

School Profile

Created Thursday, October 31, 2013

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School Information

| | |
|---|------------------------|
| School Information District Name: | Colquitt |
| School Information School or Center Name: | R.B. Wright Elementary |

Level of School

Other (please specify): PK-5

Principal

| | |
|-----------------------|---------------------------|
| Principal Name: | O. Marcus Bell |
| Principal Position: | Principal |
| Principal Phone: | 229-890-6186 |
| Principal Email: | mabell@colquitt.k12.ga.us |

School contact information

(the persons with rights to work on the application)

| | |
|--|---------------------------|
| School contact information Name: | Summer Hall |
| School contact information Position: | Assistant Principal |
| School contact information Phone: | 229-890-6186 |
| School contact information Email: | sghall@colquitt.k12.ga.us |

Grades represented in the building

example pre-k to 6

pre-k-5

Number of Teachers in School

41

FTE Enrollment

560

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Lynn K. Clark

Position/Title of Fiscal Agent's Contact Person: Dir. of Elem. Curriculum

Address: P.O. Box 2708

City: Moultrie Zip: 31776

Telephone: (229) 890-6194 Fax: (229) 890-6180

E-mail: lclark@colquitt.k12.ga.us


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

Samuel A. DePaul
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/2/2013
Date (required)

Preliminary Application Requirements

Created Tuesday, December 03, 2013

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

SRCL General Information Packet-Cohort 3

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 3

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

c. **Remedies for Nondisclosure**

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Samuel A. DePaul, Superintendent

Typed Name of Fiscal Agency Head and Position Title

12/2/2013

Date



Signature of Applicant's Authorized Agency Head (required)

Samuel A. DePaul, Superintendent

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

12/2/2013

Date

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

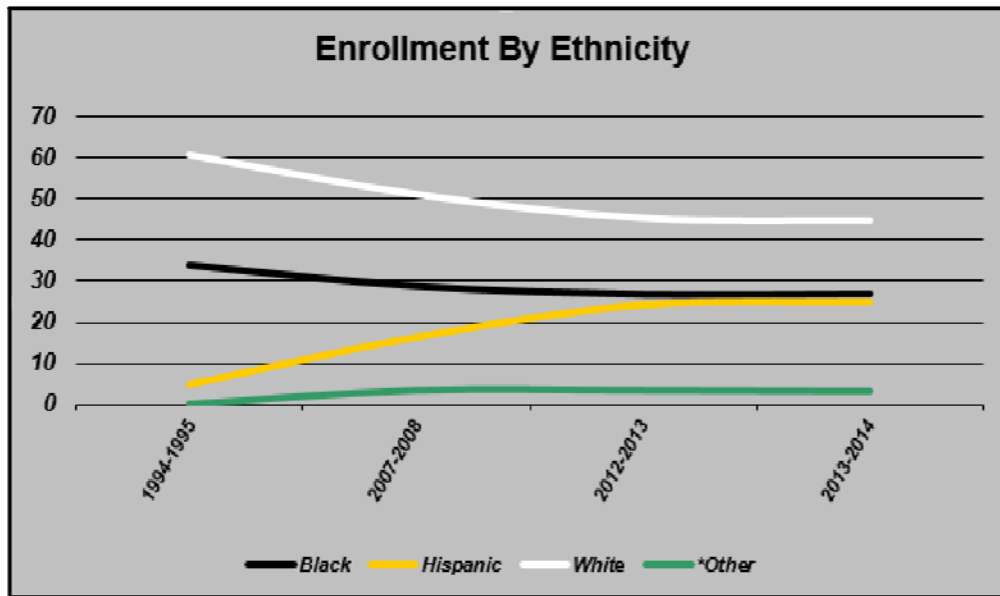
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

District Narrative

Brief History of the System

Colquitt County (CC) is a rural agricultural community of 46,000 nestled in the heart of South Georgia. The Colquitt County School System (CCSS) began in 1873 with “Each Day – Excellence in Every Way” being the foundation for all decisions. Though that sentiment is still evident today, Colquitt County’s generational poverty and rapidly increasing Hispanic population are both challenges to and opportunities for excellence. Almost 35% of our school-age children live in poverty as compared to a 19% state average. Dramatic changes in the system’s ethnic makeup are evident in the chart below.



System Demographics

| | TOTAL STUDENTS | BLACK | HISPANIC | WHITE | OTHER |
|--------------------|----------------|------------|------------|------------|-----------|
| CC High | 1696 | 26% | 21% | 49% | 4% |
| Achievement Center | 108 | 48% | 19% | 29% | 4% |
| Gray Junior | 1269 | 27% | 21% | 49% | 3% |
| Williams Middle | 1370 | 27% | 25% | 44% | 4% |
| Cox | 564 | 43% | 45% | 10% | 2% |
| Doerun | 316 | 26% | 14% | 58% | 2% |
| Funston | 389 | 14% | 52% | 33% | 2% |
| Hamilton | 285 | 2% | 6% | 86% | 6% |
| Norman Park | 598 | 7% | 40% | 51% | 2% |
| Odom | 672 | 10% | 51% | 36% | 3% |
| Okapilco | 520 | 35% | 21% | 41% | 3% |
| Stringfellow | 375 | 75% | 17% | 5% | 3% |
| Sunset | 686 | 33% | 17% | 44% | 5% |
| Wright | 615 | 27% | 9% | 61% | 2% |
| GEAR (Gifted 3-5) | 188 | 7% | 12% | 73% | 9% |
| SYSTEM | 9651 | 27% | 25% | 45% | 3% |

Special Populations:

- Special Education – 11.6%
- ESOL – 12.8%
- Migrant – 9.2%
- Gifted – 16.7%
- PreK – 28 Classrooms (608 slots)
- Pre-School (Migrant/Sp Ed) – 52 students

74% of students were eligible for free/reduced meals in 2012-13, but now all PK-9th grade students eat free through the Community Eligibility Provision. All schools are Title I eligible.

Current Priorities

CCSS is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Development of ELA/Math units aligned to CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Participation in Georgia’s Formative Instructional Practice modules
- Closing achievement gaps of subgroups
- Increase in graduation rate
- Restructuring of the gifted education program

Strategic Planning

Beginning July, 2012, CCSS embarked upon a renewed mission involving all stakeholders in a formal strategic planning process. University of Georgia’s Fanning Institute was enlisted to organize an unbiased approach to the system’s strategic planning process. Approximately 200 community members and school leaders met to discuss goals and objectives of the system. Input was then solicited from student representatives, parents, teachers, and other stakeholders to create a draft strategic plan. The formal plan was adopted by the school board in March, 2013. The strategic plan is a living document which will be reviewed and revised frequently.

| Strategic Planning Goals | |
|--|---|
| Future Ready Students | Provide all students with a rigorous and relevant course of instruction grounded with real world applications. |
| 21st Century Professionals | Attract and retain highly effective, enthusiastic staff with skills to lead, teach, assess, and support learning needs of all students. |
| Leadership for Innovation and Collaboration | Engage parents, staff, community, EL parents, and others to partner with the school system. |
| 21st Century Systems | Provide technology necessary to support 21 st century student learning and instruction. |
| Budgeting, Planning and Funding | Provide facilities, technology, safety, and other pertinent matters necessary to support 21 st century student learning and ensure transparency in all aspects of the budgeting /planning processes. |

Current Management Structure

The chart below shows the current management structure of the system with asterisks indicating individual changes in leadership (principal, assistant or district) this school year.

| CCSS Superintendent | |
|---|---|
| Principals | |
| Elementary <ul style="list-style-type: none"> • Cox ** • Doerun • Funston • Hamilton * • Norman Park * • Odom * • Okapilco • Stringfellow * • Sunset * • R.B. Wright | Secondary <ul style="list-style-type: none"> • Williams Middle * • Gray Junior High ** • Colquitt County High *** |
| Assistant Superintendent of Instruction and Learning Services* <ul style="list-style-type: none"> • Middle/Secondary Curriculum • Pre-K /Elementary Curriculum • Information Services • Gifted Education * • CTAE Director* • Federal Programs Director* • Homeless Liaison | |
| Assistant Superintendent of Human Resources <ul style="list-style-type: none"> • Network Services • Alternate Education * | |
| Assistant Superintendent of Business Services <ul style="list-style-type: none"> • Employee Benefits • Comptroller* • Payroll • School Nutrition • Transportation • School Nurse Coordinator | |
| Director of Facilities/Construction | |
| Director of Special Education | |
| Coordinator School/Community Relations | |

Past Instructional Initiatives

CCSS is initiative-rich with efforts to meet the needs of all sub-groups. Charting of past and present initiatives revealed an exorbitant hodge-podge of initiatives.

| Initiative | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| ELA | | | | | | | | | | | | | |
| America's Choice/Georgia's Choice | | | | | | | | | | | | | |
| Rigby Leveled Readers | | | | | | | | | | | | | |
| Language Adoption (TE Only) | | | | | | | | | | | | | |
| Standards Based Classrooms/GPS | | | | | | | | | | | | | |
| Saxon Phonics | | | | | | | | | | | | | |
| Fountas/Pinnell Phonics | | | | | | | | | | | | | |
| Melissa Forney Writing Training | | | | | | | | | | | | | |
| Dr. Cupp Readers | | | | | | | | | | | | | |
| Literacy Coaches (# of coaches) | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | | | 1 | 1 |
| Commitment to AP/ISS at schools | | | | | | | | | | | | | |
| Local Reading Assessment Toolkit | | | | | | | | | | | | | |
| Treasures Program Adoption | | | | | | | | | | | | | |
| Scholastic Reading 180 (Gr 8-9) | | | | | | | | | | | | | |
| Best Practices for Reading Instruction | | | | | | | | | | | | | |
| Sunday System | | | | | | | | | | | | | |
| Fast ForWord (4 schools/hospital) | | | | | | | | | | | | | |
| Laying the Foundation (Gifted 6-12) | | | | | | | | | | | | | |
| ASSESSMENTS | | | | | | | | | | | | | |
| GRASP | | | | | | | | | | | | | |
| DIBELS Next | | | | | | | | | | | | | |
| Implementation of CCGPS | | | | | | | | | | | | | |
| OAS | | | | | | | | | | | | | |
| STAR/AR/AM | | | | | | | | | | | | | |
| ESOL | | | | | | | | | | | | | |
| SIOP | | | | | | | | | | | | | |
| WIDA Standards | | | | | | | | | | | | | |
| ESOL Endorsement | | | | | | | | | | | | | |
| Academic Content Vocabulary | | | | | | | | | | | | | |
| Thinking Maps | | | | | | | | | | | | | |
| Virginia Rojas Instructional Equity | | | | | | | | | | | | | |
| Rosetta Stone | | | | | | | | | | | | | |
| General | | | | | | | | | | | | | |
| Math Coaches | | | | | | | | | 3 | 3 | 3 | 1 | 1 |
| Ruby Payne Poverty Study | | | | | | | | | | | | | |
| Differentiation Study | | | | | | | | | | | | | |
| Ken O'Conner Grading Study | | | | | | | | | | | | | |
| Math Endorsement | | | | | | | | | | | | | |
| Gifted Endorsement | | | | | | | | | | | | | |
| Co-Teaching and Inclusion | | | | | | | | | | | | | |
| 21 st Century Classrooms | | | | | | | | | | | | | |
| Bring Your Own Technology | | | | | | | | | | | | | |
| Thinkgate (Grades 10-12) | | | | | | | | | | | | | |
| SLDS | | | | | | | | | | | | | |
| PK-12 Graduation Focus | | | | | | | | | | | | | |
| Social Studies Unit Development | | | | | | | | | | | | | |

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Science Unit Development | | | | | | | | | | | | | |
| CCGPS Rollout for ELA/Math | | | | | | | | | | | | | |
| PD 360 | | | | | | | | | | | | | |
| Educational Impact | | | | | | | | | | | | | |
| Formative Instructional Practices | | | | | | | | | | | | | |
| TKES/LKES | | | | | | | | | | | | | |

Literacy Curriculum

CCSS’s literacy curriculum is driven by the CCGPS. State suggested units, with local revisions, are currently being used in reading and writing. McMillan McGraw-Hill’s Treasures Program was adopted, but materials are not aligned with CCGPS; hence, there are recognized gaps in scope and sequence for instruction.

Literacy Assessments Used District-wide

| 2013-14 Required Universal Reading Screenings (DIBELS Next – Grades 1-5) | | | |
|--|--|---|--|
| | Beginning of Year | Middle of Year | End of Year |
| K | GKIDS Baseline | <i>GKIDS(quarterly)</i> | GKIDS, Fry Words, Phonological Awareness |
| 1 | Letter/Name and Letter/Sound Correspondence, Fry Words, Phonological Awareness | Oral Reading Fluency (ORF) Fry Words | ORF Fry Words |
| 2 | ORF, Fry Words | | |
| 3-5 | ORF Comprehension (DAZE) | ORF DAZE | ORF DAZE |

Students scoring below benchmark level on universal screeners are tested on Phonological Awareness, Phonics Inventory, Decoding Inventory, and Fry Word inventory (depending upon grade level and abilities). Instructional plans are then determined based upon diagnosed needs. Treasures’ Running Records are used to move students from level to level in guided reading instruction.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of fidelity in the use of Response to Intervention tools
- Absence of robust professional development
- Weakness in utilization of test data to drive instruction

The need for Striving Reader funding in the CCSS is dire. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistency of instructional initiatives, stagnant test scores, TKES/LKES, and ever-dwindling general fund reserves, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the mission for excellence.

District Management Plan and Key Personnel

The decision to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was made only after intense discussion with all elementary school leaders and district support personnel. Responsibilities included with the grant application and implementation were fully discussed. The system is committed to applying for, receiving, implementing, and monitoring the grant with integrity and quality. Grant funding will provide a vehicle to support all goals within our district’s strategic plan.

The implementation, monitoring, and reporting of goals and objectives in the grant will be ultimately managed at a district level, running through the office of elementary curriculum. The chart below indicates those individuals involved in the district level process.

| District Department | Individuals Responsible | Tasks for Grant Implementation |
|-----------------------------------|---|---|
| Curriculum And Instruction | Lynn Clark, Curriculum Director | Grant Administrator – oversee implementation/reporting of project |
| | Jenny Funderburk, Curriculum Director Dr. Todd Cason, Asst. Superintendent Debra Turner, Literacy Coach | Coordination of district-wide initiatives (assessment, instruction, interventions, materials, professional development) |
| Business Service | Brad Gregory, Comptroller Becky Rychener, Purchasing Bookkeeper Faye Wood, Payroll | Budget approval Payments Reports |
| Federal Programs | James Harrell, Director Jennifer Weaver, Bookkeeper | Consolidated application assistance Coordination for federal funding |
| Technology | Emily Nichols, Director | Support for technology |
| Special Education | Etta Faggioni, Director | Support for special education |
| Gifted Education | Donna Marshall, Director | Support for gifted education |

Day-to-day grant operations will be managed at the elementary school sites by individuals as indicated below:

| Elementary School | Name, Position |
|---------------------|---|
| Cox | Jim Horne, Principal / Teresa Willis, Assistant Principal |
| Doerun | Chuck Jones, Principal / Terri Carr, Instructional Support Specialist |
| Funston | Ricky Reynolds, Principal / Robin Calhoun, Instructional Support Specialist |
| Hamilton | Krista Harrell, Principal / Terri Carr, Instructional Support Specialist |
| Norman Park | Keith Adams, Principal / Michelle Daniels, Assistant Principal |
| Odom | Trish Lirio, Principal / Leamon Madison, Assistant Principal |
| Okapilco | Eric Croft, Principal / Sherry Jones, Instructional Support Specialist |
| R. B. Wright | Marc Bell, Principal / Summer Hall, Assistant Principal |
| Stringfellow | Darlene Reynolds, Principal / Josh Purvis, Assistant Principal |
| Sunset | Bruce Owen, Principal / Charla Brinson, Assistant Principal |

While ten elementary schools have prepared individual grant applications, all stakeholders have worked as a united team throughout the process. Numerous informational and work sessions have been held, and this collaborative work will be ongoing.

| Timeline | Purpose of Meeting | Attendees |
|--|---|---|
| October 4, 2013 | RESA – Grant Awareness Session | Lynn Clark, Debra Turner, Summer Hall |
| October 14, 2013 | System – Grant Awareness Meeting Visit from Julie Morrill <i>MADE DECISION to APPLY</i> | District and School Leaders |
| October 21, 2013 | Introductory Grant Writing Workday Review of Why, What, How Documents and Application Process | District Curriculum Leaders School Grant Writing Teams |
| October 31 November 4, 11, 18, December 2, 9 | Grant Writing Work Sessions | |
| December 11-12, 2013 | Upload Grant Applications | |

As a result of the grant writing process, literacy needs throughout the system have been clearly identified. Based upon findings through the needs improvement process, a detailed literacy plan has been developed for each school that will guide work for the next five years. Instructional staff members have agreed to participate in ongoing professional learning activities. Administrators have committed to learning with their staff and to providing subsequent monitoring of professional learning. Staff members will be provided face to face and online opportunities to participate in the development of a budget, as well as with decisions regarding performance plans. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a quarterly basis throughout the duration of the grant and beyond. The ultimate goal for the grant process is long-term sustainability.

Experience of the Applicant

The Colquitt County School System (CCSS) has extensive experience with regards to successful implementation of large-scale initiatives. The district oversees an annual budget of approximately \$75 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives. Over the past two years, the LEA has successfully introduced iPads into every K-9 classroom. As a result of sound budgeting and system-wide professional learning, students benefit from enhanced learning opportunities through technology. Another significant initiative in recent years is implementation of Common Core Curriculum. Curriculum directors have maximized sparse resources, bringing together curriculum teams to create detailed lesson plans utilizing existing resources.

The table below identifies recent large-scale initiatives of the Colquitt County School System.

| Initiative | School Level(s) Impacted | FY13 Funds |
|---|---------------------------------|-------------------|
| Title IA – Academic Achievement/School Improvement | Elem., Mid., Jr. High, High | \$3,479,358 |
| Title IC – Migrant Education | Elem., Mid., Jr. High, High | \$772,092 |
| Title IIA – Teacher Quality | Elem., Mid., Jr. High, High | \$576,117 |
| Title IIIA – Limited English Proficient | Elem., Mid., Jr. High, High | \$203,050 |
| Title VI-B – Rural and Low Income | Elem., Mid., Jr. High, High | \$211,880 |
| CTAE Program | Jr. High, High | \$661,945 |
| Carl Perkins IV Grants | Jr. High, High | \$112,822 |
| Homeless Grant | Elem., Mid., Jr. High, High | \$35,500 |
| Pre-School Handicapped State Grant | PreK | \$124,023 |
| Bright From the Start PreK Program | PreK | \$2,274,270 |
| S.T.A.R. – Student Transition and Recovery Program | Mid., Jr. High, High | \$89,000 |
| School Nurses at every school site | Elem., Mid., Jr. High, High | \$437,691 |
| BRAVO & TOY– Certified and Classified teacher/employee of the year programs | Elem., Mid., Jr. High, High | \$7,600 |
| Hospital Homebound Program | Elem., Mid., Jr. High, High | \$69,424 |
| SAAF – Strong African American Families Project | Elem., Mid., Jr. High, High | |
| Elementary Art Program (through Colquitt County Arts Center) | Elementary | \$32,000 |
| Archway Project (University of Georgia) | Jr. High, High | \$10,000 |
| JROTC | Jr. High, High | \$102,921 |
| Telehealth Grant | Elem., Mid., Jr. High, High | \$225,000 |
| Community Eligibility Provision (CEP) School Lunch Program | Elem., Mid., Jr. High | |
| iPads for Classroom use | Mid., Jr. High | \$25,000 |

The following tables indicate audit findings over the past five years. All past findings have been corrected; current findings are being addressed.

Colquitt County School District: R.B. Wright Elementary School

| Colquitt County School System Audit Findings | | | | | |
|---|--|---------------------------|-----------------------|-------------------------------------|--|
| Year | Project Title | Is There an Audit? | Finding Number | Indicator | Audit Results - Findings |
| 2009 | Title IA | Yes | | | None |
| 2009 | Title IA - School Improvement | Yes | | | None |
| 2009 | Title IC | Yes | | | None |
| 2009 | Title II A | Yes | | | None |
| 2009 | Title III A Immigrant | Yes | | | None |
| 2009 | Title III A LEP | Yes | | | None |
| 2009 | Title IV A Safe and Drug Free Schools - Consortium | Yes | | | None |
| 2009 | Title VI-B | Yes | | | None |
| 2009 | McKinney Vento | Yes | | | None |
| 2009 | Professional Learning | Yes | | | None |
| 2009 | High School Graduation Coach | Yes | | | None |
| 2009 | Middle School Graduation Coach | Yes | | | None |
| 2010 | Title IA | Yes | 1 | 1.4 | Overarching Requirement LEA Monitoring of Schools and Programs |
| 2010 | Title IA | Yes | 2 | 2.3 | Overarching Requirement CLIP 7 Title 1A-ARRA |
| 2010 | Title IA | Yes | 3 | 3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.16 | Overarching Requirement - Parental Involvement |
| 2010 | Title IA | Yes | 10 | 4.19 | Overarching Requirement - Parental Involvement |
| 2010 | Title I A Grants-ARRA | Yes | 11 | 5.1, 5.2, 5.3, 5.4, 5.5 | Overarching Requirement - ARRA Indicators on School |
| 2010 | Title I A Grants-ARRA | Yes | 16 | 6.1 | Overarching Requirement - Public School Choice |
| 2010 | Title I A Grants-ARRA | Yes | 17 | 7.3, 7.5 | Overarching Requirement - Supplemental Educational Services |
| 2010 | Title I A Grants-ARRA | Yes | 19 | 8.1, 8.4, 8.6 | Overarching Requirement - Schoolwide Programs |
| 2010 | Title I A Grants-ARRA | Yes | 22 | 11.1, 11.2, 11.3 | Fiduciary Responsibility - Comparability of Services |
| 2010 | Title I A Grants-ARRA | Yes | 25 | 12.12 | Fiduciary Responsibility - Allocations and Carryover |
| 2010 | Title I A Grants-ARRA | Yes | 26 | 14.3, 14.4, 14.6 | Fiduciary Responsibility - Equipment and Real Property |
| 2010 | Title I A Grants-ARRA | Yes | 31 | 17.1 | Fiduciary Responsibility - Attendance Area Determination |
| 2010 | Title I A Distinguished Schools Award | Yes | | | None |
| 2010 | Title II-A Improving Teacher Quality | Yes | 32 | 22.1, 22.4 | Title II Part A Teacher Quality - Title II-A |
| 2010 | | Yes | 34 | 23.3 | Private Schools |
| 2010 | Title I A School Improvement | Yes | | | None |

Colquitt County School District: R.B. Wright Elementary School

| | | | | | |
|------|---|-----|---|------------------------------------|---|
| | Title I-C Migrant Education | Yes | | | None |
| 2010 | Title II-D Enhancing Education Thru Technology | Yes | | | None |
| 2010 | Title II-D Engaging AP Students Thru Handheld Computers | | | | |
| 2010 | Title III-A LEP | Yes | | | None |
| 2010 | Title IV A Safe and Drug Free Schools - Consortium | Yes | | | None |
| 2010 | Title VI-B | Yes | | | None |
| 2010 | McKinney Vento | Yes | | | None |
| 2010 | Title II-A Advanced Placement Grant | Yes | | | None |
| 2010 | Professional Learning | Yes | | | None |
| 2010 | State Fiscal Stabilization Funds | Yes | | | None |
| 2011 | Title I A Academic Achievement | Yes | | | None |
| 2011 | Title I A Distinguished Schools Award | Yes | | | None |
| 2011 | Title I A Grants-ARRA | Yes | | | None |
| 2011 | Title I A School Improvement | Yes | | | None |
| 2011 | Title I A School Improvement Grant ARRA | Yes | | | None |
| 2011 | Title IC Migrant | Yes | | | None |
| 2011 | Title II A Improving Teacher Quality | Yes | | | None |
| 2011 | Title II-A Advanced Placement Grant | Yes | | | None |
| 2011 | Title II-D Enhancing Education Thru Technology | Yes | | | None |
| 2011 | Title III A LEP | Yes | | | None |
| 2011 | | Yes | | | None |
| 2011 | Title VI-B Rural and Low Income Schools | Yes | | | None |
| 2011 | McKinney Vento | Yes | | | None |
| 2011 | Professional Learning | Yes | | | None |
| 2011 | State Fiscal Stabilization Funds | Yes | | | None |
| 2012 | Title IA | Yes | 1 | 1.1 | LEA Monitoring of Schools and Programs |
| 2012 | Title IA | Yes | 2 | 5.4, 5.5 | Public School Choice |
| 2012 | Title IA | Yes | 3 | 6.7, 6.10 | Supplemental Educational Services |
| 2012 | Title IA | Yes | 4 | 9.3 | Audits |
| 2012 | Title IA | Yes | 5 | 14.1, 14.2, 14.3, 14.4, 14.5, 14.6 | Expenditure Of Funds (Allowable and within Period Availability) |
| 2012 | Title IA | Yes | 6 | 15.2 | Supplement Not Supplant |
| 2012 | Title IA | Yes | 7 | 16.1, 16.2, 16.3 | Comparability Of Services |

Colquitt County School District: R.B. Wright Elementary School

| | | | | | |
|------|--------------------------------------|-----|---|--|---|
| 2012 | Title IA | Yes | 8 | 17.1, 17.3, 17.4 | Equipment and Real Property |
| 2012 | Title IA | Yes | 9 | 23.6 | Title VI, Part B - Periodic Certification on File |
| 2012 | Title IA | Yes | 1 | 2.2 | Comprehensive LEA Improvement Plan and RT3 Approved Scope of Work |
| 2013 | Title IA | Yes | 2 | 3.4, 3.7 | Parental Involvement |
| 2013 | Title IA | Yes | 3 | 4.4, 4.5, 4.6 | School Improvement 1003(a) |
| 2013 | Title IA | Yes | 4 | 7.13, 7.21 | Georgia's ESEA Flexibility Waiver and Flexible Learning Program |
| 2013 | Title IA | Yes | 5 | 9.1, 9.2, 9.3, 9.4, 9.5, 9.6 | Targeted Assistance Programs |
| 2013 | Title IA | Yes | 6 | 15.9 | Expenditure Of Funds (Allowable and within Period Availability) |
| 2013 | Title II A Improving Teacher Quality | Yes | 7 | 26.2, 26.10, 26.12, 26.13, 26.15, 26.20, 26.27 | Title II Part A Needs assessment |

CCSS places much effort into budget planning. The Superintendent and Comptroller hold meetings regularly, beginning in November, to prepare for the subsequent budget year. During these meetings, district administrators, school administrators, and board members address all areas of need through effective coordination of resources. The budget is stringently analyzed each year in attempt to identify areas that can be reduced or cut, thus making the most of our local, state, and federal revenues.

Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth by the budget committee. All local, state, and federal funds are monitored by the business office under direction of the comptroller. A purchase order system is used by schools to request funding. Purchase orders require site-based administrator signatures. Once received by the business office, these requests are properly coded to the correct funding source, and the determination is made by the comptroller if funds are available. Annual audits are performed to confirm that all funds have been expended as directed. CCSS has consistently followed proper internal controls with regard to governmental accounting procedures and has received no audit findings on school system financial statements in the previous five years.

CCSS is committed to excellence in academic achievement. All decisions made with regard to program initiatives and sustainability center on what is best for students. In 2010, CCSS received over \$1 million in ARRA funds. A good portion of this was used to hire additional certified teaching staff. Even after these funds were depleted, the school system continued to fund these positions. In its continued efforts to do what is best for all students, CCSS has maintained a variety of programs despite the lack of full funding for these initiatives. Examples which lack full funding include system-wide Technology Specialists, School Nurses, JROTC, Bright from the Start Pre-K Program, and Hospital-Homebound. These programs along with many others are vital contributors to the academic, emotional, and social growth of our students.

The following list consists of initiatives implemented internally without outside funding support:

- iPads – Over a two year budget cycle, K-9 classroom teachers received iPads for instructional use using general fund dollars.
- BRAVO and TOY– Balancing Responsibility and Achievement while Valuing Others for classified employees and Teacher of the Year programs recognize achievements of staff from school sites.
- Elementary Art Program – In conjunction with Colquitt County Arts Center, a comprehensive art program is provided for all elementary school students.
- Archway Project - The Archway Partnership with the University of Georgia takes on various projects to target specific areas of improvement needed within our community. These include graduation rate improvement, after school activities, SPLOST and infrastructure planning

With protocols in place for sound financial management, grant funds will enhance educational opportunities for years to come.

School Narrative

School History

R.B. Wright was originally established as a community school in the 1960s. Through integration and changes in surrounding neighborhoods, students were bused in from other parts of Colquitt County to maintain enrollment. This practice created a more diverse population. In the past five years R. B. Wright has shown an increase in enrollment, from 487 students to our current population of 615 students. The racial composition of the school has changed only slightly in the last five years with an increase in Hispanic students. Our current school population consists of 61% white, 27% black, 9% Hispanic, and 2% multi-racial. The number of students qualifying for free- or reduced-priced meals has fluctuated slightly in the last five years from 45% to 50%.

RBW is a school of extremes with students ranging from the economically disadvantaged to the affluent. Many of the economically disadvantaged students are “latchkey,” from single parent homes, being raised by grandparents or other relatives, and live high poverty. A rise in the number of Hispanic students also adds to the school's diversity. Meeting the needs of students with such diverse backgrounds provides a challenge which is met by a well trained staff and a supportive community. The recent growth in our school population is the result of students who reside out of zone choosing to attend Wright. For the past nine years, the average daily attendance has exceeded ninety-six percent. R. B. Wright's attendance remains exceptional.

R. B. Wright has a rich history of parent and community support. This includes an active Parent Teacher Organization (P.T.O.) and “room parent” program. The P.T.O. sponsors several successful fundraisers such as our Family Fun Night, our magazine sale and school raffle. In addition, each classroom has at least one room mother who helps with such tasks as organizing take-home folders, helping coordinate field day activities and organizing rewards and treats. There are twenty five mentors who offer additional support. R.B. Wright is still considered a community school which is evident in the generous support from parents and community.

There are forty-one highly-qualified full-time certified staff members at RBW. Of these, twelve have completed their Specialist's degrees and twenty-two have Master's degrees; staff strives for professional growth. The chart below indicates endorsements.

| Endorsement | Number of Staff Endorsed |
|---------------------------------|---------------------------------|
| Reading Endorsement/ Specialist | 11 |
| Science Endorsement | 3 |
| Gifted Endorsement | 6 and 5 more currently enrolled |
| ESOL Endorsement | 3 |
| Math Endorsement | 7 |

Administrative and Teacher Leadership Team

The RBW School Improvement Committee examines the school's existing belief, vision, and mission statements and analyzes the data of our school to form the goals for each school year. Each person on the team meets with other faculty members to gather input for changing our plan to best meet the needs of our students. Those involved include teachers, administrators, support staff, and parents. All stakeholders are given the opportunity to review these items and propose changes. After determining the goals for RBW, the leadership team develops an action plan to work towards the identified goals for improved student achievement.

RBW is a school where leadership from within is valued. Committees are utilized to research and make recommendations concerning all aspects of school improvement and/or change. Committees include School Improvement, Science, Task of the Month, DIBELS, Reading and Parent Involvement.

Past Instructional Initiatives

RBW has implemented many instructional initiatives in literacy to address student engagement and achievement over the past ten years. Many of these initiatives include: Phonics Differentiation Box (based on Walpole and McKenna's Differentiation Reading Instruction); Reading Toolkit; *America's Choice/Georgia's Choice* design Readers' and Writers' Workshop; GRASP; Saxon Phonics; leveled readers; Souday Phonics Program; Dr. Cupp/ Jack and Jilly Readers, Houghton Mifflin, Treasures, Triumphs, Melissa Forney writing strategies, Education City web site, Thinking Maps, Positive Behavior Intervention Strategies, Poverty Awareness, DIBELS, and Running Records for Reading Fluency.

Current Instructional Initiatives

Many of the past initiatives continue to be implemented as well as the following current initiatives: Georgia Treasures; District Guided Written Lesson Plans; Deconstructing Common Core Standards; *Seven Strategies of Assessment for Learning*; DIBELS Next; Skills block for Extended Learning; Implementation of Common Core Standards; and Task of the Month Activities (higher order thinking skills and community service projects).

Professional Learning Needs

RBW strives to offer professional development for staff; however, due to budget constraints, professional learning opportunities with highly trained consultants have not been available. The County Curriculum Department works diligently with school administration to plan and deliver their own "in-house" professional learning to address district and school goals. However, because the county cannot pay for substitutes, teachers feel that they do not have enough time to complete professional learning during the school day.

As a result of the professional learning survey, needs assessment and grade/group meetings and interviews, several areas were identified as highly important to the staff. These included teaching economically disadvantaged students; reading and ELA skills; technology in the classroom; accommodating all learners; CCGPS; differentiated instruction; analyzing data to guide instruction; research-based practices, developing guided reading groups; building knowledge in the use of Lexile scores; learning strategies for improving reading accuracy, fluency, and comprehension.

Need for a Striving Readers Project

We are committed to providing our students with opportunities for academic excellence in a safe and caring environment where individual differences are respected. RBW has implemented many instructional initiatives; however, not all are implemented with fidelity due to lack of training or complete “sets” of materials. Many of the staff members have not been trained in all of the programs/strategies they use on a daily basis. Recently, in our focus on implementing CCGPS we may have lost some of our focus on reading foundation skills. That coupled with the teacher’s assertion that our current core program does not provide systematic, explicit phonemic awareness and phonics has left many of our teachers cobbling together their phonics instruction from old programs and numerous other sources.

According to the CRCT Readiness File Indicator, 25-30% of 3rd-5th graders and 45%- 60% of the Black subgroup will need additional support in Reading. DIBELS data also identifies many of our students as at-risk for comprehension and fluency. In 2012, 47% of RBW’s 3rd graders and 40% of RBW’s 5th graders scored less than the 50th percentile (National Percentile Rank -NPR) on the Reading Total Section ITBS.

Due to budget restraints and increasing class sizes, we do not have enough textbooks for students. The average class size for kindergarten and first grade is twenty-five, and that number is continuing to rise.

Our students currently have limited access to technology in our building and in their homes. Within the school, the limited integration and access to current technological devices to support instruction is hindering the students’ potential. Our society is immersed in technology which equips students with many of the skills needed to be college and career ready. The grant would provide technological access to our students.

RBW needs professional learning from experts, content-based materials, research-based instructional strategies, content-based leveled readers, and a consistent student-progress-monitoring program that will provide data for vertical articulation and to judge individual student’s progress. Of significant concern, we are not closing the gap as quickly as we should for our students with disabilities, economically disadvantaged, and minority students. For this reason in particular, we need a systematic and balanced approach in reading instruction. This grant would enable us to make strides toward meeting our literacy needs.

Building Block 1. Engaged Leadership

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

Why is this important?

Our literacy plans begins with our administration. It is imperative that we as leaders provide quality professional learning opportunities for our teachers. “Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers.” (The Why, p. 144) R.B. Wright’s leaders are committed to providing faculty as well as themselves with current, research-based professional development to maintain, to keep abreast, and enhance the best practices of literacy instruction to meet the needs of all learners.

What are we currently doing?

The administrator will continue to:

- Schedule protected time for literacy and teacher collaboration in some grade groups (Skills Block, Reading Foundational Skills)
- Provide time and support for grade level meeting focusing on student work
- Ensure continued excellence in professional learning by continuing to analyze data and adjusting “in house” professional learning accordingly

Based on the Georgia Literacy Plan Needs Assessment, 65 % of RBW teachers believe that the administration participated fully in professional learning in literacy with the staff. In order for initiatives to be successful at the school level, the leadership must support and be actively engaged in the initiative. We will move forward by:

Implementing:

The administrator will:

- Schedule protected time teacher collaboration around literacy across all grade levels
- Provide professional learning based on student data and teacher needs
- Serve as a model by participating in professional learning on best practices in literacy
- Support the sharing professional resources among faculty, facilitate professional discussions, and train team leaders as facilitators
- Provide time and support for staff to participate in job-embedded professional learning

Expanding:

The administrator will:

- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

Sustaining:

The administrator will:

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.
- Develop a pipeline of leaders by identifying and training leaders for succession

(The What, p. 5); (The How, p.20)

B. Action: Organize a Literacy Leadership Team

Why is this important?

Our Literacy Plan includes an expansion of our school leadership team of teacher leaders and administrators into a fully operational Literacy Leadership Team. According to page 143 of “The Why”, a strong effective Literacy Leadership Team is critical to the educational process: “A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning network.”

What are we currently doing:

We do not have a literacy leadership team. We have a School Improvement Committee and a Reading Committee. Neither of these committees addresses literacy needs in depth. **Based on the Georgia Literacy Plan Needs Assessment, only 24% of teachers believe we have a literacy team that is active in development of building cycle of community literacy. We will move forward by:**

Planning:

The literacy team led by the administrator will:

- Reconfigure the School Improvement Committee and Reading Committee to create the Literacy Team
- Select or develop a walk-through observation form
- Evaluate and analyze current practices in all classrooms by using an observation or walkthrough tool to determine current strengths in literacy instruction and to identify needs for improvement

Implementing:

- Identify and prioritize a list of students to be targeted for intervention or support
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Communication will be shared via email and/or website
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to specific reading deficits as identified in the formative and summative assessment data
- Identify and allocate additional funding sources to support literacy
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work in media center and hallways, and website

Sustaining:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
- Define priorities and allocate needed resources to sustain them over time
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Pursue external funding sources to support literacy (grants, PTO)

(The What, p. 5) (The How, p. 21)

C. Action: The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5).

Why is this important?

Collaborative Planning is essential to effective use of special education, English language learners teachers, connection teachers, and paraprofessionals in literacy instruction. According to School Scheduling Associates, (Why pg. 191), “we must facilitate the successful implementation of effective instructional practices. Scheduling the Intervention/Enrichment period is easy compared to organizing and preparing for instruction within it. Clear, consistent, and involved leadership is required to ensure that assessment, data analysis, tiering, planning intervention and enrichment instruction, progress monitoring is carried through. Time must be allocated for planning for groupings and instructional activities.”

The Why, page 58 states, “the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction.” This time requirement increases in the upper elementary grades – “literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework.”

What are we currently doing?

The administrator will continue to:

- Ensure that in any grade in which instruction is departmentalized, students 90 minutes of literacy (reading and writing) instruction across language arts and in content area classes
- Grade-level scheduling
- Science and social studies teachers meet across grade levels
- Skills Block is staggered to allow all resource teachers and support staff to have intervention groups for both grades
- Skills Block is scheduled for grades K-2 (in addition to the # minutes allotted for Tiers I and II) for reading interventions and acceleration activities 4x a week; we use parent volunteers, high school students, paraprofessionals, and all teachers to lower the pupil/adult ratio during this time.

Based on the Georgia Literacy Plan Needs Assessment, 42% of teachers believe time and personnel support protected blocks for literacy instruction. We will move forward by:

- Prepare agendas and action summaries for all meetings
- Use rubrics to examine student work
- Schedule time for collaborative planning teams within and across the curriculum and grade levels
- All available personnel will be used during the intervention block to reduce pupil-teacher ratio

Expanding:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time

Sustaining:

- Use technology to provide professional learning to new and continuing teachers Educational Impact and Comprehensive Reading Solutions
- Share professional learning at team and staff meetings
- Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)
- Maintain anecdotal notes and data portfolios to showcase student and content area successes
- Encourage teachers to share stories of success in the community, both online and through traditional outlets

(The What, p. 5) (The How, p.22-23)

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

The need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy" (The Why, p. 27) For students to be proficient communicators, it is essential that "content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas"(The Why, p. 26).

What are we currently doing?

The administrator will continue to:

- Evaluate the school culture and current practices through surveys to determine strengths and needs for improvement (SACS surveys, Professional Learning Surveys, etc.)
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge through the District Curriculum Meetings
- Identify and prioritize students to be targeted for intervention or support (DIBELS, "Bubble" students according to CRCT data)
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services such as Family Fun Night etc.
- Establish a mentoring system for every student who needs additional support from within the school and from the community (YMCA)
- Provide a literacy resource room for parents and caregivers in the school
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy

According to the survey, 69% of teachers believe that we create a school culture in which all faculty and staff collaborate to promote literacy. We will move forward by:

Implementing:

- Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices
- Design and implement infrastructure to provide guidance and support for students and families
- Provide professional learning to develop the understanding that a comprehensive system of learning supports differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders
- Utilize all staff (media specialist, activity block teachers, paraprofessionals, etc.) to support literacy instruction

Expanding:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Develop strategies for maintaining momentum and progress of a learning support system

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

(The What, p. 6) (The How, p. 24-25)

E. Action: Optimize literacy instruction across all content areas

Why is the important?

CCGPS holds educators across all content areas accountable for teaching literacy standards. “Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas” (The Why, p. 49).

What are we currently doing?

The administrator will continue to:

- Sponsor educational plays/skits/musicals put on by students to develop oral communication skills
- Journaling is incorporated content areas
- Provide professional learning through Curriculum Meetings
- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Expand the types of writing across the subject areas
- Create a Task of the Month to differentiate in all domains
- Host family nights that engage parents in activities that encourage and promote proficiency in literacy
- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency- DIBELS

According to the survey, 45% of teachers feel we are fully operational, and 37% feel we are operational in optimizing literacy in all content areas. We will move forward by:

Implementing:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Require the teaching of academic vocabulary in all subjects using a systematic process
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Require writing as an integral part of every class every day and use technology when available
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Teach students to identify and navigate the text structures most common to a particular content area

Expanding:

- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e.g., graphic organizers)
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance for writing within the various content areas
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Student work samples

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas

(The What, p. 6) (The How, p. 25-27)

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Why is this important?

Colquitt County's goal is akin to Georgia's as referenced in The Why, "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (p. 31). "The demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease." (The Why, p. 27)

What are we currently doing?

The administrator will continue the following:

- Mentor program through the YMCA; the mentors work with students on academic and social skills
- Student mentors from Colquitt County High School
- Active Parent Teacher Organization
- Cadets/CCHS Clubs
- Superintendent's Advisory Board of Students and Parents
- Smooth Moves Transition to Middle School
- Transition Plans incorporated in Individual Education Plans for students with disabilities

Since only 43% of teachers reported that they believe agencies and organizations out of school to support literacy. We will move forward by:

- Convene meetings of the community advisory board
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools
- Create a shared vision for literacy for the school and community, making the vision tangible and visible
- Organize a Grandparents Club

(The What, p. 6) (The How, p. 28)

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.) as Documented in the “How” and “Why” document.

Collaboration is a necessity. The school will continue with the practice of common planning time and will “provide educators with the knowledge and skills to collaborate” (The Why, p. 143). All staff must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively (The Why, p. 31).

What are we currently doing?

The administrator will continue to:

- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- Design infrastructure for shared responsibility for development of literacy across the curriculum
- Share professional learning online and at team and staff meetings (Educational Impact, Comprehensive Reading Solutions, teacher resources on share drive, curriculum drive and school website.

According to the survey, only 13.5 % of teachers feel that we are fully operational and 38% feel we are operational. We will move forward by:

Planning:

- Prepare agendas and action summaries for all meetings
- Research effective strategies for differentiating

Implementing:

- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible
- Plan and implement lessons that address the literacy needs of students in the content areas, e.g., the use of text structure and writing to improve comprehension
- Use rubrics to examine student work

Expanding:

- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Study formative student assessment results and use the results to continue to adjust instruction
- Research differentiation strategies, promoting active engagement and teaching key areas of literacy and writing instruction

Sustaining:

- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Showcase evidence of student learning success on the school or class websites
- Encourage teachers to share stories of success in the community and through school and teacher website; Colquitt Connections, etc.

(The What, p. 7) (The How, p. 29-30)

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

Why is this important?

Active collaborative teams ensure a consistent literacy focus across the curriculum (What, p.7).

Recommendation 2 of the Georgia Literacy Task Force includes the provision for “professional learning

opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the area of reading, writing, and speaking” (The Why, p. 37) Because the CCGPS values reading skill and sophistication equally, what students are asked to read become a determiner of competency (The Why, p 50).

What are we currently doing?

The administrator will continue to:

- Identify the concepts and skills students need to meet expectations in CCGPS in nonfiction texts
- Study the text structures most frequently used in texts of each content area in order to be able to share with teachers and monitor implementation
- Identify and plan direct, explicit instructional strategies to teach text structures, academic vocabulary, and background knowledge that students need to learn for each subject area.
- Discuss ways to infuse literacy instruction and student research and writing throughout the day using technology when possible (tablets, Bring Your On Technology, Leap Pads, Smartboards, educational websites, SLD resources, assistive technology resources, Bookshare, etc.)
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy) in persuasive, narrative, and informational writing
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Use exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement (*Seven Strategies of Assessment for Learning*, J. Chappius)
- Provide opportunities for reading varied genres in the content area to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency
- Plan a literacy celebration for the entire school

Since only 69% of teachers feel that we are operational in this area we will move forward by:

Planning:

- Make writing a required part of every class every day, using technology when possible
- Provide time for teachers in departmentalized grade levels to collaborate to ensure that the various kinds of writing are assigned in the most appropriate content areas, (e.g., persuasive in Social Studies, informational in science, narrative in language arts).
- Study research-based strategies and resources for teaching literacy in the content area, particularly those found in “The Why” of the Georgia Literacy Plan
- Provide more professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction

Implementing:

- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedures
- Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible

- Infuse all types of literacy throughout the day
- Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options

Expanding:

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency
- Monitor the use of instructional strategies to improve literacy through formal and informal observations

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS
- Stay abreast of effective strategies for literacy instruction
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media
- Expand the types of writing across the subject areas
- Differentiate assignments by offering student choice
- Celebrate and publish good student writing in a variety of formats

(The What, p. 7) (The How, p. 30-31)

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

Why is this important?

One of the Reading Next research-based program elements to improve literacy achievement is “a comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community” (The Why, p. 6-7). The definition of literacy by the Georgia Literacy Task Force includes the following goal: “Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities” (The Why, p. 31). The Literacy Leadership Team at R. B. Wright believes that our community’s learners, present and future, are interdependent. As a result, we believe that engaging our out-of-school agencies and organizations to support our students’ literacy will benefit not only our students, but our community at large.

What are we currently doing?

The administrator will continue to:

- Partnership with The Boys and Girls Club, YMCA, local faith-based groups, community organizations, United Way, Colquitt County Regional Medical Centers, Colquitt County Art Center, Department of Family Children and Services , Moultrie-Colquitt County Library, Williams Middle School, C.A. Gray Middle School, Colquitt County High School, Local Artists, and Beans and Strings
- Parent coordinator provides online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Design avenues to connect students to the proper service providers in the community (social worker, counselor, special education teachers etc.)
- Homeless students receive extra support in literacy
- One-Call Now is used to contact all parents as needed.
- Provide English-language services that extend beyond the classroom
- Use technology, translate school documents into other languages to assist parents

Since only 53% of teachers feel that we are operational involving the community in school, we will move forward by:

Planning:

- Appoint a person in a leadership role at the school who will be in charge of transitions for all students
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students (Arts Center, YMCA, Boy and Girls Club, etc.)

Implementing:

- Utilize all staff to support literacy instruction
- Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

- Develop and maintain infrastructure to support literacy
- Develop strategies for maintaining momentum and progress of a learning support system

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Continue to focus proactively on broad issues that may prevent students from learning (e.g, health, nutrition, homelessness, drop-out, attendance)
- Pursue additional funding sources for specialized literacy staff and materials
- Collaborate with universities and colleges (Abraham Baldwin, Valdosta State, University of Georgia)

(The What, p. 7) (The How, p. 32-33)

Building Block 3. Ongoing formative and summative assessments

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

Why is this important?

The use of formative assessments, as The Why emphasizes, should be used to drive instructional decisions in the classroom. Instruction should be adjusted according to the results of the formative assessments. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback" (The Why, p. 98). "Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement" (The Why, p. 97).

What are we currently doing?

The administrator will continue to follow the infrastructure for assessing students set at the district level as well as creating and utilizing daily assessments to analyze student learning. Teachers use the data from the assessments to plan for and adjust their instruction to best meet the needs of individual students.

- Monitor DIBELS 1st-5th
- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible
- Have a data collection plan for storing, analyzing, and disseminating assessment results; however, often have difficulty implementing the interventions specific to students needs due to large class sizes and reduction of staff.
- Provide access to School Improvement Plan via website

According to the survey, 32% of teachers feel we are fully operational, and 32% of teachers feel we are operational. We will move forward by:

Planning:

- Define a process for selecting appropriate interventions for struggling readers
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)
- Locate or develop common mid-course assessments to be used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)- some but not all have been created.
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities- procure and establish procedures for: identifying high-achieving students, progress-monitoring students in RTI interventions, and monitoring IEP goals and objectives for students with disabilities
- Have all materials and procedures in place prior to start of the school year

Implementing:

- Administer assessments, and input and analyze data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results

Expanding:

- The Assistant Principal would be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
- Analyze student data in teacher teams to develop and adjust instructional plans

- Use the curriculum drive/ share drive to share data and resources

Sustaining:

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Continue to purchase assessment and intervention materials aligned with students' needs
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording

(The What, p. 8) (The How, p. 36)

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

Why is this important?

“Once the pool of at-risk students is identified, more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements” (The Why, p. 102)

“The Why” emphasizes the importance of screening basic literacy skills “multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it” (The Why, p. 101). After screenings occur it is vital that the data is analyzed and used to guide instruction.

What are we currently doing?

The administrator will continue to:

- DIBELS and DIBELS Next have been implemented as a universal screening to measure oral reading fluency for all students
- Identify literacy skills needed to master CCGPS in each content area
- Placement Test identifies high achieving/advanced learners who would benefit from advanced coursework
- Develop an assessment calendar to include universal screenings and progress monitoring

According to the survey, 40% of teachers feel we are fully operational, and 35% of teachers feel we are operational. We will move forward by:

Planning:

- Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction in all content areas

Implementing:

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

Expanding:

- The Assistant Principal will be responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines
- The Assistant Principal will meet with teacher teams to develop and adjust instructional plans
- Utilize share drive to collaborate and analyze data

Sustaining:

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority

(The What, p. 8) (The How, p. 36)

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

Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements” (The Why, p. 102).

What are we currently doing?

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards
- Use Bookshare and Snap and Read to support students with disabilities

According to the survey, 21% of teachers feel we are fully operational, and 48% of teachers feel we are operational. We will move forward by:

Planning:

- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach

Implementing:

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

Expanding:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology for communicating data to the district literacy leadership team in a timely manner

Sustaining:

- Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals during weekly assemblies

(The What, p. 8) (The How, p. 37)

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

“The Why” includes an assessment plan that will “assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies” (The Why, p. 96).

What are we currently doing?

- Evaluation has been conducted of the capacity of technology infrastructure to support test administration and disseminate results
- Analyze previous year’s outcome assessments to determine broad student needs and serve as a baseline for improvement: CRCT 3rd-5th , Treasures Reading, disaggregate DIBELS Next performance data, ITBS 3rd and 5th
- Disaggregated all data to ensure the progress of subgroups
- Time is devoted in teacher teams to analyze data.
- SLDS is utilized to examine growth and student scores
- Teachers completed a Grow and Glow statement about their results

According to the survey, 22% of teachers feel we are fully operational, and 43% of teachers feel we are operational. We will move forward by:

Planning:

- Use TKES growth model to analyze assessment data to identify teachers who need support

Implementing:

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

Expanding:

- Using online training options, offer professional learning on strategies to address weaknesses identified school-wide or within subject area
- Apply protocols for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning

Sustaining:

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

(The What, p. 9) (The How, p. 37-38)

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

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

What are we currently doing?

- The school improvement committee examines and disaggregates data and shares with grade level teams, Open House, PTO nights etc. The data is shared on our school website.
- DIBELS data is reviewed with teachers to inform decisions on who goes into which group and the kind of instruction that should occur within their skills-based groups K-5
- All data is sorted via Excel and provided electronically for teachers
- All data is available through the SLDS in Infinite Campus

According to the survey, 30% of teachers feel we are fully operational, and 44% of teachers feel we are operational. We will move forward by:

Planning:

- Schedule collaborative planning time for data meetings at a minimum of once/month

- Establish or select protocols for team meetings
- Develop a protocol for making decisions to identify the instructional needs of students
- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:

- Communicate the expectations for meetings
- Teach the data-meeting protocol to the data team members
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Implement protocol with fidelity
- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention

Expanding:

- Review protocols at beginning of meetings
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:

- Continue to build collaborative data meetings into the monthly calendar
- Using online options to continue to train new members of the meetings in the expectations and function of the established protocols
- Ensure that the data storage and retrieval system is effective and efficient

(The What, p. 9) (The How, p. 38-39)

Building Block 4. Best Practices in Literacy Instruction

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

Why is this important?

“According to the *Report of the National Reading Panel*, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, p. 64). “Explicit and systematic instruction in the five essential components must be provided” (The Why, p. 65).

What are we currently doing?

- Plan and provide professional learning through district-wide meetings
- Ensure a daily literacy block in K-5 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.

According to the survey, 45% of teachers feel we are fully operational, and 30% of teachers feel we are operational. However, at a closer examination, the faculty felt this was due to lack of materials and professional development. We will move forward by:

Planning:

- Compile data and identify needs
- Research and select a program that will provide systematic and explicit instruction in the foundational skills. (visit other schools that have been successful with the implementation of any program under consideration)

Implementing:

- Use Comprehensive Reading Solution website
- Provide professional learning of selected program

Expanding:

- Review teacher and student data to improve instruction
- Provide families access to resources that differentiate support for students through workshops and online

Sustaining:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources

(The What, p. 9) (The How, p. 40-41)

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

Why is this important?

One of the program components identified by *Reading Next* is “intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond” (The Why, p. 66). The National Commission on Writing research found that “people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion” (The Why, p. 44). Also stated in this research: “Corporations with greatest employment growth potential assess writing during hiring” (The Why, p. 45).

What are we currently doing?

All academic teachers incorporate writing in the curriculum specifically during science, social studies and math. Teachers implement different strategies such as: Workshop Model, Melissa Forney Strategies etc.

According to the survey, 27% of teachers feel we are fully operational, and 40% of teachers feel we are operational. We will move forward by:

Planning:

- Develop a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice
 - Independent practice
- Provide professional learning through the Instructional Technology Department on best practices in writing instruction in all subject areas for all teachers
- Collaborate with the Assistant Technology Team to provide training on AT devices(Fusion, for students with disabilities)

Implementing:

- Provide professional learning on best practices in writing instruction in all subject areas
- Implement the use of technology for production, publishing, and communication across the curriculum for all students

Expanding:

- Expand the writing plan across all subjects consistent with CCGPS
- Continue professional learning on best practices in writing instruction in all subject areas through follow-up sessions throughout the year during planning
- Share exemplar examples of technology being used for production, publishing, and communication across the curriculum via email and share draft. Post on a bulletin board outside of the computer lab.

Sustaining:

- Provide professional development for new staff members
- Provide ongoing professional development to strengthen skills in writing across the curriculum

(The What p.10); (The How, p.41-42)

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

Why is this important?

Research from Guthrie and Humenick which focused on improving students' motivation to read included four recommendations: "providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading" (The Why, p. 51). In addition, "incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement" (The Why, p. 53).

What are we currently doing?

- R.B. Wright has implemented the Task of the Month program where students choose a task varying across domains from community service, academics, technology, and character education.
- Technology Club
- Performing Arts Performance/ Chapel Program is held weekly
- Science Olympiad Tasks – hands-on activities
- Odyssey of the Mind- problem solving tasks
- Lego Education Kits
- Workshop Model is implemented
- Tickets may be earned for various reasons (community service, behavior, academics, citizenship, etc.); to be used at different events throughout the year, e.g., Polar Express Day, end-of- year

Carnival of Learning.

- Involve Secondary students as role models for the elementary school students (football players, band members, cheerleaders, Key Club, Cadets, CTAE Club)
- School-wide Reading Theme provides motivation to students and teachers
- Reader of the Week – Celebrated at assembly programs

According to the survey, 50% of teachers feel we are fully operational and 28% of teachers feel we are operational. We will move forward by:

Planning:

- Teachers will create an interest/background survey for the students to determine background knowledge to navigate literary and informational texts
- Provide students with opportunities to self-select reading materials and topics for research.

Expanding:

- Organize a Lego Club
- Broaden activities for technology club
- Continue with learning incentives that have been successful such as Task of the Month, etc.
- Incorporate disciplinary literacy to promote the ability to read, write, listen, speak and think critically.
- Utilize technology where possible to engage students
- Provide a blueprint for creating instructional goals methods, materials and assessments in the Digital Age to meet the needs of individual learning (Universal Design Learning)
- Create a 100 Club for Fry Words for primary grades

Sustaining:

- Stay abreast of popular trends/topics among students (activities, music, movies, books, etc.)

(The What p.10-11); (The How, p.42)

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

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

Why is this important?

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

What are we currently doing?

- Tier 2 and Tier 3 committees meet as needed every 2-4 weeks. Interventions are determined as a team.
- Special education teachers, occupational therapists, physical therapist, speech pathologists, reading specialists, behavioral intervention specialist etc. provide knowledge and experience in the RTI process
- Gifted endorsed teachers deliver advanced content to high achieving students within the cluster model.
- K-3 has implemented a 45-minute extended learning block to provide intervention or enrichment.
- Percentage of students currently being served in each tier at each grade level has been calculated to assess the efficacy of the RTI process at each level.

According to the survey, 78% of teachers feel that formative assessments are administered regularly to students in each tier for instruction. We will move forward by:

Planning:

- Articulate goals/objectives at building and system level based on identified grade- level and building needs, as well as system needs
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Develop protocols for identifying students and matching them to the appropriate intervention

Implementing:

- Purchase, train, and implement data collection
- Analyze data for individuals to identify students in need of intervention according to established protocols and to determine if students are making progress
- Monitor to ensure that interventions are occurring regularly and with fidelity

Expanding:

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

Sustaining:

- Monitor progress of process and student results in each tier

(The What p.11); (The How, p.43)

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

Why is this important?

In an effective Tier 1 general education classroom, “teachers routinely address student needs and environmental factors to create the optimal learning environment” (The Why, p. 126). This optimal learning environment includes expert standards-based instruction, differentiation of instruction with

flexible grouping, multiple means of learning and demonstration of learning, universal screenings and progress monitoring of learning through multiple formative assessments. (The Why, p. 132)
What are we currently doing?

What are we currently doing?

- County-wide lesson plans- Standards based learning environments.
- DIBELS data has been analyzed to determine the needs of the students and general weaknesses in instruction; e.g., many students across 2nd grade had difficulty with blending, 3rd grade, silent e.
- Item Analysis of pre/post-test to analyze student strengths and weaknesses as needed
- Team teaching and inclusion of students with special learning needs in the general education setting
- K-1 (all self-contained) plan together for literacy instruction weekly within grade level
- 3rd-5th grade teachers meet as a grade group weekly
- Progress of students with disabilities is documented on their Individualized Education Plan specific to their goals and objectives as well as with the universal screeners
- Progress of EL students is documented on their EL/TPC Plan
- Regular conferences are scheduled for all students
- Weekly newsletters are sent home

According to the survey, 96% of teachers believe that Tier 1 instruction is based on CCGPS. We will move forward by:

Planning:

- If fewer than 80% of students are successful in any area, teachers and administration will examine student data via item analysis and develop a plan of action.
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills
- Research and implement a research based program to incorporate writing in the curriculum
- Schedule across grade level meetings for 3rd-5th grade teachers
- Develop or locate an assessment to monitor the progress of gifted students in advanced content

Implementing:

- Use system-developed classroom-based formative assessments to consistently monitor grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools
- Complete an item analysis on system-wide assessments of all academic content areas to determine strengths and weaknesses and guide instruction

Expanding:

- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Provide support through the Instructional Technology Department and the media specialist through the use of technology

Sustaining:

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs
- Submit agendas and minutes of grade-level meetings to administration weekly

(The What p.11); (The How, p.43-45)

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

Why is it important?

As student data shows the need for additional support for student learning, Tier 2 interventions to address specific learning needs are put into practice, along with progress monitoring tools which gauge progression toward mastery of specific goals. (The Why, p. 126, 133). “Professional learning in intervention strategies must be aligned to the needs of the students” (The Why, p. 124).

What are we currently doing?

We do not currently have an intervention specialist for Tier 2 student. We collaborate with special education teachers, ESOL teachers, occupational therapists, physical therapists, and speech pathologist, and the administration. An RTI system is in place to document the needs of the Tier 2 students, interventions, and progress towards the goal. Fluid skills groups are in scheduled and implement different programs such as Sonday, Differentiation Boxes etc.

According to the survey, only 25% of staff feel that we are fully operational providing Tier 2 interventions for targeted students. We will move forward by:

Planning:

- Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists/paraprofessional/volunteers
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

- Monitor effectiveness of standard intervention protocols in place for students

Extending:

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Study schools successful in closing the achievement gap

Sustaining:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs
- Document data points to monitor student response to intervention
- Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions; tracking in Infinite Campus and export file with information

(The What p.12); (The How, p.45-46)

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

Why is this important?

The Why document (pages 134 and 127) emphasizes the importance of the data team confirming the fidelity of implementation of interventions and aggressively monitoring the student’s response to these intense interventions.

What are we currently doing?

An RTI system is in place to document the needs of the Tier 3 students, interventions, and progress towards their individual goal. We are in transition this year with new forms to document meetings, data etc. This committee collaborates with special education teachers, ESOL teacher, occupational therapist, physical therapist, and speech pathologist, and the administration.

According to the survey, 16% of staff feels that we are fully operational in monitoring Tier 3. 44% feel that interventions are provided but not the 1:1-1:3 basis. A large majority of staff believe that time constraints and lack of trained interventionists prevent the implementation of interventions with consistency and fidelity. We will move forward by:

Planning:

- Discuss students in T3 who fail to respond to intervention
- Receive professional learning on Student Support Team processes and procedures
- Verify implementation of proven interventions
- Hire an instructional coach (49%) or contract services to provide site-based support for staff and to assist in implementation of interventions

Implementing:

- SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points

Expanding:

- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented to monitor student response to daily intervention

Sustaining:

- Use technology to track and ensure the movement of students between T2 and T3 based on response to interventions; tracking in Infinite Campus and export file with information
- Continue to ensure that:
 - Students move into and out of T2 and T3
 - Data is used to support response to intervention

(The What p.11-12); (The How, p.46-47)

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

Why is this important?

The Why document (page 134) states that Tier 4 is developed for students needing additional support and who meet eligibility criteria for special program placement, including gifted, ESOL, and special education. A continuum of services should be outlined to meet specific student needs.

What are we currently doing?

- Schedule students to ensure the least restrictive environment
- Service Coordinators teach the students and aid in developing the IEP as a team
- Administration understands funding formulas
- Co-teaching partners are paired by considering qualifications and dynamics of the classroom
- All staff participate in professional learning with delivery of CCGPS
- Special Education and EL teams meet and discuss progress regularly
- All staff attend open houses, parent conferences and college and career planning activities
- IEP/ Transition plans are not required for students with disabilities until they become 14 years of age but all IEPs address transition and develop a plan if IEP team determines necessary.
- Currently there are no case-managers for gifted students
- Gifted teachers document acceleration in weekly lesson plans and students-teacher contracts

According to the survey 21.6% of teachers feel we are fully operational, and 54% of teachers believe we are operational in the implementation of specially designed learning through specialized programs, methodologies or instruction based upon students' inability to access the

CCGPS. We will move forward by:

Planning:

- Plan is in place for next year's scheduling to be aware of logistics of the special education teachers' and ESOL teachers schedules to ensure that services for all students are met seamlessly
- Collaborate with the Gifted Director and determine protocol for case managers
- Collaborate with the Program for Exceptional Children to better meet the needs of students with disabilities
- Provide professional learning for co-teaching teams

Expanding:

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

Sustaining:

- Student data supports the exit of students from T4.
- Examine data of subgroups and determine if there are any trends/ correlations with specific interventions

(The What, p.11-12); (The How, p.47-48)

Building Block 6. Improved Instruction through Professional Learning

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

Why is it important?

Equipped teachers create better prepared students. Teachers must remember that they impact the students for not just a year, but a lifetime.

Only 25 % of teachers believe that pre-service education prepares new teachers for all challenges of the classroom. Because of this, we will move forward by:

Planning:

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

Implementing:

- Utilize the TKES for specific evaluation instruments for pre-service teachers and revise if needed.

Expanding:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

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

(The What, p.13); (The How, p.48)

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

Why is this important?

“According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning” (The Why, p. 142). “Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers” (The Why, p. 144).

What are we currently doing?

- Self-Assessment Growth plan in TKES
- Grow and Glow Statements were determined by teachers in May 2013 after analyzing data
- Needs have been determined through teacher surveys, teacher data, and student data yearly
- Training is provided for all staff
- School website is continuously updated with resources for teachers and paraprofessionals; updates are communicated to staff via email or during grade group meetings
- Education Impact online learning is available for all staff.
- Media Center has research books, journals and magazines etc.
- Curriculum Department provides professional learning
- Partner experienced teachers with pre-service and beginning teachers

According to the survey,75% of our teachers indicate that they need professional learning to improve their knowledge of teaching literacy. We will move forward by rethinking how we use our PL funds in favor of providing teachers release time.

Planning:

- Schedule and protect time during the school day for teachers to collaboratively analyze data,

share expertise, study the standards, plan lessons, examine student work, and reflect on practice

- Provide release time with for meeting with grade groups to work through online courses together as professional learning communities weekly or biweekly.
- Employ a regular team of substitutes who could provide enrichment or to ensure that instruction time is not lost while teachers meet for professional learning.
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Provide training in administering and interpreting results of assessments in terms of literacy

Expanding:

- Continue to update website and resource room with professional learning materials
- Revisit and revise professional learning yearly based on student mastery of CCGPS, classroom observations, surveys and staff evaluations of professional learning
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

Sustaining:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years

(The What, p.13); (The How, p.48)

We believe that after developing this Implementation Plan we have already begun the process of improving our school and have implemented many of the suggestions from the How and What documents. It is evident that we are only as strong as our weakest link. We will need to strive to earn 100% fully operational on all areas of the needs assessment.

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/ Surveys/Participants

At the initial Striving Readers' grant application work session on October 21, 2013, the system literacy team studied the research and best practices in the Why document. The Needs Assessment Survey was taken by the team as a preview activity, and the decision was made to have all K-5 staff take the survey. The survey was administered; results were collected and analyzed at the system and school levels.

Because the results of the needs assessment survey were not sufficiently descriptive, a follow-up survey was created, drilling down to more specific literacy concerns – within the ELA classrooms as well as across the curriculum. The follow-up survey was administered to all K-5 certified teachers. The survey included questions on the following topics: reading, writing, language, handwriting, speaking/listening skills, materials and resources, allotted instructional time, professional learning, student engagement, integration of technology instruction, and literacy across the curriculum. Results were again analyzed at the system and school levels.

In addition to grant-specific needs assessment, Colquitt County schools recently completed an annual update of School Improvement Plans. All schools are in the process of preparing for an onsite AdvancEd external review. Stakeholders are included throughout the school improvement process.

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

- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs staff surveys/ School Improvement Plan
- SLDS Data
- CCRPI Data
- Test Data – GKIDS, CRCT, CRCT Readiness Indicators for Instructional Planning and Decision Making, ITBS, 3rd and 5th grade writing Scores, ACCESS Data, DIBELS Next data, and diagnostic reading assessment data

We have to concentrate on addressing the root rather than “fixing” the symptom with a patch. Once the root is dissolved, the symptom will go away. Patches just add complexity and cost to the system.

| Engaged Leadership | |
|---|---|
| Concern #1: Need for a shared literacy vision which is owned by school leadership, staff members, students, parents, and community. | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Proliferation of literacy initiatives over the years leaving pieces of programs which are now implemented without consistency, focus, and sustainability • Lack of focused, sustained professional development particularly in the area of reading foundational skills • Transition phase from GPS to implementation of CCGPS | <p>Current Practice:</p> <ul style="list-style-type: none"> • Efforts underway to deconstruct standards and understand intent of CCGPS • Efforts to align existing materials to CCGPS • Informational meetings with parents to help them understand CCGPS (with translators) • School/system newsletters • Websites • Public/Private partnership with hospital to provide access to the Fast ForWord Program |
| <p>“All stakeholders...are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy.” (The What, p. 5); (The How, p.31)</p> | |
| <p>Data Analysis Notes: Based on the Georgia Literacy Plan Needs Assessment, only 24% of teachers believe we have a literacy team that is active in development of building a cycle of community literacy; only 43% of teachers reported that they believe agencies and organizations outside of school actively support literacy.</p> | |

| Continuity of Instruction | |
|--|---|
| Concern #2: Need for consistent literacy instructional focus across the curriculum | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Need for professional learning in how to use literacy skills in reading and writing in the content areas • Lack of consistent collaborative planning • No organized plan for teaching writing skills across the curriculum | <p>Current Practice:</p> <ul style="list-style-type: none"> • Content area teachers focusing on academic vocabulary • Introduction to Greek and Latin roots (grades 4-7) with purposeful link to content areas • Increase in written responses being required across the curriculum |
| <p>“A report titled Writing to Read.... documents the efficacy of having students write to improve reading comprehension.” (The Why, p. 50); (The What, p.7)</p> | |
| <p>Data Analysis Notes: Teachers expressed need for effectively integrating literacy skills across the content areas.</p> <ul style="list-style-type: none"> • 30% of teachers have a full understanding of Lexile levels and how to use them. • 38% of teachers understand the process of teaching reading foundational skills. • 50% of kindergarten teachers and 100% of 1st grade teachers do not understand the entire process of teaching reading foundational skills. | |

| Ongoing Summative and Formative Assessments | |
|--|---|
| Concern #3: Need for a comprehensive balanced assessment system | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Use of different assessment systems over the years which has caused confusion for teachers and lack of consistent long-term analysis of progress • Lack of funding for an online management system to streamline administration, recoding and analysis of data • Insufficient professional learning on use of assessment data • No system-wide benchmark system | <p>Current Practice:</p> <ul style="list-style-type: none"> • Year 2 of DIBELS Next testing • Students identified at risk in the screening have been tested using specified diagnostic measures. • Emerging use of data to drive explicit reading instruction in skills groups • Formative Instructional Practice work |
| <p>“Assessment materials should be aligned with student’s needs, and personnel must be adequately trained to administer testing, diagnose needs, and plan instruction.” (The What, p. 8-9); (The Why p.96)</p> | |
| <p>Data Analysis Notes: The use of data to evaluate the effectiveness of instruction and interventions is inconsistent.</p> <ul style="list-style-type: none"> • 40% of teachers feel we are fully operational, and 35% of teachers feel we are operational in the use of a universal screening and formative assessment process. • 21% of teachers feel we are fully operational; 48% of teachers feel we are operational in the use of diagnostic assessment. | |

| Best Practices in Literacy Instruction | |
|---|---|
| Concern #4: Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS • Lack of system-wide research-based scope and sequence in reading foundational skills • Lack of funding to adopt aligned materials • Proliferation of literacy initiatives with little consistency, focus, and sustainability • Lack of ongoing professional development • Lack of adequate time in daily schedule for direct, explicit literacy instruction • Lack of focused monitoring of current practice in literacy instruction | <p>Current Practice:</p> <ul style="list-style-type: none"> • Using Treasures (not aligned to CCGPS) • Using county revised integrated units • Lingering practices from America’s Choice design • Supplementing foundational skills instruction with Reading Differentiation Boxes, Jack and Jilly, FCRR materials, and teacher-selected resources |
| <p>“In grades K-3, early literacy instruction provides instructional anchors that when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language.</p> | |

| | |
|--|--|
| <p>Writing demands for the 21st century are increasing not only in schools, but in workplaces that demand effective communication skills. Georgia advocates strong writing skills throughout school.” (The Why p.72 and 53)</p> | |
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 70% of teachers agree they need more concrete sequential and explicit materials. • 100% of kindergarten and 1st grade teachers feel they need materials, resources, and professional development. • 63% of teachers feel that students have not mastered reading foundational skills from the prior grade. | |

System of Tiered Intervention (RTI) for All Students

Concern #5: Need for systematic response to intervention protocol, resources, implementation, and monitoring

| | |
|--|---|
| <p>Root Causes</p> <ul style="list-style-type: none"> • Inadequate and inconsistent time for intervention groups • Research based materials frequently not used with fidelity • Inadequate and inconsistent professional learning for interventionists • No system wide coordinator of RTI • Confusion caused by recent changes in RTI forms and documentation | <p>Current Practice:</p> <ul style="list-style-type: none"> • Documentation is reviewed by a system team when a child is referred for evaluation. • Teachers document Tier 2/Tier 3 interventions. • Parents are involved in the RTI process. |
| <p>“Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful.” (The What, p. 5); (The Why p.123)</p> | |

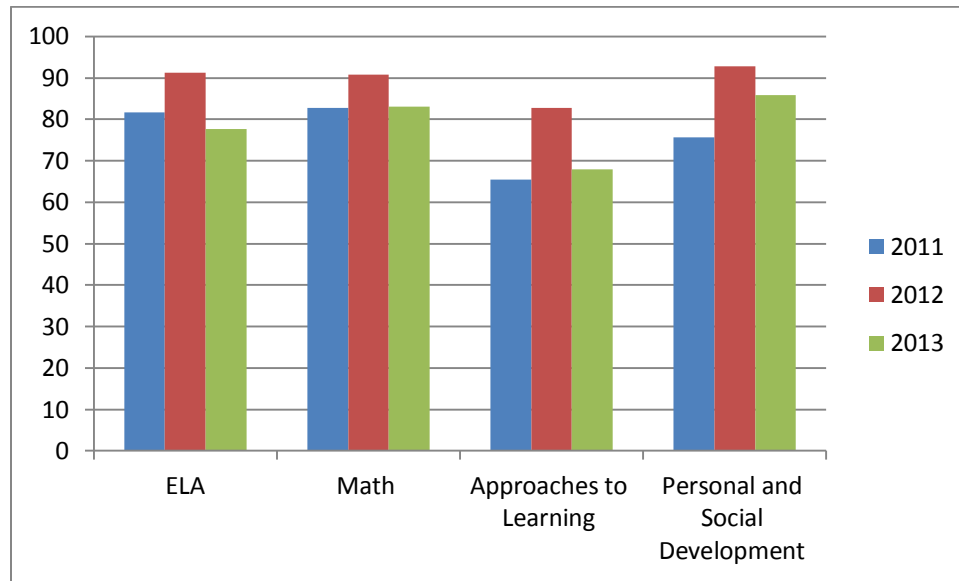
| | |
|--|--|
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 85% of teachers feel they do not have adequate materials and resources for teaching reading foundational skills. • 70% of teachers indicated a typical small group in their reading foundational skill is 5-7 students; 10% indicated that more than 7 students are in a small group; special education teachers indicated 3-4 students in a group. • 100% of Kindergarten teachers indicate a typical group is 5-7 students or more. • 72% of teachers need help in differentiating for small groups. • 70% of teachers need professional learning and/resources for Tier 2 interventions. | |
|--|--|

| Improved Instruction through Professional Learning | |
|---|--|
| Concern #6: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals. | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Reduction of school work days • Redirection of professional learning funds away from literacy • Absence of plan for training and supporting new staff members • Lack of release time for all professional learning | <p>Current Practice:</p> <ul style="list-style-type: none"> • The system has a professional learning plan which is the focus for all training. • Schools have individual site plans aligned to the system’s goals which are “in-house.” |
| <p>“In an increasingly competitive global economy, teachers need to learn to teach in ways that promote critical thinking and higher order performance.”</p> <p>(The What, p. 5); (The Why, p.140)</p> | |
| <p>Data Analysis Notes: Data was clear that all leaders, teachers, and paraprofessionals need ongoing professional learning opportunities about effective literacy instruction.</p> <ul style="list-style-type: none"> • 62% of teachers feel they do not understand the process of teaching reading foundational skills; 85% agree they need professional learning. • 85% of teachers agree paraprofessionals need training to assist with literacy skills. | |

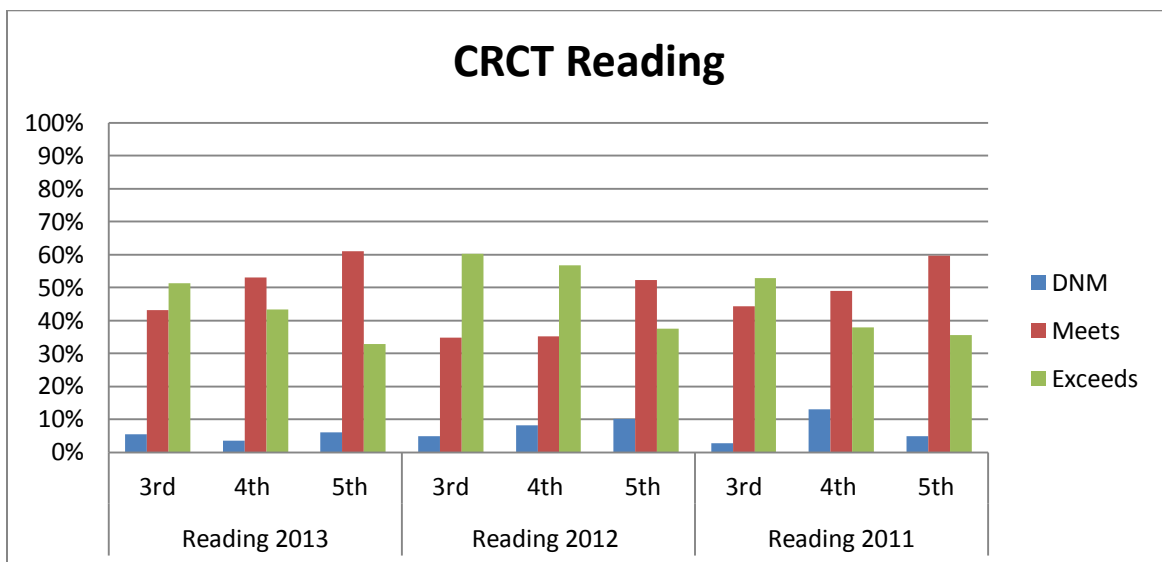
Analysis and Identification of Student and Teacher Data

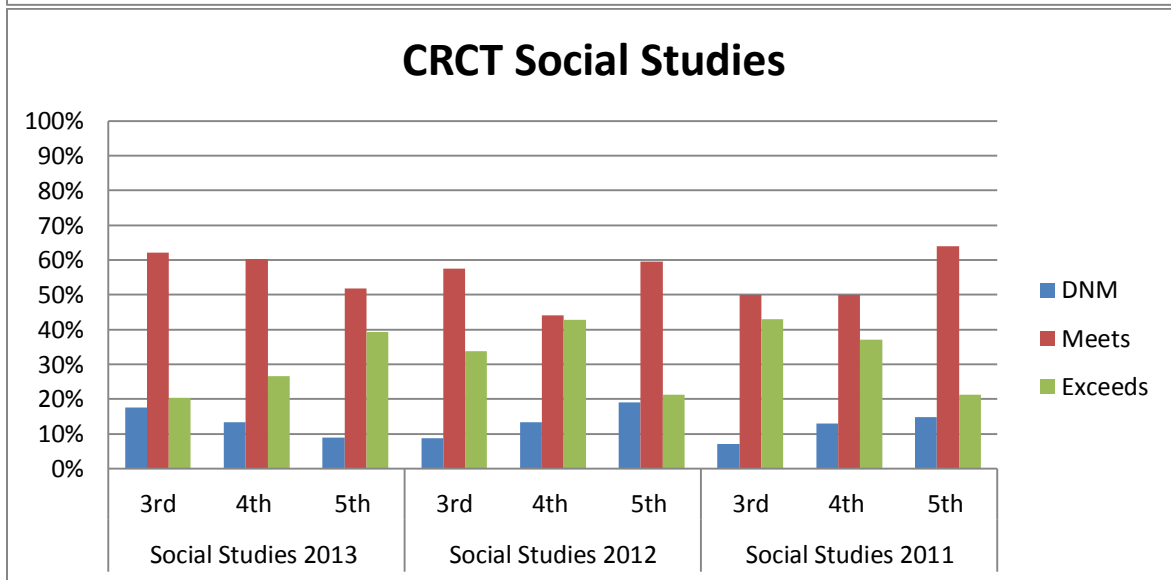
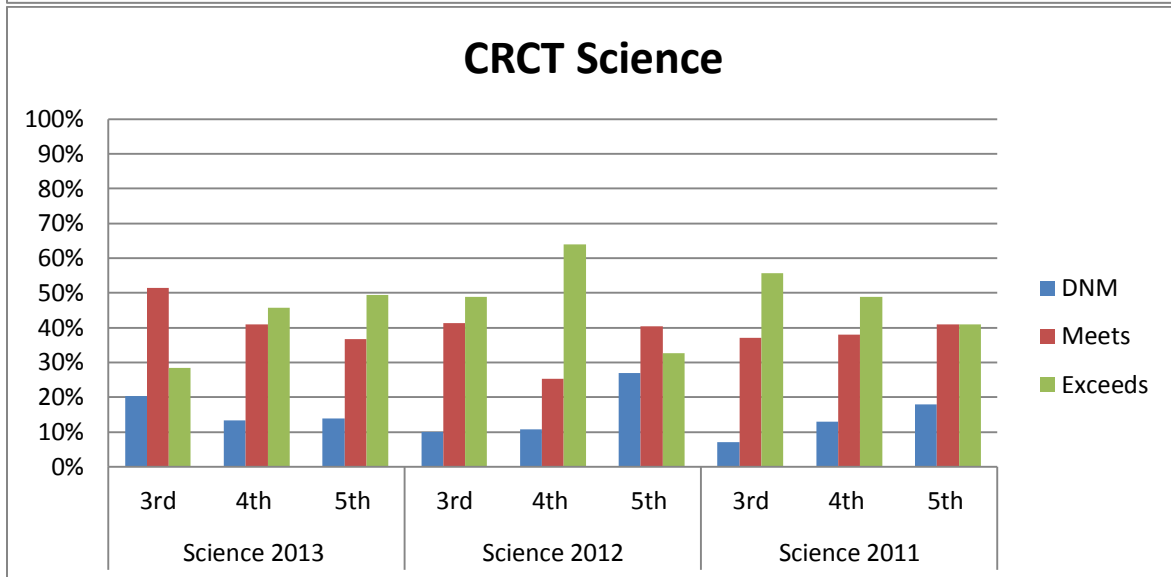
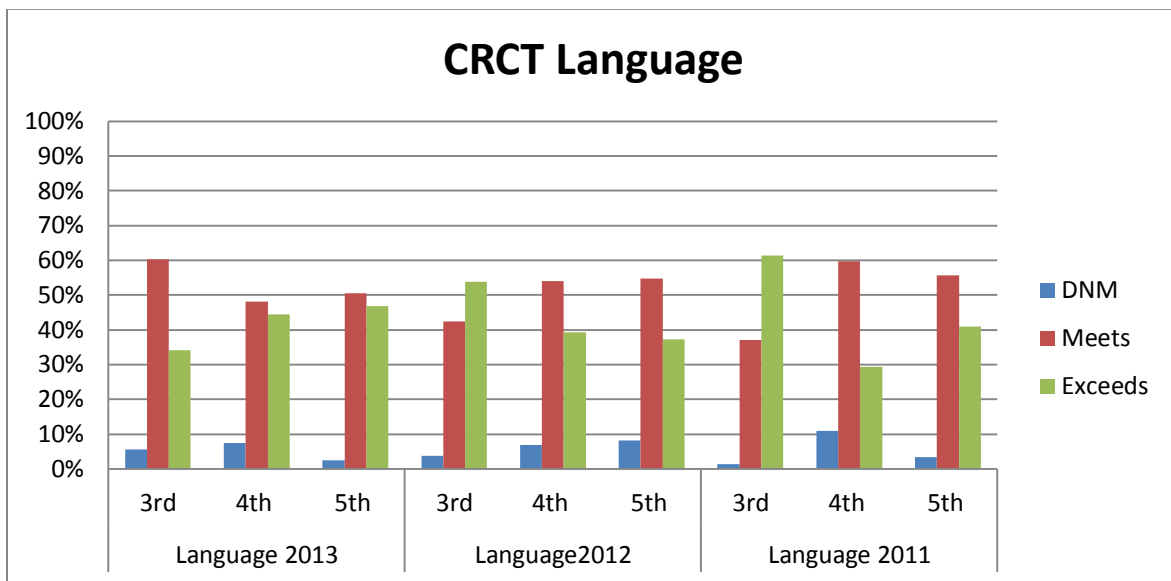
Wright student achievement data is compiled from a variety of assessments. Analysis of the data identifies areas of need.

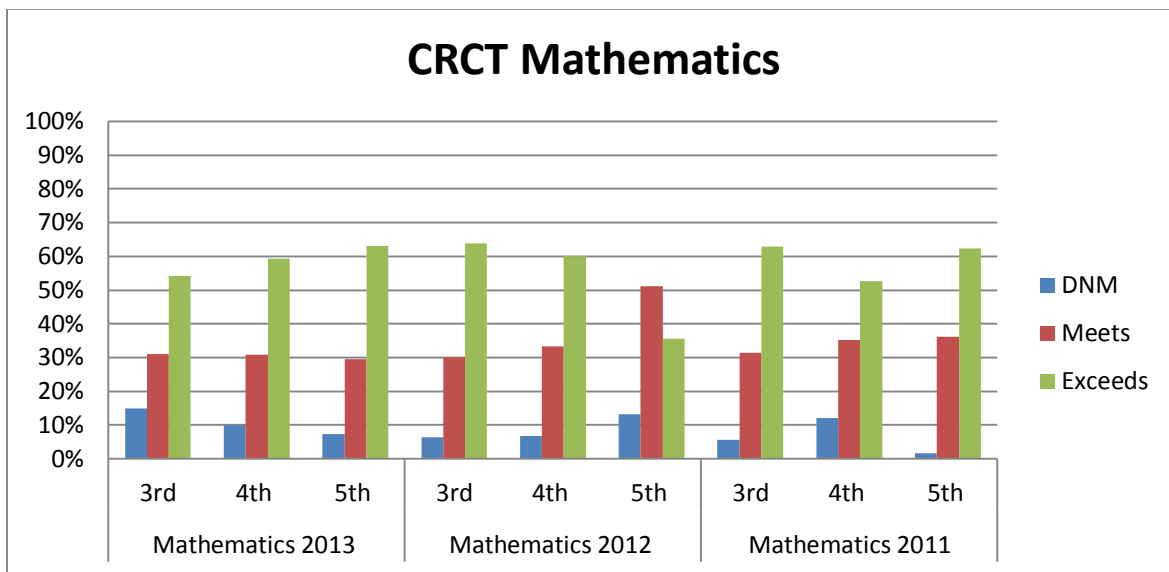
Georgia Kindergarten Inventory of Developing Skills (GKIDS)



GKIDS data indicate that students continuously have weaknesses in approaches to learning which includes curiosity, initiative, creativity, problem solving, attention, engagement, and persistence. ELA scores indicate a need for literacy instruction and support. Our data clearly indicates that our current first grade students have started their educational journey without necessary readiness skills. Reading foundational skills are critical for our students' success in all content areas.



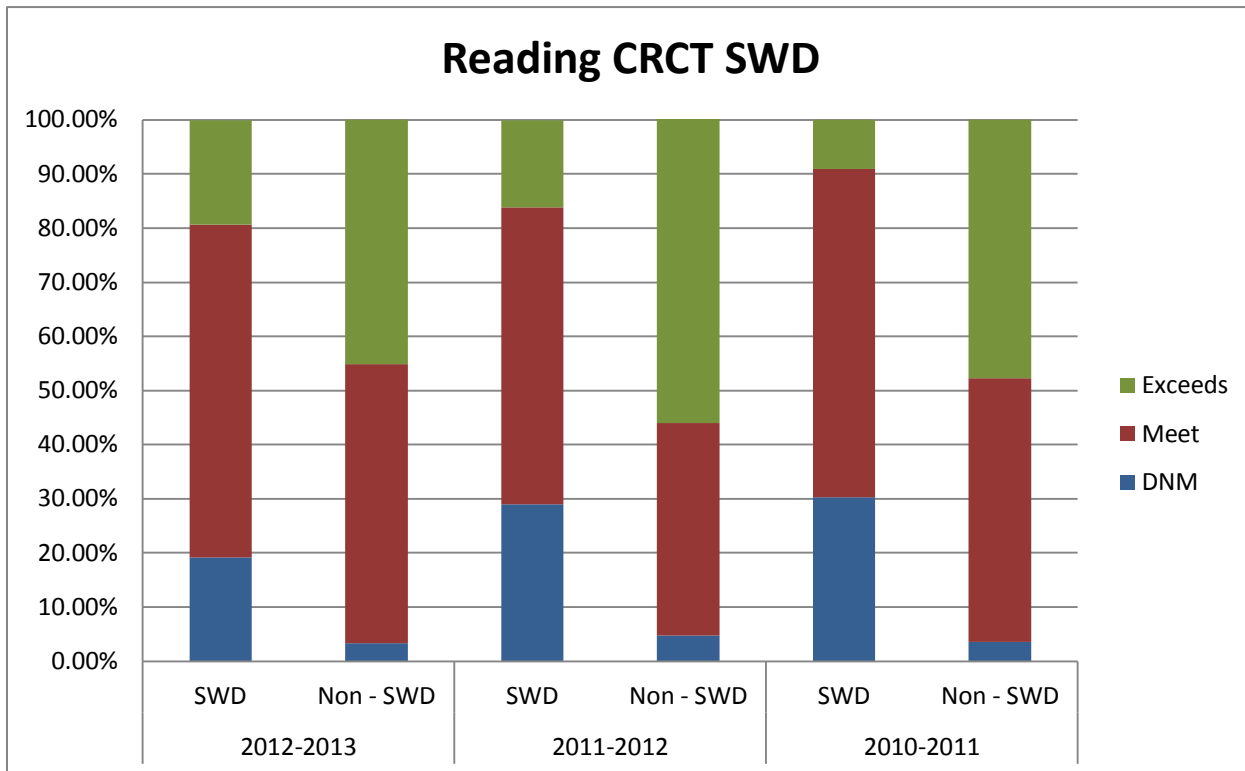
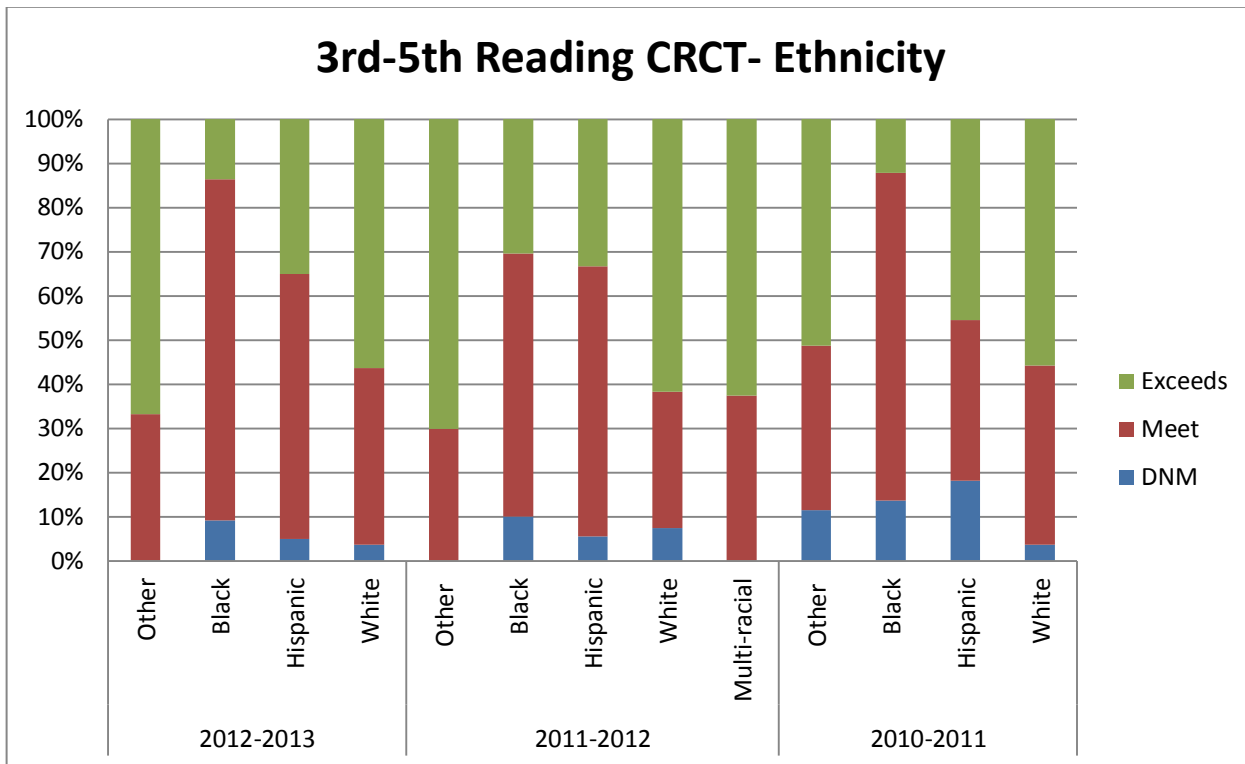




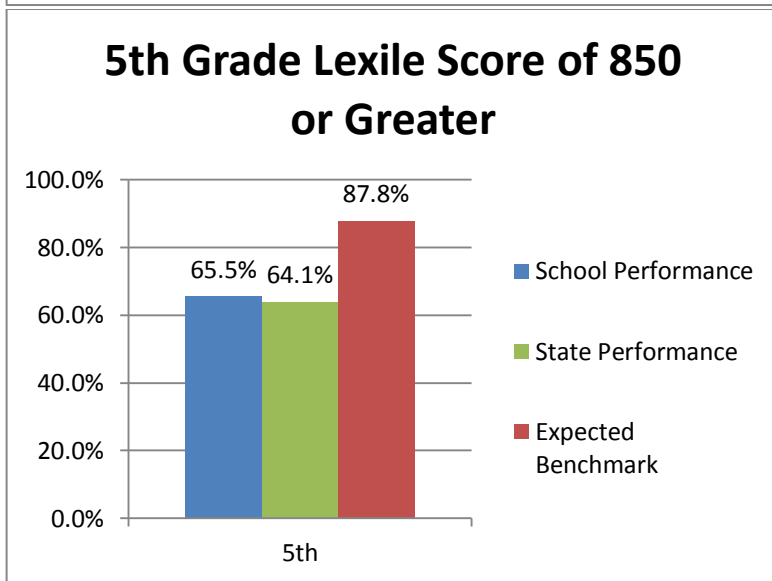
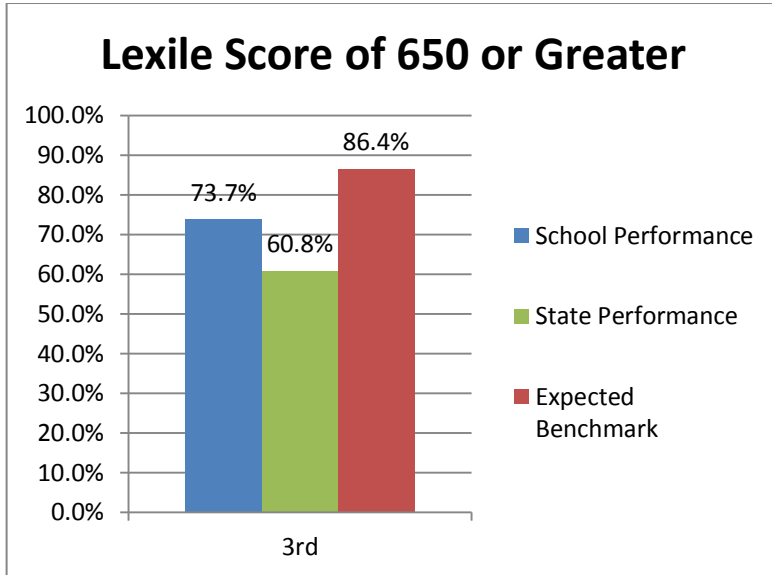
While these summary scores appear encouraging, looking deeper into the data indicates the disappointing performance of those students who are generally the most vulnerable--those in specific subgroups.

The data in the five preceding charts indicate the need to address literacy across disciplines. Student achievement in science and social studies reveals many students' difficulty in accessing the information in more complex content area texts. This difficulty is particularly evident in the social studies scores. Although many of Wright's students scored in the meets and exceeds categories, there is a disturbing gap among ethnicity groups as shown in the CRCT Reading data in 2012-2013.

Further, an analysis of CRCT Readiness File Indicator data shows that 25-30% of 3rd-5th graders will need additional support in reading; 47-60% of the African-American subgroup will need additional support in reading. This challenge is exacerbated by the fact that many parents are exercising school choice options and transferring their children to Wright, putting a considerable strain on class size, space, resources and materials. In order to properly serve all students, the school needs not only more resources, but a carefully sequenced and articulated reading curriculum and sustained professional learning to ensure that these children are able to thrive.



Economically disadvantaged, black, and students with disabilities scored lower on the 2013 CRCT in every subject as compared to white students. The data indicates a need to integrate literacy strategies and skill development to narrow the achievement gap.



Looking ahead to the new assessments, the Lexile scores and the CCPRI for R.B. Wright are cause for concern, not just for the subgroups, but for all students.

| ITBS Scores | | | | | | |
|-------------|-------------------------------|-----|----------------------------|-----|--------------------------------|-----|
| | Reading Total Percentile Rank | | Math Total Percentile Rank | | Language Total Percentile Rank | |
| | 3rd | 5th | 3rd | 5th | 3rd | 5th |
| 2010 | 54 | 69 | 66 | 81 | 60 | 76 |
| 2011 | 76 | 56 | 75 | 63 | 77 | 63 |
| 2012 | 70 | 58 | 76 | 71 | 78 | 72 |

In 2012, 47% of RBW's 3rd graders and 40% of RBW's 5th graders scored less than the 50th percentile (National Percentile Rank -NPR) on the Reading Total Section ITBS.

| ITBS 3rd Grade | | | | | | | | | |
|----------------|-------------------------------|-------|-----|----------------------------|-------|-----|--------------------------------|-------|-----|
| | Reading Total Percentile Rank | | | Math Total Percentile Rank | | | Language Total Percentile Rank | | |
| | White | Black | SWD | White | Black | SWD | White | Black | SWD |
| 2010 | 78 | 41 | 30 | 82 | 49 | 63 | 82 | 54 | 44 |
| 2011 | 67 | 45 | 18 | 71 | 49 | 24 | 66 | 60 | 21 |
| 2012 | 81 | 31 | 25 | 87 | 53 | 29 | 91 | 41 | 21 |

Black and SWD subgroups reflect with lower scores in every subject as compared to white students.

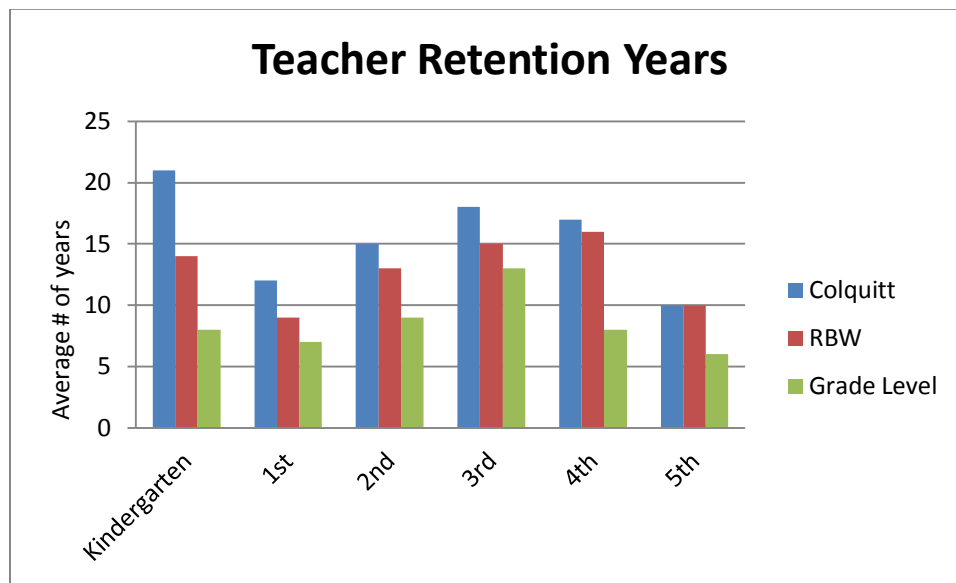
| DIBELS | | | | |
|-----------------|------|----------------|-----------|-----------|
| Grade | Test | % at Benchmark | % Caution | % At Risk |
| 2nd | ORF | 75% | 14% | 11% |
| 3 rd | ORF | 63% | 10% | 33% |
| 3 rd | DAZE | 51% | 20% | 29% |
| 4 th | ORF | 59% | 14% | 27% |
| 4th | DAZE | 58% | 20% | 22% |
| 5th | ORF | 59% | 15% | 26% |
| 5th | DAZE | 60% | 28% | 12% |

DIBELS Next has been implemented as a universal screener to identify students who are struggling with reading foundational skills. Over 40% of 3rd -5th graders fell below the benchmark for comprehension and fluency. Knowing fluency is in part based on accuracy in word identification (Why, p.72) , this data substantiates the teachers' assessment in the needs survey, that we have a serious weakness in Kindergarten through second grade in the instruction of foundational skills and need for a more systematic and sequential word identification program in grades K-2.

5th Grade State Writing Test

| Subgroups | 2012-2013 | | | 2011-2012 | | | 2010-2011 | | |
|-----------|-----------|---------|-------------------|-----------|---------|-------------------|-----------|---------|-------------------|
| | Meets | Exceeds | Meets and Exceeds | Meets | Exceeds | Meets and Exceeds | Meets | Exceeds | Meets and Exceeds |
| All | 72 | 13 | 85 | 74 | 9 | 83 | 78 | 3 | 81 |
| % Black | 68 | 0 | 68 | 67 | 13 | 46 | 62 | 0 | 62 |
| % White | 77 | 18 | 85 | 78 | 6 | 84 | 84 | 5 | 89 |

On the 2012-2013 5th Grade Writing Test, 68% of Black subgroup met standard compared to 84% of White subgroup. This gap among subgroups is a trend for the past three years. With the shift from GPS in writing to the new Common Core standards, the core writing lesson format and the scheduled time allotted to Writer’s Workshop changed, as well as a shift to more informational writing and an emphasis on citing text evidence. The data indicates a need to develop a school-wide coordinated writing plan that includes targets for at-risk students.



Currently, teachers have taught at RBW for an average of 12 years with an average of 8 years of teachers teaching at the same grade level. Due to growth, a kindergarten teacher and a special education teacher were added this year.

In the past three years, 97% of all certified staff has remained at RBW.

Professional Learning Communities

In 2012-2013, staff participated in over 475 hours of professional learning. Some of the trainings included CCGPS in Action, Deconstructing Standards, Thinking Maps, DIBELS Training, and iPad trainings. Five teachers are currently pursuing their gifted endorsement. There are forty-one full-time certified staff members at R. B. Wright. Of these, twenty-two have Master's degrees, and twelve have completed their Specialist's degrees.

Strengths and Weaknesses:

- The major strengths we found in our program:
 - Most students meeting or exceeding standards in Reading/ELA on CRCT
 - Caring and stable staff
 - Significant numbers of parents participating in mentoring, assisting in classrooms and fundraising
- The major needs we discovered:
 - Students with disabilities in grades 3-5 not meeting standards
 - Number of ALL students in grades 3-5 not meeting standards in science and social studies.
 - Low percentage of Black students exceeding the standard in all areas
 - Percentage of 3rd grade students exceeding standards in Writing
 - Low percentage of 5th grade students exceeding the standard on 5th grade Writing Test
 - Percentage of students at-risk/caution on DIBELS screener
 - 33% of students in grade 3 earning a Lexile score of 650 (benchmark) or less; 25% of students in grade 5 earning a Lexile score of 850 (benchmark) or less.

Goals and Objectives

| Goal 1: Implement a systematic and balanced approach to reading | |
|---|---|
| Objective 1: | Visit other schools who are implementing a successful approach to reading |
| Objective 2: | Conduct an audit of current resources based on research-based scope and sequence |
| Objective 3: | Research materials or programs to provide systematic instruction in the foundational skills |
| Objective 4: | Implement systematic approach to reading with fidelity |
| Objective 5: | Monitor implementation through grade group meetings and literacy observation checklist |
| Goal 2- Implement explicit writing instruction consistent with CCGPS | |
| Objective 1: | Develop a coordinated plan for writing instruction |
| Objective 2: | Make writing required of every class using technology when possible |
| Objective 3: | Integrate literacy strategies for achievement in all subjects |
| Goal 3- Strengthen teacher understanding in selecting and implementation appropriate interventions | |
| Objective 1: | Participate in professional learning on research-based interventions linked to direct/explicit instructional strategies |
| Objective 2: | After students' needs are identified, develop a protocol to determine the intervention |
| Objective 3: | Provide a protected time for direct instruction in a needs-based small group |

R. B. Wright strives to increase the percentage of students scoring at and above expectation in reading and writing each year.

Project Plan – Procedures, Goals, Objectives, and Support

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

| Goal: Steadily increase the percentage of students scoring at and above expectation in reading each year. (Building Blocks 4/5) | | | |
|--|----------------------------------|---|---|
| Current Best Practices: (What, 9) DIBELS Next – disaggregation/use of data, diagnostic testing (Phonological Awareness, Phonics Inventory, Decoding Inventory, Fry Words), running records (What, 7), collaborative planning (What, 9), deconstructing standards, use of non-Reading First Differentiation Box training/materials | | | |
| Objectives | Timeline | Funding Source | Measure of Effectiveness |
| Conduct an audit of current resources/materials based on carefully articulated scope/sequence of skills and CCGPS alignment (What, 9) | Spring, 2014 | Release Time SRCLG Local Funds | Center on Instruction Building the Foundation Scope and Sequence *LT |
| Research, select, purchase needed instructional materials (What, 9) | | | |
| Conduct classroom literacy observations to gauge current practice in reading instruction (What, 10) | Baseline Spring, 2014 Ongoing | N/A | Classroom Observation Data *SA |
| Provide research-based professional learning on components of literacy for all staff (Why, 141) | Summer, 2014 Ongoing | Release Time SRCLG | Professional Learning Log Classroom Observation Data *SA |
| Ensure daily literacy block of 120-150 minutes includes all grade-appropriate literacy components (whole group explicit instruction and differentiated small groups) (What, 10) | Fall, 2014 | N/A | Classroom Schedules Walkthrough Observations *SA |
| Create/implement system plan for vertical/shared responsibility of literacy/reading goals across curriculum (What, 10) | Fall, 2014 Ongoing | | Lesson Plans *SA, LT |
| Strengthen system-wide formative/summative assessments with protocol for administration of tests/using data | January, 2015 Ongoing | Release Time SRCLG | Analysis of Student Work |
| Provide professional learning for teachers and paras to develop/sustain intentional strategies for student engagement/motivation (What, 11) | Summer, 2015 Ongoing | SRCLG/PL Funds Release Time | Classroom Observations Formative/Summative Assessments |
| Strengthen technology integration school-wide with interactive media such as electronic tablets, computers, assistive technology devices for students with disabilities, and e-readers | Spring, 2014 Ongoing | SRCLG Special Education Funds Local Funds | Classroom Observation Professional Learning Logs *SA, AC, T |

| | | | |
|---|-------------|-------------|----------------------------------|
| Weekly newsletter that include ELA resources for parents | August 2015 | Local Funds | Permanent Product of Newsletters |
| Additional Evidence of Research-Based Practice: “The ability to read is the bedrock of all types of literacy.” (Why, 98) | | | |

| Goal: Steadily increase the percentage of students scoring at and above expectation in writing each year. (Building Blocks 4/5) | | | |
|--|----------------------------------|---|--|
| Current Best Practices: (What, 10) CCGPS units, writing rubrics, use of student exemplar work, deconstructing standards | | | |
| Objectives | Timeline | Funding Source | Measure of Effectiveness |
| Conduct classroom literacy observations to gauge current practice in writing instruction (What, 10 and 13) | Baseline Spring, 2014 Ongoing | N/A | Analysis of Writing Samples *LT |
| Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10) | Spring, 2014 | SRCLG Local Funds | |
| Provide professional learning on best practices for writing instruction across all content areas (What, 10) | Summer, 2014 Ongoing | SRCLG | Professional Learning Log Writing Samples *SA |
| Ensure that daily literacy block of 120-150 minutes includes explicit writing instruction, guided practice, independent practice for all students (What, 10) | Fall, 2014 | N/A | Writing Samples Classroom Observations *SA |
| Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (What, 6,7, and 10) | Fall, 2014 Ongoing | SRCLG Local Funds | Plan for Writing Instruction Lesson Plans Writing Samples *SA |
| Develop/incorporate valid formative/summative writing assessments (Why, 94-98) with protocol for administration/using data | Spring, 2015 Ongoing | Release Time SRCLG | Rubrics Analysis of Student Work *GA |
| Schedule Parent Education Workshops/ Family Nights | Fall 2014 Ongoing | Title 1 Parent Involvement PTO Fund | Parent Surveys |
| Strengthen technology integration school-wide with interactive media such as electronic tablets, computers, assistive technology devices for students with disabilities, and e-readers | Spring, 2014 Ongoing | SRCLG Special Education Funds Local Funds | Classroom Observation Professional Learning Logs *SA, AC, T |
| Evidence of Research-Based Practice: | | | |
| <ul style="list-style-type: none"> “The implementation of strong writing programs is crucial to a literacy initiative.” (Why, 45) | | | |

| Goal: Steadily increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies each year. (Building Block 2) | | | |
|---|--------------------------|-----------------------|--|
| Current Best Practices: grade level math units incorporating writing daily, Year at a Glance sequence of content area topics | | | |
| Objectives | Timeline | Funding Source | Measure of Effectiveness |
| Provide professional learning on literacy instruction within content areas: (What, 6 and 10) <ul style="list-style-type: none"> • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary Writing experiences in all genres incorporating content area topics (Why, 50-55) | Summer, 2015 Ongoing | SRCLG | Professional Learning Log Classroom Observations *SA |
| Purchase content-based texts (multiple formats) | January, 2015 | | Record of Purchase *GA |
| Develop common formative/summative assessments within content areas with protocol for using data (What, 8) | January, 2015 Ongoing | Release Time SRCLG | Student Data *GA, SA, T |
| Adopt systematic plan for teaching academic vocabulary in all subjects. (What, 6) | Fall, 2015 Ongoing | SRCLG Local Funds | |
| Evidence of Research-Based Practice: <ul style="list-style-type: none"> • “A successful interaction with any text depends on the student’s ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content.” (Why, 49) | | | |

| Goal: Using school-based data, design a comprehensive system of tiered interventions for all students. (Building Blocks 3/5) | | | |
|---|--------------------------|-----------------------|--|
| Current Best Practices: (What, 11) System assessment calendar, DIBELS Next testing in grades 1-5, follow-up diagnostic testing (What, 10), reading foundational block in daily schedule (What, 12), intervention groups, school RTI committee, system SST review process | | | |
| Objectives | Timeline | Funding Source | Measure of Effectiveness |
| Strengthen screening, diagnostic, and progress monitoring assessments | Summer, 2014 | SRGLG | DIBELS Next Data SRI Data *GA, SA, T |
| Train teachers on effective data usage for planning/implementing/monitoring interventions (Why, 122-124) | Fall, 2014 Ongoing | | RTI Data *GA |
| Inventory, evaluate, purchase, and train individuals on appropriate intervention materials | | | Inventory of Materials *GA, SA |
| Schedule protected intervention time | | | Schedules *SA, T |
| Review data to determine effectiveness of instruction | January, 2015 Ongoing | N/A | RTI Data Analysis of Assessments *GA, SA |
| Evidence of Research-Based Practice: | | | |
| <ul style="list-style-type: none"> • “The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment...to plan for instruction.” (Why, 94) | | | |

Response to Intervention Model

| Leveled Instructional Tier | <i>Data should be part of an ongoing cycle of instructional improvement.</i> | Instructional Strategies |
|--|--|--|
| <p>Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p> | | <ul style="list-style-type: none"> • Instruction based on CCGPS • Best practices identified by the National Reading Panel • Universal screening |
| <p>Tier II Standard protocol interventions provided for targeted students (Why, 126)</p> | | <ul style="list-style-type: none"> • Diagnostic testing to identify causes of student weaknesses • Consistent segments of instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension) – small group setting (5-7 students) • Progress monitoring • Adjustment of interventions |
| <p>Tier III Based on evidence-based protocols Teams monitor progress jointly (What,12 and Why, 127)</p> | | <ul style="list-style-type: none"> • Intensive interventions in small groups(1-3) • Increased frequency and duration • Intensive monitoring/adjustment of interventions |
| <p>Tier IV Specially-designed learning to meet individual needs (Why, 127)</p> | | <ul style="list-style-type: none"> • Due process • Based on individual learning plan • Specialized programs, methodologies, and instructional deliveries • Intensive monitoring/adjustment of interventions |

Colquitt County School District: R. B. Wright Elementary School

| | | | | | | |
|----------|-----------|-----------|------------|-------------|------------|-----------|
| K | 8:00-9:10 | 9:10-9:50 | 9:50-11:10 | 12:30-12:55 | 12:55-1:45 | 1:45-2:30 |
| | Reading | SS | Math | Science | ELA | *Skills |

| | | | | | | |
|-----------------------|-----------|------------|-------------|-------------|-----------|-----------|
| 1st | 8:00-9:25 | 9:25-10:10 | 10:10-11:30 | 12:00-12:30 | 1:20-1:45 | 1:45-2:30 |
| | Reading | LA | Math | Science | SS | *Skills |

| | | | | | | |
|-----------------------|-----------|--|-----------------|--|-----------------|--|
| 2nd | 8:00-8:45 | | 8:45-11:45 | | 12:15-2:30 | |
| | * Skills | | Reading/ELA(A) | | R/ELA(B) | |
| | | | M/SS/Science(B) | | M/SS/Science(A) | |

| | | | | | |
|-----------------------|-----------|-------------|------------|------------|-----------|
| 3rd | 8:00-9:00 | 9:50-12:00 | 12:30-1:30 | 1:30-2:00 | 2:00-2:30 |
| | *Skills | Reading/ELA | Math | Science/SS | |

| | | | | |
|-----------------------|---------------|-------------|---------------|----------------|
| 4th | 9:00-10:20 | 10:20-11:20 | 11:20-12:40 | 1:10-2:30 |
| | Reading(A) | *Skills | Reading(C) | Reading (B) |
| | SS/Science(B) | | SS/Science(A) | SS/Science (C) |
| | Math(C) | | Math(B) | Math (A) |

| | | | | |
|-----------------------|---------------|------------|---------------|---------------|
| 5th | 8:00-9:20 | 9:20-10:20 | 10:20-11:50 | 12:20-1:40 |
| | Math(A) | *Skills | Math(C) | Math(B) |
| | SS/Science(B) | | SS/Science(A) | SS/Science(C) |
| | Reading(C) | | Reading(B) | Reading(A) |

* Skills- fluid groups determined by formative and summative data for acceleration, remediation and intervention.

Assessment/Data Analysis Plan

Current Assessment Protocol

| Assessment | Grade Level Assessed | Purpose | Skills Assessed | Frequency |
|---|----------------------|---|--|---|
| GKIDS | Kindergarten | Measure/monitor mastery of skills | CCGPS | Baseline and Quarterly |
| Writing Portfolio | K-5 | Measure/monitor growth | Writing | Quarterly (indicated in Units) |
| Georgia Writing Assessment | 3 and 5 | Measure mastery of Writing Standards | Writing | 1 time per year: Winter |
| Fry Word Inventory | K-3 4-5 as needed | Assess fluency/accuracy of high frequency words | High Frequency Words | 3 times per year: October, January, and April (ongoing as needed) |
| Phonological Awareness Inventory | K-1 | Diagnostic | Phonological Awareness Skills | Minimum of 1 time per year (ongoing as needed) |
| Letter Name Correspondence | 1 | Diagnostic | Letter names | 1 time per year |
| Letter Sound Correspondence | 1 | Diagnostic | Letter Sounds | 1 time per year |
| Reading Levels | K-5 | Assess reading level | Independent reading level (Fountas & Pinell) | Ongoing throughout year |
| DIBELS Next | 1-5 | Universal Screener | Oral Reading Fluency and Comprehension | ORF: 3 times per year (2-5) 2 times per year for 1 DAZE: 3 times per year (3-5) |
| Informal Phonics Inventory | 1-3 | Diagnostic | Alphabetic Knowledge and Decoding | As necessary |
| Informal Decoding Inventory | 3-5 | Diagnostic | Decoding | As necessary |
| ACCESS for ELs | K-5 | Screener, Diagnostic | Language | 1 time per year |
| Georgia Online Assessment | 3-5 | Formative | CCGPS/GPS | Ongoing |
| CRCT | 3-5 | Criterion- Reference Achievement | CCGPS/GPS | 1 time per year |
| ITBS | 3 and 5 | Norm-Reference Gifted Screening | All Content Areas | 1 time per year |
| Georgia Alternate Assessment | K-5 | Achievement | CCGPS/GPS | Ongoing/Reporting 1 time per year |
| Unit Assessment Tests | K-5 | Mastery Guide Instruction | CCGPS | Weekly/Bi-weekly |

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently the district requires administration of DIBELS Next ORF three times per year in grades 2-5 and 2 times per year in grade one. However, only one reading passage is used at this time with no retelling. In addition, students in grades 3-5 are assessed with DIBELS Next DAZE three times per year. Follow-up diagnostic testing including Phonological Awareness, Informal Phonics Inventory, and Informal Decoding Inventory protocol are well established. Consistent progress monitoring is in the emergent stage. The DIBELS Next components for grades K and 1 are not being used presently. State-mandated testing will definitely continue for outcome measures. Scholastic Reading Inventory is not being used at this time.

Implementation of New Assessments/Discontinuation of Current Assessments

With implementation of the grant, our school will follow the schedule for literacy assessments as listed below. The Blitz team approach(administrators, teachers, media specialist etc.) for school-wide benchmark testing has been used with success the past two years, so this process will continue. State tests will continue as mandated.

| Assessment | Grade Level Assessed | Persons Responsible | Frequency |
|---|-----------------------|---------------------------------|-------------------|
| DIBELS Next ISF, LNF, PSF, NWF | K-1 | School Assessment Blitz Team | 3 times per year |
| Phonological Awareness Inv. | K-1 | Replace with DIBELS Next | |
| Letter Name Correspondence | 1 | | |
| Letter Sound Correspondence | 1 | | |
| DIBELS Next ORF | 1-5 | School Assessment Blitz Team | 3 times per year |
| DIBELS Next DAZE | 3-5 | Replace with SRI | |
| Scholastic Reading Inventory | 3-5 | School Assessment Blitz Team | 3 times per year |
| Follow-up Diagnostic Testing | K-5 | Classroom Teachers | 3 Times/As Needed |
| Fry Word Inventory | K-3 and 4-5 as needed | | |
| Unit Assessment Tests | K-5 | | |
| Running Records | K-5 | Classroom Teachers | Ongoing |
| Unit Assessment Tests | K-5 | | Weekly/Bi-weekly |
| <i>Progress monitoring components of DIBELS Next, SRI, and diagnostic assessments will be implemented with fidelity to guide instruction as expected within the RTI model.</i> | | | |

Professional Learning Needs for New Assessments

Teachers and administrators will receive formal training on administration of Scholastic Reading Inventory (SRI) and DIBELS Next. A system team will be trained on SRI by Scholastic consultant, and all schools will then have a full day of on-site support. The system team will use online training options for DIBELS Next. The system team will use the “train the trainer” model to redeliver information at the schools. In addition, training will be provided on progress monitoring tools, available reporting, and effective use of all data to guide instruction.

Refresher training will be provided for all teachers on the administration of diagnostic tests in order to insure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve student achievement. Work will lead to the development of formative assessments using CCGPS and knowledge gained from analysis of data.

Communication of Data to Parents and Stakeholders

The results of school-wide data reports will be communicated to parents and stakeholders in the following manner:

- Hardcopy reports sent home to parents
- Title Parent Meetings and/or PTO meetings
- School Report Card
- School Council, Literacy Team, Leadership Team, and Board Meetings
- School website or other media

Individual student data will be shared with parents at parent teacher conferences or hardcopy reports sent to parents. We will provide parents with an easily interpreted graph of their child's DIBELS Next data, which allows us to "use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format" (How, 3B).

Use of Data to Develop Instructional Strategies/Determine Materials and Needs

The use of assessment data is crucial to the implementation of an effective Response to Intervention model. Dr. Richard Stiggins, an expert in classroom-based formative assessments, suggests, "The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom - that assessments are used to benefit pupils....This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning." (Why, 95) Colquitt County Schools are determined to overcome the danger of allowing the process of testing to overwhelm the product. We are committed to effectively using the data to drive decision making at all levels.

The results of student assessment data will be used for the following purposes (Why, 96):

- Identify students' strengths and weakness, thus grouping as indicated for targeted instruction
- Establish learning goals for students
- Inform students and parents of progress toward goals and work to adjust goals as warranted
- Inform process of intervention
- Evaluate effectiveness of the instruction in meeting the goals for each student, thus being able to adjust instruction as needed
- Match instruction to learning through effective instructional design
- Evaluate effectiveness of Tier 1 instruction
- Determine if fundamental content-based literacy skills are lacking, thus identifying programmatic needs
- Identify areas of need for professional learning opportunities

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement Literacy Plan

- Systematic instruction based program in phonemic awareness and phonics
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Professional learning – consultant fees, stipends, or release time (subs), and materials
- Literary and informational texts on various levels (specific focus on student interests) for classrooms and media center
- Content-based texts on various levels and aligned to units of study
- Take-home libraries
- Digital content-based texts on various levels and aligned to units of study
- K-5 literacy manipulative classroom sets
- Travel expenses for conferences
- Scholastic Reading Inventory
- DIBELS Next Data Management
- Trained intervention specialists
- Grant administrator
- Site-based instructional specialist
- Literacy Instruction Observation Checklist
- Family involvement activities
- Extended day/year program for students
- Transportation for extended day/year activities
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.
- Classroom computers
- Networkable printers
- Interactive boards for unequipped classrooms
- Portable lab of interactive tablets with appropriate applications
- Wireless connectivity infrastructure
- Dedicated scheduled time for intervention

Activities that Support Literacy Intervention Programs

- Flexible, needs-based grouping
- DIBELS Next Screening for oral reading fluency and comprehension
- Use of diagnostic follow-up tools (Phonological Awareness Inventory, Informal Phonics Inventory, Decoding Inventory, Fry Words, Comprehension Check with passages and rubric)
- Use of data to drive instruction
- Emerging protocol for Response to Intervention
- Research-based intervention materials -, Sondag, Differentiation Boxes (Walpole and McKenna), Jack and Jilly
- ESOL training on strategies for teaching academic content vocabulary
- Mentor program
- Title I parent coordinators

- Parent education through family academic nights
- Special Education and ESOL – Co-teaching Training
- ESOL – Rosetta Stone student software and teacher training
- WIDA and ACCESS training

Shared Resources Available

- Instructional units with resources on the local share drive
- Progression of Reading Skills document (explanation of reading foundational skills with examples of instructional activities)
- Florida Center for Reading Research resources
- Classroom Extended Text Sets (grades 3-5 for integrated units)
- Treasures Materials – for grade level instruction and intervention
- Teacher/student computers
- Computer lab
- Web based software (Nettrekker, Galileo, EdCity, FAST Forward, Accelerated Reader)
- Student Response Systems
- Bookrooms including professional resources as well as student leveled readers
- Media Center resources
- Pacing guides
- Big Books
- Class sets of books
- Readers’ Theater sets

List of Library Resources/Description of Library

- Fiction and Nonfiction book collection to support curriculum
- Online Catalog (updated with Lexile levels)
- Parent resources
- Listening Centers
- Videos and DVDs to support Science and Social Studies
- Set of 5 iPads
- Purchased apps for iPads
- Teacher Resources – professional books, trade books to be used as read aloud for intent areas and language arts
- Literacy skills games
- Digital cameras/flip cams
- Reference materials
- Laptop
- Lego class sets

Print and non-print resources: 169,694 (county), 10,602 (R.B. Wright)
Average yearly circulation per patron: 18.31

Activities that Support Classroom Practices

- Use of integrated units with resources available on local share drive
- Alignment of county pacing guides to CCGPS
- Research-based instructional strategies
- Differentiated instruction
- Progress monitoring
- Formative and summative assessments
- Vocabulary instruction in all content areas
- Technology-enhanced lessons
- Formative Instructional Practice training

Additional Strategies Needed to Support Student Success

- Strategies for increasing student engagement
- Make and Take sessions for teachers with professional learning on how and why activity is important
- DIBELS Next data management system
- Consistent use of DIBELS Next progress monitoring
- Scholastic Reading Inventory – full use of data
- Explicit phonics instruction
- Grammar assessments
- Professional Learning in the following areas:
 - Best teaching practices for all components of literacy
 - Best teaching practices for direct instruction on process of writing
 - Best practices for writing instruction across content areas
 - Understanding Lexiles
 - Webb’s Depth of Knowledge
 - Strategies for student engagement and motivation
 - Integration of technology in instruction
 - Literacy across all content areas
 - Continuation of deconstructing standards
 - Development and utilization of common formative/summative assessments
 - Effective data usage for planning instruction, implementing interventions, and monitoring student progress
 - Interventions for all tiers of RTI
 - Refresher training on existing intervention materials
 - Differentiation and small group instruction
 - Specific training for paraprofessionals

Current Classroom Resources

- Leveled libraries
- Manipulatives for direct literacy instruction
- Florida Center for Reading Research activities
- Limited resources for station activities
- Interactive boards (not every classroom) and projectors
- Printers
- Digital Cameras
- Internet access
- Teacher iPad per classroom
- Limited teacher/student computer workstations
- Assistive Technology (Snap and Read)
- Treasures comprehensive reading program materials for grade level instruction and intervention
- Visual Presenters

Alignment Plan for SRCLG and Other Funding

| Resources, Strategies, and Materials | SRCLG will provide... | Funding Sources |
|--------------------------------------|--|---|
| Professional Learning | Literacy specific - consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends | <p>The following funding sources will be utilized as deemed appropriate and available:</p> <p>QBE, Title I, Title II, Title III, Title VI, SPLOST, IDEA, SRCLG, eSPLOST, Local Funds, McKinney Vento Homeless Education Grant</p> <p>Many students also benefit from the YMCA Goizueta afterschool program activities.</p> |
| Instructional Technology | Computers, tablets, printers, costs of technology programs, wireless infrastructure | |
| Instructional Literacy Materials | Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives and supplies | |
| Literacy Assessments | DIBELS Next data management, Scholastic Reading Inventory, teacher resources for implementation of assessments | |
| Family Engagement | Materials for parent education, supplies for make it/take it sessions with families | |
| Extended Day/Year Activities | Personnel, supplies, transportation | |
| Field Trips | Admission fees, transportation | |
| Consumable Materials | Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc. | |

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.

The Why (pg. 50-51) document states, “Evolving technological developments, increasing demands of the workplace, and increasing access to knowledge mandates that every citizen must be able to read, write and communicate at increased levels. To keep up with the higher levels of literacy expectations in a global society, students must have a repertoire of strategies that will enable them to access, use and retain information from different sources.”

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process (DIBELS Next data management and SRI) will allow for effective, efficient, and immediate data to drive instructional decision-making. In addition, the progress monitoring tools will be personalized and beneficial for student growth. With decreased financial resources, funding supplemented by the SRCL grant will allow the updating of technological devices as well as the replacement of printers and supplies necessary for data reports and instruction.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology will engage students in the process of learning. In addition, access to software, programs, activities, and strategies which promote engagement and individualized instruction will increase student engagement/motivation.

Technology is an essential tool for enhancing the learning experience, and professional learning for school staff is imperative for effective integration. Effective use of technology must support four key components of learning – active engagement, group participation, frequent interaction and feedback, and connection to real-world experiences. Students’ motivation to learn is increased when using technology.

Professional Learning Strategies Identified on the Basis of Documented Needs

“For every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests.” (Why, 141)

Professional Learning in Past Year – The chart below shows the number of current staff that participated in some of the professional learning opportunities last school year. With a lack of funding available to train teachers in all of the areas of professional learning, most of the training was provided through district level leaders. As this table shows, R.B. Wright teachers are expected to implement programs and initiatives from previous years in which they have not been trained. Therefore, professional learning is the primary focus of funding provided by the Striving Readers Grant.

| | Attended |
|--|----------|
| <i>TKES (Teacher Keys Effectiveness System)</i> | 33 |
| <i>ELA Countywide Grade Level Meetings</i> | 18 |
| <i>Deaf/DHH Consortia</i> | 1 |
| <i>Math Countywide Grade Level Meetings</i> | 18 |
| <i>CCGPS Deconstructing Standards</i> | 13 |
| <i>IPad Training</i> | 27 |
| <i>Art Training</i> | 5 |
| <i>ELA Unit Writers K-5th</i> | 6 |
| <i>Gifted Endorsement</i> | 7 |
| <i>CCGPS Reading/ELA Webinars (K-5th)</i> | 5 |
| <i>Formative Instructional Practices</i> | 18 |
| <i>DIBELS Next Training</i> | 17 |
| <i>Summer Science training at RESA</i> | 2 |
| <i>Thinking Maps (ESOL)</i> | 3 |
| <i>ESOL Strategies (Virginia Rojas)</i> | 3 |

Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness System)
- ELA Schoolwide/Countywide Grade Level Meetings
- Math Schoolwide/Countywide Grade Level Meetings
- CCGPS Deconstructing Standards
- Ipad Training
- Gifted Endorsement
- CCGPS Reading/ELA Webinar
- Educational Impact (online professional learning database)
- Formative Instructional Practices

- Use of Statewide Longitudinal Data System resources
- Rosetta Stone – ESOL

Programmatic Professional Learning Needs Identified in Needs Assessment

- Differentiated Instruction: activities, strategies, and management
- Implementation of CCGPS
- Disaggregating DIBELS Next data
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement
- Literacy instruction across the curriculum
- How to use Lexiles
- Response to Intervention
- Mentoring for new teachers
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support EL and SWD learners
- GA DOE OAS (Online Assessment System)

Process Used to Determine if Professional Development was Adequate and Effective

The following processes are used to determine the adequacy and effectiveness of professional development:

- Analysis of student achievement data-benchmark data for DIBELS Next and summative data for GKIDS & CRCT
- Analysis of achievement scores on 3rd and 5th grade Georgia Writing Assessment
- Formative assessments to measure student achievement gains
- Professional Learning Community meetings and documentation
- Walk-throughs and observations to collect data on professional learning implementation
- Written feedback and summaries of conducted walk-throughs and observations
- Evaluation of professional learning activities through a Needs Assessment Survey
- Presentation by teachers of successful strategies at grade-level and collaborative team meetings
- Course evaluation data from PD Express
- Review of lesson plans by administration
- Analyzing student work collaboratively

Professional Learning Plan

Due to funding shortages and the enormous pressures on teachers’ time, Colquitt County is proposing that the professional learning funding be directed toward providing teachers with sufficient increments of release time, spaced throughout the year, allowing teacher’s time to digest and experiment with what they are learning. The table below outlines the professional learning plan with related goals and objectives from the literacy and project plan. The professional learning plan compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. The needs assessment was analyzed to determine which type of professional learning is most needed. The goal is to ensure successful implementation and to promote strong literacy instruction in our school. This plan includes references with building blocks that correlate to the literacy plan presented in a previous section of this grant. The indicated methods of effectiveness will be consistently used to determine if professional learning is effective.

| Goal: Increase the percentage of students scoring at and above expectation in reading. | | | |
|---|-------------------------|--------------------------------|--|
| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
| Provide professional learning for teachers and paraprofessionals to develop/sustain intentional strategies for student engagement/motivation (What, 11) | Spring, 2015 Ongoing | Building Block 4 - A | PLC documentation and minutes |
| Provide research-based professional learning on components of literacy for all staff (Why, 141) | Summer, 2014 Ongoing | Building Block 4 - A | CCGPS Units Walk-through observations |
| Review “Building Basic Skills” modules on Comprehensive Reading Solutions website | Fall, 2014 Ongoing | Building Block 4 - A | Summative Assessment Data, DIBELS Next |
| Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency, and comprehension | Ongoing | Building Block 4 - A | |

| Goal: Increase the percentage of students scoring at and above expectation in writing. | | | |
|---|-------------------------|--------------------------------|--|
| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
| Provide professional learning on best practices for writing instruction across all content areas (What, 10) | Summer, 2015 Ongoing | Building Block 4 - B | PLC documentation and minutes |
| Review "Writing" modules on Comprehensive Reading Solutions website | Fall, 2014 Ongoing | | CCGPS units |
| Provide professional learning on Best Practices in writing instruction in all content areas | Spring, 2016 Ongoing | | Walk-through observations |
| Provide training on use of technology to support literacy instruction and assessments | Summer, 2015 Ongoing | Building Block 4 – C | Summative Assessment Data, DIBELS Next |

| Goal: Increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies. | | | |
|---|-------------------------|---|---|
| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
| Provide professional learning on literacy instruction within content areas: (What, 6 and 10) <ul style="list-style-type: none"> • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary | Spring, 2016 Ongoing | Building Block 2 – all sections | PLC documentation and minutes |
| Provide professional learning on data analysis within content areas (What, 8) | Summer, 2016 Ongoing | Building Block 5 – A Building Block 3 – all sections | CCGPS unit plan with documentation of the use of technology |
| Review "Teaching Vocabulary" modules on Comprehensive Reading Solutions website | Spring, 2014 Ongoing | | Walk-through observations |
| Provide professional learning on research-based instructional strategies to teach vocabulary across content areas | Fall, 2015 Ongoing | Building Block 2 – A, B | Summative Assessment Data, DIBELS Next |

| Goal: Using school-based data, design a comprehensive system of tiered interventions for all students. | | | |
|---|-------------------------|--|---|
| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
| Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI) | Summer, 2015 Ongoing | Building Block 5 – B, C, D, E Building Block 1 – D | PLC documentation and minutes CCGPS units Walk-through observations Summative Assessment Data, DIBELS Next |
| Review data to determine effectiveness of all instruction | Ongoing | Building Block 5 – A Building Block 3 – all sections | |
| Review “Understanding Assessment” and “Designing Schoolwide Instruction” modules on Comprehensive Reading Solutions website | Fall, 2015 Ongoing | Building Block 5 – all sections Building Block 3 – all sections | |
| Provide PL for new staff on any new literacy initiatives: <ul style="list-style-type: none"> • CCGPS • Effective vocabulary instruction • PLC protocols • Online Assessment System • DIBELS Next administration & disaggregation of data • Differentiated Instruction | Ongoing | Building Block 6 | |

Sustainability Plan

R. B. Wright Elementary School is committed to ensuring the success of the grant beyond the funding cycle. Sustaining all programs and best practices initiated through the grant process is our intent. Funding will be secured from all available sources including local, state, and federal funds, as well as the local business community.

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|--|---|
| Sustainability | <ul style="list-style-type: none"> • Review expectations of the SRCL Grant annually with all staff • Train experienced teachers to provide training/mentoring assistance to new staff across all content areas • Train all administrators/instructional support specialists with teachers to ensure implementation of initiatives with fidelity • Provide members of the Board of Education with ongoing information about the need for and progress of the literacy initiatives |
| Expanding and Extending Lessons Learned | <ul style="list-style-type: none"> • Creatively schedule extended planning times for all staff at least once each quarter, allowing for collaborative planning and review of data • Continue Professional Learning Communities that allow sharing of successful literacy practices, resulting in more effective teachers and academic gains for students • Create an online professional learning library by recording exemplar lessons, with videos being used as resources to extend best practices. • Schedule county-wide grade level meetings throughout school year for curriculum, assessment, and grant implementation discussions • Hold district meetings for administrators to discuss curriculum, best practices occurring in classrooms, and analysis of assessment data • Use data obtained throughout the grant to update/strengthen literacy plan • Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to stay abreast of latest research/strategies • Provide families access to resources that differentiate support for students (How, 39) in order to expand learning into homes |
| Extending the Assessment Protocol | <ul style="list-style-type: none"> • Continue use of assessment instruments to monitor literacy achievement: GKIDS, DIBELS Next, SRI, CRCT, ACCESS, and formative assessments • Monitor continuation of assessment protocols as required by RTI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of the grant • Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to all new staff • Collaborate with CPRESA to provide support/training |
| Professional Learning | <ul style="list-style-type: none"> • Assign mentors to new staff members • Designate professional learning days in school calendar • Utilize Comprehensive Reading Solutions website for ongoing training in Professional Learning Communities • Utilize Resources in SLDS/TRL Links • Develop library of professional books, journals, and online sources • Develop resource pack of professional learning materials for new teachers • Collaborate with/participate in CPRESA trainings |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Participate in “Technology Integration for 21st Century Classrooms” professional learning opportunities |
| <p>Developing Community Partnerships/ Other Funding Sources</p> | <ul style="list-style-type: none"> • Communicate frequently with all stakeholders concerning the importance of literacy across all content areas • Strengthen communication between schools and afterschool providers • Continue involvement of stakeholders in informational meetings • Establish Partners in Education (PIE), a partnership between businesses or civic organizations and school • Utilize parent volunteers within schools to provide assistance in classroom and materials/funding if appropriate • Enlist PTO to designate fundraisers for literacy initiatives |
| <p>Replacing Print Materials</p> | <ul style="list-style-type: none"> • Annually inventory/determine condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace resources when needed |
| <p>Sustaining Technology</p> | <ul style="list-style-type: none"> • Coordinate purchases of hardware/software obtained with grant funds through the system Technology Specialist to prevent duplication and the Assistive Technology Team through the Program for Exceptional Children • Arrange for regular maintenance of equipment to extend life of hardware • Renew software and site technology licenses using local/federal funding if product is deemed effective • Budget annual renewal fees from local funds after the life of the grant |
| <p>Family/Parental Involvement</p> | <ul style="list-style-type: none"> • Coordinate with Title I Parent Involvement Coordinator • Collaborate with Parent Teacher Organization (PTO) |

Budget Summary

As a result of a comprehensive review of literacy efforts at R.B. Wright Elementary School, needs have been identified, data and available resources have been analyzed, and plans have been made to wisely utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon Fall 2013 FTE count of R.B. Wright and an estimated award of \$460 per student, the total funds received over a five year time frame are anticipated at \$257,600.00

Basic literacy needs to be funded through the grant are as outlined below:

Curriculum Needs: In effort to meet students' literacy needs across the curriculum, grant funding will be used for the following items.

- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom/media center across all content areas (digital and print)
- K-5 literacy manipulatives
- Take home libraries
- Instructional literacy-based field trips
- Family Education/Parental Involvement Opportunities
- Consumable Materials
- Release time/funding for substitutes to develop common formative and summative assessments

Professional Learning: Professional learning is the linchpin for success in the educational arena. Staff members including teachers, paraprofessionals, and administrators absolutely must have adequate training before initiatives are implemented. Just as important as the initial training is the follow-up support and sustainability of training for new staff members through the years. Funding for professional learning is directly linked to increased student achievement.

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

Response to Intervention: Colquitt County School System recognizes systematic weaknesses in the Response to Intervention (RTI) process. Efforts are necessary to insure the consistency of assessment administration and the effective use of data to inform instruction. In order for the RTI process to truly benefit students, teachers and interventionists must be provided ongoing professional learning and support. The process must be closely monitored at the system and school levels.

- Screening/Assessment Tools – Scholastic Reading Inventory and DIBELS Next (including professional learning for implementation)
- Intervention resources/materials/programs (print and digital)
- Progress monitoring tools

Personnel: Considering deep financial cuts in recent years, using grant funding to hire an intervention specialist to lower the group size for intensive instruction would be most beneficial. In addition, a grant administrator will be necessary during the first two years of grant implementation in order to maintain requirements. The need for additional help will decrease as student achievement gaps are closed.

- Grant administrator for the first two years of the grant (at least)
- Intervention specialist (for a couple of years to assist with closing achievement gaps)
- Personnel for any extended day/year programming

Technology: The innovative use of technology will promote student engagement and motivation while also enhancing instruction.

- Computers
- Wireless tablets
- Interactive boards
- Printers
- Infrastructure to extend wireless capability if needed
- Consumable materials

Miscellaneous

- Transportation costs associated with extended day/year programming