School Profile

Created Friday, December 13, 2013

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School Information

School Information	District Name:	Crisp County School System
School Information	School or Center Name:	Crisp County Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Suzi Giannoni
Principal | Position:	Principal
Principal | Phone:	229-276-3420
Principal | Email:	sgiannoni@crispschools.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	April Garner
School contact information | Position:	Assistant Superintendent
School contact information | Phone:	229-938-0186
School contact information | Email:	agarner@crispschools.org

Grades represented in the building

example pre-k to 6

4-5

Number of Teachers in School

63

FTE Enrollment

601

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _Dr. Rhonda Hayes_

Position/Title of Fiscal Agent's Contact Person: _District Superintendent_

Address: _201 South 7th Street_

City: _Cordele, GA_   Zip: _31015_

Telephone: (_229_) _276-3400_   Fax: (_229_) _276-3406_

E-mail: _rhayes@crispschools.org_

Rhonda A. Hayes

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

Dr. Rhonda Hayes

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

October 11, 2013

Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 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

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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.

    iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

        1. Disqualify the Applicant, or

        2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

    iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. **Employee Relationships**

    i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

    ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

    iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

     iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

     v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. <u>Remedies for Nondisclosure</u>
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II.   **<u>Disclosure of Conflict of Interest after Agreement Execution</u>**

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

III. **Incorporation of Clauses**

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

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

   Dr. Rhonda Hayes - Superintendent
Typed Name of Fiscal Agency Head and Position Title

   December 4, 2013
Date

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

   Dr. April Garner - Assistant Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

   December 4, 2013
Date
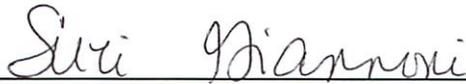
_____
Signature of Co-applicant's Authorized Agency Head (if applicable)

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

   December 4, 2013
Date (if applicable)

District Narrative

<u>Community Demographics</u>

Crisp County, Georgia is located in south-central Georgia on the I-75 Corridor about 80 miles north of Valdosta and about sixty miles south of Macon. Cordele, which has its origin as a humble railroad hub, serves as the county seat and the largest city in Crisp County. The population of Crisp County is approximately 23,182. Approximately 4,360 residents are school-aged children who currently attend one of the Crisp County School System's seven public schools. Demographically, Crisp County's population is comprised of 52.2% white persons, 43.4% African-American persons, 3.0% Hispanic persons, 1.1% Asian and 0.3% other persons, including bi-racial persons. Children under the age of 18 comprise approximately 27% of the population.

The annual median personal income is $29,960 for those employed in the community compared to a national median of $51,914. According to the 2011 Kid Count, forty-six percent of Crisp County's school age children are living in poverty with Fifty-three percent of those children living more than 150 percent below the poverty level. This number is almost twice the Georgia average. Seventy-seven percent of the children in Crisp County qualify for free/reduced lunches. The teen birth rate is 36.4% compared to a state level of 19.7%. Crisp County ranks 155th out of 159 counties for its percentage of children living in families where no parent is in the labor force, and it ranks 158th out of Georgia's 159 counties for children living in poverty.

The family composition in Crisp County is largely non-tradition. A single parent raises forty-two percent of Crisp County's children, with only two other Georgia counties having a higher percentage of single parent families. Crisp County's teen birth rate is among the top ten counties

in the state, a significant challenge to the stability of the community's families. High unemployment rates, high poverty rates, high teenage pregnancy rates, and a high percentage of non-traditional families create a challenge. The award of this grant will allow us to provide much needed resources and support to children that are most at-risk of dropping out of school. Currently the drop out rate in Crisp County is 39%.

Statement of Need:

Leaders of Crisp County School System would like to request SRCL Grant funding to improve outcomes for all students. School leaders applied for this grant last year and missed funding by .10. We were disappointed, however; we learned a great deal about the literacy needs of our students, teachers, and parents. Needs assessments completed by teachers, parents, students and staff, literacy surveys, and community and school data analysis provided the district with a sense of urgency that could not be ignored and the development of the Community Literacy Council aligned our mission with Georgia's Literacy Plan. This application represents a strategic comprehensive school improvement plan focused on implementing "The How" with fidelity for students aged birth-to 12. We have already begun to implement many of the school literacy improvement initiatives outlined in last years grant with the realignment of State, Title I, Title IIA, and Title IVB monies. Some of our most important changes include:

- Implementing formative and summative assessments,
- hiring critical staff to promote literacy (District Literacy Trainer, Speech-language specialist for Pre-K, Parent Engagement Specialists for schools),
- attending professional development focused on literacy,
- and school site-visits to highly effective districts implementing the SRG.

- developed collaborative partnership with our local RESA for contract services for weekly professional development to establish a learning management system to improve learning outcomes and develop a vehicle for communication for students, parents, staff, community and schools.

- trained all teachers and have identified Edmodo as our learning platform. We will work this entire year to implement this initiative.

- reprioritized funds to purchase much needed technology outlined in each school grant.

- developed a prioritized list of literacy and technology to be purchased if awarded this grant that fully aligns to Georgia's Literacy Plan.

District Organization

The district is going through some much needed reorganization that will reduce the number of schools from 7 schools to 5 schools. This restructure will allow us to improve efficiency, focus resources, and reduce student transfers that interfere with student achievement. Competition between grade-ban schools will be eliminated and equity will be possible. This grant will allow us to align literacy and technology to support each student. We want to catch kids up and engage them to become successful students graduating college and career ready.

The reorganization will not affect the Crisp County Pre-K Center currently housing all Pre-K students in the district at O'Neal Elementary. Crisp County Pre-K has been identified as community strength with 82.3% of our students attending Pre-K. Our system has a longstanding cooperative working relationship with all other day care providers and Head Start in the area. This commitment was strengthened last year with the organization of the Community Literacy Council. Grant funding would be used to enhance this working relationship to better plan instructional alignment, resources and transition from services for all children birth-12th grade.

We know that a strong partnership among community members, institutions of higher learning, local businesses, schools, teachers, parents, and students is vital for sustained school improvement. We have developed a team, however, this grant will assist us to focus, align, and strengthen the work.

We will reorganize the district primary and elementary schools. Students in grades K-2 currently attending J.S. Pate or Blackshear Trail will be served in the new Crisp County Primary School, which will result in the closure of J.S. Pate and Blackshear Trail Elementary schools. The new facility will also house students in grades 3 currently attending A.S. Clark Elementary School and Southwestern Elementary School. A.S. Clark that currently serves students in grades 3-5, will be closed and students will be served at Southwestern that will then become Crisp County Elementary School. Middle school students in the county will continue to attend Crisp County Middle School. High School students will continue to be educated at Crisp County High School.

Grant Leadership

If awarded this grant, the grant would be administered under the direction of Dr. Rhonda Hayes, Superintendent of Crisp County Schools. The office of Teaching and Learning will spear head the work in conjunction with the District Literacy Trainer, principals, directors, school academic coaches, and other key leaders. Dr. Hayes has deep roots in literacy and a deep commitment understanding of the importance of literacy and the comprehensive planning involved real school improvement. The district has a long history of sound financial stewardship and the team under the direction of the Director of Finance will strive to provide teachers, students, parents, and our community to unite with a shared vision.

District Leadership Team

Dr. Rhonda Hayes	Superintendent	Crisp County School District
Dr. April Garner	Associate Superintendent of Curriculum and Instruction	Crisp County School District
Alisa Daniel	District Literacy Trainer	Crisp County School District
Monica Warren	Director of Early Learning	Crisp County School District/CCPre-K
Cindy Hughes	Principal Crisp County Primary	Crisp County School District/CCPS
Suzi Gianonni	Principal of Crisp County Elementary	Crisp County School District/CCES
Brandon Williams	Principal of Crisp County Middle School	Crisp County School District/ CCMS
Dr. Rusty Sowell	Principal of CCHS	Crisp County School District
Lisa Simpson	Director of Social Services	Crisp County School District
Tyciee Faison	Director of Afterschool Programs	Crisp County School District
Christa Cannon	ESOL Director	Crisp County School District
Katherine Harris	Director of Special Education	Crisp County School District
Donna Beavers	Director of Finance	Crisp County School District
Andrea Bickhause	Migrant Coordinator	Crisp County School District

District Management Plan and Key Personnel

Administration of grant will be under the direction of Dr. Rhonda Hayes, Superintendent, The office of Teaching and Learning in conjunction with the District Literacy Trainer (DLT), Principals, Directors, School Academic Coaches (AC), and other key leaders (see district narrative) to implement our plan.

The office of Finance, district leaders, and SRG grant coordinator, Dr. April Garner will facilitate the implementation details to meet compliance protocols. She directs Federal and State Programs and will coordinate resources, protocols and develop sustainability of initiatives upon the completion of the 5-year funding cycle.

Implementation Plan According to "The How"

District Team will provide support to the school through engaged leadership:

- Develop:

    o   an identifying process of key leaders in the new school configurations;

    o   a SRG "boot-camp" explaining implementation expectations, for district and school level SRG recipients;

    o   a pipeline of leaders by identifying and training leaders for succession

- Participate in PL from both the State and local

-

- Schedule and conduct monthly observations to monitor use of literacy strategies, student engagement, and effective classroom instruction.

Key Leaders(KL): Superintendent, Assistant Superintendent(AS), DLT, Principals

Organize the District and School Literacy Leadership Team:

- Create a district literacy vision aligned to Georgia's State Literacy Plan.

- Ensure that all stakeholders understand the literacy goals and their roles in meeting these goals through a SRG "boot-camp", on-going training, site-visits, walkthroughs and monthly accountability meetings.

- Participate in School Leadership Teams.

- Identify and allocate additional funding sources to support and sustain literacy.

- Analyze multiple student assessment results and refocus district goals based on CCGPS and share achievement gains with the BOE

- Use social media to involve parents and community members(involved and not currently involved) in the literacy efforts to pursue external funding

KL: AS, DLT, Principals

IC. Maximize the use of time and personnel

- Develop calendars, schedules and training ensuring stakeholders' time is utilized efficiently and effectively.

- Maximizing the use of times for collaborative district and school-level meetings

- Using technology to provide PL to all teachers.

- Lead learning, utilize talents, and continually assess assessment results to make adjustments.

- Work toward effective differentiated instruction, promoting engagement, and assessments of literacy and writing instruction.

KL: AS, DLT, Principals, Director of Technology, School Literacy Teams

ID. Create a district culture in which teachers across the curriculum are responsible for literacy instruction

- Analyzing multiple forms of data, participate in state-sponsored training, and plan

for sustained PL for district, school, and community on literacy strategies and deep content knowledge.

- Designing and implementing an infrastructure that will provide guidance and support for children and families birth-to-12th grade.

- Assisting schools in the incorporation of technologies to more creatively and effectively support stakeholder engagement.

KL: AS, DLT, Instructional Technology Coordinator, and Principals

1E. Optimize literacy instruction across all content areas

- Requiring academic vocabulary, writing, and choice in developing instructional units.

- Implement a system-wide policy of using technology to coach, model, co-teach, observe, and give feedback

- Provide on-going PL opportunities for teachers and staff through a variety of mediums.

- Develop district writing rubrics aligned to the CCPGS and set clear expectations of performance goals.

KL: Superintendent, AS, DLT, Directors, Principals, and AC

Enlist the community support in the development of college-and-career ready students

- Create a shared vision for literacy between community, parents, and schools.

- Develop a continuous improvement of effectiveness of strategies through multiple means

- Broaden and expand local business participation to heighten awareness of literacy

- Foster relationships among schools, postsecondary educational institutions, the

workforce, families, and communities.

KL: Superintendent, AS, Director of Social Services, Directors, Principals, Parent Engagement Specialists, Community Literacy Council

Developing a system of Tiered Intervention (RTI) for All Students:

- Aligning school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring procedures

- Ensure ongoing communication between the district and school

- Ensure fidelity of implementation and progress of student subgroups.

- Provide PL to all system staff on RTI procedures.

KL: AS, Directors, Principals, RTI Coordinators

Crisp County Experience of Applicant

The Crisp County Board of Education and Crisp County Leadership Team have been good financial stewards of both State and Federal monies and have never been issued a finding. The system has operated 21st Century Grants for the last 8 years and has always been compliant. Under the direction of the Superintendent, Dr. Rhonda Hayes, this grant will be administered by the Office of Teaching and Learning. Dr. April Garner will be the SRG administrator and will work closely with Director of Finance to develop expectations, roles and responsibilities of the administration of this grant.

If awarded, the grant will be adopted by the Crisp County BOE. The grant will be administered in accordance with all applicable laws and regulations. Dr. Garner will serve as the organizational representative and point of contact for all business management aspects of the award agreement. Management controls will be established according to the Responsibilities of the Fiscal Agent (SRG Cohort 3 application packet, p 13). The system has a budget analyst that will assist with the monitoring of the budget and an accounts payable clerk that will assist with the ordering and resource management of the grant.

The district staff will work closely with the school leadership team to assist and support with the process. All appropriate staff will receive training on the grant administration. The SRG administrator will prepare necessary reports and keep the GaDOE and public aware and informed about the grant progress. Together will the Director of Finance, the district will prepare for audits, record retention, and completion reports outlined in this grant.

 Past initiatives supported by community leaders include:

1. Retired teacher organizations which have provided inexpensive books for students

2. Local media reports school news, parent involvement opportunities, and does service announcements on literacy

3. Working with the recreation department and sports organizations, making sure they understand and promote literacy as well as athletics

4. Working with local businesses toward improving citywide literacy

Past Initiatives	Years of support
Learning Focused Schools	15 years
Common Benchmarks for literacy	3 years
Collaborate Planning	5 years
Better Seeking Teams	5 years
Team Maze (Career Development)	6 years
21st Century Afterschool Programs at 3-8	8 years
High School Community Collaborative (Farm Day, Focus on Technology, etc.)	8 years

Sustainability of Past Initiatives:

The system is fortunate to have highly qualified staff working collaboratively through professional learning communities. Learning Focused practices are still redelivered and refreshed through professional learning communities and collaboratives lead by the system Academic Coaches. The hiring of the District Literacy Trainer will also ensure that we build a pipeline of leaders that understand best practices.

The teacher retention rate is very high. Thus allowing us to retain the knowledge and skills learned throughout this grant. The Assistant Superintendent of Teaching and Learning has reallocated funds and organized budgets to provide for professional learning and the purchase of limited technology. Throughout this grant process, the SRG administrator will work to identify funding sources, write grants, and allocate resources for sustainability.

LEA Initiatives implemented internally with no outside funding support include:

- 2013-2014 Hiring of the District Literacy Trainer

- 2013-2014 Hiring of Parent Engagement Specialists for each school

- Speech Language Pathologist for CCPK

- Technology upgrades outlined in this grant

- Academic Coaches at each school

- Professional learning opportunities (trade-book purchase, site-visits to schools, conferences, professional learning communities, Summer Literacy Academies)

Southwestern Elementary/A.S. Clark School Narrative

School History:

Southwestern Elementary (SWE) is a neighborhood school located in the western region of Cordele. The neighborhood school was built in 1957 as a Training Center for third, fourth, and fifth grade African American students. In 1970 it changed to an all-girls' school for grades sixth, seventh, and eighth grade students. In 1986 the school was completely renovated and became a fourth and fifth grade school. For the 2014/15 term, A.S. Clark (ASC) will merge with Southwestern Elementary and become Crisp County Elementary School (CCES) which will serve 4th and 5th grade students.

Proposed Enrollment for 2014/15
Crisp Elementary

Total # of students	603
Hispanic	2.70%
American Indian	0.20%
Asian	1.80%
Black	58.80%
White	34.70%
Two or More Races	1.80%
% of Economically Disadvantaged	79%
Special Edu.	10%
Gifted	5%
ELL	1.70%

No matter the challenges, CCES is committed to excellence. Our school's mission is to provide a rigorous academic environment with high standards and expectations. Our goal is to foster motivated, independent learners who accept responsibility, believe in, and respect themselves

and others, and who are equipped with the necessary tools to enjoy learning while striving for academic excellence in a safe and caring environment. In the 2012/13 school year the state began using the College and Career Ready Performance Index (CCRPI) the elementary average for the State of Georgia was 83.4 out of 100. The CCES score 76.8.   CCES is at a critical point as we strive to improve this score and bring our students above the state average. The problems we face are a generational cycle of poverty in our students' families, the many years of hard economic times, and the dwindling resources available to enhance education. The SRG has the potential to help our system improve these scores.

Administrative and Teacher Leadership Team (LT): The LT is composed of the principal, the assistant principal, the academic coach, the counselor, the media specialist, grade level and special education lead teachers. School meetings are held weekly with the full staff or a sub-committee of the team. The academic coach meets with teachers monthly to review data, discuss common core standards, and problems teachers may be experiencing, and provide professional development. The LT collaborates to make instructional decisions that positively impact student achievement.

Past Instructional Initiatives: Our schools have a history of implementing instructional initiatives to improve teaching and learning. Our system implemented Learning Focused (LF) in 2000. LF trainers provided professional development, observed, and worked with the teachers to prepare them to implement exemplary practices and researched-based strategies to increase the achievement for all students and reduce achievement gaps. Our system also implemented Writing to Win where teachers learned how to teach the three components of this program. Georgia Performance Common Core was implemented in 2012-13. Scheduling has varied from

content to team based planning which enables the teachers to collaborate more effectively. Computer assisted software programs have been purchased to supplement instruction. These include Classworks, Education City, Ticket to Read, Fast Math, Voyager Math, and Brain Pop. In the 2012/13 school year we implemented Symphony, Ascend, Lexia, Reading Plus, and Track My Progress.

Current Instructional Initiatives: For the 2013-14 school year there have been many changes. Scheduling has changed so that fourth and fifth grade receive 105 minutes of Reading and Language Arts daily. Teaching teams have shifted to two man rotation to cut down on transitional time. Technology programs used this year are Lexia, Reading Plus, Symphony, and Ascend. Track My Progress is used instead of locally created benchmarks. Intervention Specialists have been assigned to closely monitor progress on students, and work with at risk students. The school district has hired a District Literacy Trainer (DLT) who will work with the Academic Coaches and teachers to incorporate literacy throughout the content areas. Curriculum boxes for Science and Social Studies with materials that parallel the CCGPS have been created as resources for teachers and students. Professional Development on the use of technology with iPads has been implemented in the classrooms for both teachers and students. Our ratio of iPads per student is one to five.

Professional Learning Needs:

(1) 79 % of the children attending Crisp Elementary live in poverty. According to research students living in poverty face many obstacles that can affect their school performance, cognitive development, and ability to learn. Our teachers need professional

development in research-based practices in how to teach children of poverty
(ga.doe.org, Title I Part A- Public School Allocations).

(2) In order to improve the reading fluency of students, content-area teachers need
professional development in research-based practices teaching the components of
adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and
motivation (gadoe.org "Why" document, pg.26).

(3) Teachers need to be provided with literacy research and best practices in how to
effectively evaluate data in order to make informed decisions about the path forward
(gadoe.org "Why" document, pg.21).

(4) Writing is mainly taught by the Reading/Language Arts teachers, yet with CCGPS
more emphasis is being placed on writing across the curriculum. All teachers need
training with research-based practices in how to teach writing across the curriculum.

(5) Teachers need a better understanding of the RTI process. Teachers need professional
development in effectively interpreting the four Tiers of RTI and research strategies in
how to identify and implement interventions.

(6) With more technology and computer assisted programs being incorporated into our
school, teachers need professional development in how to integrate digital technology
in literacy instruction effectively and efficiently in order to motivate and engage all
learners.

(7) With classrooms shifting from teacher centered instruction to student engaged learning
teachers need professional develop in how to provide differentiated instruction and
create centers that correlate with the CCGPS.

(8) In order to use full instruction time teachers need Professional Development in classroom behavior management.

Need for a Striving Readers Project: As stated earlier, CCES is at a critical point as we strive to improve scores and bring our students above the state average. The problems we face are a generational cycle of poverty in our students' families, the many years of hard economic times, and the dwindling resources available to enhance education. The SRG has the potential to help our system improve these scores. We have learned from and agree with the Georgia Literacy Plan: The "Why" that, "Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area." (gadoe.org "Why" document, pg. 26.) There are five specific areas that the Striving Reading funds will assist us with. First, we will use the money to provide professional learning needs that are listed above. Second, we will purchase more student computers for each classroom so that the teachers can use them for center times to differentiate reading instruction. Third, we will purchase two Apple MacBook Learning Labs that will contain 30 computers each which will give us a student to technology device ratio close to one to one. Fourth, funds will allow us to increase the infrastructure for these new student computers. Fifth, funds will allow us to provide classrooms with non-fiction reading material to share with the students. The CCGPS standards are emphasizing non-fiction reading material; we want to be able to provide trade books to our students. We believe that adding these tools to our classrooms will help the teachers to improve student literacy.

Building Block 1. Engaged Leadership

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action:

Since the writing of the last grant, district leadership has changed. The first change was the retirement of the former superintendent and the hiring of Dr. Rhonda Hayes as Crisp County Superintendent. Dr. Hayes has deep roots in literacy and has worked as a Reading Recovery Teacher, Literacy Coach, Director of Pre-K, District Curriculum Director, and Assistant Superintendent. She has a deep commitment and understanding of the importance of literacy and the comprehensive planning involved in real school improvement. Under her leadership, we are building a close collaborative spirit of school improvement involving all key leaders focused on ensuring that student achievement improves and all students' graduate College and Career Ready. This grant will allow us to provide district and school leaders with sustainability to support the goals outlined in this grant ("The How" p 1).

This grant is being written with the understanding that the two elementary schools will combine into one school next year for 4th and 5th grade students as outline in our district narrative. The 3rd grade students will move to the new primary school. Both principals will continue as key leaders in the district. However, the principal for the Crisp County Elementary School (CCES) has not been named. Leadership teams from both schools worked together to write this grant. When looking at the Engaged Leaders building block of the "How" the current administration at both A.S. Clark and Southwestern represents a strong, engaged team who are committed to supporting evidence-based literacy

instruction. The administrations searched for professional learning that relates directly to the needs of the teachers and the students ("The How" p 20). Prior to 2012, professional learning opportunities have been limited due to budget cuts in the district. Academic coaches worked with the leadership team to provide professional learning based on webinars. Universal screening tools were locally made and administrators had limited opportunity to explore new professional learning opportunities for CCGPS. The lack of new technologies, and the lack of normed data limited the potential to evaluate student progress. Last year's SRG application process allowed the district and school leadership team to identify the needs for professional development, technology, and normed data for analysis. Many changes have occurred over the last year as a result of our SRG even though we were not awarded funding.

Although the schools have had limited resources, the leadership team is dedicated to school improvement and have tried to protect instructional time and time for teacher collaboration. This has been achieved through strategic scheduling and careful assignment of teachers to non-academic duties ("The How" p 20).

Local teacher training and induction is provided by the leadership team to new teachers allowing them an opportunity to receive necessary support in becoming acquainted with programs, materials, and previously learned strategies ("The How" p 20). All new hires participate in a "New Teacher Induction" where the assistant principal provides them with an orientation of school policies, classroom management guidelines, curriculum, and grading weights.

The Crisp County School System has identified the need for professional development in the area of literacy instruction throughout all content areas. A District Literacy Trainer has been hired to work

with the teachers and leaders of the district to provide professional development for literacy across the content areas. Under the guidance of our new District Literacy Trainer, CCES is committed to learning and supporting evidence-based literacy instruction ("The How" p 20). We acknowledge that children from poverty stricken homes have deficits in vocabulary and background knowledge and that these deficits severely impact their comprehension. Professional development will provide our teachers with strategies and interventions to reduce existing gaps. If awarded this grant, we will be able to purchase much needed resources, assessments, and technologies to support high quality literacy instruction. We will also develop a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions and training team leaders as facilitators ("The How" p 20). With the successful implementation of this grant, we will be able to implement the assessments outlined in the SRG will allow us to strive toward excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly ("The How" p 20).

As documented in "The Why" document of Georgia's Literacy Plan, children from poverty stricken homes have deficits in vocabulary and background knowledge and that these deficits severely impact their comprehension. Professional development will provide our teachers with strategies and interventions to reduce existing gaps.

The District Literacy Team has identified the following plan to meet the goals outlined in this SRG application. As the District Literacy Team choses a principal for this new facility, the team will make hiring decisions based upon the literacy goals outlined in this grant ("The How" p 20). The district is committed to developing a pipeline of leaders by identifying training leaders for succession ("The

How" p 20). Although our schools have had strong leadership, the merging of the schools will require us to create a shared literacy vision for the school and community aligned with Georgia's Literacy Plan ("The How" p 21).

The Plan:

- Retain strong leaders and provide them with opportunities to model appropriate strategies, engage in meaningful professional development, and support with resources, curriculum, and materials to successfully implement the goals in the SRG application ("The How" p 20).

- Develop a continuous school improvement process that includes district and school leadership teams analyzing program assessment data and determining programmatic alignments aligned to Georgia's Literacy Plan ("The How" p 20).

- Plan for ongoing data collection and analysis to inform program development and improvement ("The How" p 20).

- The district and school leadership teams will provide professional learning and support for staff in making the transition to the CCGPS as well as meeting the goals identifies in the SRG ("The How" p 21).

B. Action: Organize a Literacy Leadership Team

According to the Survey Monkey data our school is emergent in this building block.

Existing Action:

 A.S. Clark and Southwestern have Literacy Leadership Teams. These teams consist of the District Literacy Trainer, principals, academic coach, media specialist, counselor, special education teacher,

speech teacher, ELL teacher, a representative teacher from each grade level, a paraprofessional, three parents, and three community leaders.

The goal of this team is to better enable our county to develop a shared literacy vision that is aligned with the state literacy plan. As stated in the district narrative, we have a new superintendent, new assistant superintendents, and a new district literacy trainer all committed to the process of creating a shared literacy vision for the school and community aligned with the Georgia's Literacy Plan ("The How" p 21).

The principal and assistant principals make formal and informal observations during the year. The administration uses Teacher Keys, GTOI observation, and other informal observation tools while making their teacher observations. The principal, assistant principals, and academic coach do walkthroughs several times each year. They use a checklist created by the academic coach based on Learning-Focused Schools (LFS). Most of these evaluations are done with paper/pencil. The Literacy Leadership Team agrees that we need a different observational tool. If awarded grant funding, CCES will be able to move to a more paperless means of observation by purchasing more technology tools for observational use. Plus next year, the school will no longer use the GTOI observation instrument and will incorporate the TKES observation tool during the walkthroughs. The grant will allow us identify weaknesses and focus our professional learning to ensure that all students have access to quality literacy instruction in every classroom. Funding will allow the purchase of more technology.

The administration and teachers use the CRCT scores, benchmark test results, and RTI data to identify and prioritize a list of students to be targeted for intervention or support. From this information, data-

driven decisions are made to determine interventions. Data is also used by administrators to determine teacher effectiveness and to provide professional learning goals. There have been times when teachers have been reassigned to different duties in order to maximize their talents. Continued efforts are made to assess results and refine literacy goals. The parents invited to be on this leadership team were selected as a result of their involvement in their child's education and their willingness to support school activities. The community members invited to be a part of our literacy team are volunteers who have connections to our school through our school council committee or business partnerships. These individuals have shown their willingness to invest in our school by their attendance at critical meetings and their support of our school activities. They have provided us with valuable insights as they have worked with our administration and staff.

A Title I Consultant from the GADOE has updated our team on new guidelines for the State. Title I funding allowed our district to purchase Track My Progress, Lexia Reading, Reading Plus, Ascend Math and Symphony Math to provide us with formative and summative student assessment results for ongoing data analysis. The assessments that we have implemented are based on CCGPS. As outlined in the "The How" we have realigned our priorities to include vocabulary development and comprehension as a result of this data.

The system hired a Parent Engagement Specialist for the elementary school to assist with parent and community communication and involvement. Community involvement will be another important goal of this grant. We have begun to promote literacy through our parent coordinator with activities such as Bingo for Books. We have met with the Director of Community Council to better involve the community.

The Plan:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS ("The What" p 5; "The How" p 21).

- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement ("The How" p 21).

- Utilize the Literacy Instruction Checklist when making observations and doing walkthroughs to determine strengths in literacy instruction and to identify needs for improvement ("The How" p 21).

- Determine priorities and allocating needed resources to sustain them over time ("The How" p 21).

- Collaborate with other schools that have successfully improved student achievement to gain valuable insights and innovative ideas.

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

According to the Survey Monkey data our school is operational in this building block.

For the 2013-14 school years there have been many changes. Scheduling has changed so that fourth and fifth grade students receive 105 minutes of Reading and Language Arts daily. Teaching teams have shifted to a two man rotation to cut down transitional time. Administration is open to staff members input when developing a schedule for literacy instruction. Our administrators work diligently to utilize research-based guidelines, strategies, and resources for literacy instruction incorporated into all practices and instruction ("The What" p 5; "The Why" p 43, 68). Teachers have

been awarded daily, common, collaborative planning time by grade level. The administrators have restructured schedules and require teachers to be prepared to teach "bell to bell" in order to utilize every minute of the day. They have made an intentional effort to identify and eliminate inefficient use of student and faculty time within the schedule ("The How" p 24; "The Why" p 148).

In order for us to become fully operational, the Leadership Team and Curriculum Team need to collaborate in creating a rigorous, integrated curriculum based on common core that provides explicit literacy instruction across the curriculum ("The What" p 7). Our goal is to further maximize instructional time and enhance reading and writing fluency by intentionally incorporating literacy across the curriculum and thereby extending opportunities for practice. This will ensure adequate instructional time to help all students perform at their optimal levels. For this optimal literacy instruction to occur, we recognize the need for continued teacher training in learning to incorporate writing in all subject areas ("The What" p 6). Our District Literacy Trainer will provide training on "The How" to create and implement this integration through modeling and mentoring thus helping us to attain this goal ("The How" p 23). As she models for the teachers, she will then observe the teacher during her instructional time in order to coach and mentor individually and in small groups. The students will use writing to learn, writing to demonstrate knowledge, and writing to publish across all content areas.

Our teachers work together toward the common goal of increasing student achievement. We recognize the need to set aside time during grade level and faculty meetings to reflect upon, examine, and refine teaching practices so that all students are learning ("The How" p 23). We must provide time for teachers to examine and share student work samples. This year, our teachers have benefited from

horizontal planning ("The How" p 23). A goal for next year is to create a vertical planning schedule for grades 4-5 teachers to collaborate and discuss "The How" to progressively move students along a continuum.

A continued area of need is training teachers in collaboratively analyzing formative data to determine and refine effective instructional practices ("The How" p 23). We are researching and moving toward a standards based report card that will align with the CCGPS for the following year. Because the standards-based report cards are a new concept for teachers, parents, and the community, we need to develop ways to educate all stakeholders on the meaning and concepts of the new report card. However, until we implement the new report card, we still need to develop additional means for communicating student progress to families.

It is not enough to simply have data. Our teachers need to understand the data and use it to drive instruction. This grant will allow us to implement a sense of hope and security for our community and will greatly increase the efficient and effective use of personnel, time, and resources. Especially with improved transitions. Teachers can quickly target student learning needs and determine individual student growth over time. Professional learning on the assessments used by out-going and receiving teachers from grade to grade and school to school will be provided.

The Plan:

- Continue to assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments ("The How" p23).

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times ("The How" p 23).

- 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 ("The How" p 22-23).

- Maximize use of collaborative meeting: prepare agenda and action summaries for all meetings, use protocols to examine student work ("The How" p 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

According to the Survey Monkey data our school has emergent in this building block.

Existing Action:

During the writing of the Striving Readers Grant, we find that we need to improve in several areas. As a result of the SRLG 2012 our school has put more emphasis on helping teachers realize they are all responsible for literacy. Until recently, teachers have not been to professional development workshops on their content levels to deepen their content knowledge With the addition of the District Literacy Trainer all teachers are being made aware of their role in teaching literacy. The DLT has observed in classrooms and is making plans for targeted, sustained professional learning for the staff on literacy strategies ("The How" p 24).

A plan is being created to design and implement infrastructure to provide guidance and support for students and families. We are also developing a plan to maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations). Our system has created a Crisp County Facebook page in order to communicate with the public and to showcase important events happening across the school systems ("The How" p 24). Our commitment to literacy is evident on the Crisp County Facebook page. The page features athletic events as well as classroom and school

events.

Communication to parents is done through phone calls, written communication in student agendas,

Infinite Campus, and the extended parent conference night ("The How" p 24).

We currently have a Crisp County Facebook page for supporting stakeholder involvement ("The How

" p 25). We also have a Pinterest page for teachers to creatively share ideas within the school system

and also with schools outside of the system ("The How" p 25). This is a means of communication for

all stakeholders and it moves our teachers and students into the technology age.

The Plan:
As stated in the narrative we have targeted research-based practices to improve literacy. These include

professional learning on teaching advanced word study, vocabulary, comprehension, fluency, and

motivation. Teachers have begun attending workshops in their content area and working on improving

lesson plans. Further development on these practices will help to improve literacy. Professional

learning will be delivered during summer week-long Literacy Academies and during collaborative

planning time and/or after school. Follow-up and evaluations of the effectiveness of these workshops

are ongoing. The DLT along with school leadership will constantly analyze multiple forms of student,

school, and teacher data to develop a list of prioritized recommendations and goals for improvement.

They will conduct walkthroughs and use the Literacy Instruction Checklist to evaluate school culture

and current practices. They will also work together and be strategic about assigning teachers and staff

duties and responsibilities ("The How" p 25).

We need to:

- Plan for targeted, sustained professional learning for the staff on literacy strategies to promote

  deeper content knowledge ("The How" p 24; "The Why" p 46-49, 154-155).

- Monitor instruction to ensure consistent use of effective LFS instructional practices that include disciplinary literacy and active student engagement across content areas ("The How" p 25).

- Establish a work group that focuses specifically on how learning supports are used including all major resources ("The How" p 24).

- The Leadership Team needs to conducts frequent walk-throughs using Georgia's Literacy Observational instrument to ensure consistency of effective instructional practices ("The How" p 25; "The Why" p 156, 157).

- Continue to expand and utilize technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders ("The How" p 25).

E. Action: Optimize literacy instruction across all content areas

According to the Survey Monkey data our school is emergent in this building block.

Existing Action

Crisp County Elementary School realizes that we need to make changes in this area. Currently our writing topics are selected based on the common core standards that are being taught in each unit. All classrooms have a vocabulary word wall based on Learning Focused Strategies. Teachers are required to teach academic vocabulary in all subjects. This is done is isolation rather than within the content areas.

The District Literacy Trainer and the administrators are monitoring literacy instruction across the curriculum through: formal and informal observations, lesson plans, walkthroughs, and previewing student work samples. During reflections meetings, the information gathered is discussed concerning

weaknesses found in instruction and time management. This team has found that we need to develop a systematic procedure for teaching academic vocabulary in all subjects based on research based practices. Our school needs to create a plan to integrate literacy in all subjects as articulated within CCGPS ("The How" p 26). Once a plan is designed, professional learning will be needed.

The Plan

- Create a plan to integrate literacy in all subjects as articulated within CCGPS ("How" p 26).

- Provide professional learning as listed in ("The How" p 26-27) of the Georgia Literacy Plan.

- Require that writing is incorporated as an integral part of class every day and develop and use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance ("The How" p 26).

- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS ("The How" p 26).

- Monitor literacy instruction across the curriculum through: formal and informal observations, lesson plans, walkthroughs, and student work samples ("The How" p 26).

- Provide teachers with resources to provide a variety and choice in reading materials and writing topics ("How" p 26).

- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic ("How" p 26).

- Differentiate literacy assignments by offering student choice (http://daretodifferentiage.wikispaces.com/Choices+Boards) ("How" p 26).

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.

According to the Survey Monkey data our school is emergent in this building block.

Existing Action:

CCES has a great relationship with the community at large. The media center hosts events during the

year that involve community people. These include Grandparents' week, Read Across America, and

reading volunteers.

Our system employees a family coordinator whose job is to involve parents and the community in the

education of students in Crisp County. Several things that have been done are: Parent Technology

night, Health and Wellness Fair for parents and students, Muffins with Mom, Daddy Days, and Bingo

for Books. These events have been very well received by the parents and the community.

The newspaper publishes press releases of what the students are doing in their classrooms. Students

and teachers have been invited to local civic clubs and the local television noon show to showcase

their academic success and projects to the community.

Our Plan

Representatives from each school who make up the Striving Reading Literacy Grant Committee have

met with the Director of Community Council and Director of Social Services to solicit assistance in

ways to create more community involvement. This relationship is in the infancy stage, but as a result

of the 2012 grant writing process we are beginning to unite as a community.

We need to:

- Identify key members of the community, governmental and civic leaders, business leaders, and

parents to serve as members of a community advisory board ("How" p 28).

- Continue to focus proactively on broad issues that may prevent students from learning ("How" p 28).

- Establish a mentoring system from within and outside of the school for every student who needs additional support ("The How" p 28).

- Investigate similar efforts in other communities and invite people from other communities to speak to our advisory group ("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.)

According to the Survey Monkey data our school is emergent in this building block.

Existing Action:

CCES administration and staff continually analyze data to identify gaps in student achievement. The academic coach has sent up a data board that is an easy reference to the scores of Track My Progress and the CRCT. In content collaborative meetings, which are held twice a month, it is made clear that there is a shared responsibility for literacy across the curriculum ("The How" p 29). The Academic Coach also shares professional learning at collaborative meetings as well as in staff meetings. The Academic Coach and other staff members redeliver professional learning they obtained from various workshops and trainings. Webinars and other online professional development are also shared during these meetings. Currently, teachers do not have opportunities to visit peer classrooms. Time will need to be built into the schedule for peer observations. Not only do they need to visit teachers in their grade level, but they need to observe in the grade levels above and below so that they can know and

understand expectations vertically and horizontally.

Since the writing of this grant, we realize that we need to work to improve this area. Our District Literacy Trainer, along with the school leadership team, are meeting with teachers to discuss the expectation of shared responsibility. Together, we will design an infrastructure for shared responsibility for development of a literacy plan across the curriculum ("The How" p 29). We will need to establish protocols for team meetings, schedule time for teams to meet for regular collaboration and examination of student data/work, identify team roles, protocols, and expectations, and research the components of the professional learning community model www.allthingsplc.info and identify measureable student achievement goals aligned with grade-level expectation to be shared by teachers in all subjects ("The How" p 30).

Our Plan:

- Administration will establish a continued expectation of shared responsibility for literacy across the curriculum ("The How" p 29).

- Establish cross-disciplinary teams for literacy instruction as outlined in "The How" p 29.

- Teachers will conduct peer observations of master teachers who demonstrate high effectiveness in student achievement and analyze lessons to improve disciplinary literacy instruction ("The How" p 29).

- Provide time for vertical team collaboration to address concerns and ensure that there is consistency throughout the grade levels ("The How"p29).

- Plan and implement lessons that address the literacy needs of students ("The How"p29).

- Alter teaching teams and schedules as necessary to ensure optimal effectiveness ("The How" p

29).

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

According to the Survey Monkey data our school is operational in this building block. However, the District Leadership Team feels that we are not currently functioning at an operational level. This area needs much improvement.

Existing Action:

Literacy instruction is currently done by the Reading/Language Arts teachers. Other content teachers use components of literacy, such as journal writing, but the emphasis by these teachers is not on literacy instruction. Teachers of Science and Social Studies are beginning to attend workshops that are teaching them how to incorporate literacy instruction into their instruction. The District Literacy Trainer has observed in content area classrooms and has made suggestions for improvement. We are planning on incorporating many of the suggestions and strategies for improving literacy instruction in our school. There is minimal literacy planning for literacy instruction across content areas. The current literacy instruction is limited and not "interwoven" as it should be.

Our Plan:

The District Literacy Trainer will provide awareness sessions for the entire faculty that will help them become more aware of the interconnectedness of incorporating a literacy strand through the content areas that will allow students to write to learn, write to demonstrate learning, and write to publish ("The How" p 30). These sessions will be offered during one-week Literacy Academies in the summer and during planning collaboratives and after school during the school year. She will also instruct

teachers on how to incorporate writing and reading through varied genres as well as 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. We need to make sure that the literacy instruction includes differentiation for all students including ELs students ("The How" p 30). Teachers will teach academic vocabulary and writing in all subjects using research-based strategies. A school wide writing rubric will developed to ensure school-wide continuity. This will help to guide students to focus on their own improvement ("The How" p 30). Teacher/student conferences will be added to the writing block that will provide one-on-one feedback.

We need to:

- Provide teachers with professional development in how to teach children of poverty.(www.countyhealthrankings.org/#app/georgia/2012/crisp/county/1/overall)

- Provide content-area teachers with professional development in how to teach the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, writing, speaking, listening and motivation ("Why" p 26).

- Provide teachers with material on their CCGPS Standards that address the reading levels and interests of the students as well as the standards that are taught. Research-based strategies and appropriate materials will also be needed to support the teacher in teaching literacy in their content level ("The How" p 30).

- Develop a school-wide writing rubric that is aligned with CCGPS to set clear expectations and goals for performance ("The How" p 31).

- Teach and have students practice writing as a process as well as infusing all types of literacy throughout the day and discuss exemplary samples with students to model features of quality writing ("The How" p 30 -31).

- Implement appropriate strategies to help ELs meet English language proficiency standards ("The How" p 30).

- Continue to have the District Literacy Trainer coach, model, co-teach, observe, and give feedback to teachers ("The How" p 30).

- Provide teachers and staff with sessions to learn about incorporating CCGPS for literacy in history/social studies, science and math ("The How" p 30).

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action:

CCES has community volunteers to come into the school to read with struggling students. They listen to the students read and support their literacy development. Various businesses in the community give financial support to programs for rewards and recognition. CCES participates in the Georgia Movie Academy and has visited various club groups in the community to share their movies.

CCES has a School Council composed of two teachers, two parents, and two business leaders from the community. They meet with Administrators to discuss school data and achievement, successes, and concerns, as well as other important information.

Currently, we are able to provide English language services for ELs that extend beyond the classroom.

We have support classes, extended day and extended year for EL students. We have technology that allows the school to translate school documents into other languages in order to assist parents ("The How" p 33). Our schools have access to translators to help during parent/teacher conferences.

Our Plan:
CCES is working to develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders ("The Why" p 51). The leadership team is working to develop supports through a variety of mediums including the 21st Century Afterschool program. This program provides students with academic support. This grant will allow us the opportunity to strengthen this connection with the addition of professional learning, curriculum, resources and pre and post testing as well as progress monitoring systems to address our achievement in the area of literacy ("The How" p 32).

A summer school program is available for students who do not meet academic proficiency at the end of the year. During summer school, students work in small groups to identify and focus on individual strengths and weaknesses as identified by literacy as well as tutoring, mentoring, and modeling. We are in the process of establishing a means of continual communication with out of school providers, parents, teachers, and students.

The county also participates with the Community Council which is a very strong support program collaborating with community agencies focused on the guidance and support of students and families (i.e., Family and Children Services, Department of Juvenile Justice, etc). We currently have a work group that includes school counselors, psychologists, nurses, social workers, special education staff, ELL staff, migrant and homeless staff, Safe and Drug Free School staff, classroom teachers, parents,

and other community members that focus specifically on how learning supports are used. With the

addition of our Parent Engagement Specialist and this grant will allow us to strengthen this team.

CCES would like to expand community involvement in our school. By continuing in the Georgia

Movie Academy and sharing this with the community, we feel a more positive "feeling" about our

school system would increase community involvement. We need to spend time identifying and

contacting learning supports in the community that target student improvement and seek ways to

incorporate more tutoring, mentoring, and out of school programming ("The How" p 32). We are

currently investigating the Odyssey of the Mind project that will allow for more tutoring and

mentoring on academic as well as non-academic supports.

We would like to involve our "Business Partner's in Education" in the school by inviting them to

participate in more school activities, such as reading stories to classes, sending them our school

newsletter, and having students write thank you notes for their support.

We need to:

- Include extended learning opportunities such as summer programs and after school programs

  to enhance literacy learning ("The How" p 32).

- Evaluate the effectiveness of after-school tutoring programs using pre-post testing as well as

  progress monitoring assessments ("The How" p 32).

- Continue to foster relationships/networks among schools, families, and communities ("The

  How" p 33).

- This grant will allow us to increase parent and community involvement by incorporating

technologies more creatively and effectively to support stakeholder engagement (i.e., blogs,

Twitter, electronic newsletters ("The How" p 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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

Students at CCES are given a variety of assessments each year. As a result of working on the SRLG in 2012 our CCES no longer gives locally created benchmark tests. In the Fall of 2013, Track My Progress was given to all students as a summative assessment. Students are also given screeners in Lexia (reading) and Symphony Math to identify gaps in learning and remediation in areas of weakness. The programs can also provide acceleration to higher achievers through the Reading Plus and Ascend computer programs. These programs also allow teachers and administrators progress monitoring for RTI as well as specific interventions needed.

Beginning the 2013/14 school year we now have three intervention teachers who work with at-risk students in order to help improve reading and math achievement.

Our Plan

Track My Progress has been purchased to evaluate Reading and Math, but Science and Social Studies does not have any type of research based assessment process. This year 85% of our third graders were reading below grade level. Research shows that children who are not proficient readers in third grade are four times less likely to graduate by age 19 than proficient readers. We have found many gaps in learning that need to be addressed. Symphony and Lexia provide foundational standards and concepts that the students have not mastered. The logistics of placing students on a computer or iPad are challenging with the limited number of computers and iPads carts as well as the wireless capability

that we have now. With the funds we receive from the SRLG we will be able to solve some of these logistic issues that we struggle with.

We need to:

- Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results ("The How" p 37-38).

- Analyze assessment data to identify teachers who need support and provide time for collaboration("The How" p 38).

- All students who have been identified as having weaknesses in academics will receive remediation/intervention so that they will be able to master the literacy standards. The teachers will be able to group students with common errors into remediation groups for reteaching the skills needed for mastery("The How" 37).

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

CCES offers screeners through Lexia and Symphony Math. It gives the teacher information on gaps in student academic success. This provides the teacher with on-going progress monitoring of her students and also provides lessons for remediation ("The How" p 36).

The Testing Site Coordinator provides professional learning to staff who administers assessments to maintain use of standardized procedures and accurate data recording ("The How" p 36). Student data is analyzed during collaborative planning with the Academic Coach and adjustments are made in

instruction if necessary ("The How" p 36).

The district also researched and selected an effective universal screener to measure literacy competencies for students across the curriculum. We have developed an assessment calendar along with dates for formative and summative assessments to be administered ("The How" p 35).

Our Plan
CCES will expand the Lexia and Symphony Math program to ensure that all students will have the opportunity to participate in the computer programs. Administrator and teachers will make sure the programs have fidelity by monitoring the time requirements as well as the academic gains ("The How" p, 36). There is a need for professional development on differentiation and center-based instruction so that teachers will know what to do with the data once it is collected.

We need to:

- The District Literacy Trainer will continue to identify literacy skills needed to master CCGPS in each content area and provide continued professional learning to staff who administers assessments to maintain use of standardized procedures and accurate data recording ("The How" p 36).

- The team will identify intervention materials aligned with students' needs and provide professional development for teachers ("The How" p 35).

- Make data-driven budget decisions aligned to literacy priority ("The How" p 36).

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

CCES teachers use data to identify students with gaps and weaknesses in academic success through Track My Progress, Lexia and Symphony. Charts are on display in the hallway and Certificates are given to students as they progress through the levels of Lexia and Symphony Math ("The How" p37). During teacher team meetings and collaborative meetings with the Academic Coach, data from assessments is analyzed and areas of weaknesses are identified. Teachers make plans for remediation, and they are responsible for providing interventions for their own students. Literacy is mainly addressed with Reading and Language Arts teachers.

Our Plan
- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment ("The How" p 37).

- All students at CCES who have been identified as having weaknesses in academics will receive remediation/intervention so that they will be able to master the literacy standards. The teachers will be able to group students with common errors into remediation groups in order to reteach the skills needed for mastery ("The How" 37).

- CCES will use differentiated learning within content areas with technology and centers ("The How" p 37).

- Professional development for teachers on differentiation within a classroom to avoid a one-size-fits-all approach to teaching ("The How" p 37).

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

For the past several years, our school has relied heavily on the CRCT and the Georgia Writing Assessment for summative data. We have added Track My Progress as a summative assessment. This data is reviewed and analyzed by various teams including district leadership teams, school leadership teams, grade levels and classroom teachers. The data is disaggregated at the school, grade level, and classroom levels to ensure the progress of student learning at all levels and subgroups.

Our Plan

After the writing of this grant, we see a need for improving our process. We need to evaluate the capacity of technology infrastructure to support test administration and disseminate results ("The How" p 37). Summative assessments will be administered at scheduled intervals and then the administration needs to utilize assessment data to identify teachers who need support ("The How" p 38). Protocols and focused discussion on changes that need to be made will be done during specific times on the school calendar.

We need to:

- Provide professional development on utilizing data from summative and formative assessments to drive instruction ("The How" p 38).

- Develop and apply protocols for analyzing data and planning next lessons ("The How" p 38).

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

According to the Survey Monkey data our school is emergent in this building block.

Existing Action

We have many forms of data within our school, but we do not have a clearly articulated strategy for

using data to improve teaching and learning.

Our Plan

Our plan is to apply protocols for looking at students' assessments and evaluation the progress of the students. Data collected needs to drive the instruction, remediation, acceleration, interventions, and target areas of need for both the students and teachers ("The How" p 38). Professional development is needed to help us devise a clearly articulated plan to guide and support us in data analysis of assessment results. We are purchasing a data storage and retrieval system.

We need to:

1. Develop and follow the protocol for making decisions to identify the instructional needs of students ("The How" p 39).

2. Utilize the data storage and retrieval system and make sure it is adequate, understood, and used by all appropriate staff members ("The How" p 39).

3. Develop the process to provide training for teachers to use the decision-making protocol to not only identify student instructional needs but to group students by instructional commonalities and to implement the protocol with fidelity ("The How" p 39).

4. Align lesson plans to the CCGPS to ensure continuity of instruction based on data from formative and summative assessments.

Building Block 4. Best Practices in Literacy Instruction

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

According to the Survey Monkey data our school is emergent in this building block.

Existing Action

At CCES, literacy instruction is mainly the responsibility of the reading/language arts teachers.

Teachers have had training in Common Core through webinars and some training sessions at RESA.

The Lexia software provides an individual learning plan for each student, but we are limited in use of

this program due to the lack of technology capabilities.

Our Plan

Our plan it to continue to share effective differentiated lessons and strategies in teacher team

meetings. The administration and leadership team will ensure that ALL content teachers are engaged

in meaningful literacy professional development based on formative and summative teacher

evaluations.

We need to:

- Purchase computers and iPads to expand the Lexia Reading and Reading Plus software

  program to all students at Crisp County Elementary School.

- Provide teachers with professional development in how to teach children of poverty

  (www.countyhealthrankings.org/#app/georgia/2012/crisp/county/1/overall)

- Provide content-area teachers with professional development on direct, explicit instructional

  strategies in how to teach the components of adolescent literacy: advanced word study,

  vocabulary, comprehension, fluency, and motivation ("Why" p 26).

- Provide professional learning on research-based differentiated instructional strategies that

  support diverse needs ("The How" p 40).

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

According to the Survey Monkey data our school is emergent in this building block.

Existing Action

The Literacy Team will organize a vertical and horizontal writing plan aligned to the CCGPS across the curriculum. The fifth grade team has been working on writing strategies with a District Literacy Leadership Trainer.

Our Plan

All content area teachers will take a more active role in writing instruction and there will be more writing across the curriculum at CCES. Teachers will provide direct instruction, modeling, and student practice in a given form of writing. Reading, and speaking will be a part of the daily instruction of all students.

Our plan is to improve motivation and encourage independence by offering students opportunities to select materials and topics to research as well as time during the day to read ("The Why" p 51).

We will also increase access to text that are interesting to the students as well as increase opportunities for peer collaboration ("The How" p 41).

We need to:
- Provide all content area teachers with professional learning in writing instruction in all subject area.

- Align all writing to CCGPS and identify the materials necessary to implement this in all subject areas.

- Create quality, high-interest classroom libraries that are aligned with CCGPS in science and social studies for all grade levels 4-5.

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

Administrators and teachers continuously look for ways to engage and motivate the students. With implementation of CCGPS, students are becoming more involved in the learning process. CCES administrators and teachers work together to cultivate, support, and maintain a safe environment where students can learn and grow academically.

Our Plan

With the changing of students in our society, we strive to provide new and improve upon existing technology to motivate and engage our students. They need more opportunities to expand on their knowledge and use of technology. Best practice includes engagement, motivation, and support of self-direction through digital formats (The Why p 67).

We need to:

- Supply classrooms with more technology, so students can have opportunities to produce their works in a digital format.

- Provide teachers with the necessary classroom computers for student use as well as up-to-date technology to use for instruction. There is a need to use new and existing technology to better motivate and engage out learners.

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.)

According to the Survey Monkey data our school is operational in this building block.

The District is currently working to develop a comprehensive RTI process that will meet the needs of children birth-to-12th grade. The award of this grant will allow us to fully implement a more comprehensive approach that is both horizontally and vertically aligned and provides all students the opportunity to become College and Career Ready.

The District Plan: ("The How" p 43-47)

- Aligning all school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring plans to ensure fidelity of implementation and progress of student subgroups.

- Ensure that communication between the district, administration, and teachers is ongoing and effective.

- Develop process monitoring the implementation of research-based interventions Birth-to-12th Grade.

- Develop schedules to ensure that students have intervention time built into the school day. Develop opportunities for students to receive instruction through extended learning, extended day, afterschool and/or summer school.

- Monitor the planning, delivery and assessment for students with special learning needs.

- Use technology to track and ensure the movement of students between tiers of intervention.

- Provide opportunities for professional learning to all system staff on new procedures,

assessments, and protocols for RTI.

Existing Action for School

The goal for our school is to identify student weaknesses and provide interventions that will help them to progress to their grade level proficiency. Students are identified for the RTI process through data analysis of CRCT scores and Lexia Reading Placement Tests. Students that are behind in their grade equivalence receive computer assisted instruction through Lexia Reading. This program is tailored to individual specific deficiencies. They move through the program at their own pace. Other students who are weak in skills receive small group instruction through reduced class size. At the conclusion of each grading period grade levels meet to analyze data to determine if changes need to be made to the intervention status. The data consists of Benchmark scores, Scott Foresman Cold Reads, and fluency probes.

Crisp County Elementary School RTI Students		
	Tier 2	Tier 3
4th Grade	43	6
5th Grade	32	15

Our Plan

We need to:

- Effectively interpret the four Tiers of RTI and research strategies in how to identify and implement interventions.

- Monitor to ensure that interventions are occurring regularly and with fidelity ("How" p 43).

• Provide building and system-level support of the process ("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)
According to the Survey Monkey data our school is emergent in this building block. **Existing Action** Crisp County Elementary School currently has universal efforts in place to promote learning for all students. Teachers at CCES have common planning time among subject and grade levels, allowing time for collaboration on lesson planning, assessments, and any changes they may deem necessary to curriculum to meet the needs of all students. Track My Progress serves as a screener to assist in identifying students that may need additional help; however, due to time and personnel constraints this data is not analyzed effectively, discusses with vigor, nor are lessons being modified adequately to meet the needs of students who may need a little more assistance in an identified area. Professional development in the areas of interpreting data and ways to effectively monitor student progress is greatly needed among teachers, so students within the regular classroom setting will reach their academic peak. Administration meets several times per year to monitor the delivery and assessment for students with special learning needs. **Our Plan** **We need to:** • Examine student data to determine the current percentage of successful students in the areas of literacy (i.e. reading and writing). ("How" p 43). • Develop a plan to strengthen Tier 1 instruction of disciplinary literacy in each component area ("How" p 43).

Provide professional learning on:

- GA DOE resources for RTI, universal screening (e.g., GRASP, Aimsweb, DIBELS, STEEP, etc.)

- Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting

- School-wide understanding of assessment data and anticipated levels of student mastery during the school year ("How" pp 44-45).

- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs. ("How" pp 43-44).

- Provide professional learning to support literacy, either face-to-face or online ("How" pp 44-45).

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.("How" p 43).

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

In order for some students to reach desired outcomes in school, they may require additional or unique instructional strategies or interventions beyond those typically available. Therefore it is important to establish a comprehensive continuum of multi-layered or multi-tiered system of prevention or intervention services. At Tier 2, students who are identified as being at-risk of experiencing academic problems receive supplemental or small-group interventions. These students are identified in different

ways. Some students are failing a subject area, while others score below average on Track My Progress in reading and/or math. During the start of this process, the individual needs of the student are assessed by all teachers involved and the RTI Chairperson for the grade level. Then, a small group instructional plan is discussed in order for the child to become successful.

Our Plan

For a student to become successful and flourish within the educational field, more interventions need to be accessible for both the teacher and the student. Students also benefit from various types of technology to enhance their learning experience, keeping up with assignments and homework, textbooks, and a plethora of other learning issues.

We need to:
- Plan and provide professional learning for interventionists on:

    1. Appropriate use of supplemental and intervention materials

    2. Diagnosis of reading difficulties

    3. Direct, explicit instructional strategies to address difficulties

    4. Charting data

    5. Graphing progress ("How" p 45).

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting ("How" p 45).

- Provide sufficient resources (time, training cost, materials and implementation of interventions) ("How" p 45).

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

At Tier 3, efforts focus on the needs of individual students experiencing significant problems in academic, social, and/or behavioral domains. The process is more intensive and individualized than at any other level. Continuous monitoring and evaluation are essential parts of an effective RTI process. CCES teachers provide research-validated interventions designed to meet individual student's needs. Data is collected to progress monitor students who receive interventions in content areas. The academic coach ensures that progress monitoring is current and delivered with fidelity by monitoring one folder from each grade level per month. The academic coach follows a monitoring checklist and logs checked folders. This log is then turned into the Special Education office at the Central Office ("The How" p 43). Also, while meeting with the academic coach in collaborating grade level meetings, the teams discuss and adjust instructional strategies used for interventions. A Behavior Intervention plan is implemented for students who display dysfunction in the learning environment. A Functional Behavior Assessment is conducted to determine areas to be addressed in the behavior plan. CCES consistently only refers students who have not shown response to interventions. A high percentage of these students are placed into Special Education.

Our Plan:

Many teachers that have been hired in the last few years have had little to no training on the RTI process or how to differentiate classroom instruction to meet the individual requirements of these students. Professional development is needed for both teacher quality and student achievement. It is often difficult for teachers to meet the demanding needs of the regular classroom while trying to

individualize instruction for a few students. Having more support personnel within the school would ensure that quality instruction is in place for each student's personal needs. Additional time for teachers to plan for student achievement is also warranted. Whether teachers are paid for an extended day of work or additional days are added, teachers need time for collaboration, reviewing of data, and changing lessons to adapt to students' needs.

We need:

- In addition to everything that occurs at T1 and T2 data teams (expanded to include schools psych, ESOL teacher, SLP, etc.) meet to:

    1. Discuss students in T3 who fail to respond to intervention

    2. Receive professional learning on RTI processes and procedures as outlined in the GA DOE manual and guidance

    3. Verify implementation of proven interventions

    4. Ensure that interventionist has maintained fidelity to intervention protocol prior to a referral ("How" p 46).

- T3 RTI/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points. ("How" p 46).

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

According to the Survey Monkey data our school is operational in this building block.

Existing Action

Tier 4 is designed specifically for students who need additional educational support and who meet eligibility criteria for special education placement. These students' schedules must be altered to

accommodate their individualized needs. Administration works diligently to develop schedules that are conducive to the least restrictive environment (LRE). Funding formulas are used to effectively staff special education classrooms. A case manager is assigned to the areas of special education, EL and gifted. Experienced teachers are teamed with special education teachers to effectively deliver instruction for special education students.

Our Plan

Several teachers have to work with a special education teacher/paraprofessional within their classroom during a co-teaching session. Many teachers have not had training on co-teaching and the best practices that can be utilized to optimize learning. Professional learning is needed in this area. Gifted students are currently being served in a regular education classroom. Teachers differentiate the curriculum to meet the unique learning needs of these gifted learners.

There are ten ESOL students enrolled in Crisp County Elementary School. A teacher with certification in this area is needed county-wide to serve in a monitoring capacity to assist the growing population of ESOL students within our system.

We need to:

- Include key members on IEP teams required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards ("How" p 47).

- Special education, EL, or gifted case managers meet, plan, and discuss students' progress regularly with general education teachers ("How" p 47).

- Special education, ESOL and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings ("How" p 47).

Building Block 6. Improved Instruction through Professional Learning

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

According to the Survey Monkey data our school has not addressed this building block. However, after talking with our staff we think this question was misunderstood.

Existing Action

Most of this action is dealt with at the district level. Elementary school principals do not meet with representatives from the Professional Standards Commission to enlist support to ensure that pre-service teachers receive coursework in disciplinary literacy within content areas.

We receive many student teachers and students who do field and clinical experience from Georgia Southwestern State University. The Opening School Experience is an initial component of the student teaching practicum for GSWSU student teachers. The student teacher must attend all preplanning days and the entire first week of school at the site of his/her fall or spring student teaching placement. Our classroom teachers provide the student teacher with a mentored environment to improve upon knowledge, skills, and dispositions essential for the teaching profession. We correspond with GSWU and provide feedback about the placements. Many of the student teachers have not received enough instruction in disciplinary literacy.

The district level provides a training session for all teachers new to our system prior to preplanning for the year. Efforts are made to be focus on academic growth to improve the literacy culture within our schools. Scheduled trainings include coursework in disciplinary literacy for pre-service teachers in all subject areas.

The Plan:

- Encourage the school leaders to meet with representative from Professional Standards Commission to enlist support for ensuring that preservice teachers receive coursework in disciplinary literacy within content areas ("The How" p 48).

- Develop revised evaluation instruments for preservice teachers ("The How" p 48)

- Develop protocols for evaluating implementation of the new coursework ("The How" p 48).

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

According to the Survey Monkey data our school is emergent in this building block.

Existing Action

Teachers and staff have received training on the new standards, school improvement initiatives, and content related CCGPS literacy training and continue to participate in ongoing professional learning opportunities in literacy skills.

We have a protected time for teachers to meet collaboratively to plan lessons, analyze data, and reflect on literacy issues. The academic coach provides training during collaborative planning on research-based instructional strategies and methods for improving student achievement. Anyone working with students is provided program-specific training in intervention programs before the beginning of the year to prepare for implementation ("The How" p 49). Each year substitute teachers are provided training on instructional expectations. Teachers and paraprofessionals work together to plan lessons and to ensure differentiation during classroom instruction. Our school is in the process of developing a professional library that includes print text and on-line sources that teachers and staff can access ("The How" p 49).

Teachers are required to redeliver information after attending staff development or conferences. This

provides opportunities for all teachers and staff to practice specific techniques in non-threatening situations ("The How" p 49). The administration insists that teachers and staff be aware of how comments might be perceived by the community at large and keep to "professional talk".

The Plan:

- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs ("The How" p 49).

- The leadership team will use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning ("The How" p 49).

- Continue to encourage "professional talk" among staff and provide time for discussions ("The How" p 49).

Needs Assessment, Concerns, and Root Cause Analysis for Crisp County Elementary School

Individuals involved in the Needs Assessment Process:

- ALL teachers

- Administrators

- Paraprofessionals

- Media Specialist/Clerk

- Counselor

- Academic coach

Description of Needs Assessment:

Crisp County Elementary School began the needs assessment process by researching what a needs assessment was and the steps involved in conducting needs assessments (http://www.dpi.state.nd.us/grants/needs.pdf). Crisp County Elementary's needs-assessment process involved brainstorming sessions, compiling and examining assessment data, CCRPI and past AYP results, assessment of technology budgets and needs, TITLE I parent survey, Survey Monkey questionnaire, and Georgia Literacy Plan Needs Assessment for Literacy K-12. Data was collected and analyzed by literacy team members.

The overarching goal of the needs assessment tools are to determine our strengths and identify opportunities to improve literacy instruction.

- Determine purpose of needs assessment

- What are Crisp County Elementary School's strengths and needs according to the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12?

- What do the scores from the CRCT, Track My Progress, and College and Career Ready Performance Index (CCRPI) tell us about our teaching and our students?

- What do we know about our student population?

- What are the needs for professional development for our staff?

- What are the amounts of non-fiction material presently in our media center?

- What is the status of the technology we presently have for our students to use to increase their fluency?

- Types of Surveys used in the needs assessment

- Used Survey Monkey to determine our strengths and needs. This included content teachers, special education, EL, media and paraprofessionals.

- Gathered data and chart information from 4th and 5th grade students CRCT and Track My Progress scores to identify trends in learning.

- Gathered statistical data on the population of Crisp County.

- Used informal survey to determine the professional learning needs of the content teachers, special education teachers, and EL teachers.

- Created an Inventory Analysis from the content teachers that determined the number of trade books in the classrooms.

- Created an inventory count of computers in classrooms and brainstormed with teachers as to what they needed to create computer centers that utilized computer assisted literacy programs on a daily basis.

- Created a Collection Analysis of the number and average age of non-fiction books in the media center.

Root or Underlying causes of the areas of concern found in the needs assessment.

The data from the Survey Monkey revealed that Crisp County Elementary School is mainly operational and emergent in the six building blocks. Our staff needs a better foundation, through professional learning, of these building blocks in order to create a better infrastructure for producing successful readers and writers ("What", pg.3). Crisp County Elementary School is fully committed to provide our students with the best opportunity to achieve. Our goal is to become fully operational and prepare our children to be college and career ready.

- CRCT 4th and 5th grade data revealed a need for literacy across the curriculum and level text sets that are aligned to the CCGPS. The vocabulary domain of the reading was a key weakness at Crisp County Elementary School. Science and Social Studies content literacy is weak but this can be due to the lack of exposure due to the time necessary to teach Reading, English/Language Arts, and Math. This gives evidence for the need for non-fiction text aligned to Science and Social Studies.
CCGPS requires children to be literate in Science and Social Studies. Content teachers need to identify the concepts and skills students need to meet expectations in CCGPS ("How", pg.30).

- Crisp County Elementary School has stopped using local benchmarks and began to use Track My Progress as a nationally normed assessment tool. We have also begun to use Lexia Reading and Symphony Math as formative assessments. This is necessary to institute data-driven practices which are our second goal of this grant project. The use of universal screeners, progress monitoring, and standardized formative and summative assessments will allow teachers and administrators to identify student achievement at the school level, grade level, class level, sub-group level, and individual level. This will also allow school administrators to evaluate teacher effectiveness based on student achievement. The Georgia Literacy Plan promoted the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to see how formative assessments enhance the overall picture of assessment ("Why", pg.95).

- The statistical data gathered from the 2013 Title 1 report revealed that 79% of the children in Crisp County live in poverty. The staggering number of children in Crisp County that live in poverty is a root cause of the literacy problem in our county. Research has shown that low-income children tend to have far inferior vocabularies than their middle-class peers. Developing a rich vocabulary can become a huge task for students of poverty, but will be much more important with CCGPS. In order to deal with the demands of common core, we need to make changes in teacher understanding of poverty through professional learning. Our teachers need support because teaching students of poverty requires more effort and expertise. Information from the "What" document states that teachers need to

adopt a common, systematic procedure for teaching academic vocabulary in all subjects ("What", pg. 6).

- Informal surveys with 4th and 5th grade teachers on professional learning revealed that they wanted more training on how to teach literacy and writing across the curriculum. The staff also stated that they had not thought about children of poverty learning differently than other students. Writing demands for the 21st Century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia Students. The implementation of strong writing programs is crucial to a literacy initiative ("Why", pg. 45).

- Inventory Analysis of trade books in classrooms revealed that classes have an average of 122 books per class. Of these, 85% of them were fiction and 15% were non-fiction. CCGPS is stressing the importance of reading non-fiction material, therefore were need more material for them to read. We need these trade books in order for teachers to provide literacy instruction across the curriculum ("What", p.7).

- Inventory Analysis of computers in rooms revealed that there were two student computers in each room. Teachers stated that they need more student computers in their room in order for them to create a weekly rotational cycle allowing students to work with computer assisted software Lexia and Reading Plus to improve their reading fluency. Also due to the poverty in our school students lack opportunities to become 21st century technology literate. This fact could severely impact their

ability to be college and career ready. People in the 21st century live in a technology and media-driven environment marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale ("Why", pg. 56).

- Collection Analysis of nonfiction books in media center revealed that 33% of the items in the collection were non-fiction with an average age of 1989. More emphasis needs to be placed on providing non-fiction material for the students. Due to the limited number of non-fiction books students do not have the opportunity for wide reading in non-fiction. By increasing non-fiction material students will have the opportunity to self-select based on interest. This will improve engagement, motivation, and support of self-direction in reading ("Why", pg. 67).

Action Steps:

After the writing of this grant, the district has made some changes including hired a District Literacy Trainer, hired a parent engagement specialist, invested in universal screening tools, reallocated funds to support professional development in the area of literacy, allocated funding for technology. The district and schools have developed literacy leadership team that have begun to study research-based guidelines, strategies and resources for literacy instruction set forth in the "The Why" document of the Georgia Literacy Plan.

Analysis and Identification of Student and Teacher Data
Crisp County Elementary School CRCT Data (4th and 5th)

CRCT Results by Grade Level

	Grade	Did Not Meet (level 1)			Meets (level 2)			Exceeds (level 3)		
		2010/11	2011/12	2012/13	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Reading	4	15%	9.95%	11%	53.7%	55.3%	51%	31.3%	34.8%	38%
	5	9.4%	11.4%	6%	63.5%	64.9%	66%	27.1%	23.8%	28%
Language	4	10.5%	5.75%	7%	60.5%	65.7%	70%	29%	28.6%	23%
	5	8%	6.35%	5%	60.8%	60.9%	63%	31.2%	32.8%	32%
Math	4	15%	17.8%	14%	55.5%	50.3%	58%	29.5%	31.9%	28%
	5	4.8%	12.5%	8.6%	41.2%	55.9%	53.4%	54%	31.7%	38%
Science	4	15%	14.4%	16%	47%	49.4%	53%	38%	36.3%	31%
	5	22.95%	24.5%	19%	39.5%	47.3%	57%	37.6%	28.2%	24%
Social Studies	4	27.5%	20.7%	18%	59.2%	63.4%	68%	13.3%	16%	14%
	5	29.4%	27.4%	24%	50.3%	54.9%	58%	20.3%	17.7%	18%

This data supports the need for literacy across the curriculum and leveled text sets that are aligned to the CCGPS. The Vocabulary domain of reading is a key weakness at Crisp County Elementary School (CCES). Science and Social Studies content literacy is weak due to the fact that we have not completely integrated these subjects into the reading curriculum. This data provides evidence for the need of non-fiction text aligned to Science and Social Studies.

Lexia Reading: In the fall of 2012 CCES began to use Lexia Reading which is a normed based common core reading skill program. The formative assessment showed that 66 percent of the students at CCES are at risk. This revealed to administration and staff that over half of the students at CCES are not reading (comprehending) at grade level. All students were tested for EIP eligibility. The data from the screening showed that 59% of 4th graders and 68% of 5th graders were at risk. At risk as defined by Lexia is at least one grade level below. However, CCES students were two grade levels below in 4th and 5th grade. In order for students to meet the demands of the CCGPS, explicit vocabulary instruction in all academic subjects is necessary because students of poverty do not have language and text rich home environments. This fact is supported by the needs assessment from Survey Monkey. Phonics and vocabulary are the primary concerns which are consistent with our research of students in poverty. One of the primary concerns for CCES is the text complexity demands which are new with Georgia's adoption of the CCGPS. Overall, phonics, vocabulary, and background knowledge are the key weakness for students in Crisp County.

Track My Progress: Track My Progress is an online assessment platform that tests and analyzes knowledge of reading, language, and math. It measures students' learning against CCGPS. One of the goals of this grant is to invest in better assessments. Our plans are to implement the Assessment Chart for SRCL Grant.

Georgia Writing Assessment Grade 5

CCES – 5th Grade Writing Assessment

Performance Summary			
	Does Not Meet Standard	Meets Standard	Exceeds
2010	41%	56%	3%
2011	18%	77%	5%
2012	27%	69%	4%
2013	27%	67%	6%

The writing assessment for fifth grade consists of an evaluation of each response to an assigned prompt. Students are assigned a topic from three genres: narrative, informational, or persuasive. (Topics are spiraled.) Students are given approximately 120 minutes to write their papers and the writing assessment must be administered in one day. The make-up day is the following day. One rater who is trained to understand and use the standardized scoring system scores each paper independently.

Disaggregation of Data in Subgroups

Subject	Level	ED 2011-2012	ED 2012-2013	Non-ED 2011-2012	Non-ED 2012-2013	ELL 2011-2012	ELL 2012-2013	Non-ELL 2011-2012	Non-ELL 2012-2013	Migrant 2011-2012	Migrant 2012-2013	Non-Migrant 2011-2012	Non-Migrant 2012-2013	SWD 2011-2012	SWD 2012-2013	Non-SWD 2011-2012	Non-SWD 2012-2013	Retained 2011-2012	Retained 2012-2013	Non-Retained 2011-2012	Non-Retained 2012-2013
Language	Did not Meet	6.7%	9.3%	3.0%	3.4%		13.7%	6.6%	7.8%		50.0%	7.6%	5.2%	23.5%	29.5%	4.2%	5.6%	72.5%	9.1%	4.8%	7.8%
Language	Meets	67.8%	69.0%	40.8%	46.4%	69.5%	51.4%	61.7%	64.0%	100.0%		67.9%	62.2%	64.7%	59.2%	61.5%	64.1%	27.5%	90.9%	62.2%	63.5%
Language	Exceeds	25.5%	21.8%	56.3%	50.3%	31.1%	35.0%	32.2%	28.3%		50.0%	24.4%	32.6%	13.6%	10.9%	34.4%	30.4%			33.1%	28.8%
Math	Did not Meet	15.0%	17.5%	4.4%	11.7%	5.5%	4.6%	12.3%	15.2%		50.0%	12.2%	13.9%	37.7%	46.3%	22.4%	12.5%	91.1%	42.5%	10.5%	15.6%
Math	Meets	55.8%	54.5%	35.8%	34.5%	57.0%	56.4%	51.0%	49.9%	50.0%	50.0%	51.1%	50.7%	41.8%	36.9%	57.4%	51.4%	9.0%	57.6%	57.8%	49.5%
Math	Exceeds	29.3%	28.1%	59.9%	53.8%	37.5%	39.1%	36.8%	34.9%	50.0%		37.3%	35.5%	20.7%	16.9%	20.3%	36.2%			36.8%	35.0%
Reading	Did not Meet	112.4%	10.4%	5.0%	4.3%	4.2%		9.8%	6.0%		66.7%	9.7%	6.9%	36.2%	31.5%	27.8%	2.8%	90.6%	34.1%	8.0%	7.4%
Reading	Meets	47.9%	61.7%	37.0%	39.5%	59.8%	65.5%	57.0%	56.5%	100.0%	33.3%	57.0%	57.0%	56.6%	59.9%	38.3%	56.3%	9.5%	36.4%	58.9%	56.6%
Reading	Exceeds	24.8%	28.0%	58.1%	56.3%	36.1%	34.6%	33.2%	37.5%			33.4%	36.2%	7.3%	8.7%	33.8%	37.6%		29.6%	33.3%	36.1%
Science	Did not Meet	24.0%	22.1%	4.2%	11.6%	13.9%	6.8%	20.0%	19.8%	50.0%		19.8%	17.9%	50.9%	48.0%	16.5%	16.6%	90.5%	43.2%	18.2%	19.4%
Science	Meets	49.9%	57.8%	31.9%	35.4%	44.5%	59.2%	46.0%	52.4%	50.0%	100.0%	46.0%	54.4%	29.4%	40.4%	52.6%	54.8%	9.5%	52.3%	46.7%	52.5%
Science	Exceeds	26.1%	20.2%	63.9%	41.8%	41.7%	34.1%	34.1%	27.9%			34.3%	27.7%	19.7%	11.8%	36.0%	29.7%		4.6%	35.1%	28.2%
Social St.	Did not Meet	23.4%	22.7%	8.8%	8.7%	4.2%	4.6%	20.6%	19.5%	50.0%	50.0%	20.1%	19.4%	40.3%	54.8%	17.9%	15.6%	88.1%	43.2%	18.7%	19.3%
Social St.	Meets	63.3%	65.5%	54.5%	54.8%	73.6%	60.9%	61.2%	63.0%		50.0%	61.6%	65.0%	54.7%	37.1%	62.4%	65.9%	11.9%	56.8%	62.5%	63.1%
Social St.	Exceeds	13.4%	11.9%	36.8%	36.6%	22.3%	34.6%	18.4%	17.2%	50.0%		18.3%	15.6%	3.6%	8.2%	19.8%	18.5%			18.9%	17.7%

CRCT Results by Economically Disadvantaged: ED students are much more likely to not meet standards that that of Non-ED students.

CRCT Results by English Language Learners: Surprisingly ELL identified students at CCES actually were more likely to meet standards.

CRCT Results by Migrant: There were too few students to meaningfully measure.

CRCT Results by Students With Disabilities: Overall the SWD students had the most difficulty meeting standards. This data is consistent across the state and the nation.

CRCT Results by Retained: Look at the data on students that "Did not meet" and have been previously retained. This data supports the research that retention does not improve student achievement. We need to look into another model.

Teacher Data for 4th and 5th Grade Teachers (including Spec. Ed and Media Specialist)

The Crisp County School System hires only highly qualified teachers in their area of certification.

Staff Count with Professional Certification

T 4 certificate	T 5 certificate	T 6 certificate	T 7 certificate
17	18	10	1

Teacher Retention
(Including Special Edu. And media)

	All Teachers
Less than 5 years	14
5-10 years	11
10-15 years	6
15-20 years	7
20-25 years	2
25 years or more	6

Teacher participation in professional learning communities or on-going professional learning at CCES

(1)Content Level Collaborative Meetings (Grades 4&5)	Twice monthly	All teachers and Academic Coach (AC)
(2) Grade Level Team Meetings (Grades 4&5)	Twice monthly	All teachers and Academic Coach
(3) Grade Level Collaboration	Monthly	All teachers by grade level and Administrators
(4) Academic Coach Collaborative	Monthly	Academic Coaches (system wide)
(5) Key Leaders Collaborative	Monthly	Principals (system wide),
(6) Media Specialist Collaborative	Monthly	Media Specialist and Administrators

(1) In content level collaborative meeting, teachers and AC horizontally plan and analyze data to determine needed acceleration or remediation.

(2) In grade level team meetings, this horizontal planning group discusses student needs, share successful teaching strategies, and brainstorm differentiated teaching strategies for lesson redelivery.

(3) In the grade level collaboration, teachers and administrators horizontally plan to discuss scheduling and content delivery to assure that the classes are consistent and pervasive across the grade level.

(4) In the academic coach collaborative, the ACs meet with the assistant superintendent and technology coordinator to discuss disaggregated data. This form of vertical planning helps the schools identify what can be done from school to school to improve student success.

(5) In the Key Leaders collaborative the attendees: Superintendent, Assistant Superintendent, Assistant Superintendent, Director of School Nutrition, Special Education Director, Human Resources Director, Director of Social Services, Director of Pre-K, District Literacy Trainer, and Principals from the Primary, Elementary, Middle and High School. This form of vertical planning helps the system to be consistent and pervasive in the planning and implementation of administrative duties to improve the student success.

(6) In the media specialists collaborative, the RESA representative meets with the assistant superintendent and technology coordinator to discuss the needs each school is experiencing with Accelerated Reading and technology needs. This form of vertical planning helps the schools see what can be done from school to school to improve student success.

District Prescribed Assessments CCES

Grade	Assessment	Date
4,5	Criterion-Referenced Competency Test (CRCT)	Main Administration April 7th – 11th Reading, LA, Math, Science, Social Studies Make-Up Administration April 14th & 15th Send to CO by April 18th
5	CRCT Retest 3rd-Reading; 5th & 8th –Reading & Math	Main Administration: May 12th & 13th Make-up Administration: May 14th Send to CO by May 15th
5	5th Grade Writing Assessment	Main Administration: March 5th Make-Up Administration: March 6th Send to CO by March 7th
K-12	ACCESS (ELL)	Main Administration: January 21st – February 24th Send to CO by February 25th
K-12	GAA (Georgia Alternate Assessment)	Main Administration: September 3rd -March 7th Return Portfolios: March 11th Send to CO by March 13th

CCES Project Plan-Procedures, Goals, Objectives, and Support

Literacy Leadership Team – LLT
Data Team – DT
Technology Team – TT
Professional Learning – PL
District Literacy Trainer – DLT
Service Providers - SP
Chattahoochee Flint RESA – CF-RESA
In Progress – IP

Goal 1: Provide current, meaningful, research-based PL to all staff

Objectives	Who?	What?	How?	Why?
Provide training in:				**The PL will:**
Research-based practices with children of poverty.**(IP)**	Administrators LLT Teachers	Plan/schedule training for teaching children of poverty	Determine training dates/SP – Title 1 Consultant,	Prepare educators to understand, appreciate, and hold high expectations for academic achievement("Why", pg.143)
Research-based practices teaching literacy including: advanced word study, vocabulary, comprehension, /fluency.**(IP)**	LLT Teachers	Identify training models	Determine training dates/SP Plan/provide professional learning on direct, explicit instructional strategies to build students' vocabulary,	Deepen educators' content knowledge, provide research-based instructional strategies to assist students in meeting academic standards(Why", pg.143).

			comprehension, writing skills within subject areas(How, p.40)	
Teach writing across curriculum.**(IP)**	LLT Teachers	Identify training models	Determine training dates/SP - DLT Plan/provide PD on direct, explicit writing strategies across curriculum.	Deepen educators' content knowledge, provide research-based instructional strategies to meet rigorous academic standards(Why", p143).
Using technology effectively in literacy instruction to motivate and engage all learners.**(IP)**	LLT Teachers Technology Director	Classroom use of Edmodo	Determine training dates/SP – CF RESA	Train teachers for preparing students to live in a technology/media-driven environment("Why", p56).

Goal 2: Institute data-driven practices

Use universal screening and progress monitoring for ongoing formative assessments.**(Accomplished)**	LLT Teachers	Implement formative assessments outlined in SRCL Grant Assessment Chart Implement Student Learning Objective(SLO) Use of Lexia Reading, Symphony Math Build infrastructure for	CF-RESA Develop school-wide, classroom based formative assessments to access efficacy of classroom instruction("How"pg.36)	Train teachers to administer screenings, interpret data, and determine progressive instructional action("Why"pg.24).

		ongoing formative and summative assessments, determining need and intensity of interventions to evaluate effectiveness of instruction ("What", pg.8)		
Develop and train Data Team in interpreting the four Tiers of RTI and research strategies in identifying and implementing interventions.**(IP)**	Administrators LLT DT Teachers	Lexia Reading and Symphony Math Develop Data Trainers to analyze formative assessments and ensure progress or adjust instruction ("What", pg.11)	Conduct Monthly Data Team meetings Identify and train all staff for administering assessments to ensure standardized procedures and accurate data recording("How", pg.35)	Provide intense training on administering screeners, interpreting data/determine best course of instructional action("Why", pg.24) Develop strategic techniques based on student needs and supplement the general education curriculum.("Why", pg.123).
Develop protocols for using data and meeting schedules.	Administrators DT	Publish data protocols and meeting schedules. Develop/follow clearly articulated strategies for using data to improve teaching and learning ("What", pg.9)	Determine training dates (Initial in-service, meetings) Use the Indistar program DT will use screening, progress monitoring, and curriculum-based assessments to influence	Provide protocols in a systematic process for monitoring fidelity of selected instructional strategies and interventions, monitor student progress, and fine-tune strategies based on student progress(rtinetwork.org)

			instructional decisions regarding flexible-4-tier service options for RTI ("How", pg.34)	
Train teachers to effectively use data for differentiating instruction.	DT Teachers	Analyzing Track My Progress data by grade level Use ongoing formative assessments to determine need and intensity of interventions for evaluating effectiveness of instruction("What", pg.8)	Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals ("How", pg.37)	Ensure understanding of data by school personnel in order to drive instruction("Why",pg.96)

Goal 3: Provide up to date hardware and infrastructure for literacy instruction in classrooms

Locate and purchase updated software/hardware for successful implementation of grant objectives and new technology.	TT	Creative use of technology implemented across the curriculum will promote engagement and relevance (What, pg11). Use technology to support administration and storage of assessments and dissemination of results ("What", pg.8)	TT will secure bids and determine hardware. Upgrade technology infrastructure to support assessment administration/ dissemination of results; Use technology to provide to differentiate learning within content areas("How", pgs.34,37)	Engage, motivate, and support self-direction through digital formats.("Why", pg.67)
Locate/purchase research–based literacy software.**(Accomplished)**	LLT TT	Provide individual remediation/intervention/acceleration experiences for all learners Provide easily accessible data Motivate and engage students	Provide personalized technology-based program that includes diagnostic assessments and multiple-entry points to avoid a one-size fits-all approach. Identify/purchase assessment and	Provide for differentiation, fluid flexible grouping, multiple means of demonstrating learning(Why, p.32)

			intervention materials aligned with students' needs(How, p35)	

Goal 4: Provide rich non-fiction literacy material aligned to the CCGPS

Purchase leveled text to build classroom libraries of diverse CCGPS-aligned information text.**(IP)**	LLT	Develop classroom libraries aligned to CCGPS in science and social studies Provide literacy instruction across curriculum(The What, p. 7)	Locate leveled sets of high-interest, CCGPS-aligned, nonfiction texts Meet with the academic coach to preview libraries Secure a quote for and order the libraries Maintain and rotate libraries	Engagement, motivation, and support of self-direction through digital formats.(The Why, p.67) Provide differentiation
Develop curriculum maps integrating reading, science, and social studies into literacy lesson plans.**(IP)**	Academic Coach Teachers	Use curriculum maps and integrated lesson plans to provide daily non-fiction literacy instruction tied to the science and social studies GPS.	Summer Curriculum team meetings. Create a plan to integrate literacy in all subjects as articulated within CCGPS("How", pg.26)	Separate existing standards for reading literature and informational texts. Provide extensive research to ensure that college and career ready students will be proficient in reading complex informational text independently in a

				variety of content areas("Why", pg.27)
Develop curriculum maps to integrate writing across curriculum.**(IP)**	Academic Coach Teachers	Use curriculum maps and integrated lesson plans to provide daily non-fiction literacy instruction tied to the science and social studies GPS.	Summer Curriculum team meetings. DLT Create a plan to integrate literacy in all subjects as articulated within CCGPS(The How, p.26)	
Provide daily opportunities for self-selection of leveled informational text correlated to the CCGPS and building academic vocabulary and independent learning.	Teachers	Assist in maintaining classroom libraries Integrate student selected texts from the classroom libraries into the writing/reading plan Monitor student use of classroom libraries. Increase access to engaging text("What", pg. 11).	A variety of classroom libraries will be created and rotated monthly to provide varied choices of text. These texts allows us to develop a systematic procedure for teaching academic vocabulary across curriculum("How", pg.26)	Provide self-selection opportunities for the 79% of low socio-economic students lacking literacy rich home environments. Develop opportunities for students to self-select materials, read, and conduct research("Why", pg.51)

Sample Proposed Schedule for 2013-12014-15 by grade level:

8:15 – 2:55 Instructional Day (6 hours 40 minutes)

55 minutes activity
30 minutes lunch
5 hours and 15 minutes of instruction
2 man teacher teams – 157 minutes each

Fourth Grade Reading Teacher 8:15 – 10:50 Reading/ELA/SS 10:50 – 2:55 Reading/ELA/SS Activity Lunch	**Fourth Grade Math Teacher** 8:15 – 10:50 Math/Science/Recess 10:50 – 2:55 Math/Science/Recess Activity Lunch
Fifth Grade Reading Teacher 8:15 – 11:50 Reading/ELA/SS Activity 10:50 – 2:55 Reading/ELA/SS Lunch	**Fifth Grade Math Teacher** 8:15 – 11:50 Math/Science/Recess Activity 11:50 – 2:55 Math/Science/Recess Activity

RTI Model:

Tier I instruction based upon the CCGPS is provided to all students in all classrooms. Tier 2 needs-based interventions are provided for targeted students in small group settings. In Tier 3, SST provides specialized interventions and monitors targeted students' progress. In Tier 4, individual education plans are developed for students (What, pp11-12).

** Please note that we have not had sound data to guide RTI in the past. This year Lexia Core5 data is being used. SRCL will afford us funds to purchase additional programs, train staff, and better meet all student needs.

Goals to be funded by other sources:

Additional literacy goals will be supported with local, state, federal, and competitive grant funds when available.

Crisp County Elementary School - Assessment/Data Analysis Plan

Current Assessment Protocol for 4th, and 5th grades

Assessment	Schedule	Test Administrator	Parent and Stakeholder notifications
Lexia Auto Placement	September (4th -5th)	Intervention Specialist	Parents are provided with progress certificates
Track My Progress in math, reading, language arts, writing	Grades 4th and 5th Test 1 – August – November Test 2 – November – January Test 3 – February – April Test 4 – May - July	Computer Resource Teacher & Academic Coach	Parent conferences, phone calls, report cards, and RTI meetings when needed
CRCT	April (4th -5th)	Classroom and Sped Teachers	Individual scores are sent home to parents. Data reports are shared with parents and community stakeholders at the annual Title 1 meetings and school council. Overall school scores are published in the local paper and televised locally.
ACCESS testing for ELL	January 21st – February 24th	ELL Lead Teacher Academic Coach (ELL certified)	Individual scores are sent home to parents.
Gifted Testing (CoGat, MAT. Hawthorne Rating Scale, TTCT	September, February (3rd-5th)	Gifted Certified Teacher Academic Coach	Individual scores are sent home to parents.
Fluency and Cold Reads	3 per nine weeks	Reading Teachers	Grades are posted on Infinite Campus for viewing.
RTI testing	Formative Assessment every three weeks	Content teachers	Parents attend RTI meetings at least five times a year to monitor student's progress.
Naglieri	October (4th – 5th)	Computer Resource Teacher & Academic Coach	No notifications are made
State Writing Test	March (5th)	Writing Teachers (Language Arts)	Individual scores are sent home to

				parents.

A comparison of the current assessment protocol with the SRCL assessment plan

Track My Progress is administered to students by the Academic Coach and Computer Resource Teacher each quarter.

Gifted testing is administered twice a year for qualified students and the CRCT is administered in the Spring (usually mid to late April. ESOL students are given the ACCESS test in February. All of the administrators of these tests receive training in the testing procedures and guidelines.

Reading teachers assess their students 3 times per nine weeks in both fluency and cold reads. Math teachers administer the math probes.

In March, the fifth grade takes a state writing test that is administered by all fifth grade homeroom teachers. These writings are scored by the state and administered in a very structured environment. All teachers are trained in this testing procedure.

Implementation of New Assessments, including who and how

Assessment Name	Who?	What?	How/When?	Why?
Benchmark from Ga DOE	Literacy Teachers	Science and Social Studies Assessments	TBA by Ga DOE	Benchmarks are being developed by the Ga DOE and will be integrated into the Reading text.
Pre and post academic vocabulary assessments of content literacy standards	Curriculum and Literacy Teams, Content teachers	Student data will be examined to identify areas of instructional needs. (vocabulary) The What, p.9)	Beginning and ending of each nine weeks grading period.	Vocabulary skills closely track students' reading comprehension levels. A rich vocabulary is key to academic success. Studies show that low income children usually have a far smaller vocabulary than the middle-class students. Teachers need to focus on building these

				vocabulary skills.
Pre and Post Student Learning Objectives	Teachers	Common pretests and posttest assessments in a variety of formats (The What, p.95)	Beginning and ending of each nine weeks grading period	The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools for instruction. (The What, p.95)
Software assessment tools such as Lexia Reading	Literacy Assessment Team	Provide immediate progress-monitoring data. Provide data to inform instructional decisions. Differentiation groupings will be implemented within the classroom.	Data will be analyzed weekly by administrators and classroom teachers and monthly during Data Team meetings.	To determine if Tier 1 instruction is successful for the students. (The Why, p.104) To determine when a student can move between tiers by offering interventions/remediation/acceleration

Assessments to be discontinued:

Local Benchmark tests have been discontinued.

Professional learning needs as a result of new assessments:

Professional development of all new assessments is vital to the implementation of this grant. Teachers and staff will need professional

learning on the test administration, evaluation, and analysis. Crisp County School System will participate in system-wide professional

development to implement the new leader and teacher evaluation system (Teacher KEYS and Leader KEYS). These sessions will

provide training in curriculum instruction and assessment changes that will allow us to effectively implement Student Learning

Objectives (SLO). This Professional Development will be provided by Chattahoochee Flint – RESA.

Using data to develop instructional strategies and determine materials needed

Professional learning will be provided for all staff who administers assessments to ensure standardized procedures and accurate data

collection. (The How, p. 35)

Data teams will analyze assessment results and select appropriate interventions to meet the needs of the students. (The How, p 35)

Crisp County Elementary School
Resources, Strategies and Materials (Existing and Proposed)
Including Technology to Support the Literacy Plan

Resources Needed:
Professional Development:
Teacher/staff training in improving literacy outcomes by acquiring knowledge and skills for:
- Effectively teaching students of poverty
- Effectively teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
- Effectively teaching writing across the curriculum
- Effectively aligning current writing program to CCGPS to accommodate cross-curricular writing/developing cross-curricular technology-rich lessons that offer student choice, aid in student motivation/engagement, and lend themselves to outcomes based performance projects
- Effectively interpreting/disaggregating/utilizing student data to guide instruction and placement
- Effectively interpreting the four Tiers of RTI and research strategies in how to identify and implement interventions.
- Effectively utilizing classroom management strategies

Technology:
- Update computers/servers
- Addition of 60 student computers to be placed in content classrooms
- As a result of working on the SRCLG during 2012 we have added 3 iPad carts. We are in the process of purchasing 3 more iPad carts that should arrive January 2014.
- Purchase 2 Apple MacBook Learning Labs.

    This technology will:
    - Engage all students
    - Make software/hardware readily available to teachers/students
    - Enable teachers to employ applications that assess, teach, reinforce, and promote literacy skills
    - Afford teachers easily accessible data to aid in driving/differentiating instruction
    - Provide teachers/students with easily accessible technology tools to prepare them for 21st Century college/career success
    - Allow more opportunities for utilizing digital resources

Additional Nonfiction Texts:
- Teacher Toolboxes will consist of fiction and non-fiction trade books to be used to teach best practice strategies across content areas based on research and CCGPS.
- Curriculum Boxes will consist of non-fiction trade books that align with the Science and Social Studies CCGPS to be used to assist the teachers with their teaching literacy across

the curriculum. We began creating these boxes during the 2012/13 school term, but need to the SRCLG grant funds to expand the scope of the non-fiction material for each unit.

These Classroom sets will aid teachers in:
- Modeling reading/fluency/comprehension strategies
- Providing a variety of texts for building vocabulary/background knowledge
- Promoting student engagement through self-selection
- Promoting higher-order thinking skills through a wider range of text complexity
- Providing students of poverty opportunities to engage in text that are otherwise unavailable.

<u>Available Resources:</u>
Media Center Resources
Collection Analysis

Media Center Technology

Category	# of books	Average Age
General Fiction	3982	1992
Easy	2974	1993
Paper back	526	1986
Story Collection	16	1973
Biography	1017	1984
Reference	741	1980
Non-Fiction	5091	1989
TOTALS	**15,009**	**1990**

6	Student/teacher computers
1	Circulation desk computer
1	Media Specialist computer
1	Mobile Audio-visual station (Laptop, LCD, DVD/VHS combo, amplified speaker system)
3	printers

District Budget for Media Center: Total Periodicals/Books $5,067.00
Total Educational Media $7,153.00

PTO Donations $2500 each year for new books

Classroom Resources
- 1 teacher computer
- 3 student computers in content classrooms
   - ❖ Special Education classroom has 4 student computers
   - ❖ Gifted classroom has 4 student computers
- SMARTboard or Mimio
- LCD projector
- Document Camera
- Television
- CD/Tape player
   - ❖ Some classes have petcarts, vhs/dvd players, wireless slates

Computer Lab Resources
- 5th Grade Computer Lab consists of 15 computers purchased with Special Ed. money and 11 computers purchased with SPLOST money. This lab is used for Lexia Reading and

Symphony Math with students identified as at-risk by the screener. Fifth grade teachers also sign up to use this lab to research information that correlates to the CCGPS.

- 4th Grade Computer Lab consists of 30 computers. This lab is used for Lexia Reading and Symphony Math with students who have been identified as at-risk by the screener. Fourth grade teachers also sign up to use this lab to research information that correlates to the CCGPS.
- Activity Class Computer Lab consists of 30 computers. It is a test lab for the technology department to see how the NComputing system works. All students attend this computer lab once a week as part of the rotational activity period for the school.

Shared Resources

Software Licenses:
- Accelerated Reader
- Lexia Reading
- Symphony Math
- Brain Pop (4th and 5th grade)
- Brain Pop Jr. (3rd grade)

Equipment

Digital Cameras	3	Digital VCR	4
Flip Videos	2	Kindle	1
Digital Camcorder	2	iPads	90
DVD Duplicator	1	Mac Book	1
Wireless Router	3	Workforce Printer	1
Scanner	1	CPS	6
Poster Printer	1	Production Room	1
Banner Machine	1		
Wireless Slates	6		
Laptops (outdated)	4		

Strategies:
Current strategies that support literacy intervention and classroom practices:
- Learning Focused School strategies
- Tiered instruction
- Small group instruction by resource teachers
- Authentic Reading and Writing strategies based on best practices and CCGPS
- Standards-based classroom practices
- Pervasive integration of literacy-rich opportunities through use of educational websites and co-teaching strategies

Strategies to be implemented as a result of Striving Readers funding:
- Implementation of strategies for teaching children of poverty
- Implementation of strategies for teaching the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation
- CCGPS aligned cross-curricular writing for all content classrooms
- Intense writing instruction in all content areas
- Data guided whole group instruction
- Data guided differentiated instruction
- Summer Literacy Academies that will provide training for teachers

How proposed technology purchases will support the following:

RTI

Currently the technology is not available in the classroom to actively engage all learners. With the increase in technology, teachers can more efficiently and effectively utilize time through the use of computer-assisted instruction. This will enable teachers to identify students who have gaps in learning, and need to move through the Tiers.

Student Engagement

Updated computers will allow consistent, seamless integration of technology-based lessons. We will provide training in effectively integrating digital technology in literacy instruction to motivate/engage all learners. With the added technology we will be able to use Lexia Reading and Reading Plus allowing all students to be involved in a progressive literacy program.

Having MacBooks will allow teachers to create activities that correlate to the CCGPS. Students will learn how to use the MacBooks to create brochures, reports, portfolios, graphs, and charts which are computer skill that are necessary as they continue their middle school, high school and college.

Instructional Practices
- Teachers will have access to data in order to drive the instruction
- Reading, Science, and Social Studies teachers will have easier access to computer assisted research programs that are mandated by the CCGPS. Expanding the amount of things students read will also deepen what they are learning.

Writing

Writing across the content areas is mandated with the CCGPS implementation. Added technology will allow students to publish work in digital formats along with paper and pencil. These opportunities will help prepare our students for work with a 21st Century background that they can use to promote success in life.

Clear Alignment Plan for Striving Readers and All Other Funding:
The chart below shows use of existing funds. The Striving Readers grant will afford us the opportunity to purchase additional resources and provide extensive, ongoing literacy-based professional development for all staff.

	Striving Readers Funding	Other Funding Sources
Professional Learning	Literacy professional learning consultant fees, conferences, workshops , stipends, trainings	Title II, Part A, Title 1 Part A, Title V1B
Technology	Technology resources including hardware and updated infrastructure	Technology – Title II, Part D; SPLOST IV
Literacy Material for Tier II, III, and IV	personalized technology-based program that includes diagnostic assessments and multiple-entry points	Title 1 Part A
Literacy Assessment	Comprehensive Literacy Assessment comprised of screener, diagnostic and progress monitoring	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B
Print Materials	Print materials: media, classroom, libraries, PL books	Title I, Part A; Title VI

Crisp County Elementary School
Professional Learning Strategies Identified on the Basis of Documented Needs

Overarching Goal: Improve Literacy Instruction through Professional Learning

Professional Learning	Number attending	Duration of training	Format
TKES and LKES Credentialing	4	Throughout year	Video, Administrative delivery, walkthroughs, evaluations.
Writing Workshop with DLT	2	Throughout year	Job-embedded
Indistar	2	1 day	Speaker
Edmodo	7	Throughout year	Small group instruction with RESA instructor, job-embedded
SLO Overview Workshop	2	1 day	Speaker with PowerPoint
Track My Progress Training	26	Throughout year	Speaker, walkthroughs
Lexia Reading	26	Throughout year	Grade level group instruction with Lexia representative
Symphony Math	26	Throughout year	Grade level group instruction with Symphony representative
Instructional Coaching Academy	3	2 day workshop	Speakers, Activities
Social Studies Conference	3	3 day workshop	Concurrent Sessions conducted by Soc. St. teachers, writers, and professors
Math Conference	5	3 day workshop	Concurrent Sessions conducted by Soc. St. teachers, writers, and professors
GMA Coaches Kick-Off Meeting	3	3 hour workshop	RESA staff – large group discussion
CFRESA Science Teachers Mini-Conference	4	2 days	Speaker, Collaborative activities

GAEL Conference	2	3 days	Speaker, PowerPoint, Videos
Science Conference	6	3 days	Concurrent Sessions conducted by Science teachers, writers, and professors

Ongoing PD	
Collaboratives	All certified staff
Grade Level Meetings	All certified staff
Common Core Standards	All certified staff

District and School Wide Plan

The success of the SRG will ultimately depend on our district's ability to change teacher behavior as a result of professional learning (PL). In order to develop the best potential for success, Crisp County District Leadership will develop a comprehensive professional learning plan focused on the recommendations of the Georgia Literacy Task Force, 2010-2011. The district leadership team will organize, schedule, and publish district professional learning as well as working with the Literacy Leadership team at each school to ensure that the same process is followed. The district leadership staff will work with the SRG team to ensure that on-going purposeful, differentiated professional learning is planned at each school and extends both horizontally and vertically across the community birth-to-12th grade by: ("The Why" p 154).

PD for Literacy Leaders

- Because of a variety and complexity of issues that affect currently levels of reading proficiency among adolescents, all leaders will participate in the comprehensive effort of district-level and school level changes that may include the following: policy changes, improved assessments, more efficient school organization, more involved effective leadership, and extensive professional learning as outline in our SRG application ("The Why" p 156).
- All leaders will participate in grant sponsored learning through the Georgia Department of Education
- All leaders will participate in the District Literacy Leadership team and will have the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire expertise ("The Why" p 156).

PD for Teachers

In an effort to fully implement Georgia's Literacy Plan, the following best practices will be implemented over the course of the 5 year grant application.

- Develop mentoring program
- Providing face-to-face PL on-site with our DLT and consultants as well as off-site conferences and training.
- Providing direct teacher support through webinars, ETCs, and Video Conferencing
  - Implement monthly "problem/solution" series that is school and issue specific that identify obstacles to teaching and begin to build the capacity to address these through modeling or video sequence
  - Provide instruction in when to select specific strategies and how to implement those strategies effectively
- Maximize the effect of excellent instruction by
  - Establishing a model classroom and providing opportunities for teacher to visit it
  - Videotaping classrooms implementing the CCGPS modules created through the Gates Grant (see Section 8.E.)
  - Videotaping instructional sequences to be posted online
  - Schools/districts should commit to dedicating sufficient professional learing in literacy days in the school calendar

Implementation Plan:

Professional Learning Need	Trainers	Participants	What	How	Why
Provide training in research-based practices in how to teach children of poverty	Literacy Leadership Team Outside Consultant	All Staff	Understanding how children of poverty learn	Collaboratives Grade level meetings Study research-based strategies and appropriate resources to	Teachers must understand how children of poverty learn in a school environment. Effective professional learning is linked

				support student learning. (The How, p. 30)	to higher student achievement. (The Why, p. 141)
Provide training in research-based practices in how to teach the components of adolescent literacy across the curriculum: advanced word study, vocabulary, comprehension, fluency, and motivation	Outside Consultant Literacy Leadership Team	All Staff	Writing, Vocabulary, Listening and Speaking in all content areas	Collaboratives Content level planning The LLT will read and discuss both research and research-into-practice in order to gain local expertise. (The Why, p. 156) Provide meaningful opportunities for students to write, speak , and listen (The How, p. 26)	Literacy must be a part of all content areas with a focus on vocabulary growth and more speaking and sharing of content with peers.(The Why, p. 140) The key to reading achievement is to provide a well prepared and knowledgeable teacher in every classroom. (Why, p 150) All teachers are literacy instructors who must coordinate the development of students' skills.

					(Why, p. 26)
Provide training with literacy research and best practices in how to effectively evaluate data in order to make informed decisions about the path to follow	Service providers from hardware/software companies Will train Data Team Data team will train teachers	Data Team Teachers	Interpreting and analyzing data from assessments Utilizing data to drive instructional decisions	Collaboratives to analyze student data in teacher teams to develop and adjust instructional plans. (The How, p 34) Weekly RTI meetings Plan and implement lessons that address the literacy needs of students (The How, p. 29) Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions. (The How, p. 34)	Data must be understood by personnel in order for it to drive instruction (WHY, p. 96)

Provide training with research-based practices in how to teach writing across the curriculum	DLT Literacy Leadership Team	All certified staff	Writing in various genres in all content areas	Collaboratives Content level meetings Develop a school wide writing rubric aligned to CCGPS to set clear expectations and goals for performance. (The How. P. 27) Expand the types of writing across the subject areas. (The How, p. 30)	Require all students- especially those less experienced- to write extensively in a variety of contexts. (Why, p 44).
Provide training in how to integrate digital technology in literacy instruction effectively and efficiently in order to motivate	Outside consultant Technology Department Academic Coach	All certified staff	Students are motivated by the use of technology	Collaboratives Teacher observations Expand meaningful opportunities for students to write,	Incorporate technology in daily lesson plans so that students will be motivated to learn and engaged in the learning process.

				speak, and listen. (The How, p. 26)	
and engage all learners					

Process for determining effectiveness:

Research shows that effective professional development evaluations require the collection and analysis of five critical levels of information. These levels include participants' reactions, participants' learning, organizational support and change, participants' use of new knowledge and skills, and student learning outcomes.

The following performance indicators will be measured to determine professional development effectiveness:

- School-wide formative assessments
- Cohort achievement from state longitudinal data system
- Student learning objective outcomes by grade level, classroom, and subgroups
- Individual student learning objective outcomes

Method of measuring effectiveness:

- Post-professional development rating scales
- Administrative walk-throughs
- Data teams will report effectiveness as measured by student achievement
- Teacher KEYS will provide detailed reporting of teacher effectiveness through a variety of methods
- Student surveys of perceived teacher effectiveness will be administered three times a year

Crisp County Elementary School

Sustainability Plan

Sustainability of this grant will be our highest priority. District leaders will work with school literacy teams to ensure that resources, materials, and training is available to guarantee that Georgia's Literacy Plan if fully implemented in all Crisp County Schools. Attention to both horizontal and vertical alignment, transition of information, understanding of assessments, and continuity of services will be a high priority. The district will work with schools to develop protocols, schedules, assessments, RTI processes, fiscal processes, and sustainability plans. To read more about our plan to expand the lessons learned please see Building Block 1C.

Extension Beyond Grant

	Striving Readers Funding	Other Funding Sources
Professional learning	Intensive, aligned PL for all SRG teachers on interventions, best practices, instructional technology	Title I, Local School, System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title I, Local School, QBE
Assessments	New assessments for literacy outlined in the SRG.	State, Title I, Rural VIB
RTI Support	Technology tools and resources for Tiers 2, 3, 4	Title I, Title VIB, Local School, QBE
Instructional Technology	Professional Learning, software and hardware	RESA Collaborative
Community Outreach	SRG updates to parents/families via	Title I, Local School, QBE, and Title VIB Rural

	website, school newsletters, newspaper, social media, and Family Literacy Nights	

Community Partnerships

We will continue to develop community partnerships as outlined in Building Block I.F.of our Literacy Plan. We will continually look for opportunities to engage the community to assist with the funding of initiatives requiring yearly cost commitment to sustain the SRG after the end of the grant period.

New Employee Induction

As new teachers enter the building, they will be paired with mentor teachers who guide, support, and encourage them as they become familiar with our literacy strategies and practices. When possible, we will videotape training sessions that model research-based practices. A warehouse of best practices including SRG resources and local training resources will be incorporated into the PL program for Crisp County teachers and staff. For more information see Building Block 6.

Sustainability of PL

Sharing ideas and data regarding curriculum, instruction, and assessment is the beginning of our becoming better educators. Redelivery will take place during grade level meetings, collaboratives, and/or faculty meetings. The principal will continually identified leaders for succession to ensure sustainability. For more information please see the Professional Learning Strategy section of our application.

Multiple opportunities are provided throughout the year for teachers to share new ideas and practices (Team Collaboratives, Summer Literacy Academies, etc). These opportunities will

continue to weave a web of collaboration and support as we work together to ensure learning for all. Our DLT will stay abreast of new strategies and redeliver to all teachers including new hires.

Sustainability of Practices:

Annual needs assessment inventories will ensure that we are continuing to provide the training that our teachers need. Local and state funds will be used to finance these trainings. Any software license renewals will be funded through the local technology budget. Replacement costs incurred from loss or damage to texts purchased for classroom libraries will come from the local media budget and supplemented, if necessary, by the PTO. Evaluation tools for ensuring sustainability will include surveys (teachers/students/parents), teacher interviews, classroom observations, and analyses of assessment data.

Sustainability of Equipment:

Our school will sustain technology purchased with SRG funds and maintain by our media specialist and technology staff and continue to provide technical assistance and maintenance. Equipment and software will be evaluated on effectiveness for curriculum and data needs. Irreparable hardware/software will be replaced using media funds, PTO contributions and/or available TITLE and SPLOST funds.

CCES Budget Summary

The Crisp County Elementary School Striving Readers Literacy Grant has focused on four goals.

- Goal 1: Provide current, meaningful researched-based professional learning to all staff
- Goal 2: Institute data-driven practices
- Goal 3: Provide up to date hardware and infrastructure for literacy instruction in classrooms
- Goal 4: Provide rich non-fiction literacy material aligned to the CCGPS

Considering the data studied and the literacy plan that was created we believe with the assistance of the Striving Reader Literacy Grant we can move from emergent and operational to fully operational and reach "The Goal" that the students at Crisp County Elementary School will receive "gold standard" literacy instruction and be college and career ready when they graduate from the Crisp County School System.

Funds requested by Crisp County Elementary School

Professional Development, Travel Expenses, Stipends	$ 136,193
Assessments	2,000
60 Student computers for content classrooms	30,000
2 Mobile Apple MacBook Learning Labs (60 computers)	64,000
Office for Mac 2010 (60 licenses)	3,000
Updated Infrastructure for student computers	12,000
Non-Fiction Classroom Libraries	30,000
TOTAL	$ 277,193

Budget based on $459.69 per child