

School Profile

Created Friday, December 06, 2013

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School Information

School Information District Name:	Toombs County School System
School Information School or Center Name:	Toombs Central Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Tonawanda Irie
Principal Position:	Principal
Principal Phone:	(912) 565-7781
Principal Email:	iriet@toombs.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Brandon Hartley
School contact information Position:	Instructional Coach
School contact information Phone:	(912) 565-7781
School contact information Email:	hartleybrandon@toombs.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

39

FTE Enrollment

454

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Kim Corley

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


Address: 117 East Wesley Ave.

City: Lyons Zip: 30436

Telephone: (912) 526-3141 Fax: (912) 526-4609

E-mail:

corleyk@toombs.k12.ga.us


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

Dr. Kim Corley

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

December 9, 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
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The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

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

-
- Yes
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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
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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
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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.

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- Yes
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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.

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

-
- Yes
-

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

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

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

Typed Name of Fiscal Agency Head and Position Title

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Kim Corley, Superintendent

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

December 9, 2013

Date

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

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

Date (if applicable)

District Narrative

System Demographics: The Toombs County School System was established in 1906. The Toombs County School System is a poor, small, rural school system with 3071 students PK-12 located in South Georgia. We have five schools: one primary, two elementary, one middle, and one high school. Four of the five schools are located within the city limits of Lyons. Toombs Central Elementary School is located twelve miles south of Lyons. All K-8 schools are Title I Schools. The system poverty average is 90.02%. We have a 24.68% Hispanic population, 18% black population, and 53.24% white population.

<u>SCHOOL</u>	<u>GRADES</u>	<u>POVERTY</u>
Lyons Primary	PK-2	100%
Lyons Upper Elementary	3-5	100%
Toombs Central Elementary	PK-5	85.63%
Toombs County Middle	6-8	97.68%
Toombs County High	9-12	73.68%

Current Priorities: Toombs County Schools focus on priorities shown to be effective in improving the academic achievement of all students. These priorities include:

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

Strategic Planning: Our improvement initiative is ‘Team Toombs’ which utilizes effective best practices leading to high levels of student academic achievement.

Vision: Continuously promote and strive for educational excellence in academic achievement, citizenship, and personal growth.

Mission: Promote educational excellence through lifelong learning and promote productive citizenship through a nurturing and caring environment for the school community.

Current Management Structure: We are governed by a seven member Board of Education and Superintendent. Each school has a Principal and Instructional Coach. Four schools have an Assistant Principal. There is an Associate Superintendent assigned to each school for additional support. The Associate Superintendents also are Special Education Director and Human Resources Director, Federal Programs Director, and System Psychologist and Student Services Director.

Past Instructional Initiatives:

- Measures of Academic Progress (MAP) testing in grades 3-8
- Partnership for Reform in Science and Math (PRISM)

Literacy Curriculum: For nine years we have utilized direct instruction – SRA Reading Mastery and Corrective Reading in K-8. We have seen tremendous gains in reading proficiency utilizing these programs and method of instruction. Primarily we currently use novels to teach CCGPS, but we also utilize these resources: K-5 Harcourt Trophies, 6-8 McDougal Littell The Language of Literature, and 9-12 Holt Elements of Literature. We are in need of professional learning in grades 9-12 on reading in the content areas.

Literacy Assessments: Toombs County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments, WIDA model, Measures of Academic Progress (MAP) in grades K-2, and AIMSweb. State assessments include GKIDS-R, GAA, ACCESS, CRCT, CRCTM, EOCT, GHS GT, and state writing assessments in grades 3, 5, 8, and 11.

Need for Striving Reader Grant: Due to decreased funding, the instructional program has been negatively impacted. We currently have 160 days of instruction per year. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, and class sizes have increased. In order to meet the academic

needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.

District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will convene the district literacy team to review the responsibilities of each team member and to ensure the individuals on the team understand the grant's goals and objectives, the contents of each school's literacy plan, and to coordinate the implementation timeline.

District Literacy Team and Responsibilities

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school level grant activities	Sandra Floyd, Principal Lyons Primary Tabatha Nobles, Principal Lyons Upper Tonawanda Irie, Principal Toombs Central Pam Sears, Principal Toombs Middle Tosha Middlebrooks, Principal Toombs High
Finances – approve grant budgets, submit completion reports and state required reports	Cheryl Metzler, Federal Programs Crystal Cody, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Kathy Milligan, Accounts Payable Clerk
Payroll – issue stipends for off contract grant training	Joy Wilkinson, Payroll Clerk
Managing school level grant activities with principals and school level literacy teams	Marcella Alexander, Instructional Coach Lyons Primary Michelle Denmark, Instructional Coach Lyons Upper Brandon Hartley, Instructional Coach Toombs Central Debra Lewis, Instructional Coach Toombs Middle Kip Hart, Instructional Coach Toombs High
Managing system level grant activities- coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Cheryl Metzler, Federal Programs
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology related	Julie Spivey, Technology Director

District Management Plan and Key Personnel

training	
Special Education – coordinating requirements and managing RTI strategies	Sabrina Woodruff – Special Education Director Marissa Morris – Special Education Instructional Coach

Implementation Timeline

February – May 2014	Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software
June 2014	Plan monthly professional learning for 2014-2015 and submit annual grant report
June – July 2014	Install technology in classrooms and content area teachers attend summer grant institute
August 2014	Conduct training on new technology
January 2015	Mid-year literacy conference update
January – June 2015	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10-2-13 to discuss the Striving Reader Grant, the needs assessment process, and “The Why”, “The What”, and “The How” documents. The system literacy team met frequently throughout the grant process. The system literacy team met on 10-25-13, 11-7-13, 11-15-13, 11-22-13, 12-2-13, and 12-9-13 to review each section of the grant application and to give feedback for further review and possible revision. The system literacy team will continue to meet regularly to continue grant implementation planning, so we will be ready to move forward once the grant is awarded.

The school literacy teams have been active and involved in the grant needs assessment and development of the literacy plans. Each school was given time to complete the literacy needs assessment on curriculum, professional learning, and technology. The school teams began working on their literacy plans based on the needs assessment results. The school literacy teams met with all stakeholders to review the literacy plan, as well as other sections of the grant for review and revision. The school literacy teams will continue on-going planning for implementation of the grant.

Experience of the Applicant**Experience of the Applicant**

The Toombs County School System has implemented various instructional initiatives aimed at improving student achievement. Our goal is to graduate all students skilled for success in higher education endeavors or in the 21st Century workplace.

Initiatives

Initiative	Grades	Status	Outside Funding
Positive Behavior Intervention Support (PBIS)	PK-8	Current	No
Back to School Fair	PK-12	Current	Yes
CCGPS Unit Development	K-12	Current	No
Standards Based Classrooms	K-12	Current	No
Lowe's School Renovation Grant	PK-2	Past	Yes
Opening the World of Learning (OWL)	PK	Current	No
Measures of Academic Progress (MAP) Testing	K-2	Current	No
Measures of Academic Progress (MAP) Testing	3-8	Past	No
Partnership for Reform in Science and Math (PRISM)	K-12	Past	Yes
JROTC	9-12	Current	Yes
SECCA Career Academy	9-12	Current	Yes
Professional Learning Communities	PK-12	Current	No
Teacher Mentors	PK-12	Current	No
System Writing Improvement Plan	K-12	Current	No
Direct Instruction – SRA Reading Mastery	K-8	Current	No
Instructional Coaches	K-12	Current	No
21 st Century Afterschool Grant	K-8	Current	Yes
Team Toombs System Improvement Initiative	PK-12	Current	No
Toombs Educational Foundation	PK-12	Current	Yes

Three Years of State Audit Results

Audit Year	Finding	Outcome
FY10	None	N/A
FY11	None	N/A
FY12	None	N/A

Coordination of Resources and Control for Spending

One of the benefits of being a small school system is that you wear many hats and know all stakeholders well. The Toombs County School System has a proven track record of being fiscally responsible. Toombs County has a long history of successful implementation of multiple federal, state, internal initiatives, and private grants. Our stakeholders are acutely aware of making savvy decisions across programs to meet the needs of our students and to achieve system goals. Pooling resources to meet needs is a way of life in Toombs County. The community reinforces the initiatives implemented in the system because they support our mission and goals.

Sustainability of Past Initiatives

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

Internal Initiatives Implemented Without Outside Funding Support

There are several initiatives implemented in Toombs County Schools without outside funding support. Measures of Academic Progress (MAP) testing was implemented because we desired a measure for academic growth for students who do not participate in the state testing program. This has remained a priority in our system, so funds from Title I and Special Education support this initiative. Ongoing support for the implementation of direct instruction is sustained by on-site coaching from J/P Associates and funded by state funds, Title I, and Special Education. Another on-going system initiative is site based instructional coaches. The coaches are funded through Special Education, Title I, and Title IIA.

School History

The building which houses TCES students was first erected in 1955 (Toombs Central School) and was comprised of grades 1 – 12. In 1982, the school began a half day program for Kindergartners; in 1985, Kindergarten became a full day program. The last graduating class from Toombs Central School occurred in 1987. The following year (1988), grades 9 – 12 consolidated with Lyons High School. In 1992, grades 6 – 8 consolidated with Lyons Junior High School, and Toombs Central officially became Toombs Central Elementary School (TCES K-5). TCES added its Pre-K program in 1993 and has since been operating as a Pre-K – 5 school.

TCES currently has two Pre-Kindergarten classrooms (46 students), five Kindergarten classrooms (69 students), five first grade classrooms (74 students), four second grade classrooms (58 students), five third grade classrooms (76 students), five fourth grade classrooms (72 students), and four fifth grade classrooms (59 students). Additionally, TCES has one resource Special Education classroom and one self-contained Special Education classroom. Our certified and non-certified staff are all highly qualified.

TCES currently houses 454 students, with a 14:1 teacher-student ratio. Our ethnic make-up is 6% Black, 69% White, 23% Hispanic, <1% American Indian/Alaskan Native, <1% Asian, and 1% Multi-racial. There are 207 male and 247 female students.

Administrative and Teacher Leadership Team

TCES has one administrator/principal on staff; the school currently has a part-time counselor. The Literacy Leadership Team consists of the principal, the instructional coach, media specialist, one computer lab personnel, one teacher from each grade K-5,

one Special Education teacher, one gifted teacher, and a representative for ELL. The leadership team is representative of the school as a whole and meets for the purpose of making school-level instructional decisions. As a team, they also ensure that the school's mission, vision, values, and goals are sustained at TCES. Team members report back to their respective grades/departments, and decisions made at the team level are reviewed and discussed at the grade/department level. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Collaboration and shared leadership is essential for reaching the school's goal(s), and all teachers are valued and considered vital to this process.

TCES values suggestions and feedback from all stakeholders, including community members. We have a school council that meets quarterly to discuss concerns and address school-related issues that arise. The school council is comprised of the school principal, 2 business representatives, 2 school representatives, and 2 parents. New members are elected at the beginning of each school year.

Past Instructional Initiatives

TCES has been successful at implementing many different instructional initiatives in the past. These initiatives have been put into practice with consistent monitoring and fidelity, and in turn, many of them continue to this present day. Our school has always emphasized the importance of scientific and research-based/validated programs. These initiatives include:

- Differentiated Instruction
- Reading Mastery Plus

- Lexile Training
- Unit Planning Protocols (UPP)
- Writing Across the Curriculum
- School Writing Plan
- Marzano Training
- Professional Learning Communities
- Response to Intervention (RTI)
- Parental Involvement
- Measures of Academic Progress (MAP)
- Depth of Knowledge Training
- STEEP Testing
- DIBELS
- Accelerated Reader

Current Instructional Initiatives

Beginning the school year with one year of experience teaching the CCGPS, our teachers are implementing most of our previous initiatives. That being said, we realize the need for a deeper understanding of the curriculum and a more rigorous approach to instruction and assessment. Teachers are meeting regularly in professional learning/content-level/vertical teams to address these needs; effective instructional planning has been an area of focus for us this year. We are currently scheduled to participate in SLO training so that we are better prepared for the addition of these assessments. Differentiation training has continued to be ongoing, and our teachers are

gaining a greater understanding of the use of assessments/test analysis and planning for differentiation in the classroom.

This past summer, a group of TCES teachers, the school principal, and the instructional coach participated in a system-wide “data dig.” The group analyzed data related to teacher performance, student performance, test scores, and instructional effectiveness. This information was presented at an initial faculty meeting and goals were set to address the areas of concern. Thus far, these goals have remained at the forefront of all instructional initiatives this year.

Professional Learning Needs

The needs assessment conducted at TCES identified many professional learning needs. Most everyone surveyed identified literacy across all content areas as a major concern at this time. Although students receive literacy instruction in ELA classrooms, it is not overtly taught in the other content areas. Furthermore, these teachers have not had adequate training on literacy instruction as it pertains to their curricular area. Additionally, our SPED and EL teachers identified literacy instruction as a relative weakness for them and listed this as a pervasive need in their classrooms.

Because differentiation is such a need among our students, the majority of our teachers identified literacy assessments as a necessity. Teachers need tools and testing instruments that will assist them in identifying reading weaknesses among their students. In turn, they also need training on how to analyze assessment data and implement that information into their daily lesson planning. Another noted professional learning need is vocabulary strategies. As a result of our increasing English Learners

population, many of our students come to school without the vocabulary, language, and schema needed to be successful. Teachers feel that proper training in effective vocabulary instruction/strategies would greatly increase their overall effectiveness with these students.

Need for a Striving Readers Project

Due to the current cuts in educational funding, our school has been forced to operate under less than ideal circumstances. Our teachers understand the need for professional learning; however, many of these opportunities require registration costs that our system simply cannot afford. Literacy training for all content areas has been identified as an area of concern, yet our teachers would likely have to pay the cost of such training out of their own pockets.

Our school has been fortunate enough not to furlough teachers at this time; however, this has come at the expense of many classroom resource needs. TCES has not adopted student texts in several years, and our Social Studies and Science teachers are using, as much as possible, texts that are outdated and not aligned with CCGPS. Our ELA teachers have purchased books/novels to use in their framework units; however, we will soon need to purchase new books to replace these older ones – our school currently has no money to do this. As a result of budget constraints, our after school and summer school programs have been greatly scaled back. Teachers acknowledge the benefits of and the need for sustaining these programs.

Cuts in spending have also delayed the need for diagnostic reading inventories and adequate interventions that could benefit our students. Our technology needs are

vast, and our teachers are doing the very best with the limited resources they have in place. We understand the need for technology and the benefits that it can provide, yet our system simply cannot afford to provide these needs.

We pride ourselves with being student-focused and data-driven; however, the impact of our current economic crisis directly affects our ability to maintain this vision. The Striving Reader Grant would be a great benefit to our school, but more importantly, to our students. Furthermore, it would provide the necessary training and resources to establish and maintain an adequate and comprehensive literacy program in our school/system.

Building Block 1. Engaged Leadership

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

Planning: The administrator will:

1. Study research-based guidelines, strategies and resources for literacy instruction set forth in “The Why” document of the most current iteration of the Georgia Literacy Plan.
2. Schedule protected time for literacy and teacher collaboration.

Implementing: The administrator will:

1. Provide professional learning based on student data and teacher needs.
2. Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices.

Expanding: The administrator will:

1. Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly.

Sustaining: The administrator will:

1. Provide professional learning opportunities for new staff to receive necessary support on any literacy initiatives, new or old, previously learned by the staff.
2. Identify and train teacher leaders to assist and support with this training.

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

Planning: The literacy team led by the administrator will:

1. Identify stakeholders (one teacher leader from each grade and subject level, instructional coach, SPED and EL representative, counselor, administrator, community leader, and parent) to be part of the literacy leadership team.
2. Create a shared literacy vision for the school and community aligned with the state literacy plan.
3. Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction checklist or other observation tool) and will determine strengths in literacy instruction as well as identify areas for improvement.
4. Determine what additional data is needed in order to make informed decisions on the next steps to take.

Implementing: The literacy team led by the administrator will:

1. Identify and prioritize a list of students to be targeted for intervention or support using assessment data.
2. Ensure that all stakeholders understand literacy goals and their roles in meeting these

goals.

3. Ensure use of research-based practices aligned with CCGPS.
4. Provide professional learning on literacy instruction across the content areas, differentiated instruction, vocabulary strategies, and remediating literacy deficits (phonics, phonemic awareness, vocabulary, fluency, comprehension) in the classroom.
5. Establish and utilize technology to maintain communication among all team members.
6. Plan for on-going data collection and analysis to inform program development and improvement, as well as future professional learning opportunities.
7. Work in conjunction with state-funded programs (RESA, GLRS, GABOE, etc.) to ensure professional learning opportunities meet the needs addressed at the school level.

Expanding: The literacy team led by the administrator will:

1. Revive the School Improvement Plan according to student achievement results.
2. Review and use student achievement data to meet individual teacher needs through follow-up assistance and professional learning.
3. Share student achievement gains with parents and with the local community through open house, school newsletters, My Big Campus, school website, displays of student work, and news conferences.

Sustaining: The literacy team led by the administrator will:

1. Continue to analyze formative and summative student assessment results and revise literacy goals based on the CCGPS.
2. Define priorities and allocate needed resources to sustain them over time.
3. Visit other schools that have successfully improved student achievement to gain valuable learning insights and innovative ideas.
4. Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement.

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

Planning:

1. Ensure that students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes.
2. Study flexible scheduling options to include additional time for reading intervention (double dosing).
3. Consider the utilization of the entire staff when developing a schedule for literacy instruction.
4. Continue scheduling time for collaborative planning teams within and across the curriculum.

Implementing:

1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled times by attending and participating.

2. Maximize the use of scheduled times for collaborative meetings (content-level teams and vertical articulation teams) by preparing agendas, recording meeting minutes, and using protocols to examine student work.

Expanding:

1. Maximize the use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active student engagement, and teaching key areas of literacy and writing instruction.
2. Study formative student assessment results and use the results to determine what is presently working and what needs to be adjusted, or changed, with regard to instructional practice.

Sustaining:

1. Use technology to provide professional learning to new and continuing teachers.
2. Share professional learning at team and staff meetings.

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.

Planning:

1. Evaluate the school culture and current practices by surveying strengths and needs for improvement.
2. Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
3. Participate in state-sponsored webinars and face-to-face sessions to learn more about transition to Common Core Georgia Performance Standards (CCGPS).
4. Plan for targeted sustained professional learning for the staff on literacy strategies and deep content knowledge.
5. Identify and prioritize a list of students to be targeted for intervention or support.
6. Study current research on disciplinary literacy in the content areas.
7. Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices.
8. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.

Implementing:

1. Utilize all staff to support literacy instruction.
2. Establish a work group that focuses specifically on how learning supports are used including all major resources (e.g., school counselor, nurse, school liaison, attendance, health educators, special education staff, English learners staff, classroom teachers, after-school program staff, non-certified staff).
3. Provide professional learning to develop the understanding that a comprehensive system of learning supports differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders.

Expanding:

1. Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation).
2. Develop strategies for maintaining momentum and progress of a learning support.
3. Provide family-focused services and outreach that engage parents and family members in literacy programs and services.
4. Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders.

Sustaining:

1. Keep the focus on literacy development even when faced with competing initiatives.
2. Provide a literacy resource room for parents and caregivers in the school.
3. Provide parents and caregivers with links to websites that provide resources to strengthen literacy.
4. Include academic supports such as tutoring and extended learning opportunities such as summer programs and after-school programs to enhance literacy learning.

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

Planning:

1. Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
2. Identify appropriate strategies to help ELs meet English language proficiency standards.
3. Identify or develop a systematic procedure for teaching academic vocabulary in all subjects.
4. Create a plan to integrate literacy in all subjects as articulated within CCGPS.
5. Provide professional learning on:
 - Incorporating the use of literature in content areas.
 - Writing instruction (narrative, opinion, and informational) in all subject areas.
 - Supporting opinions with reasons and information.
 - Text complexity that is appropriate to grade level.
 - Text complexity that is adjusted to the needs of individual students.

Implementing:

1. Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards.
3. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
4. Require writing as an integral part of every class every day.
5. Provide teachers with resources to provide a variety and choice in reading materials

and writing topics.

6. Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.

Expanding:

1. Identify skills or knowledge that needs to be strengthened in the future for students to reach proficiency standards.
2. Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples
3. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers, Thinking Maps, etc.).
4. Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic.

Sustaining:

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).
2. Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.
3. Differentiate literacy assignments by offering student choice.

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

Planning:

1. Create a shared vision for literacy for the school and community, make the vision tangible and visible.
2. Identify and contact learning supports in the community that target student improvement (tutoring, mentoring, after-school programming).

Implementing:

1. Establish a mentoring system from within and outside of the school for every student who needs additional support.
2. Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors.
 - Speaking to groups of students.
 - Publicizing efforts within the community.
 - Visiting classrooms to support teachers and students.

- Adoption of different schools by civic groups.

Expanding:

1. Investigate similar efforts in other communities.
2. Actively support teachers in their efforts in schools.
3. Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students.

Sustaining:

1. Celebrate academic successes publicly through traditional and online media.
2. Continue to focus proactively on broad issues that may prevent students from learning.
3. Ask local businesses to help heighten awareness about reading or literacy topics.
4. Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities.

Building Block 2: Continuity of Instruction

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

Planning:

1. Administration establishes an expectation of shared responsibility for literacy across the curriculum.
2. Design infrastructure for shared responsibility for development of literacy across the curriculum.

Implementing:

1. Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work.
2. Observe model lessons, organize materials, and practice effective instructional strategies using videos when possible.
3. Plan and implement lessons that address the literacy needs of students.

Expanding:

1. Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
2. Study formative student assessment results and use the results to continue to adjust instruction.
3. Assess effectiveness of team actions on student learning.
4. Alter teams as necessary to ensure optimal effectiveness.

Sustaining:

1. Utilize online options to provide ongoing professional learning to new and continuing

learning.

2. Share professional learning online and at team and staff meetings.
3. Encourage teachers to share stories of success in the community and through school and teacher websites.

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

Planning:

1. Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects.
2. Identify the concepts and skills students needed to meet expectations in the CCGPS.
3. Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
 - Five essential components of effective early reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
 - Acquiring knowledge, enhancing understanding, and constructing meaning.
 - Building comprehension skills.
 - Motivation, varying degrees of instruction in reading in order to improve their reading abilities.
 - Reading Next – 15 research-based program elements that improve literacy achievement (Biancarosa & Snow, 2004).
4. Study the text structures most frequently used in texts of each content area.
5. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area <http://www.myread.org/explicit.htm>
6. Study a variety of strategies for incorporating writing in all content areas.
7. Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
8. Discuss ways to infuse literacy throughout the day including the use of technology.

Implementing:

1. Use research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Teach academic vocabulary in all subjects using a commonly adopted, systematic approach.
3. Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
4. Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible.
5. Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish).
6. Infuse all types of literacy throughout the day (e.g., print, online, blogs, wikis, social media).

Expanding:

1. Identify skills or knowledge needed to be strengthened in future lessons for students to reach proficiency standards.
2. Monitor the use of instructional strategies to improve literacy through formal and informal observations.
3. Integrate appropriate comprehension strategies into instruction in all subject areas.
4. Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic.

Sustaining:

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).
2. Stay abreast of effective strategies for literacy instruction.
3. Differentiate assignments by offering student choice
(<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
4. Plan a literacy celebration for the entire school.

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

Planning:

1. Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families.
2. Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
3. Articulate what an integrated learning-supports infrastructure should look like at the community level.
4. Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.

Implementing:

1. Identify and contact learning supports in the community that target student improvement.
2. Design and implement infrastructure to provide guidance and support for students and families.
3. Utilize all staff to support literacy instruction.
4. Incorporate technologies to more creatively and effectively support stakeholder engagement.

Expanding:

1. Partner with community and faith-based groups to accommodate more students.

2. Develop and maintain infrastructure to support literacy.
3. Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments.
4. Provide for professional learning and resources that support literacy learning in outside organizations.
5. Using technology, translate school documents into other languages to assist parents.
6. Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face.

Sustaining:

1. Keep the focus on literacy development even when faced with competing initiatives.
2. Include academic supports such as tutoring and extended learning opportunities such as summer programs and after-school classes to enhance literacy learning.
3. Ask local bookstores to donate books to the school.
4. Continue to foster relationships/networks among schools, families, and communities.

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction as stated in “The How” document.

Planning:

1. Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students.
2. Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment.

Implementing:

1. Administer assessments and input and analyze data according to the established timeline.
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning.
3. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.
4. Use screening, progress monitoring, and curriculum-based assessments to influence instructional decision regarding flexible 4-tier service options for Response to Intervention (RTI).
5. Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results.

Expanding:

1. Designate a person or persons to be responsible for ensuring continued fidelity to all

formative assessment procedures and timelines beyond year one.

2. Analyze student data in teacher teams to develop and adjust instructional plans.
3. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

Sustaining:

1. Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students.
2. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance-based).
3. Continue to provide assessment measure that can help identify high achieving/advanced learners who would benefit from enrichment activities.
4. Continue to purchase assessment and intervention materials aligned with students' needs.
5. Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording.

B. Action: Use universal screening and progress monitoring for formative assessment as referenced in "The How" and "The Why" documents.

Planning:

1. Identify literacy skills needed to master CCGPS in each content area.
2. Research and select effective universal screening to measure literacy competencies for all students across the curriculum

Implementing:

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

Expanding:

1. Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timeline.
2. Analyze student data in teacher teams to develop and adjust instructional plans.
3. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

Sustaining:

1. Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording.
2. Make data-driven budget decisions aligned with literacy priority.

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

Planning:

1. Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
2. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

Implementing:

1. Use results of the diagnostics for student placement within an intervention and to adjust instruction.
2. Use technology to differentiate learning within content areas.

Expanding:

1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
2. Use technology to share relevant student progress data with families in an easily interpreted format.
3. Use technology for communicating data to the district literacy leadership team in a timely manner.

Sustaining:

1. Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals.

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

Planning:

1. Evaluate the capacity of technology infrastructure to support test administration and disseminate results.
2. Analyze assessment data to identify teachers who need support.

Implementing:

1. Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of the results.
2. Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed.
3. During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students.

Expanding:

1. Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses.

2. Share and analyze student work samples as a way to inform instruction during collaborative planning.
3. Plan lessons, re-teaching, and intervention activities that target areas of need.

Sustaining:

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

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

Planning:

1. Identify participants for data teams for each building and for specific grade bands.
2. Develop procedures and expectations for staff to review and analyze assessment results.

Implementing:

1. Communicate the expectations for meetings.
2. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.

Expanding:

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

Sustaining:

1. Continue to build collaborative data meetings into monthly calendar.
2. Ensure that the data storage and retrieval system is effective and efficient.

Building Block 4. Best Practices in Literacy Instruction

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

Planning:

1. Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

2. Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension).
3. Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area.

Implementing:

1. Provide training to all pertinent staff in the use of the core program.
2. Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions
 - Selection of appropriate text for strategy instruction.
 - Telling students specific strategies to be learned and why.
 - Modeling of how strategy is used.
 - Guided and independent practice with feedback.
 - Discussion of when and where strategies are to be applied.
3. Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs.

Expanding:

1. Review teacher and student data to improve instruction.
2. Share effective differentiated lessons and differentiation strategies in teacher team meetings.

Sustaining:

1. Continue analyzing data to determine the impact of teaching strategies on student achievement.
2. Continue to provide ongoing training to all pertinent and new staff in the use of the core program.
3. Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities.

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

Planning:

1. Provide professional learning on best practices in writing instruction in all subject areas.
2. Develop a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice
 - Independent practice

Implementing:

1. Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level.

Expanding:

1. Provide professional learning on best practices in writing instruction in all subject areas.

Sustaining:

Provide professional learning on best practices in writing instruction in all subject areas.

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

Planning:

1. Teachers should be made to understand the need for any or all of the following:
 - Providing students with opportunities to self-select reading material and topics for research.
 - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives.
 - Increasing opportunities for collaborating with peers.
 - Increasing access to texts that students consider interesting.
 - Scaffolding students’ background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy.
 - Leveraging the creative use of technology within the learning process to promote engagement and relevance.

Implementing:

1. Ensure that incentive programs, if used, are:
 - Voluntary and not required.
 - Not tied to grades.
 - Incentives are minimal and are connected to reading, such as books.
 - Are used with students who are unmotivated to read rather than with those who are already excited about reading.

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.) as documented in “The Why”, “The How”, and “The What” documents.

Planning:

1. Determine percentage of students currently being served in each tier at each grade level.
2. Articulate goals/objectives at building and system level based on identified grade-level and building needs, as well as system needs.
3. Budget for recurring costs of data collection, intervention materials, and technology used for implementation.
4. Develop protocols for identifying students and matching them to the appropriate intervention.

Implementing:

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

Expanding:

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

Sustaining:

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

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

Planning:

1. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
2. Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing).
3. Examine student data to focus on instructional areas of greatest need.

4. Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject areas using a checklist.
5. Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skill.
6. Provide professional learning on:
 - DIBELS Next
 - 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

Implementing:

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

Expanding:

1. Establish protocols to teach and monitor teachers' effective questioning and feedback skills.
2. Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
3. Monitor the planning, delivery and assessment for students with special learning needs.
4. Support teachers' effective use of time through use of technology during each stage of the process.

Sustaining:

1. Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
2. Encourage the use of technology to support proactive communication between students and teachers, parents and teachers.
3. Ensure that communication between teachers and administrator is ongoing and effective.

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

Planning:

1. Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
2. Schedule times for collaborative discussion and planning between content areas T1 teachers and interventionists.
3. Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule
 - Providing adequate space conducive to learning
 - Ensuring that they are provided by competent, well-trained teachers

Implementing:

1. Monitor effectiveness of standard intervention protocols in place for students.

Expanding:

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

Sustaining:

1. Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs.
2. Document data points to monitor student response to intervention.
3. Use technology to track and endure the movement of students between T1 and T2 based on response to interventions.

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

Planning:

1. In addition to everything that occurs at T1 and T2, data teams meet to:
 - Discuss students in T3 who fail to respond to intervention.
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance.
 - Verify implementation of proven interventions.
 - Ensure that interventionist has maintained fidelity to intervention protocol prior

to referral.

Implementing:

1. T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.

Expanding:

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

Sustaining:

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

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way as stated in "The Why" and "The How" documents.

Planning:

1. School schedules are developed to ensure least restrictive environment (LRE).
2. Ensure that building and system administrators are familiar with funding formulas affecting students in special programming.
3. Consider assigning a case manager to each student with an IEP so that communication with student and parent is seamless.

Implementing:

1. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
2. Special education, EL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

Expanding:

1. IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards.
2. Special education, EL, or gifted case managers meet, plan, and discuss students' progress regularly with general education teachers.

3. Case managers regularly participate in open houses, parent conferences, and college and career planning activities.

Sustaining:

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

Building Block 6. Improved Instruction through Professional Learning

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

Planning:

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

Implementing:

1. Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy.

Expanding:

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

Sustaining:

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

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

Planning:

1. Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lesson, examine student work, and reflect on practice.
2. Use teacher data as well as student data to target professional learning needs.
3. Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.

4. Provide training in administering and interpreting results of assessments in terms of literacy.

Implementing:

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

Expanding:

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

Sustaining:

1. Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
2. Revisit professional learning options to utilize experts within the school to develop and support colleagues.
3. Ensure that new personnel receive vital professional learning from earlier years.
4. Continue to encourage “professional talk” among staff and provide time for discussion.

a. Description of the needs assessment process:

Data Collection: The Literacy Team at TCES meets monthly to review the school improvement plan, analyze and disaggregate student data (by subgroups and grade levels), address areas of teacher/student concern, and make school-level instructional decisions. Each team member then redelivers this information to their grade level teams. The grade level teams offer input, suggestions, etc. during their meetings, and this information is brought back to the literacy team meeting the following month. The types of data collected, disaggregated, and analyzed during this process are:

- State assessment data (CRCT/CRCT-M)
- Locally administered assessment data (MAP – Measures of Academic Progress)
- Georgia Writing Assessments
- Title I Parent Surveys
- Migrant Survey for Parents, Faculty, and Staff (TINA)
- RESA, School, and County Data Analysis
- ACCESS Scores
- Best Educational Research-Based Practices
- AIMS Web Progress Monitoring
- RTI Data
- GKIDS
- Classroom observation data

Examination of Data – The Literacy Team collects, analyzes, and disaggregates data by content area, subgroup, and grade level. The team then relates the findings to faculty and staff members. All faculty and staff involved are provided the opportunity to develop strategies to help increase literacy and/or ask for

professional learning if needed. The results from the examination of data are presented to the school leadership team and school council.

Identification of School Targets and Strategies – The school literacy and improvement plan is written to address specific areas of concern/improvement and offers specific strategies to focus on these areas.

b. Description of the types or styles of surveys used in the needs assessment process:

At TCES, the Literacy Team met and was provided a copy of the Georgia Literacy Plan Needs Assessment Rubric. The team members completed the survey with their respective grades/departments. Additionally, all staff was asked to complete a school-created literacy needs assessment survey. The survey included three sections in which teachers could indicate instructional needs in the following areas: professional learning, curriculum resources, and technology resources.

d. The needs assessment process included all content and ancillary teachers:

All staff at TCES was asked to complete the needs assessment survey and go through the needs assessment process. 100% of the teachers and ancillary staff completed the GLPNA and the subsequent system-developed survey.

c. & f. Areas of Concern

The following table identifies areas of concern related to research based practices found in “The What” document. Each area of concern is aligned to root causes, research-based best practices in place, and research-based best practices to be implemented.

Area of Concern	Root Causes	Research-based Best Practices in Place	Research-based Best Practices to be Implemented
Engaged Leadership (BB1 – D, E, F) (The How, pg. 24 – 27) (The What, pg. 6)	<ul style="list-style-type: none"> ▪ Insufficient training in literacy instruction across content areas ▪ Inadequate funding for professional development in literacy instruction for content area teachers ▪ Insufficient technology to expand communication with the school’s stakeholders 	<ul style="list-style-type: none"> ▪ GADOE Webinars ▪ Literacy/Leadership Team is in place ▪ 30 minutes - daily writing in all ELA classes (K-5) ▪ Writing prompts/rubrics aligned with CCGPS ▪ Increased emphasis on academic vocabulary ▪ Walkthroughs and observations by administrator and instructional/literacy coach ▪ Engage families in literacy-based experiences during Title I FTA meetings 	<ul style="list-style-type: none"> ▪ Administrative use of the Georgia Literacy Instruction Observation Checklist ▪ Provide adequate and appropriate training for all instructional/support staff, K-5 (The Why, pg. 37) ▪ Introduce a literacy resource room for parents and caregivers in the school ▪ Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (The Why, pg.37) ▪ Increase community awareness of the existence and function of the school’s Literacy Team (The Why, pg. 144) ▪ Fully utilize technology to support stakeholder engagement
Continuity of Instruction (BB2 – B) (The How, pg. 30 – 31) (The What,	<ul style="list-style-type: none"> ▪ Inadequate funding for professional development 	<ul style="list-style-type: none"> ▪ Use of literary and informational text in ELA classes ▪ Writing prompts/rubrics aligned with CCGPS ▪ Increased emphasis on 	<ul style="list-style-type: none"> ▪ Provide professional learning for teachers/staff to identify and evaluate characteristics of effective literacy instruction (The Why, pg. 37) ▪ Incorporate a more holistic,

<p>pg. 7)</p>		<p>academic vocabulary</p> <ul style="list-style-type: none"> ▪ Direct Instruction reading program for all students (K-2) and struggling readers (3-5) ▪ Utilize GADOE web-based resources 	<p>authentic, and varied approach to writing (The Why, pg. 44)</p> <ul style="list-style-type: none"> ▪ Identify a scientifically evidenced, research-based core language arts program to support literacy instruction in all content areas
<p>Ongoing Formative and Summative Assessments (BB3 – A, B, C) (The How, pg. 34-37) (The What, pg. 8-9)</p>	<ul style="list-style-type: none"> ▪ Inadequate training for all staff involved ▪ Lack of funding to support universal screeners ▪ Technology support is inadequate 	<ul style="list-style-type: none"> ▪ MAP testing for grades K-2 given twice a year ▪ Formative and summative assessments are created by each grade (K-5) ▪ Student data is analyzed regularly during content team meetings and instruction is adjusted based on analysis 	<ul style="list-style-type: none"> ▪ Professional learning for all staff to ensure fidelity and consistency of interventions provided ▪ Development of mid-course assessments for all courses ▪ Increase technology capacity to ensure all aspects of data collection (storing, analyzing, disseminating) are in place ▪ Purchase and incorporate DIBELS Next and Scholastic Reading Inventory programs to use for common literacy assessments
<p>Best Practices in Literacy Instruction (BB4 – A, B, C) (The How, pg. 40-42) (The What, pg. 9-10)</p>	<ul style="list-style-type: none"> ▪ Lack of core literacy program in use ▪ Inadequate professional learning on best practices in literacy instruction ▪ Inconsistent plan for writing instruction (K-5) across the curriculum ▪ Scheduling 	<ul style="list-style-type: none"> ▪ Systematic, explicit phonics program used in all ELA K-2 classes and 3-5 EIP classes ▪ Employment of instructional/literacy coach (IC) ▪ Administrator and IC conduct daily classroom walkthroughs ▪ All teachers/staff have received ongoing training on differentiation ▪ Students receive 30 minutes of daily writing in all ELA classes (K-5) 	<ul style="list-style-type: none"> ▪ Administrative use of the Georgia Literacy Instruction Observation Checklist ▪ Identify a scientifically evidenced, research-based core language arts program to support literacy instruction in all content areas, K-5 ▪ Implement a vertically and horizontally articulated writing plan consistent with the CCGPS, K-5 ▪ Train all content teachers in each grade level to use effective instructional content-specific reading and

			<p>writing strategies (The Why, pg.37)</p> <ul style="list-style-type: none"> ▪ Incorporate a more holistic, authentic, and varied approach to writing (The Why, pg. 44) ▪ Provide extended, protected time for literacy instruction across language arts and in content area classes
<p>System of Tiered Interventions (RTI) for All Students (BB5 – C) (The How, pg. 45-46) (The What, pg. 12)</p>	<ul style="list-style-type: none"> ▪ Inadequate training of interventionists 	<ul style="list-style-type: none"> ▪ Protocols are in place for collecting, examining, and reporting data ▪ Time allotted for interventions in daily schedule ▪ Adequate space conducive to learning is provided 	<ul style="list-style-type: none"> ▪ Professional learning for interventionists on the diagnosis of reading difficulties and appropriate interventions to be used to target areas of concern(s) ▪ Ensure adequate time is provided for collaboration between T1 and interventionists
<p>Improved Instruction through Professional Learning (BB6 – B) (The How, pg. 48) (The What, pg. 13)</p>	<ul style="list-style-type: none"> ▪ Insufficient professional learning ▪ Inadequate funding for trainings ▪ Technological capacity does not meet requirements for online training 	<ul style="list-style-type: none"> ▪ Instructional literacy coach supports faculty and staff ▪ Calendar includes time for collaboratively analyze data, study standards, plan lessons, and examine student work ▪ Classroom walkthroughs and observations are conducted by administrator and IC 	<ul style="list-style-type: none"> ▪ Professional learning and training for staff in analyzing and interpreting assessments in terms of literacy ▪ Develop an online professional library ▪ Update technology to accommodate online trainings ▪ Provide ongoing training for interventionists and ancillary staff in all aspects of literacy instruction, K-5

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

Upon examination of the data that was collected, TCES has several areas of concern. Literacy instruction appears to be taught, albeit inconsistently, across ELA classes, and is rarely taught in the content areas. The primary grades receive the most explicit literacy instruction, but teachers appear to trade systematic, explicit phonics instruction for a whole language approach as the students progress in upper elementary (grades 3 – 5). As the Literacy Team examined “The What” document (in conjunction with the data collected), several concerns were noted.

With the increased rigor in text complexity, student questioning, and state requirements, our team found that our primary students (K-2) are generally weak in foundational reading skills, fluency, and comprehension. Coupled with the abandoning of explicit instruction in upper grades (3-5) and an emphasis on whole-language, our students simply aren’t being equipped with the skills necessary to keep up with the increasing standards.

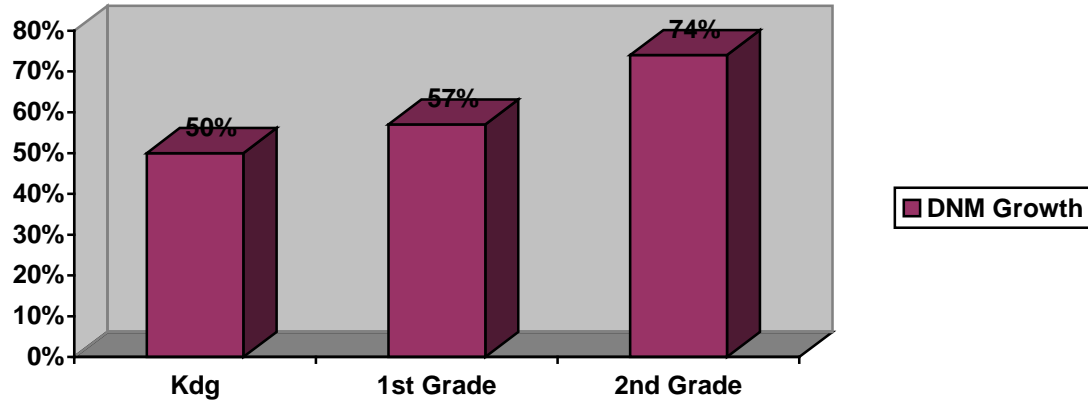
The team also found that there were gaps in writing as well. Our state assessment and local data indicate trends through 5th grade showing many students are not meeting or exceeding expectations. This finding is supported by both our 5th grade CRCT and writing scores. Gaps are found in our economically disadvantaged and students with disabilities subgroups. By implementing a comprehensive literacy plan, TCES could realistically close the gap found in literacy and student achievement.

Pre-K Classes/Class Size

School Year	# of Classes	Students per Class	Students on Waiting List at end of the year
2010 – 2011	3	20	5
2011 – 2012	2	22	19
2012 – 2013	2	22	17
2013 – 2014	2	22	20

As the chart above shows, in FY2012, our system made significant cuts that required TCES to eliminate one of its Pre-K classes. Students who would typically be enrolled in a third class were placed on a waiting list. Due to our rural location and the socioeconomic status of many of our community members, parents were not able to drive their children to other locations for Pre-K service. As a result, many students entered Kindergarten the following year without any formal education. The Literacy Team feels that this detrimentally impacts early literacy achievement and places these students at a great disadvantage.

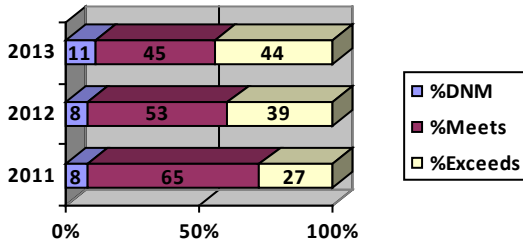
Measures of Academic Progress (MAP) Analysis 2012 – 2013



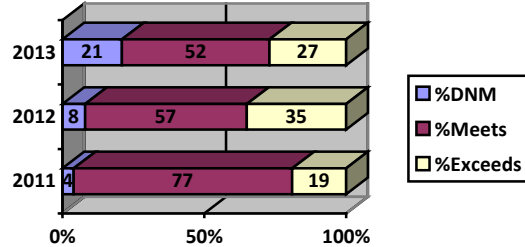
The graph above illustrates a very sobering statistic that TCES is currently working diligently to remedy. As evidenced in the chart, a large majority of students in grades K-2 are not meeting growth targets established by the MAP test. The test is given in the Fall and in the Spring of each school year. Growth targets are established based on Fall scores. MAP tests are given for both Reading/ELA and Math. The data represented above is for the Reading/ELA component only. The MAP test assesses core reading skills (i.e., phonological awareness, phonics, concepts of print and vocabulary, word structure, comprehension, and writing). Based on the information provided by the MAP analysis, the test gets increasingly more difficult as students move from Kindergarten up to 2nd grade. If this holds true, many of our primary students will not be prepared for 3rd grade content, which will directly influence student achievement and negatively impact CRCT performance in the future.

CRCT 2011 – 2013

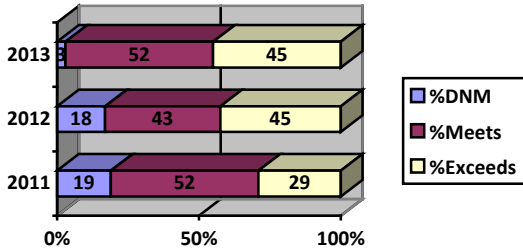
TCES CRCT 3rd Grade Reading



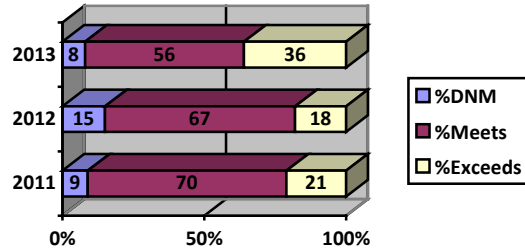
TCES CRCT 3rd Grade ELA



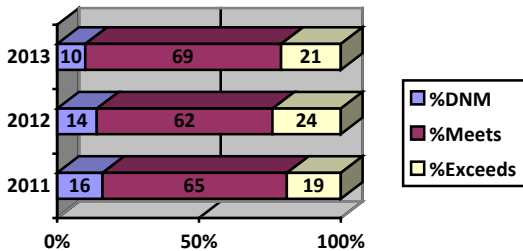
TCES CRCT 4th Grade Reading



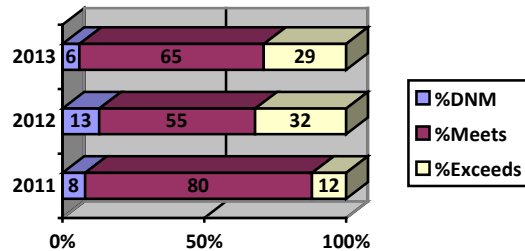
TCES CRCT 4th Grade ELA



TCES CRCT 5th Grade Reading



TCES CRCT 5th Grade ELA



As the Literacy team analyzed past CRCT scores, we noticed a downward trend in cohort groups scoring in the “exceeds” category from 3rd to 5th grade. For instance, in the charts above, 27% of students in 3rd grade (2011) scored in the “Exceeds” category; however, within that same group in 2013 (5th grade), only 21% scored in the “Exceeds” range, indicating a 6% decline in scores. This trend was also evident in other subject

areas. Therefore, students are consistently showing that they are unable to sustain the high level of performance from 3rd to 5th grade.

	3 rd – 5 th Grade CRCT Reading % Passing			3 rd – 5 th Grade CRCT ELA % Passing		
	2013	2012	2011	2013	2012	2011
Overall	92	87	89	90	89	93
SWD	56	52	72	50	52	76
EL	93	80	78	64	80	88
Male	87	83	85	82	87	91
Female	96	90	92	93	90	94
Black	92	80	83	75	88	83
White	91	87	90	90	89	94
Hispanic	97	87	84	86	83	94

Disaggregation of data in subgroups:

The table above shows CRCT scores disaggregated by subgroups. As the table reveals, there is a great discrepancy between our overall student scores and scores of students with disabilities in both reading and English language arts. Also, EL students and black students appear to struggle in English language arts when compared to the overall student population.



3rd Grade Georgia Writing Assessment Analysis

	Informational: Areas of Writing											
	Ideas			Organization			Style			Conventions		
	%DNM	%M	%Exc	%DNM	%M	%Exc	%DNM	%M	%Exc	%DNM	%M	%Exc
Overall	12	69	19	16	68	17	24	61	15	26	61	13
SWD	38	51	11	41	49	11	46	49	5	54	41	5
EL	14	76	10	14	76	10	38	52	10	33	62	5
Male	17	74	9	21	71	8	34	58	9	37	55	8
Female	7	63	30	8	65	27	13	65	22	13	68	19
Black	11	78	11	21	68	11	29	62	10	40	54	6
White	14	61	25	13	66	21	22	60	18	20	62	18
Hispanic	9	78	14	14	73	14	24	64	13	23	68	10

	Persuasive: Areas of Writing											
	Ideas			Organization			Style			Conventions		
	%DNM	%M	%Exc	%DNM	%M	%Exc	%DNM	%M	%Exc	%DNM	%M	%Exc
Overall	24	64	12	26	64	10	30	60	10	33	57	10
SWD	46	49	5	59	35	5	54	41	5	62	32	5
EL	29	67	5	29	71	0	33	67	0	33	67	0
Male	29	63	7	33	60	7	37	56	7	42	51	7
Female	17	65	18	17	68	15	22	64	14	23	64	13
Black	22	73	5	30	67	3	28	69	3	50	47	3
White	27	54	19	26	58	16	33	51	16	25	59	16
Hispanic	16	78	6	20	75	5	26	70	4	31	64	5

	Narrative: Areas of Writing											
	Ideas			Organization			Style			Conventions		
	%DNM	%M	%Exc	%DNM	%M	%Exc	%DNM	%M	%Exc	%DNM	%M	%Exc
Overall	21	57	22	22	60	18	27	56	17	33	54	14
SWD	57	38	5	57	35	8	59	30	11	62	32	5
EL	24	57	19	19	76	5	33	67	0	38	62	0
Male	28	55	16	31	56	13	37	51	13	41	47	12
Female	11	59	30	12	63	25	15	62	23	23	61	16
Black	17	67	16	30	58	13	30	61	9	50	44	6
White	22	50	28	21	56	24	27	48	25	27	54	20
Hispanic	20	61	19	19	68	14	23	68	10	28	64	9

(As the charts above illustrate, there is a large discrepancy in SWD across all genres of 3rd grade writing.)

5th Grade Georgia Writing Assessment Analysis

Analysis of Last 4 Years' Data

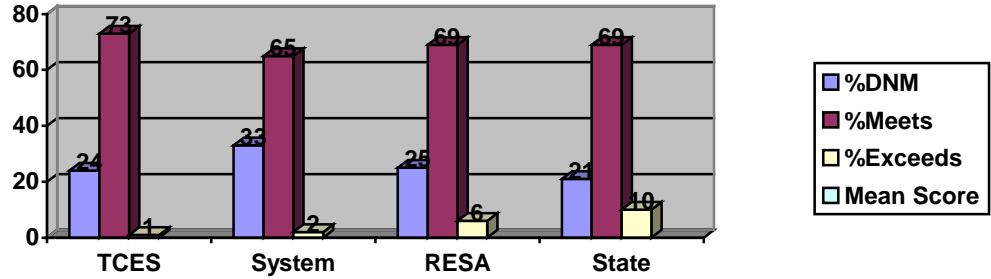
	Number Tested	Did Not Meet		Meets		Exceeds	
		N	%	N	%	N	%
2009 – 2010	66	23	35%	41	62%	2	3%
2010 – 2011	71	18	25%	52	73%	1	1%
2011 – 2012	72	20	28%	47	65%	5	7%
2012 – 2013	76	12	16%	54	71%	10	13%

Comparison with Prior Year Data

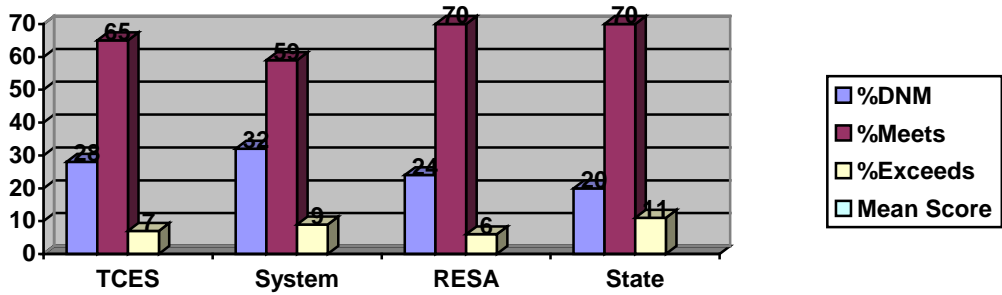
	2013			2012			2011		
	DNM	Meet	Exceed	DNM	Meet	Exceed	DNM	Meet	Exceed
Student Number	12	54	10	20	47	5	18	52	1
Actual Percentage	16%	71%	13%	28%	65%	7%	25%	73%	1%
Gain (+) or Loss (-)	-12%	+6%	+6%	+3%	-8%	+6%	-10%	+11%	-2%

5th Grade Writing Assessment Analysis

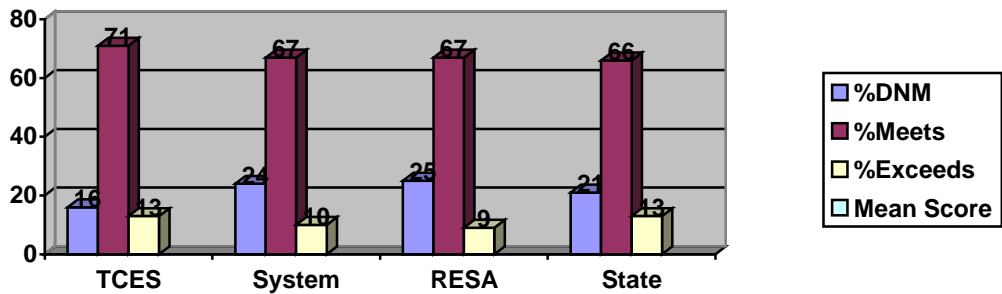
2011 School, System, RESA, & State Comparison

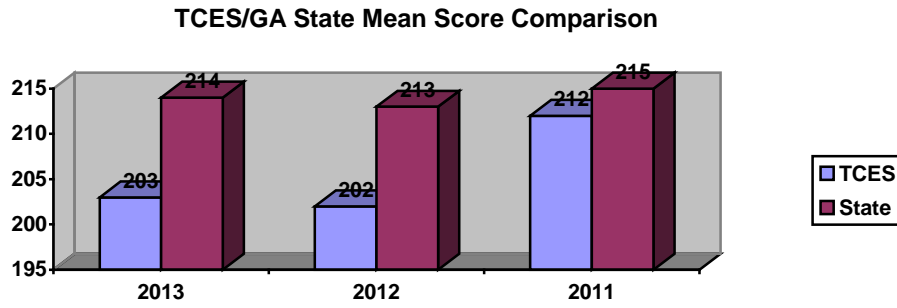


2012 School, System, RESA, & State Comparison



2013 School, System, RESA, & State Comparison





As evidenced in the charts above, Toombs Central’s 5th Grade writing scores have continually improved, for the most part, in the DNM and Exceeds categories over the past 4 years. This year’s scores improved in all areas, including a decrease by 12% in the number of students who did not meet the state requirement. Our students improved in the “Meets” and “Exceeds” category by 6% in both. We feel that this is due, in large part, to the state’s new CCGPS as well as our school’s adherence to the system’s writing plan. Furthermore, with the exclusion of the basal readers in ELA, students are exposed to and interact with novels that are far more advanced and include a wider variety of vocabulary and lexile ranges. As the Literacy Team looked closer at the scores, however, TCES students consistently score below the state mean, and the majority of the students meeting the standard do so by a very thin margin.

TCES 5th Grade State Writing Assessment Subgroups			
	%DNM	%Meets	%Exceeds
Overall	16	71	13
SWD	68	32	0
Male	18	75	7
Female	15	69	17
Black	26	74	0
White	15	72	13
Hispanic	23	62	15

(The chart above shows a great disparity between SWD subgroup and all others.)

Conclusion/Strengths/Weaknesses

On the surface, student scores on achievement tests at TCES appear positive. There are many areas that seem to be relative strengths for our students as evidenced by several of the graphs. However, as the team disaggregated and analyzed the data further, it is evident that there are deeply-rooted problems which will inevitably become visible in the near future without specific interventions. Our students are coming to us with very limited vocabulary and background experiences/schema from which to build upon in the classroom. As a result of this, teachers have to spend much of their instructional time “catching students up.” Our teachers have been successful on many levels up to this point; however, if these gaps are not filled quickly, our students will not be able to keep up with the increasing demands and rigor of the new standards. Furthermore, our SWD subgroup continues to be an area of weakness that TCES needs to target in the future.



Teacher Data

Data for all teachers:

		Administrator	Support Personnel							PK-5 Teachers			
		Principal	Instructor	Coordinator	Media	Paraprofessional	Comptroller	EL	Speech	Paraprofessional	Classroom	SPED	Gifted
Certificate Level	4 Yr Bachelor's	0	0	0	0	0	1	0	0	1	10	1	0
	5 Year Master's	0	0	0	1	1	0	0	1	0	14	1	0
	6 Year Specialist's	1	1	1	0	1	0	1	0	0	6	0	1
	Doctorate	0	0	0	0	0	0	0	0	0	0	0	0
Gender	Male	0	1	0	0	0	0	0	0	0	0	1	0
	Female	1	0	1	1	2	1	1	1	9	30	1	1
Race / Ethnicity	Black	1	0	0	0	0	0	0	0	1	2	0	0
	White	0	1	1	1	2	1	1	0	7	28	2	1
	Hispanic	0	0	0	0	0	0	0	0	1	0	0	0
	Asian	0	0	0	0	0	0	0	0	0	0	0	0
	Native American	0	0	0	0	0	0	0	0	0	0	0	0
	Mutiracial	0	0	0	0	0	0	0	1	0	0	0	0
Years Experience	<1	0	0	0	0	0	0	0	0	1	1	0	0
	1-5	0	0	0	0	0	0	0	0	1	6	1	0
	6-10	0	1	0	0	0	1	0	0	2	5	1	0
	11-15	0	0	1	0	0	0	0	1	2	5	0	0
	16-20	1	0	0	1	2	0	0	0	2	5	0	1
	>20	0	0	0	0	0	0	1	0	1	8	0	0

Teacher Retention Data:

Excluding paraprofessionals, 79% of TCES staff have between 0-20 years experience, while 21% have been teaching over 20 years. Teacher retention rate for the past 3 years remains stable at 95%. All teachers are highly qualified at TCES.

2011	2012	2013
95%	95%	95%



Goals and Objectives:

Our assessment data has identified a growing trend at TCES. Students are struggling to develop basic reading/literacy skills (phonological awareness, phonics, decoding, etc.) in the earlier grades (K-2), which has made it more difficult for them to maintain a high performance level in the later grades (3-5). Our current core reading program has not been successful in mediating this problem, so we need additional programs and resources. Furthermore, our teachers need a formal assessment (DIBELS Next) and the training required to be able to assess and identify early reading difficulties. Teachers in the upper elementary grades also need a program (SRI) by which to monitor literacy for their students; we do not currently have a program for them. Overall, our goals include decreasing the number of struggling readers, targeting SWD subgroup, and helping all students become more fluent and successful readers.

SMART Goals	Objectives
All students will receive direct, explicit instruction in reading.	<ul style="list-style-type: none"> ● Target SWD subgroup ● Identify at-risk students ● Drill down to find the root problem ● Locate and use resources in identified areas of weakness ● Train teachers on effective strategies for assessing, identifying, and remediating reading difficulties
All students will receive effective writing instruction across the curriculum	<ul style="list-style-type: none"> ● Train teachers in all content areas on effective writing instruction ● Provide training and resources on how to provide effective feedback to students
All students will receive extended time for literacy instruction	<ul style="list-style-type: none"> ● Provide training and assistance with managing time and flexible groups ● Provide resources to use during flexible groups

Additional district prescribed data:




Universal screeners (MAP, AIMS web), formative (AIMS web progress monitoring, MAP), and summative benchmark data (Measures of Academic Progress, locally administered CRCT data) are disaggregated during PLC and Literacy Team meetings to set goals and to determine best strategies to improve literacy for all subgroups and to close achievement gaps.




PLC and On-going professional learning at school:




All teachers and administrators actively participate during PLCs. Professional learning activities are on-going and are job embedded. Grade-specific content level teams meet once a week, vertical articulation teams meet once monthly, and teachers have been given release time during the school day to participate in other PL opportunities.




Professional learning is offered face-to-face, online, and through webinar trainings.

- a. Project Goals Directly Related to the Identified Needs:
- b. Project Objectives that relate to implementing the goals identified:
- j. References research-based practices in “The What” and “The Why” as basis for goals/objectives:

Identified Needs 	Goals 	Objectives 	Practices Not in Place or to Be Expanded
Provide additional training in literacy across all content areas	<p>Goal 1 To optimize literacy instruction across all content areas</p>	<p>Objective 1 Provide training in literacy skills across content areas</p> <p>Objective 2 Expand software to access technology tools and software to expand communication with all stakeholders</p>	<p>Building Block 1 D, E, F</p> <ul style="list-style-type: none"> ▪ Administrative use of the Georgia Literacy Instruction Observation Checklist ▪ Provide adequate and appropriate training for all instructional/support staff, K-5 (The Why, pg. 37) ▪ Introduce a literacy resource room for parents and caregivers in the school ▪ Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (The Why, pg.37) ▪ Increase community awareness of the existence and function of the school’s Literacy Team (The Why, pg. 144) ▪ Fully utilize technology to support stakeholder engagement




Identified Needs 	Goals 	Objectives 	Practices Not in Place or to Be Expanded
Provide high quality professional development	<p>Goal 2 Provide funding for professional development</p>	<p>Objective 1 Train all teachers/staff on research-based instructional strategies and use of rubrics to improve literacy instruction in all content areas</p> <p>Objective 2 Study research-based strategies and resources found in “The Why” document</p> <p>Objective 3 Purchase and implement a coordinated plan for writing instruction across all subject areas, K-5</p>	<p>Building Block 2 B</p> <ul style="list-style-type: none"> ▪ Provide professional learning for teachers/staff to identify and evaluate characteristics of effective literacy instruction (The Why, pg. 37) ▪ Incorporate a more holistic, authentic, and varied approach to writing (The Why, pg. 44) ▪ Identify a scientifically evidenced, research-based core language arts program to support literacy instruction in all content areas

Identified Needs 	Goals 	Objectives 	Practices Not in Place or to Be Expanded
Provide professional learning for all pertinent staff on the diagnosis of reading difficulties	Goal 3 Increase teacher understanding on how to select and implement interventions aligned to student need	Objective 1 Identify/provide interventions in which are aligned to the tiers Objective 2 Train interventionist to use data to diagnose student needs, place students accurately in intervention tiers, implement and progress monitor interventions, and determine next steps.	Building Block 3 A, B, C <ul style="list-style-type: none"> ▪ Professional learning for all staff to ensure fidelity and consistency of interventions provided ▪ Development of mid-course assessments for all courses ▪ Increase technology capacity to ensure all aspects of data collection (storing, analyzing, disseminating) is in place ▪ Purchase and incorporate DIBELS Next and Scholastic Reading Inventory programs to use for common literacy assessment

Identified Needs 	Goals 	Objectives 	Practices Not in Place or to Be Expanded
Purchase a core literacy program Purchase a writing program and implement a consistent plan for writing instruction for all content areas	Goal 4 Integrate intentional/purposeful literacy strategies, including writing across the curriculum	Objective 1 Design a vertically and horizontally articulated writing plan (The What, pg. 10) Objective 2 Train all subject area teachers to implement best	Building Block 4 A, B, C <ul style="list-style-type: none"> ▪ Administrative use of the Georgia Literacy Instruction Observation Checklist ▪ Identify a scientifically evidenced, research-based core language arts program to support literacy instruction in all content areas, K-5




Project Plan-Procedures, Goals, Objectives, & Support

		<p>practices in writing</p> <p>Objective 3 Purchase and implement a coordinated plan for writing instruction across all subject areas, K-5</p>	<ul style="list-style-type: none"> ▪ Implement a vertically and horizontally articulated writing plan consistent with the CCGPS, K-5 ▪ Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (The Why, pg.37) ▪ Incorporate a more holistic, authentic, and varied approach to writing (The Why, pg. 44) ▪ Provide extended, protected time for literacy instruction across language arts and in content area classes
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Identified Needs 	Goals 	Objectives 	Practices Not in Place or to Be Expanded
<p>Ensure adequate time for collaboration between teachers and interventionists</p>	<p>Goal 5 Increase teacher understanding of how to select and implement interventions aligned to student needs and close the achievement gap in SWD subgroup</p>	<p>Objective 1 Develop protocols for identifying students and matching them to appropriate intervention (The What, pg. 11)</p> <p>Objective 2 Examine student data to determine areas of</p>	<p>Building Block 5 C</p> <ul style="list-style-type: none"> ▪ Professional learning for interventionists on the diagnosis of reading difficulties and appropriate interventions to be used to target areas of concern(s) ▪ Ensure adequate time is provided for collaboration between T1 and interventionists

Project Plan-Procedures, Goals, Objectives, & Support

		<p>instruction with greatest need (phonological awareness, fluency, vocabulary, comprehension, and engagement) (The What, pg. 9)</p> <p>Objective 3 Interventions are provided/delivered 1:1 – 1:3 during a protected time daily by a trained interventionist (The What, pg. 12)</p>	
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Identified Needs 	Goals 	Objectives 	Practices Not in Place or to Be Expanded
<p>Purchase 21st century technology resources</p> <p>Develop an online professional library</p> <p>Provide ongoing professional learning for interventionist/ancillary staff in literacy instruction</p>	<p>Goal 6 Provide school-wide access to 21st century technology resources</p>	<p>Objective 1 Exhibit a wide range of functional and critical thinking skills through literacy using 21st century science and technology tools (The Why, pg. 56)</p> <p>Objective 2 Utilize technology for production, publishing, and communicating across the curriculum (The What, pg. 10)</p>	<p>Building Block 6 B</p> <ul style="list-style-type: none"> ▪ Professional learning and training for staff in analyzing and interpreting assessments in terms of literacy ▪ Develop an online professional library ▪ Update technology to accommodate online trainings ▪ Provide ongoing training for interventionists and ancillary staff in all aspects of literacy instruction, K-5

c. Measurement of Goals and Objectives

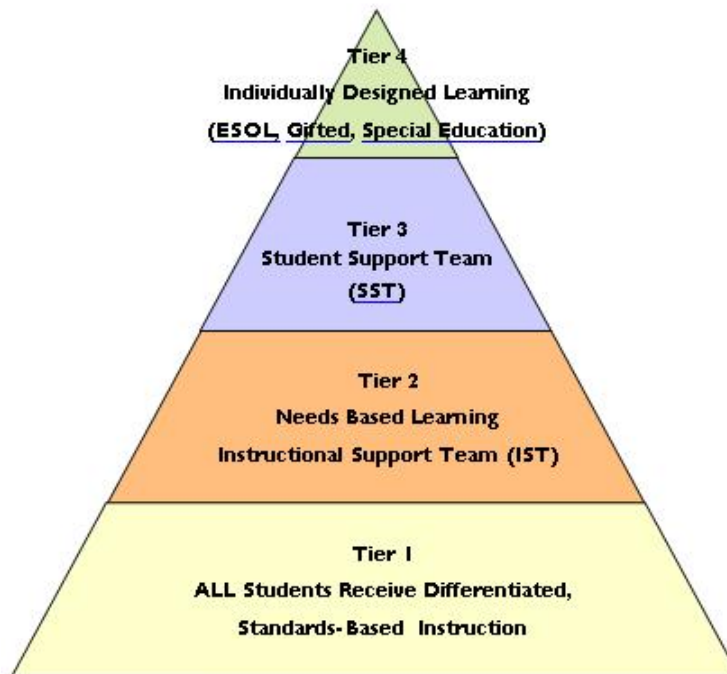
Formative Measures	Summative Measures
Documentation of teachers actively participating in PLCs	Disaggregation of CRCT results by subject and sub-group
Walkthroughs and observation summaries of teachers implementing standards-based strategies	MAP Assessment results
DIBELS Next Progress Monitoring results	3 rd and 5 th Grade Writing Assessment results
Pre-Assessment and Benchmark results	Analysis of unit tests
Analysis of data to place students in appropriate Tiers of Intervention/Instruction	DIBELS Next benchmark data
Walkthroughs and summaries of teachers utilizing technology to assist literacy instruction	
Literacy Needs Assessment	
Georgia Literacy Instruction Observation Checklist	

d. Students receive at least 90 minutes of tiered instruction

See sample schedule in section i.

e. RTI Model

TCES adheres to the state/system protocols for implementation of a 4-Tiered instructional model.



f. Application is inclusive of all teachers and students

All teachers and students will be involved in reaching established goals and objectives.

All teachers will:

- participate in Professional Learning

- implement research-based instructional strategies
- utilize technology to assist literacy instruction

All students will:

- have access to high quality instruction
- have access to literacy resources in all content areas
- have viable 21st century technology available

g. Practices already in place at TCES:

- formative and summative assessments
- PLCs
- Walkthroughs and observations
- Targeted professional learning
- Classroom observations
- 4-Tiered RTI process
- Literacy Leadership Team

h. Goals funded with other sources:

Title I, IIA, VI, and local funds currently pay for some teachers and paraprofessionals, remedial materials and supplies, professional development, assessments, mentoring, reduced class size, and maintaining high quality teachers and support personnel, RTI software/assessments, stipends, travel expenses, and registration to attend trainings.

i. Sample schedule indicating a tiered instructional schedule with appropriate interventions:

All students receive targeted literacy interventions in the morning, as well as differentiated literacy instruction during their reading blocks. Also, content area literacy is provided for 15-20 minutes/day. RTI services are provided daily during PE time by an interventionist.

Kindergarten		1 st Grade	
7:45-8:15	Targeted Literacy Intervention	7:45-8:15	Targeted Literacy Intervention
8:15-10:05	Reading/ELA	8:15-9:55	Reading/ELA
10:05-10:50	SS	10:00-10:45	SS
10:55-11:25	Lunch	10:50-11:20	Lunch
11:25-11:40	Recess	11:25-12:45	Math
11:45-1:15	Math	12:45-1:05	Math (Content Area Literacy)
1:20-2:10	PE	1:05-1:50	Science
2:10-2:30	Math (Content Area Literacy)	1:55-2:10	Recess
2:30-3:15	Science	2:15-3:15	PE
2 nd Grade		3 rd Grade	
7:45-8:15	Targeted Literacy Intervention	7:45-8:15	Targeted Literacy Intervention
8:15-10:45	Reading/ELA	8:15-10:45	Reading/ELA
10:50-11:50	PE	10:50-11:15	Math
11:55-12:25	Lunch	11:20-11:50	Lunch
12:25-1:25	Sc/SS	11:55-12:55	Recess
1:25-1:45	Math	12:55-1:25	Math
1:45-2:00	Recess	1:25-1:45	Math (Content Area Literacy)
2:00-3:00	Math	1:45-3:00	Sc/SS
3:00-3:15	Math (Content Area Literacy)	3:00-3:15	Recess

4 th Grade		5 th Grade	
7:45-8:15	Targeted Literacy Intervention	7:45-8:15	Targeted Literacy Intervention
8:15-9:35	Math	8:15-9:10	PE
9:35-9:50	Math (Content Area Literacy)	9:15-10:50	Reading/ELA
9:50-10:50	PE	10:55-11:45	SS
10:55-12:35	Reading/ELA	11:45-12:35	Science
12:40-1:10	Lunch	12:40-1:10	Lunch
1:15-2:05	Science	1:10-1:25	Recess
2:05-2:20	Recess	1:30-2:50	Math
2:20-3:15	SS	2:50-3:15	Math (Content Area Literacy)

a. Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
GKIDS	Ongoing Diagnostic	Grade-level reading/ELA/math skills	Every 8 weeks
MAP for Primary Grades	K-2 Universal Screening/Progress Monitoring	Reading and Math (Early literacy and numeracy)	2 times/year (Fall/Spring)
System-developed Kindergarten Placement Test	Screening/Placement	Grade-level literacy and number skills	1 time/year
System-developed 1 st Grade Placement Test	Screening/Placement	Grade-level literacy and number skills	1 time/year
Reading Mastery – Rate & Accuracy	Progress Monitoring	Oral Reading Fluency	Multiple times throughout year
Reading Mastery – Mastery Tests	Progress Monitoring	Phonics/decoding skills	Multiple times throughout year
CRCT	Outcome	ELA, Reading, Math, Science, Social Studies	1 time/year
3 rd Grade Writing Assessment	Outcome	Writing	1 time/year Collection is ongoing
5 th Grade Writing Assessment	Outcome	Writing	1 time/year
Mock 5 th Grade Writing Test	Progress Monitoring	Writing	4 times/year
ACCESS for ELLs	Screening	Language	1 time/year
Unit Assessments	Progress Monitoring/Outcome	ELA, Reading, Math, Science, Social Studies	At completion of each subject's unit
AIMSweb	Progress Monitoring	ELA, Reading, Math	Multiple times during RTI

b. Comparison of current assessment protocol with SRCL assessment plan

Toombs Central Elementary's assessment protocol aligns in many ways with the SRCL assessment plan. Both plans emphasize:

- the use of screening to identify underperforming students (**The What, pg.99**)

- progress monitoring to ensure skills acquisition **(The What, pg.104)**
- formative and summative assessment
- analysis of state assessment data **(The What, pg.110)**

The assessment protocol for TCES is lacking in the area of diagnostic assessments which provide teachers with early diagnosis of literacy deficits along with strategies to assist interventions. Furthermore, TCES does not have a valid universal screener for early reading or for grades 3-5.

c. How new Assessments will be implemented

Assessment	Frequency	Location
DIBELS Next Benchmarks	3 times/year (Oct., Jan., May)	Classroom
DIBELS Next Progress Monitoring	1 time/week	Classroom
Scholastic Reading Inventory	3 times/year (Oct., Jan., May)	Computer Lab

d. Current assessments that might be discontinued as a result of SRCL implementation

We are currently using MAP for Primary Grades as a K-2 universal screener and progress monitoring piece. The test does not, at this time, align directly and completely with CCGPS; however, we have continued using it because we have no other assessment with which to replace it. With the possible implementation of SRCL, we would replace the MAP test with DIBELS Next as our universal screener and progress monitoring for K-2.

e. Professional learning that teachers will need to implement any new assessments

- DIBELS Next training & disaggregation of data
- Scholastic Reading Inventory training & data interpretation to inform instruction

- Management of small group instruction based on needs identified in assessments
- PL for Interventionists to assist in identifying best instructional practices to use with student needs identified by new assessments

f. How data is presented to parents and stakeholders

Data is presented to parents through parent conferences, phone calls, Parent Portal, or by written notices. TCES also shares this information during Literacy Team, School Council, Leadership Team, Board of Education, and quarterly FTA meetings. TCES also presents data through Parent Portal, our community outreach program that occurs periodically throughout the school year. All stakeholders have access to school data through each of these outlets, and state assessment data is reported via local media as well.

g. How data will be used to develop instructional strategies as well as determine materials and need

Assessment data will be reviewed, discussed, disaggregated, and analyzed during team meetings by classroom teachers, the instructional coach, and school administrator.

Instructional decisions will be made based on analysis of the data at the teacher, content-level, vertical team, and literacy team level. Classroom teachers will meet with interventionists to collaborate and formulate instructional plans for students receiving Tiers of Intervention.

At the end of each year, all data is stored in the school's data room, and the Literacy team meets to conduct a "data dig." The team analyzes the information to determine

strengths and weaknesses. An implementation plan is then designed which lists initiatives, action steps, time line, materials and resources needed, persons responsible, and evaluation of implementation of strategies and impact on student achievement. Strategic goals, performance indicators and measures are developed for every grade level and department.

h. Who will perform the assessments and how will it be accomplished

Assessment	Grade(s)	Personnel Responsible		Frequency
		Scheduling	Administration	
GKIDS	Kindergarten	Kindergarten Teachers	Kindergarten Teachers	4 times/year
DIBELS Next Benchmarks	K-2	Instructional Coach	Classroom Teachers	3 times/year
DIBELS Next Progress Monitoring	K-2	Classroom Teachers	Classroom Teachers	1 time/weekly
System-developed Kindergarten Placement Test	PreK / Incoming Kindergartners	Instructional Coach	Instructional Coach	1 time/end of Year
System-developed 1 st Grade Placement Test	Kindergarten / Incoming 1 st Graders	Instructional Coach	Instructional Coach	1 time/end of year
Reading Mastery – Rate & Accuracy	K – 5	Classroom Teachers	Classroom Teachers	Multiple times as needed
Reading Mastery – Mastery Tests	K – 5	Classroom Teachers	Classroom Teachers	Multiple times as needed
CRCT	3 – 5	System Test Coordinator	Certified Teachers	1 time/year
3 rd Grade Writing Assessment	3	System Test Coordinator	3 rd Grade Teachers	1 time/year Collection is ongoing
5 th Grade Writing Assessment	5	System Test Coordinator	5 th Grade Teachers	1 time/year
Mock 5 th Grade Writing Test	5	5 th Grade Teachers	5 th Grade Teachers	4 times/year
ACCESS for ELs	EL	EL Teacher	EL Teacher	1 time/year
Unit Assessments	K – 5	Classroom Teachers	Classroom Teachers	At completion of each subject's unit

Scholastic Reading Inventory	3 – 5	Instructional Coach	Computer Lab Teacher	3 times/year
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a. Resources needed to implement the literacy plan, including those that foster student engagement:

- Research-based core language arts program
- Research-based, scientifically evidenced writing program for writing across the curriculum
- Computer-based diagnostic assessment for fluency and comprehension
- Computer-based diagnostic assessment for early literacy (phonological awareness, phonics, etc.)
- 21st Century technology equipment
- E-texts and e-readers
- Print books, fiction/nonfiction, and informational texts for the purpose of updating classroom libraries in all content areas
- Professional learning in the areas of technology integration, literacy/writing instruction, intervention strategies, and assessment strategies

b. Activities that support literacy intervention programs

- Additional time built into schedule to allow for interventions
- Universal screening to identify students who need intensive interventions (Tier 2 and Tier 3)

- Professional learning and coaching on implementation of interventions with fidelity
- Continued implementation of the 4-tiered Response to Intervention model
- Research-based, scientifically evidenced intervention materials for K-5
- Adjusting schedules for literacy instruction

c. List of shared resources available

- Media center print and non-print resources
- 1 Teacher Computer/1 Student Computer in most classrooms
- 6 ActivBoards and laptops (shared by entire K-5 school and SPED department)
- Curriculum guides (standards, units, and assessments)
- Student novels/texts/workbooks
- Computer Lab (40 desktop computers)

d. General list of library resources or a description of the library as equipped

- Fiction/Nonfiction books for Accelerated Reader (we no longer use AR)
- Reference books
- 4 Desktop computers for student research
- 2 Desktop computers for locating media center materials

- Document camera and laptop for teacher/student/PL use

e. List of activities that support classroom practices

- Daily collaborative planning time
- Pacing guide and curriculum map aligned with CCGPS
- Direct, explicit literacy instruction for EIP classes
- Instructional coaching on a regular basis to provide teacher support
- Periodic Book Fairs to support funding for literacy materials
- Professional Learning Communities for collaboration and analysis of standards, student data, and instructional practices
- Teacher use of a variety text that are appropriate based on student Lexile scores and level of text complexity
- Emphasis on teaching academic vocabulary and the language of the standards
- Monthly vertical articulation meetings in each content area
- Monthly leadership/literacy team meetings

f. Additional strategies needed to support student success

- Access to technology in classrooms
- Technology capacity for storing and accessing student data

- DIBELS Next benchmark/progress monitoring
- Scholastic Reading Inventory
- Professional learning for evidence-based content literacy best instructional practices
- Professional learning for interventionists in selecting/monitoring/assessing identified areas of student concerns

g. Current classroom resources for each classroom in the school

- Curriculum guides (standards, units, curriculum maps, assessments)
- Limited amount of CCGPS ELA-aligned literary and informational texts
- Textbooks (outdated and only used as a resource for supplementing instruction)
- 1 teacher computer/1 student computer
- Limited number of ActivBoards (6 for K-5) and document cameras/projectors

h. Alignment plan for SRCL and other funding

Alignment Areas

	SRCL Funding	Title I	Title 2A	IDEA	Other Funding (State, Local, etc.)
Professional Learning	<ul style="list-style-type: none"> • Instructional content-specific reading/writing strategies • Effective literacy instruction • Ensure fidelity and consistency of interventions • Diagnosis of reading difficulties • DIBELS Next training • Scholastic Reading Inventory training 	<ul style="list-style-type: none"> • Instructional Coach • JP Consultants provide to afterschool literacy trainings 	<ul style="list-style-type: none"> • Planet Literacy • Writing Assessment • Assessment Literacy • RESA/GLRS trainings 	<ul style="list-style-type: none"> • Assessment Literacy • Planet Literacy • Writing Assessment • JP Consultants provide to afterschool literacy trainings • RESA/GLRS trainings 	<ul style="list-style-type: none"> • RESA/GLRS trainings
Classroom Resources	<ul style="list-style-type: none"> • Core Language Arts/Writing Program • DIBELS Next • Scholastic Reading Inventory • Content area supplemental texts and materials (subscriptions to magazines, weekly readers, etc.) • Additional books for classroom libraries 	<ul style="list-style-type: none"> • CCGPS Supplemental Texts for Math Frameworks • Supplemental Reading Mastery program • Supplemental Texts for ELA Units • Instructional Coach • Computer Lab 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • SPED Supplemental texts, novels, and other literacy supports • Contracted services 	<ul style="list-style-type: none"> • Student Novels • CCGPS Supplemental Texts for ELA Units • Consumable classroom supplies • Media center print/nonprint resources

Technology	<ul style="list-style-type: none"> • Software/hardware/ technology devices to support literacy instruction • Internet based publishing software • Technology capacity to store and access student data • Computer-based diagnostic assessments • E-books, e-readers, and other supportive technology • Technology needed to implement assessments and RTI • 21st Century technology equipment 	<p>teacher</p> <ul style="list-style-type: none"> • Classroom teacher/student computers • ActivBoards and laptops • Computer lab 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • ActivBoards and laptops • Assistive Technology 	<ul style="list-style-type: none"> • Classroom teacher/student computers • ActivBoards and laptops • Computer lab
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i. Proposed technology purchases will support:

RTI

- Tier 2 and 3 students will have access to research-based, scientific evidenced interventions
- Interventionists working with Tier 2 and 3 students will be trained in selecting/monitoring/assessing identified areas of student concerns using instructional best practices incorporating technology
- Provide programs that will help track students
- Access additional programs that promote student engagement
- Classroom teachers will have access to computer-based diagnostic assessments to assist in early diagnosis of specific learning deficiencies
- Online intervention programs will allow increased accessibility to diverse learners

Student Engagement

- Access programs, software, activities, and strategies which promote student engagement and individualized instruction/differentiation
- Assist in assessing student mastery of content
- Technology in classroom significantly improves student engagement
- Online access promotes interaction and communication among students and between students and faculty

Instructional Practices

- Provides options for comprehension
- Access to online records/tracking allows teachers to plan more effectively and efficiently for instruction
- Provides the teacher with multiple means of instructional materials with the use of various technological supports
- Utilize technology for researching and accessing informational texts across content areas

- Allows teachers to provide daily individualized practice and application in matching the needs of the 21st Century learner
- Interactive technology provides teachers with a vast array of information and instructional resources

Writing

- Software and/or programs to increase the four domains of writing and the various genres
- Individualized practice for student subgroups that require additional support
- Offers teachers access to analyze student writing using online rubrics, record keeping, data storage, etc.
- Creation, editing, revision, publishing, and storage of student writing samples are enhanced
- Immediate access to information supports student research and writing projects and motivates students to write

- a. Past professional learning**
- b. The % of staff attending**

Professional Learning	Number of Hours	% of Certified Staff Attended
ELA Workday	8 hours	50%
Resources to Supplement Instructional ELA Units	48 hours	50%
Resources to Supplement Instructional Math Units	40 hours	43%
Resources to Supplement Instructional Science Units	48 hours	41%
Resources to Supplement Instructional Social Studies Units	32 hours	43%
GAA Workday	24 hours	5%
IEP/Progress Monitoring Workday	8 hours	5%
ELL WIDA Training	1.5 hours	100%
Next Steps in Unit Writing*	1.5 hours	21%
Health M Powers Training*	16 hours	5%
New Hire Training	8 hours	7%
GA Pre-K New Teacher Training	8 hours	5%
Pre-K New Lead Teacher Training	16 hours	5%
Smart Board Training	2 hours	7%
Math Common Assessments	10 hours	43%
Vizitech Training	2 hours	100%
Pre-K Work Sampling Online Training	8 hours	5%
Supplemental Services Training	8 hours	2%
GOSSLP BEST PRACTICES 2013	16 hours	2%
PFS/SS MEETING	8 hours	2%
ID & R TRAINING	8 hours	5%
2012 GCTM Summer Math Academy	24 hours	10%
Bright From the Start Training	16 hours	10%
Media Specialist Collaborative	8 hours	2%
Progress Monitoring Training	8 hours	7%
Restraint Training	8 hours	10%
GAA Workdays	24 hours	10%
Math Differentiation for Elementary*	40 hours	2%
TTCT Scoring Workshop	16 hours	2%
GTOI New Teacher Training	4 hours	7%
Science Instructional Planning	4 hours	7%
Co-Teaching Training	8 hours	12%
Data Retreat*	8 hours	12%
Social Studies w/ Shaun Owen*	3 hours	10%
Student Engagement*	8 hours	2%
K-3 Differentiated Reading Instruction*	32 hours	2%
TKES Training	8 hours	100%

GAPSS Committee	16 hours	5%
Resources for GA School Admin.	24 hours	2%
Leadership Training	8 hours	2%
ESC Professional Grant Writing	8 hours	2%
Unit Planning Protocol Training	4 hours	100%
Literacy/Common Core/Vocabulary Training	4.5 hours	100%
Marzano Training	2 hours	100%
Additional Marzano Training	8 hours	2%
Engagement Training	2 hours	100%

** PL was attended and redelivered to entire faculty/staff at a later date.*

c. Detailed list of ongoing professional learning

Professional Learning Topic	Delivery Method
Content-Level Team Meeting	Once/week during planning period
Vertical Alignment Team Meeting	Once/month after school
Literacy/Leadership Team Meeting	Once/month after school
TKES Familiarization Meetings	Once/month after school
Writing Assessment Training	Off Campus
Encouraging Shifts in Teacher ELA Instructional Practices and Facilitating Rigorous Assessments	Off Campus
Ensuring Foundational Reading Instruction, K-5 and Encouraging and Managing K-5 Writing Instruction	Off Campus
Literacy Assessment Training	Off Campus
Planet Literacy	Off Campus
SLO New District Training Sessions	Off Campus
Thinking Maps Training	Off Campus
Formative Instructional Practices (FIP) Modules	Online

- d. Programmatic professional learning needs identified in the needs assessment
- f. Professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan
- g. Method of measuring effectiveness of professional learning

Identified Professional Learning	Project Plan Goals/Objectives Addressed	Literacy Plan Building Block Addressed	Measure of Effectiveness
Incorporating technology to support literacy instruction	Goal 1: Objective 2 Goal 3: Objective 1 Goal 6: Objectives 1, 2	Building Block(s): 1, 2, 3, 6	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • CRCT, MAP, DIBELS Next, SRI data • Unit plans with documentation of technology • SMART goal(s)
Differentiating literacy instruction	Goal 1: Objective 1 Goal 2: Objective 1, 2 Goal 4: Objective 2	Building Block(s): 1, 6	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • TKES Evaluation • CRCT, MAP, DIBELS Next, SRI data • CCGPS Units • SMART goal(s)
Identification/evaluation of effective literacy instruction	Goal 2: Objectives 1, 2, 3 Goal 3: Objectives 1, 2	Building Block(s): 2, 3	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • DIBELS Next, SRI, CRCT results • TKES evaluations • SMART goal(s)
Effective use of instructional content-specific reading and writing strategies	Goal 1: Objective 1 Goal 2: Objective 3	Building Block(s): 1, 2	<ul style="list-style-type: none"> • CCGPS Units • Walk-through observations • 3rd/5th Grade State Writing Assessment results • TKES evaluations • SMART goal(s)
Diagnosis of reading difficulties and appropriate interventions to be used to target areas of concern(s)	Goal 3: Objectives 1, 2 Goal 5: Objectives 1, 2, 3	Building Block(s): 3, 5	<ul style="list-style-type: none"> • Analysis of RTI data • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • CRCT, DIBELS Next, SRI data • SMART goal(s)

Provide additional training in literacy across all content areas	Goal 1: Objective 1 Goal 2: Objective 1 Goal 4: Objective 2	Building Block(s): 1, 2, 4	<ul style="list-style-type: none"> ● PLC documentation and minutes ● Walk-through observations ● Literacy Team meetings ● Analysis of student data ● CRCT, MAP, DIBELS Next, SRI data ● TKES evaluations ● SMART goal(s)
Ensuring fidelity and consistency of interventions	Goal 2: Objective 1, 2 Goal 3: Objective 1, 2	Building Block(s): 2, 3	<ul style="list-style-type: none"> ● RTI documentation ● RTI student data ● Walk-through observations ● CRCT, DIBELS Next, SRI data ● Documentation of collaboration between teachers and interventionists ● SMART goal(s)
Analyzing and interpreting assessments with regard to literacy	Goal 5: Objective 1 Goal 6: Objective 1	Building Block(s): 5, 6	<ul style="list-style-type: none"> ● CCGPS Units ● Walk-through observations ● CRCT, DIBELS Next, SRI data ● PLC documentation and minutes ● SMART goal(s)

e. Process to determine if professional development was adequate and effective

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

- Feedback from teachers regarding professional learning attended
- Set SMART (Specific, Measurable, Attainable, Realistic, Timely) goals for professional learning implementation
- Walkthroughs and observations to record the implementation of professional development learning targets
- PLC meetings with documentation
- Examination of student achievement data
- Evaluation of professional learning activities by teachers, administrator, Instructional Coach, etc.
- Faculty/staff surveys
- Use of formative assessments aligned to the professional learning objectives/goals

Toombs Central Elementary School is committed and devoted to following through with the initiatives proposed within this SRCL application. The table below provides information on how we will continue to maintain our level of commitment following the SRCL funding period.

	Title I	Title IIA	IDEA	Other Funding (Local/State/Community Partners)
Extending Assessment Protocols	✓	✓	✓	
Developing Community Partnerships				✓
Expanding Lessons Learned	✓	✓	✓	✓
Training New System Employees		✓	✓	
Maintaining Technology	✓		✓	✓
Ongoing Professional Learning		✓	✓	✓
Replacing Print Materials	✓		✓	✓

Maintaining Resources, Strategies, and Materials

a. Extending the assessment protocols beyond the grant period

Toombs Central Elementary School understands the urgency to utilize assessment data to foster sustained improvement. Protocols are currently in place; however, assessment instruments are lacking in order to fulfill our literacy plan. With the addition of DIBELS Next and Scholastic Reading Inventory, we will possess a more comprehensive assessment protocol. The Literacy/Instructional Coach will coordinate and oversee the administration of our assessment protocol.

b. Plan for developing community partners and/or other sources to assist with funding of initiatives requiring yearly cost commitments

The Toombs County School System is supported in the community by many local businesses that give freely to assist with educational initiatives, resources, and voluntary support. The Toombs County School Educational Foundation provides funding for activities that are beyond the scope of traditionally supported school system activities. The foundation raises funds to promote, enhance, and supplement educational programs in the school system. With the assistance of this foundation and support from our local business and community partners, we plan to continue to develop community partners and to procure funding for our educational initiatives, namely the SRCL.

c. Clear, detailed plan discussing sustainability in the following areas:

Areas to be Sustained	Sustainability Plan
<p>c. Expanding lessons learned Extending the assessment protocols Training new system employees Maintaining technology Ongoing professional learning</p>	<p>PLCs are actively in place and meeting regularly. These PLCs will be vital in expanding upon lessons learned through the SRCL period. We feel that the PLCs that are crucial in implementing our literacy plan goals/objectives (during the SRCL grant period) will be equally as fundamental in ensuring the longevity and effectiveness of our literacy plan once the funding is completed. The school administrator, instructional coach, and literacy team will carefully monitor the implementation, progress, and extension of the SRCL. Through PLCs, all stakeholders will have input in expanding upon lessons learned beyond the life of the grant. The assessment protocols will also be coordinated and monitored by the Literacy/Instructional coach. Protocols are currently in place at the system/school level to assist in training new system employees. Any additional training needed will be organized by the Literacy/Leadership Team and monitored by the Literacy/Instructional Coach. We will utilize all available resources to assist in these trainings (RESA, GLRS, JP School Improvement Consultants, etc.). With regard to maintaining technology, our needs will be addressed in the system technology plan, and we will persist in funding these initiatives in various ways (technology grants, SPLOST, state/federal/local funds, etc.). As previously mentioned, professional learning will be organized and conducted on an “as-needed” basis, and will be determined by our Literacy/Leadership team with the assistance/input from our school PLCs. Monetarily speaking, our system is firmly committed to developing, implementing, maintaining, and sustaining the initiatives listed throughout this SRCL application in its entirety. We will use all available funds (Title I, IIA, IDEA, local/state/federal, SPLOST, future grants, etc.) to support the program and ensure that, once the funding cycle has ended, we succeed in our goals.</p>

d. How print materials are to be replaced when necessary

The TCES Literacy team will assist in determining the condition of print materials and the need to replace these materials. Local, state, and federal funds will be used to replace print materials when needed. Furthermore, with the implementation of 21st Century technology equipment and addition of e-readers/e-texts, we hope to reduce the need to replace, and the amount of money spent replacing, print materials.

e. A clear plan for extending the professional learning beyond the grant period and to new staff to the system

Areas to be Sustained	Sustainability Plan
<p>e. Extending professional learning beyond the grant period and to new staff</p>	<p>Local, state, and federal allocations will be used to support professional development to sustain our literacy plan. The Leadership/Literacy Team will meet at the end of each year and analyze the school’s needs assessment data. The team will then decide which areas to target with professional learning the following year. Toombs County School System has a district-wide new teacher orientation program that provides professional learning for initiatives at the system and school level. Each new teacher at TCES is also assigned a mentor that provides assistance with instructional initiatives. The Literacy Coach will also provide on-site coaching and training for all teachers to familiarize and/or coach them through the process of becoming competent and effective with the school’s instructional initiatives. Funding for professional learning for new teachers will be provided through system professional learning funds (Title IIA, IDEA, and local/state/federal funds).</p>

f. Sustaining technology that was implemented with SRCL funds

The Literacy Team has identified many areas of need as they relate to the integration of technology with literacy, and we are firmly committed to establishing and maintaining 21st Century classrooms. TCES will maintain technology, site licenses, and professional learning through the use of state, local, and federal funds as well as E-rate and other applicable funding. Our media specialist assists teachers with technology maintenance and instructional technology training. The system technology director is available when needed to assist with technical issues that arise. The technology director and media specialist will coordinate purchases of hardware and software, obtain bids, initiate purchase orders, inventory equipment, arrange installation, negotiate site licenses, and organize warranties. The system professional learning coordinator will schedule training on any software or the use of the hardware to both new and veteran staff members. Our media specialist will arrange for regular maintenance of the equipment in order to extend the life of the hardware.

Additionally, once the SRCL funding period is over, we hope to utilize as much federal funding as is available to sustain the technology that is implemented. We also plan to consider other funding sources such as: technology grants, SPLOST, current technology funding at the local/state level, etc.

- g. Clear plan for expanding the lessons learned through the SRCL project with other schools and teachers new to the LEA**

Areas to be Sustained	Sustainability Plan
<p>g. Expanding the lessons learned through SRCL project with other schools and teachers new to the LEA</p>	<p>We will continue to expand upon lessons learned through the SRCL project via professional learning communities. PLCs are already established and meet regularly to focus on student learning, instructional best practices, and planning. PLC members will collaborate to share successful literacy practices, analyze student data, plan lessons that emphasize literacy in all content areas, provide ideas for technology integration, and assess the implementation of the SRCL grant and our Literacy Plan. Information from these PLCs will be shared with other schools and teachers new to the LEA.</p>

Through the SRCL grant writing process, findings indicated an urgent need to strengthen current literacy instruction and add literacy initiatives that would meet the demands of the rigor of the Common Core Georgia Performance Standards (CCGPS) and the Georgia K-12 Literacy Plan. Toombs Central Elementary School's needs assessment identified weaknesses in RTI interventions, content-specific reading and writing instruction, diagnostic assessments, and technology to support a comprehensive literacy plan. Furthermore, the SRCL grant will allow TCES teachers to receive the proper professional learning so that they are fully equipped to implement our literacy plan.

Funds from the SRCL grant will be used to: ¹successfully implement research-based core language arts/writing programs including professional development for teachers, ²purchase intervention software with universal screeners and diagnostic assessments (DIBELS Next, Scholastic Reading Inventory, etc.), ³obtain supplemental literacy resources for ELA and content area teachers (as well as texts for classroom libraries), and to ⁴purchase technology to support literacy instruction and assessment. TCES feels that 21st Century technology is needed to fully implement all components of our plan.

Initial grant funds (Year I) will be used to jumpstart literacy instruction. These include:

- Research-based core language arts and writing programs
- Classroom libraries to include informational kits
- Supplemental literacy resources for ELA and content area teachers
- E-readers and e-texts
- Whiteboards
- Wireless labs
- Universal screener/diagnostic assessments

- Intervention software
- Stipend for Instructional Coach; extended day and extended year duties to supplement SRCL grant
- Professional learning will be organized and monitored by the Instructional Coach with assistance from the Literacy Team in the following areas:
 - Literacy across all content areas
 - Incorporating technology to support literacy instruction
 - Differentiation
 - Identification/evaluation of effective literacy instruction
 - Diagnosis/intervention of reading difficulties
 - Content-specific reading/writing strategies
 - Analyzing/interpreting literacy assessment data
 - DIBELS Next/Scholastic Reading Inventory

After-school and summer literacy programs will also be funded through the duration of the SRCL grant. To assist with the initial implementation of the grant and its budgeted activities, the Instructional Coach will be granted a stipend to work additional days beyond his regular contract to implement the grant.

Instructional needs that were not filled in Year I will continue to be budgeted for in the subsequent years of the grant. Maintenance of technology purchased with this grant is crucial in extending the life of the equipment. Professional development costs will continue to be budgeted in the ongoing years of the grant on an as-needed basis. Focus will be put on training new teachers and instructional practices identified in the yearly needs assessment (organized and analyzed by the Instructional Coach and Literacy Team). Also, additional work days for the Instructional Coach will continue to be budgeted for his assistance in the grant implementation as part of administrative costs.