Plan well beyond the grant period.

b. Plan for Extending the Assessments Protocol beyond the Grant Period: Because CCSD expects the Striving Readers assessment protocol to result in increased student achieve-ment in the area of literacy due to ongoing, monitored formative and summative assessments, the assessment protocol will be sustained in the target schools. As the results are shared with other schools, additional schools will adopt the Striving Readers assessment protocol, which is based on high-impact practices for raising student-academic achievement.

c. Plan for Extending the Professional Learning Practices beyond the Grant Period and to New Staff to the System: Assessment data is useful only if teachers actually use it to make instructional decisions and adjustments. Therefore, teachers will be shown through on-going professional-learning sessions how to use screening, diagnostic, and progress assessment data to guide instruction. Principals will ensure that grade-level and content-specific teacher groups understand and use student-achievement data at the domain level for designing lessons and student tasks.

d. Plan for Sustaining Technology That Was Implemented with the SR Funds: The technology and site licenses funded by a Striving Readers grant will include handheld computing devices for students, their teachers, and Media Centers. The Clarke County Regional Library provides K-12 students with access to over 300,000 e-books and audiobook titles that can be downloaded on handheld tablets and computers 24 hours a day, seven days a week. After grant funding ends following Year 3, this virtual library will continue to be available to students with purchased technology as well as with classroom and media center computers already in place. To sustain CCSD's investment in technology made possible with Striving Readers funding, CCSD's

SPLOST IV, approved by voters in November 2011, will provide significant funding to expand the reach of handheld computing devices into all schools and to refresh the mobile technology in the six target Striving Readers schools and Early Learning Center.

STRIVING READERS

Coile Middle School's Grant Proposal

XIII.   ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

d. School Student CRCT Data

Table 1: 2011 CRCT Results in Reading and Language Arts – Grades 6, 7, and 8						
	% Reading DNM			% Language Arts DNM		
Grades	6	7	8	6	7	8
Coile Middle School	14.0	10.0	10.3	16.0	17.0	11.4

e. 2011 Norm Referenced Test Results in Reading and Language Arts – Grades 6, 7, and 8

Table 2: 2011 NRT Results in Reading and Language Arts – Grades 6, 7, and 8						
	% Reading			% Language Arts		
Grades	6	7	8	6	7	8
Coile Middle School	23	20	25	27	28	17

After comparing and contrasting CRCT data and norm referenced test data, it was determined that 78% of students in Reading and Language Arts met the standards on the Georgia Criterion-Referenced Competency Tests (CRCT). While students scored at the 23rd percentile on the Scantron Performance Series Test, thus leaving 77% of Coile students performing *below* standards. With Clarke

County School District moving towards Common Core Standards, which are being used on a national

level, it is necessary to provide a rigorous curriculum for all students.

c. Disaggregation of Data in Subgroups

Table 3: Disaggregated 2011 CRCT Data for Grades 6, 7, 8 – Did NOT Meet Standards						
	% Reading DNM			% Language Arts DNM		
Grades	6	7	8	6	7	8
All Students	16	17	10	16	10	11
Asian Students	NA	NA	NA	NA	NA	NA
Black Students	14	22	11	17	15	13
Hispanic Students	13	7	10	16	2	9
White Students	10	25	NA	5	13	NA
Economically Disadvantaged	14	16	10	17	9	10
Students with Disabilities	38	47	35	36	33	30
Limited English Proficient	26	21	12	32	7	18

d. Teacher Retention Data
- 58 certified staff members; 100% Highly Qualified
- 12% turnover rate in 2011
- Average number of years employed at Coile is 6.5 years

e. Teacher Participation in Professional Learning Communities or On-Going Professional Learning at the School

Each teacher participates in professional learning in his or her content area, from district or school

initiatives, or as indicated by walkthrough observations. Needs assessments in previous years have led

to various professional learning opportunities such as standards based instruction, differentiated

instruction and data driven instruction. The instructional coaches, principal, or other designated staff

conduct professional learning most Mondays during team meetings. Technology professional learning is

conducted as needed or on an individual basis by one of the district's four Instructional Technology Specialists.

XIV.   NEEDS ASSESSMENT

a. Description of the Materials Used in the Needs Assessment

A needs assessment is conducted with the School Improvement Leadership Team each July to determine areas that staff would benefit from professional learning as it relates to deficits in student achievement. In order to obtain a more detailed perspective from teachers about literacy, the Literacy Team also developed and administered a survey to all teachers (see results, section E, page 8).

b. Description of the Needs Assessment Process

The School Improvement Leadership Team met during the summer and after school to analyze, assess and develop school improvement goals for the 2011-2012 school year. A major focus of the School Improvement Plan includes students' literacy achievement and initiatives to support it. The team analyzed data and completed an implementation check from last year's School Improvement Plan to help guide the decision making for this year's Literacy Plan. The Literacy Plan's survey questions were aligned to the identified goals of the Literacy Plan (See Appendix A). The survey was administered electronically in November 2011 to all Coile staff members (see Section e, page 8).

f. Listing of Individuals Who Participated in the Needs Assessment

Table 4: Names of Individuals Participating in Needs Assessment (Literacy Team)	
Dwight Manzy, Principal	Brad Bowling, Assistant Principal
Jermica Barefield, 6th grade Team Leader	Carolyn Andrews, 7th Grade Team Leader
Kim Boswell, Spectrum Coordinator/Teacher	Linda Carter, 8th Grade Team Leader
Kelli Bivins, ELL Teacher	David Forker, ELL Teacher
Karen Richburg, SPED Team Leader	Sharon Purucker, Media Specialist
Michelle Pisarik, Family Engagement	Shelley Fallows, IB Coordinator

Anna Brown, Instructional Coach	Elizabeth Marchant, Math Coach
Angela Manous, Connections Teacher	Melanie Marty, Language Arts Teacher
Cynthia Rivers, Reading Interventionist	Latonya Richardson, Science Teacher
Maureen Miller, SPED Teacher	

XV. AREAS OF CONCERN

a. Clearly Identifies the Areas of Concern as They Relate to the Researched-based Practices Found in the "What" Document

DOE's "What" document stresses systematic, explicit instruction, organizing instruction to improve learning, and instructional improvements to be implemented for literacy achievement. At Coile, three areas of concern were identified: 1) Increasing reading comprehension for all students across content areas; 2) Increasing writing proficiency for all students across content areas; and 3) For all students in Tiers I, II, II, and IV, the need for targeted interventions (Tiers II-IV) with explicit instructional focus in reading, writing, listening, and speaking skills. Direct and explicit reading strategies will be embedded as part of each content area's instructional plan. This reading instruction will include explicit vocabulary instruction, repeated exposure to new words, and sufficient opportunities to use this new vocabulary in a variety on contexts in all content areas. Additional reading and vocabulary development will be taught and embedded in content; it will be combined with non-linguistic representations and multiple uses in varied contexts in all content areas. This includes text-based collaborative teaching and learning, using informational, literary, and diverse texts, and incorporating pre, during, and after- reading comprehension and increased vocabulary development strategies.

All students will receive instruction in comprehensive writing strategies in all content areas. This will include the writing process, writing to learn, writing to demonstrate learning, and authentic writing in all content areas on a weekly basis. All students will also engage in the research writing process in all content areas on a quarterly basis, incorporating both short and extended time frames. Research

strategies and skills are paramount to adolescent writing proficiency, and these skills will be taught

across content areas. The domain data from the writing assessments will be utilized to address the

writing deficits.

Students will be assessed quarterly on reading comprehension and writing proficiency to

determine specific interventions or remediation needed. This will be accomplished through systematic

and direct instruction in collaborative and small groups. Listening and speaking components of this goal

will be implemented by classroom discussions, student's performance tasks, and student collaboration.

Students will be provided with intensive and varied literacy instruction in all RTI tiers that target these

areas of concern. Students will be continually assessed in order to identify needs and concerns for

students requiring strategic, intensive, or due process interventions.

b. Specific Age, Grade Levels, or Content Areas in Which the Concern Originates

Concerns are found with Coile students in grades 6-8 in all content areas.

c. Areas of Concern and Steps the Schools Have or Have Not Taken to Address the Problems

Table 5: Areas of Concern and Solutions	
Areas of Concern	**What Coile Has Done or Has Not Done to Address the Problem**
All students need reading comprehension in all content areas as evidenced in STEEP/MAZE Assessments Benchmark Quarterly Assessments Norm Referenced Testing CRCT Assessments	Coile has: • Initiated Thinking Map training for all teachers • Initiated Collaborative Teaching processes • Initiated Success Maker, Fast ForWord, and Voyager Programs Coile has not: • Included a comprehensive Grade 6-8 Reading Initiative for all content teachers • Provided Reading Endorsements for all teachers • Provided professional learning in content area

	reading strategies for all teachers
All students need to demonstrate writing proficiency across all content areas as evidenced in District Quarterly Writing Assessments Georgia Writing Assessment	Coile has - Implemented quarterly writing assessments for students in grades 6 - 8 - Implemented use of writing portfolios for all students Coile has not - Implemented a writing process protocol in all content areas - Provided professional learning in writing instruction for all teachers - Used quarterly writing assessments for comprehensive analysis of writing progress for students in grades 6 – 8
Students in Tiers I, II, III, and IV need targeted interventions with explicit instructional focus in reading, writing, listening, and speaking skills across all content areas as evidenced in: STEEP / MAZE Assessments Benchmark Quarterly Assessments Norm Referenced Testing CRCT Assessments District Quarterly Writing Assessments Georgia Writing Assessment ACCESS Voyager Benchmark Assessments Fast ForWord Assessments	Coile has - Implemented instructional models for all tiers based on students' learning needs (general education, co-teaching, collaborative, instructional support, accelerated, direct, small group, and pull-out models) Coile has not - Systematically and explicitly taught targeted skills to identified students in Tiers I-IV through all content areas - Provided extended time for literacy instruction in all content areas - Provided professional learning in intervention strategies to meet the needs of students in Tiers I-IV in all content areas

XVI.   ROOT CAUSE ANALYSIS

a - c. Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment, Specific Grade Levels That Are Affected, and Specific Rationale for the Determination of the Cause

Coile's Literacy Team examined school-specific literacy data in our attempt to discover: (1) areas of concerns; (2) specific root causes of the identified areas of concern; (3) gaps in the school's comprehensive literacy plan as it aligned to Georgia's "Necessary Building Blocks of Literacy Plan Birth-to-12th Grade in Georgia"; and (4) what the identified needs are as the Literacy Team designed a comprehensive literacy plan for the school. The Coile Literacy Team has determined specific areas of literary deficiency in grades 6, 7, and 8.

Table 6: Root Causes and Specific Rationales for Determination of the Cause	
Root Cause	**Rationale**
Students lack literacy skills in word analysis (such as phonemic awareness)	Literacy skills have not been embedded and emphasized in each content area in all grades.
Students lack strategies for building vocabulary	Not all students are being engaged in a language-rich environment and may lack the skills necessary to master oral language and phonological awareness.
Students struggle in understanding the differences between literary and informational text structures.	Students are not being exposed to multiple forms of media and information. Skills such as identifying main idea, using text features, skimming to locate facts, and analyzing multiple accounts of the same event should be explicitly taught.
Students lack specific reading strategies (such as habits of effective readers and writers – predicting, connecting, visualizing, clarifying, summarizing and evaluating)	Not all teachers are competent advocates of promoting literacy and struggle in helping students develop different reading strategies. Not all teachers have participated in professional learning that would focus on delivering and implementing the seven strategies for effective readers.
There is not a consistent attempt by teachers to connect the reading material and students' personal lives.	Teachers do not have a variety of resources and reading materials to accommodate Coile's diverse population.
Students lack resources outside of school, including books, Internet access, technology, and exposure to texts at home.	Most of Coile's students live in poverty. Transportation is not readily available to allow access to public media facilities.

Students lack the ability to self-monitor for understanding and have not acquired the strategies to read with flexibility and purpose.	The lack of participation in literacy programs seems to stem from the fact that students fail to read independently and/or are not given the opportunity to read independently.
Teachers lack the professional training to analytically use assessment data to determine each student's specific areas of reading weaknesses.	The majority of Coile's teachers does not have a reading endorsement or are certified in reading.
Students lack motivation to explore, investigate, and solve.	Due to the lack of resources at Coile and home, students are not provided opportunities to self-select research topics. Not all content teachers provide ample time for students to read independently on topics that they can relate to their own personal experiences.
Not all students are proficient in composing three main types of texts: argument, informative/explanatory, and narrative.	Students are not writing extensively in all content areas and are not comfortable in writing extended compositions. Content teachers have continued to use ineffective, single approaches instead of incorporating writing genres that are holistic, authentic, and varied.
Many students have not demonstrated an understanding of the differences between standard and non-standard academic English, whether written or spoken.	Not all content teachers utilize functional approaches to teaching and applying rules of grammar. Teachers need support in knowing how to instruct students with a broad range of language competencies, backgrounds and needs.
Not all content teachers are employing a variety of assessment measures for writing and reading proficiency, including portfolios.	Questioning strategies and assessments are not being consistently used in all content areas that promote higher-order thinking.

d. **What Has Been Done in the Past to Address the Problem**

In previous years, Coile has attempted to improve students' reading and writing proficiency. To improve reading comprehension in all content areas and grades, Coile has initiated Thinking Maps training and collaborative teaching. Coile provides interventions (e.g. Success Maker, Fast ForWord, and Voyager) to meet the specific needs of students. In an attempt to improve students' writing ability across all content areas and grades, Coile has implemented quarterly writing assessments and the use of writing portfolios for students in all grades. Coile has implemented instructional models for all RTI tiers based on students' individual learning needs to provide explicit instructional focus in reading, writing,

listening, and speaking skills. Specific models include general education, collaborative teaching, instructional support, accelerated, direct, small group, and pull-out instruction.

e. New Information the Needs Assessment Uncovered

In November 2011, the Literacy Team developed and implemented a Needs Assessment survey for faculty to voice their opinions about the strengths and weaknesses of the current literacy program at Coile. According to the survey, 41% of the faculty disagree or strongly disagree that reading strategies are taught in all content areas. It also shows that 56% of faculty disagree or strongly disagree that the writing process and writing strategies are taught in all content areas. The survey indicated a similar feeling about how students are assessed. Fifty-three (53%) percent of faculty disagreed or strongly disagreed that students are assessed for Tiers I-IV and given differentiated literacy instruction in all content areas. Faculty reported in the Needs Assessment that the following components were needed in the Literacy Plan: specific strategy instruction, a comprehensive writing program, specific instruction on vocabulary, integration of technology with instruction, digital and media literacy, collaborative planning and vertical alignment across grade levels, professional learning for faculty to deepen understanding of literacy and writing instruction, early interventions for struggling readers such as small groups, opportunities for all students to become literate, and accurate assessments of students' abilities and progress.

XVII. SCHOOL LITERACY TEAM

a. Listing of the Members of the Site-Based Literacy Team

Nineteen staff members make up the Coile Literacy Team. A listing of these individuals is given in Table 4 and in Appendix B.

b. Function of the Site-Based Literacy Team in Terms of the Needs Assessment

Coile's Literacy Team, as part of the School Improvement Leadership Team (SILT), focuses on

student achievement in reading and math. The team reviews data, sets goals and conducts pulse checks,

and assesses the progress that Coile is making toward meeting the goals of the School Improvement

Plan. A major component of the School Improvement Plan addresses literacy. The SILT reviews and

addresses how all students are making progress with reading comprehension and writing proficiency,

with an emphasis on subgroups.

c. Minutes of the Meeting of the Site-Based Literacy team

See Appendix C.

d. How the Site-Based Literacy Team Communicates and Includes All Members of the Staff in the Decision-Making Process

The SILT represents all stakeholders in the school and meets a minimum of once a month to

design, revise and assess progress on the School Improvement Plan. Members of the Team provide

information to and acquire feedback from peer teachers. For the Striving Readers grant, the SILT sought

input from all members of the staff through a Needs Assessment survey and solicited feedback.

VI. PPROJECT GOALS AND OBJECTIVES

a. Includes a Clear List of Project Goals Directly Related to The Identified Needs

b. Goal 1: Provide students with direct and explicit instruction in reading strategies and vocabulary development across all content areas. Goal 2: Provide students with comprehensive writing strategies in all content areas on a daily basis through instruction in authentic writing. Goal 3: Provide targeted interventions for Tiers I-IV with an explicit instructional focus in reading, writing, listening, and speaking skills.

c. Includes a Clear List of Project Objectives that Relate to Implementing the Goals Identified

Table 7: Project Goals Related to Objectives

Goals	Objectives
1	1.1Teachers will improve their reading and vocabulary instruction as documented by classroom walkthroughs and formative assessments. 1.2 All content teachers will receive professional learning in teaching reading and vocabulary strategies.
2	2.1 Teachers will improve their writing instruction through quarterly writing assessments and formative data analysis. 2.2. All content teachers will receive professional learning in how to integrate the writing process. 3.3 Teachers will integrate the use of technology to facilitate research skills for expository and persuasive writing performance tasks.
3	3.1 Teachers will monitor the growth and progress of students' reading and writing performance through a variety of assessments. 3.2 Teachers will receive professional learning in how to differentiate instruction for teaching reading and writing. 3.3 Teachers will use specific reading interventions for students who have reading difficulties. 3.4 Teachers who teach Tier II-IV interventions will earn Reading Endorsements or receive specialized training.

c. Includes the Researched-Based Practices in the 'What and Why' Document as a Guide for Establishing Goals and Objectives

In order to provide students with access to a lifetime of literacy, nine key components need to be in place in schools. These nine elements were identified as the foundation for establishing the goals and objectives for Coile. *Standards* provide a framework to establish performance goals at each grade level. Although *Components Unique to Birth-to-Five* applies to children younger than our students, Coile examined this element to provide guidance for recently arrived students who are at the beginning stages of acquiring English. *Ongoing Formative and Summative Assessments* informs all instructional decisions made regarding the need for and intensity of interventions. Coile's focus on assessment and its role in guiding instruction determined Goal 3. *A Four-Tiered Instructional Model* and *Best Practices in Instruction* guide Coile's professional development plan for ensuring literacy success for *all* of our students. In addition, six-nine in the "what" docu-ment addresses high quality teachers, leadership, transition between grades and students, and strategies for maintaining engagement in literacy. These guided the identification of goals for this grant.

d. Includes Consideration of Practice in Place When Determining Goals and Objectives

Coile's goal of supporting the learning needs of a diverse population of students must be supported by an effective staff and adequate instructional materials. During year 1 of the grant, existing programs in reading interventions will be aligned to the Striving Readers Comprehensive Literacy Plan's goals and objectives.

e. Includes Goals to be Funded with Other Sources

Coile desires continued funding and support from the school district to maintain: (1) the current technology needs that are already in place, (2) adequate instructional support personnel, and (3) current inventory of instructional materials.

VII. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

a. Proposes a Plan to Implement the Goals and Objectives Identified

Coile will use the Striving Readers Needs Assessment results, School Improvement goals and initiatives, and work from the Literacy Team to develop and formalize a Literacy Plan for Coile Middle School as part of the Striving Reader's grant implementation. The Literacy Team will formalize the Literacy Plan into instruction during 2012 and will be supported by the goals and objectives of the Striving Readers grant.

b. Who Will Implement

The following will be part of the implementation of Coile's Literacy Plan: all content area teachers, all special education teachers, Coile Principal and Assistant Principal, CCSD's ELA Instructional Coach, Coile Instructional Coach, Coile International Baccalaureate Coordinator, Coile Technology Implementation Specialist, and Coile Family Engagement Specialist.

c. Clearly Defines What Will Take Place in the Project Based on the "What" Document

Teachers will explicitly teach reading strategies (2-4 hours per day) in all content areas using CCGPS as the guide. Students will write about the texts they read through responding, summaries, and note-taking. The writing skills and processes will be explicitly taught, as well as increasing how much students write, and utilizing text structures for paragraph or sentence construction skills in order to improve reading comprehension. Spelling and sentence construction skills will be taught to improve reading fluency and improve word reading skills. A four-tiered RTI will be used to provide support matched to student need through the implementation of standards-based instruction and ongoing formative assessments. Extended reading time with an instructional focus will result in increased motivation and engagement in literacy learning.

d. Details the Current Instructional Schedule

Students receive English language arts, math, science, and social studies instruction five days a week for sixty minutes. Extended Learning Time (ELT) provides remediated instruction alternating between Math and/or Language Arts ninety minutes a day two to three days a week.

e. Details a Plan for Tiered Instruction

All students will be assessed quarterly on reading comprehension and writing proficiency and will receive systematic and strategic instruction through Tiers I-IV. Teachers will use data to help guide instructional strategies from CCGPS through the use of instructional materials based on research-based strategies, targeted scaffolding for struggling readers through small groups and individualized instruction. Tier 1: Provide general educational learning for all students that include universal screening, targeting groups in need of specific instructional and/or behavioral support, implementing the CCGPS, 2-4 hours of reading and writing in the content areas, differ-

entiating instruction including flexible grouping; multiple means of learning; and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports. <u>Tier 2</u>: Targeted students will participate in learning that is different by including standard intervention protocol process for identifying and providing research-based interventions based on needs and resources, on-going progress monitoring to measure student response to intervention and to guide decision-making. <u>Tier 3</u>: Targeted students will participate in learning that is different by including intensive formalized problem solving to identify individual student needs, targeted research based interventions tailored to specific needs, frequent progress monitoring, and analysis of student response to interventions. <u>Tier 4</u>: Targeted students will participate in specialized programs, methodologies, or instructional deliveries with greater frequency of progress monitoring of student response to interventions.

f. Materials Currently Used for Tier I Instruction

Table 8: Instructional Materials Used for Tier I Instruction	
Coile Middle School Grades 6 - 8	Shurley English Grammar, Language of Literature, Bridges to Literature, Language Network, Grammar Usage and Mechanics Workbook, Interactive Reader Workbook, CRCT Coach Book, Thinking Maps

g. Time, Personnel and Strategies for Tier II, III, and IV Instruction

Table 9: Time, Personnel and Strategies for Tier II, III, and IV Instruction			
Coile	**Time**	**Personnel**	**Strategies**
Tier II	8 wks.	General Education Teachers, SPED teachers, ESOL teachers, Support Staff	Deliver instruction in short sessions, provide varied texts and supplementary materials at different levels of reading difficulty, scaffold instruction, use frequent monitoring, use technological tools or computer software to allow students to access content in multiple ways such as Read 180.
Tier III	8 wks.	Teachers, Social Worker, Counselors Support Staff	Consult with and involve instructional specialists and document actions taken, adjust and extend time as needed, review and practice previously taught material, implement rules and procedures, use organizers to focus student attention and increase comprehension of concepts

			to be learned, provide a different program that addresses a content area or special learning need, utilize Read 180
Tier IV	12 wks.	Teachers, Sp. Ed. Coordinator	Individualized assessments, observations, individual one-on-one instruction

h. Includes a Statement Regarding Conflict with Other Initiatives

CCSD's Striving Readers grant implementation conflicts with no other CCSD, state, or federal initiative that the school district is currently implementing or plans to implement. The district's two key initiatives - International Baccalaureate for Secondary Schools and Professional Development Schools Partnership with the University of Georgia - will be supported by a Striving Readers Grant, providing the same level of rigor, focus, and high expectations for teacher and student success.

VIII. STRATEGIES AND MATERIALS (EXISTING AND PROPOSED) INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY PLAN

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

Coile Middle School's classrooms are equipped with: Smart Boards and mounted projectors for all classrooms, laptops for all certified staff, and 20 classrooms have 2 to 5 desktop computers.

b. Generic List of Shared Resources

The general shared resources available at Coile are: 12 black and white printers, 16 document cameras, 2 laptop carts with 15 student laptops in each, 5 video cameras, 8 digital cameras, 20 small sets of classroom novels, and one free standing computer lab.

c. General List of Library Resources or a Description of the Library as Equipped

Coile's library resources include: color printer, 8 student desktops, laminating machine, 30 classroom sets of novels (6 to 25 copies in each set), 20 books on CD, small video library, reference materials, Destiny online catalog, fiction and non-fiction titles for checkout, periodicals, and professional materials.

d. List of Resources Needed to Implement the Literacy Plan Including Student Engagement

The following resources are needed to implement Coile's Literacy Plan: student computing devices (such as iPADS or eReaders), eBooks, computers and printers, Tier 2 and 3 intervention programs and materials such as Read 180, print materials for family literacy, content-based instructional intervention materials, and leveled fiction and nonfiction books. Additionally, ade-quate professional learning and training of staff will be needed to implement and use resources.

e. Generic List of Supplies and Activities That Support Classroom Practices

The following generic supplies and activities are needed to support classroom instruction: classroom sets of periodicals, fiction and nonfiction texts for classroom libraries, technology training for students and staff, professional learning for integrating technology in standards-based instruction, vocabulary reinforcement materials, and professional learning to implement Read 180 and new assessments.

f. Generic List of Activities That Support Literacy Intervention Programs

Coile's current activities that support Literacy Intervention programs include: Books and Bingo, Curriculum Night, Get Caught Reading initiative, Voyager, and Fast ForWord.

g. Generic List of Additional Strategies Needed to Support Success

To support the success of the Striving Readers grant, Coile would benefit from: student and teacher transition to Common Core Georgia Performance Standards classroom environment, school-wide literacy practice, periodic assessment of reading comprehension, and professional learning which focuses on the interrelatedness of reading and writing.

IX.   PROJECT PROCEDURES AND SUPPORT

a. Details a Sample Schedule by Grade Level Indicating a Tiered Instructional Schedule

Time for tiered instruction is through content classes, collaborative content classes and classes designed for direct instruction. See Appendix D for a sample schedule.

b. Tiered Instruction for 2 – 4 Hours

Students' schedules contain four sixty minute core content classes daily. Students will receive a minimum of 240 minutes of tiered instruction through the content areas daily.

c. Schedule Designed for RTI

Coile Middle School's schedule is explicitly designed for RTI (See Appendix D). Tier I classes include a content specific general education teacher. Tier II, III and IV classes utilize an instructional model based on students' learning needs. These classes are: (a) collaborative with the content teacher and a specialized Special Education or ELL teacher or (b) direct Special Education or ESOL class with a small group of students.

X. PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEEDS

a.-e. Professional Learning Activities and Details

See Appendix E.

f. Programmatic Professional Learning Needs Identified in the Needs Assessment

The Needs Assessment determined that teachers will need instruction on reading and writing strategies. This could be accomplished through reading endorsements, workshops, seminars, and job-embedded professional learning. Specific interventions purchased or used will necessitate the need for additional staff training on how to implement these interventions. The use of portable computing devices and e-Readers should be supported by helping teachers understand how to use these devices effectively to actively engage all students.

XI. ASSESSMENT/DATA ANALYSIS PLAN

a. Detailed Listing of the School's Current Assessment Protocol

Clarke County School District has an Assessment Protocol calendar (see Appendix F).

b. Explanation of the Current Data Analysis Protocol

The comprehensive needs assessment is conducted by Coile's SILT before pre-planning in a school improvement leadership team workshop. The school improvement plan will serve as the foundation for all ongoing school improvement efforts and is based on the results of the comprehensive needs assessment. During the school year, data reports and technical assistance are provided by the district to assist Coile in monitoring the implementation of the school improvement plan. The Annual Performance Report, other data reports and technical assistance, and the Implementation & Impact Check will serve as the major components of the district's internal quality assurance review.

A School Improvement Survey is conducted online for certified staff, parents and students each spring. This survey is designed to gather perception data in regards to Coile's implementation of the Georgia School Keys. The results of the survey are summarized, and a report appears under the "performance" tab on Coile's website.

A district data notebook that summarizes school and district performance on all state and district assessments is generated each year. Coile uses this data to conduct root cause analyses during the SILT meetings. Assessment data included in the notebook is listed in Appendix G. During pre-planning, the district provides the previous spring's CRCT assessment, demographic, and subgroup data that has been re-rostered to match the current enrollment.

The Clarke County School District routinely uses walkthrough data to monitor the implementation of fifteen key indicators of standards-based classrooms. The district has developed a purpose statement for classroom walkthroughs as well as a list of "look-fors" that provide clarification for each key

indicator. The school district schedules half-day walkthrough sessions in order to provide Coile with data regarding our implementation of standards-based classrooms. In addition, the school's principal, assistant principal and instructional coaches are also expected to conduct additional walkthroughs. Schools are provided monthly and year-to-date data in regards to the key indicators for data room displays.

Benchmark assessments are administered quarterly to measure student performance on GPS elements in which students have received instruction. Summary reports are provided upon the completion of the assessment. The district has developed a protocol for analyzing benchmark assessment results. Diagnostic classroom assessments are routinely administered to measure student growth in the areas of writing, reading comprehension, reading fluency, math computa-tion, and math fluency through STEEP and MAZE. Each assessment has target scores for every quarter in order to assess if students are progressing in that area. Summary reports are provided for analysis and instructional planning. Individual student progress is tracked following interventions.

c.   **Comparison of the Current Protocol with the Striving Readers Assessment Plan**

Coile Middle School's assessment plan is a mirror of the district's literacy assessment plan and protocol as outlined and detailed above. These assessments provide screening, diagnostic and ongoing formative assessments in literacy skills. The current protocol will be expanded as part of the Striving Readers Assessment Plan.

d.   **Brief Narrative Detailing How the New Assessments Will Be Implemented into the Current Assessment Schedule**

The Scholastic Reading Inventory Assessment will be administered as a part of Read 180.

Other new assessments will be CRCT aligned to CCGPS and PARCC assessment.

e. Narrative Listing Current Assessments That Might Be Discontinued as a Result of the Implementation of Striving Readers

None of the current assessments will be discontinued as a result of the Striving Readers

grant.

f. Listing of Training That Teachers Will Need to Implement Any New Assessments

Teachers will need training in how to administer and implement the Scholastic Reading

Inventory. Training on current assessments will also be needed with the alignment of the

CCGPS to CRCT and PARCC (Partners for Assessment of Readiness for College and Careers.

g. Brief Narrative on How Data Is Presented to Parents and Stakeholders

Coile Middle School presents information in understandable, jargon-free language. All

communication is provided in English and Spanish in order to accommodate the parents with limited

understanding of English. School data is reported to stakeholders and the public through our website, in

listserv emails to over 400 people, in automated phone messages, reported in the newspaper, and

reported by the principal at various school events such as Title I meetings, principal's coffee, PTSA

meetings, and School Council meetings.

XII. RESOURCES

e. Clear Alignment Plan for Striving Readers and All Other Funding

See Appendix H for Table of Alignment Plan.

f. List of the Resources Available at Each Building

The following are resources available to Coile: Smart boards, electronic student response systems, document cameras, media center with diverse texts, software programs – Solo/Draftbuilder, computer lab, Voyager Journeys, instructional coaching, School Leadership Team, School Literacy Team, School Council, Parent/Teacher/Student Organization.

c. Plan to Ensure That No Supplanting Takes Place

Coile Middle School's SILT and district personnel and business services will examine the budget items during the grant writing and implementation stages to ensure that no supplanting of materials or resources will occur.

d. Detail How Striving Readers Will Add Value to the Existing Resources in the Schools

Through professional learning, Striving Readers grant will enrich teacher's knowledge about teaching reading and writing to students. By having additional print and digital resources and other instructional materials appropriate for Tiered interventions, student engagement will increase as well as reviewing comprehensive and writing proficiency across all content areas. The Striving Readers grant will provide targeted instruction to help all students achieve at or above grade-level standards in literacy and writing.