School Profile

Created Monday, December 01, 2014

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School Information

System Name:	Thomas County Schools
School or Center Name:	Cross Creek Elementary
System ID	736
School ID	0194

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Clay Stanaland
Position:	Principal
Phone:	229-225-3900
Email:	cstanaland@rose.net

School contact information

(the persons with rights to work on the application)

Name:	Lauren Stewart
Position:	Teacher
Phone:	229-225-3900
Email:	LaurenStewart@thomas.k12.ga.us

Grades represented in the building

 example pre-k to 6

3rd and 4th grade

Number of Teachers in School

53

FTE Enrollment

791

Grant Assurances

Created Wednesday, December 03, 2014

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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 4

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 4

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

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. <u>**Employee Relationships**</u>

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

c. **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.

[X] 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.

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. George "Dusty" Kornegay, Jr. __Superintendent Thomas County Schools__
Typed Name of Applicant's Authorized Agency Head and Position Title

_____12/3/2014_____
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)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___Bob Dechman _____

Position/Title of Fiscal Agent's Contact Person: ___Director of Federal Programs_____

Address: _____200 North Pinetree Blvd._____

City: ____Thomasville _____ Zip: _____31792_____

Telephone: (_229__) __225-4380_____ Fax: (_229__) __225-5012_____

E-mail: _____rdechman@rose.net_____

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

_____George "Dusty" Kornegay Jr. _____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____12-5-2019_____
Date (required)

Brief History

The Thomas County School System (TCS) is located in Southwest Georgia and serves the students of Thomas County. Thomas County is a rural district, with a population of 45,198. Thomas County has a diverse economic base. Agricultural interests include cotton farming, peanut farming, pecans, lumber production, and plantation management. Manufacturing plants produce furniture, airplane parts, boiler equipment, pumps, and metal buildings. The local hospital is the largest area employer, followed closely by the school system.

We have a unified school district with one school that serves each grade band in the system: Hand-in-Hand Primary School (Pre-K and kindergarten), Garrison-Pilcher Elementary (grades 1-2), Cross Creek Elementary (grades 3-4), Thomas County Middle School (grades 5-8), and Thomas County Central High School (grades 9-12). Thomas County is also home to a charter school which offers a program of study for non-traditional learners in grades 8-12. The Renaissance Center, an alternative school for students in grades 5-8, allows students who have been removed from the traditional school setting due to behavior, an opportunity to complete their education in a small, secure, closely supervised environment. Not one of our schools is listed as an Alert, Focus, or Priority school by the Department of Education. Thomas County Schools is proud that Cross Creek elementary was named a High Progress Reward school in 2012.

The Thomas County School System engages in a comprehensive needs assessment each year. This process incorporates student achievement data from each school as well as input from faculty and parent surveys. CRCT, EOCT, and ITBS data is reported annually in the Comprehensive Local Education Agency Improvement Plan (CLIP) and is one component of data that guides implementation of improvement initiatives. The current enrollment for TCS is 5,561 of which 62.32% qualify for free or reduced meals. The chart below displays our system demographics.

System Demographics

Student and Program Demographics	Percentage
White	3147/5652= 56%
Black	1985/5652= 35%
Hispanic	294/5652= 5%
Multi-Racial	159/5652= 3%
Asian-Pacific Islander	53/5652= .009%
Am. Indian/Alaskan	13/5652= .002%
Economically-Disadvantaged	3522/5652= 62%
Early Intervention Program	418/5652= 7%
English learners	80/5652= 1%
Students with Disabilities	896/5652= 16%
Gifted	378/5652= 6%
Remedial Education	986/5652= 17%

Current Priorities

- Implement system and school literacy plans to address the needs of all children birth through grade twelve. Local plans were formulated using *Necessary Building Blocks of Literacy Plan Birth-to-12th Grade in Georgia*.

- Implement a pre-literacy outreach program to encourage early language, literacy, and cognitive development in children from birth to 5 years of age.

- Content-related literature is being embedded into every content course beginning in fifth grade with students reading major literary works not only in English and language arts classes, but in every class including science, social studies, and math classes.

- Implement a comprehensive vocabulary development program in grades 6-12 .
.
- Implement a Response-to-Intervention (RTI) model for screening, diagnosing and scaffolding literacy instruction for identified students with specific weaknesses .

- Utilize technology to support the engagement of students with a one-to-one student to device ratio.

Strategic Planning

The Thomas County School Board uses a five year strategic plan to guide instructional decisions and monitoring. This plan identifies local priorities in regard to instructional practices, community involvement, fiscal management, technology, and transition.

Our Mission: Teaching students to gain the skills, knowledge, and positive values that ensure success as productive citizens in an ever-changing world.

Our Vision: Thomas County is a premier school district providing innovative opportunities that prepare world class students.

Current Management Structure

The Superintendent has established a leadership team that meets monthly to discuss programs and initiatives in each department and at each school. Included is the Associate Superintendent for Teaching and Learning, Assistant Superintendents for finance and operations, student services and governmental relations, and administrative services. Other members include the directors of federal programs, gifted and accelerated instruction, special education, nutrition, facilities, CTAE, and the principal from each school.

The Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist school principals with the implementation of the system literacy plan. The Director of Federal Programs serves as the grant manager and will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight for the Striving Readers (SRCL) grant.

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), members of the literacy team, and an internal project evaluator. The management team will meet quarterly to monitor the progress of the project.

Past Instructional Initiatives

Thomas County Schools has implemented several instructional initiatives that featured research-based programs and strategies for specific content-related needs which included, 6+1 Traits of Writing, Accelerated Reader, Accelerated Math, Read 180, Standards-Based Classrooms, Response to Intervention, Learning Focused Schools, and Least Restrictive Environment. Thomas County previously implemented two federal grant programs that supported our efforts to provide rigorous instruction for all students. TCCHS was awarded a Relocation Grant from 2011-2013 to recruit highly qualified teachers to fill teaching vacancies. The system also implemented a Title II-B Math-Science Partnership Grant from 2012-14, and used those funds to offer college level professional development to elementary and middle school math teachers.

<u>**Literacy Curriculum and Assessments**</u>

The Common Core Georgia Performance Standards (CCGPS) is the foundation of the literacy curriculum used in all schools in the Thomas County School District. School specific literacy plans serve as a framework that coordinates daily instruction with progress monitoring and are based on school specific needs and priorities. Please see the chart below for a detailed description of both the literacy curriculum and assessments.

Thomas County District Narrative-2014

School	Literacy Curriculum	Literacy Assessments
Hand-In-Hand Primary Grades Pre-K - Kindergarten	• Diebels • *EasyCBM • My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • Early Intervention in Reading (EIR) • CCGPS ELA Units	• Pre-K Entry Screener • Diebels • *EasyCBM • Student Learning Objectives • GKIDS
Garrison-Pilcher Elementary Grades 1 - 2	• My Sidewalks on Scott Foresman Reading Street: Early Intervention for small groups • Lindamood-Bell Intervention • SRA Imagine It • CCGPS ELA Units • Quick Reads • Early Intervention In Reading (EIR)	• STAR Early Literacy • STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Cross Creek Elementary Grades 3 - 4	• SRA Imagine It • Early Intervention in Reading (EIR) CCGPS ELA Units • Quick Reads	• STAR Test • *EasyCBM • Writing Prompt • ITBS • CogAT • CRCT/Milestones • Content Benchmarks • Student Learning Objectives • ACCESS for ELs
Thomas County Middle School Grades 5 - 8	• CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas	• STAR Testing • *EasyCBM • ITBS • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • CRCT/Milestones • EOCT/EOC
Thomas County Central High School Grades 9 - 12	• CCGPS ELA Units • 6-12 Academic Literacy in the Content Areas	• *EasyCBM • Content Benchmarks • Student Learning Objectives • ACCESS for ELs • EOCT/EOC

Need for a Striving Reading Project

Teachers have identified gaps in instructional materials that are needed to address the Common Core Georgia Performance Standards (CCGPS). Funding from the Striving Readers Literacy grant will fund print and digital resources, literacy related computer applications that promote student engagement, and ongoing professional learning to support teachers with the integration of technology into literacy instruction.

Additionally, the importance of early literacy (birth-3yr.) was emphasized by Georgia's Literacy Task. Funding from the Striving Readers Literacy grant will allow Thomas County to sponsor professional development, family literacy initiatives, and instructional outreach projects during the summer (How, p. 32).

Management Plan and Key Personnel

The Thomas County School District management plan and key personnel in supporting, implementing, and overseeing the grant will include both the system and school leaders. Dr. Bob Dechman, Director of Federal Programs and Assessment and Accountability at the district office will be the SRCL grant manager.

Thomas County Schools Superintendent has assigned the Associate Superintendent for Teaching and Learning to assist principals with the implementation of the system literacy plan. The Director of Federal Programs will coordinate with the Assistant Superintendent for Finance and Operations to provide fiscal oversight.

Involvement of Grant Recipients in the Development of Budgets and Alignment

As an additional level of project oversight, each school will formulate its own Striving Readers management team. The school management team will consist of the Associate Superintendent for Teaching and Learning (LEA), project manager (school-based), and the members of the literacy team. The management team will meet quarterly to monitor the progress of the project.

SRCL MANAGEMENT TEAM

Role/Responsibility	Name	Grant Tasks	Supervisor
Grant Manager	Dr. Bob Dechman, Director of Federal Programs, Assessment, and Accountability	Ensures implementation, monitors budget and expenditures, compiles and submits reports	Associate Superintendent for Teaching and Learning
Curriculum Director, Professional Learning Coordinator, grant facilitator	Mrs. Melanie Chavaux, Associate Superintendent for Teaching and Learning	Works with school literacy teams to plan and monitor grant implementation. Plans needed professional learning	Superintendent

Fiscal oversight and project monitoring	Mr. Joey Holland, Assistant Superintendent for Finance and Operations	Receive and process expenditures requests, maintains appropriate financial documentation	Superintendent
Project manager for Birth to 5, Pre-K and Kindergarten	Mrs. Jeanna Mayhall, Principal Hand in Hand Primary	School contact for implementation plans. Coordinators and monitors use of research-based instruction and RTI efforts	Associate Superintendent
Project Manager for Garrison Pilcher	Mrs. Sharonda O'Neal, Principal Garrison Pilcher Elementary		
Project Manager for Cross Creek	Mrs. Brecca Pope, Assistant Principal Cross Creek Elementary		
Project manager for TCMS	Mrs. Robin Cartright, Instructional Coordinator Thomas County Middle School		
Project manager for TCCHS	Dr. Jim Rehberg, Director of Gifted and Accelerated Instruction, Thomas County Central High School		
RTI coordinator	Ms. Carol Sprague	Assists with screeners and progress monitoring efforts	Associate Superintendent

In the spring of each school year principals will meet with their Literacy Team and district leadership to develop implementation plans.

Plan for Expanding Lessons Learned

Professional learning will be scheduled to ensure dissemination of lessons learned and the refinement of school-based implementation plans. Vertical alignment of instructional routines is reinforced when grade bands participate in common training activities. School and district literacy teams align procedures, analyze data, and reflect on improvement initiatives. Principals share lessons learned from instructional initiatives in monthly faculty meetings.

Assessment Protocol

The Associate Superintendent for Teaching and Learning will coordinate a uniform schedule for administering universal screeners three times a year. Formative and summative assessments as well as benchmarks are given at all grade levels. These results will be combined with state required assessments to inform professional learning plans.

Extending Professional Learning Practices to New Teachers

School Literacy Plans will guide professional development after the SRCL project ends. District and school leadership will ensure job-embedded professional learning continues as new teachers join with mentor teachers in school-based professional learning communities.

Sustaining Technology

Thomas County has an Education Special Purpose Local Option Sales Tax (E-SPLOST) for the period of 2013-2017. The plan for SPLOST3 focuses on modernizing technology in each school. Sustaining, expendable technology equipment purchased with SRCL funds will be accomplished using SPLOST3 funds. Online subscriptions and site licenses will be sustained using a combination of local and federal funds.

LEA Funded Initiatives

The Thomas County School District implements an integrated funding system to accomplish its instructional goals. The coordination of financial resources is an important aspect of annual improvement efforts. Funding secured through the Striving Readers (SRCL) grant will enhance the literacy program and enable our district to have positive impacts on student achievement.

With the implementation of the Common Core Georgia Performance Standards (CCGPS) and combining the program initiatives of CTAE (Career, Technical and Agricultural Education), Special Education, Georgia Preschool, RT3 (Race To The Top) and Striving Reader goals and activities will embed a shared vision for literacy instruction in the Thomas County School System.

Description of Initiative LEA has Implemented Internally With no Outside Funding

Instructional initiatives such as standards-based classrooms, Accelerated Reader, Response to Intervention (RTI) procedures, and Learning Focused strategies were implemented using local funding and have been sustained for more than five years. These initiatives along with strategies included in school literacy plans will enhance literacy instruction system-wide.

LEA's Capacity to Coordinate Resources and Sustain Implementation

District leadership has ensured that effective research-based practices are implemented and sustained in the schools. Thomas County continues to leverage funds from local, state, and federal programs to maximize student learning and to provide necessary professional learning.

Since 2012, Thomas County has implemented the only Race to the Top Relocation Bonus Grant awarded in Georgia, as well as a competitive Title II B Math Partnership Grant. With the

Relocation grant, Thomas County has been able to recruit and retain highly qualified teachers as well as industry experts from the business world to teach at the high school. The Math grant has allowed Thomas County to provide 2 years of college math courses to elementary and middle school teachers.

Thomas County has participated in the noncompetitive federal grant programs for many years. Successful monitoring has ensured that state revenues, local property tax and ESPLOST, and federal funds have been utilized to meet student needs based upon state and federal guidelines. There have been no audit findings regarding Federal Awards (below).

Audit Finding for Previous 3 Years

Fiscal Year	Financial Statement Findings	Federal Award Findings	Low Risk Auditee
2014	None	None	Yes
2013	None	None	Yes
2012	None	None	No[1]

[1] This designation was received because The Georgia Department of Audits and Accounts did not perform audit within six months of year end as per federal regulation, not because of audit findings.

Financial Oversight

The Federal Programs Director works closely with the Superintendent, Assistant Superintendent for Finance and Operations, and principals in planning and budgeting. Each party is mindful of state and federal guidelines prohibiting supplanting and works cooperatively to ensure compliance. Whenever principals make a request to purchase resources, program managers confirm that the purchase is supplemental. Procedures require school, district, and finance approval before a purchase is made. Use of SRCL funds will be guided by budgets submitted with each school's SRCL application. The finance department will use the Georgia

Department of Education's Generally Accepted Accounting and Financial Reporting Principles

to account for SRCL funds.

FY14	Title of Projects/Initiatives	Funded Amount	Is there an audit?	Audit results for 3 years
LEA- Thomas County	Title I Title IC Title IIA Title IIB-MSP Title VIB McKinney Vento RT3-Relocation	• $1,636,430 • $103,251 • $276,511 • $185,170 • $109,193 • $43,153 • $180,000	No	There have been no federal award findings.
Schools				
Hand in Hand	Title I	• $103,249	No	N/A
Garrison Pilcher	Title I	• $378,225	No	N/A
Cross Creek	Title I	• $300,670	No	N/A
Thomas County Middle	Title I Title IIB-MSP	• $372,641 • $92,477	No	N/A
Thomas County Central High	RT3 Relocation grant	• $180,000	No	N/A

School History

      Cross Creek Elementary School is one of the three elementary schools located in Thomas County that serve students from rural surrounding communities: the cities of Barwick, Boston , Coolidge, Meigs, Metcalf, Ochlocknee, and Pavo. Cross Creek open its doors in 1993 to serve 3rd-5th grade students and remains in its original location. Thomas County Schools have experienced positive enrollment growth each year for the past several years. In 2005, Thomas County built a new middle school which included 5th grade. Cross Creek became a school that serves only 3rd and 4th grade students. Cross Creek has been a school-wide Title I school since the 1998-1999 school year. Cross Creek currently serves third and fourth grades with a total of 791 students. Cross Creek is a rural school with 77% of its students living in poverty. Due to this high percentage, all students receive free meals through the Community Eligibility Option. Cross Creek provides a loving and caring environment for our students. We also make it a top priority to meet the educational needs for our entire student body.

Student Ethnicity	Number of Students	School Percentage
White	436	55%
Black	271	34%
Hispanic	50	6%
Multi-Racial	26	3%
Asian-Pacific Islander	7	.008%
Am. Indian/Alaskan	1	.001%
Economically Disadvantaged	609	77%
Early Intervention Program	174	22%
English Learners	24	3%
Students with Disabilities	166	21%
Gifted	68	8%
Remedial Education	0	0%

The internal structure of Cross Creek is designed with the use of seven learning groups. We have 35 regular education homeroom teachers (24- 3rd grade teachers and 21- 4th grade teachers), 10 special education teachers (inclusion and resources combined), 2 speech teachers, 1 ESOL teacher (county-wide), 1 counselor, 7 regular education paraprofessionals, 12 special education paraprofessionals, 2 instructional technologists, 2 interventionists, 8 gifted teachers, 1 music teacher, 1 art teacher, 2 physical education teachers, and 1 science enrichment teacher. Cross Creek uses a seven day rotation schedule for our specials classes: (Art, Music, Health, PE, Technology, Science) Every student receives 50 minutes of instruction in either art, music, health, technology, and science, and two days of PE per seven school days.

Certified Staff Ethnicity	Total Number	School Percentage
White	51	96%
Black	1	2%
Hispanic	1	2%

Administrative and Teacher Leadership Team

The administrative team of Cross Creek consists of Clay Stanaland, principal, and Brecca Pope, assistant principal. The Cross Creek Leadership Team membership is representative of all content area teachers, special education teachers, administrators, and support teams. All teachers are considered members of the school-wide leadership team, with teachers serving on a rotating basis. The Cross Creek Leadership Team meets monthly for professional learning with members redelivering to all teachers during grade level learning groups. The team also serves as the voice and governing mechanism for all teachers at Cross Creek. Cross Creek's dedicated teaching staff consists of 53 certified staff members. Of these staff members, 17 hold Bachelor's degrees, 23 hold Master's degrees, 13 hold Specialist's degrees, and one holds a doctoral degree. Cross Creek has a 94% teacher retention rate.

Leadership Team 2014-2015	
Member's Name	**Position**
Clay Stanaland	Principal
Brecca Pope	Assistant Principal
Learning Group 1	
Lisa Salveter	Music
Rhonda Melton	PE
Learning Group 2	
Kathy Thompson	4th Gifted Math/Science/Social Studies
Kari Holm	4th EIP Reading/Language Arts
Learning Group 3	
Gini Billingsley	4th Reading/Language Arts-Inclusion
Daneen Ingles	4th Regular Math/Science/Social Studies
Learning Group 4	
Lynnette Fykes	4th Gifted Reading/Language Arts
Becky Bennett	4th Regular Math/Science/Social Studies
Learning Group 5	
Kelli Dorminey	3rd EIP Math/Science/Social Studies
Lanie West	3rd Gifted Reading/Language Arts
Learning Group 6	
Jennifer Mobley	3rd Gifted Math/Science/Social Studies
Katherine Lattay	3rd Reading/Language Arts- Inclusion
Learning Group 7	
Holly Hurst	3rd Regular Math/Science/Social Studies
Melissa O'Neal	3rd Regular Reading/Language Arts

Cross Creek's Literacy Team

Literacy Team 2014-2015	
Michele Dechman	3rd Grade Gifted Reading/ELA
Holly Hurst	3rd Grade Math
Michelle Reed	3rd Grade Reading/ELA
Pricilla Register	3rd Grade Reading/ELA
Karen Sykes	3rd Grade Math
Lauren Tillman	3rd Grade Inclusion
Julie Atkinson	4th Grade Reading/ELA
Daneen Ingles	4th Grade Math
Ashley Finch	4th Grade Inclusion
Jamie Groeneveld	4th Grade Reading
Susan Milam	4th Grade Math
Lauren Stewart	4th Grade Gifted Reading/ELA

Past and Current Instructional Initiatives

   Cross Creek strives to provide teachers with the necessary programs to meet our students' needs. In addition to these initiatives, Cross Creek realizes the need for resources to improve literacy across all content areas. The following initiatives are used as a part of our Response to Intervention:

EasyCBM	• Universal screeners and progress monitoring software
Accelerated Reader	• Computer program used to reinforce reading skills
Accelerated Math	• Computer program used to reinforce/accelerate math skills
SRA Imagine It!	• Text book program used in grades 3 and 4
Quick Reads	• Intervention program used to build fluency and comprehension
Reading Eggs/ Reading Eggspress	• Computer program used to remediate reading deficits
Early Intervention in Reading (EIR)	• Program used to build phonemic awareness
ELA Units	• Units aligned with CCGPS standards • Includes extended texts and common writing prompts
Math in the Fast Lane	• Math interactive notebooks to enhance instruction
STEM	• Science, Technology, Engineering, and Math lessons

   With literacy instruction as a priority, Cross Creek continually strives to improve its literacy framework. Our current instructional initiatives include a 120 minute protected literacy block. All students in 3rd and 4th grade are grouped for an intervention/enrichment block based on data collected from EasyCMB and universal screeners. As we implemented the Common Core Georgia Performance Standards (CCGPS), we created our own ELA units with the support of an outside consultant. Our current work includes the revising of the units to include additional constructed response items as we prepare for Georgia Milestones.

Professional Learning Needs

Through responses on a needs assessment survey, third and fourth grade Reading/Language content area teachers at Cross Creek have identified specific professional learning needs to improve the quality of literacy instruction that will result in higher levels of student achievement. These include the need for:

- More effective use of data to develop and revise instruction
- Use of timely, relevant technology to facilitate learning and promote student engagement
- Incorporation of strategies that promote active learning within the Response to Intervention framework
- Integration of reading and writing across all content areas
- Professional development on the integration of writing into all areas of the curriculum

Need for a Striving Readers Project

Based on data collected from CRCT, Easy CBM, ITBS, CogAT, state writing assessments, and universal screeners, Cross Creek indicates a need to continue working on comprehensive literacy goals. There is also a need to increase the number of Tier 2 and Tier 3 interventions. Due to budget constraints, there is limited funding for supplemental literacy materials that support students who are struggling with literacy skills. Funding through the Striving Readers' Grant will allow Cross Creek to provide a more effective literacy program for third and fourth grade students. The materials and professional learning and additional technology received from this grant will help Cross Creek teachers close the gap for struggling readers and to help high achieving students meet the system goal of providing a rigorous, relevant, effective education in literacy across all content areas enabling students to reach their potential.

Description of Needs Assessment Process/Types of Surveys/Participants

     At the initial Striving Readers' grant application, Cross Creek's Literacy Team completed the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. Based on the results, two needs assessment surveys were created and completed by all certified staff, including reading/language arts teachers, other content area teachers, special education teachers, and exploratory teachers. The survey for reading teachers consisted of 34 questions and the survey for non-reading teachers consisted of 28 questions. Both surveys used a 4 point rating scale with room for comments. The surveys were both color coded according to content area and a place was provided to indicate the teachers' grade level. The needs assessment survey results were compiled using Survey Monkey. The needs assessment results were used to develop the school's literacy plan. An informal follow up survey was sent via email asking the following questions about the needs and concerns of the staff.

- What are the main literacy needs and concerns you have?
- What are some suggestions to address the concerns you listed?
- Any other ideas, concerns, or suggestions related to literacy.

    In addition to grant-specific needs assessment, Thomas County Schools recently completed two additional surveys. These surveys were administered via Survey Monkey. Results were collected and analyzed at the system and school levels. The literacy team met to review and discuss the teacher survey results and the needs assessment rubric. Using the Georgia "What" and "How" documents, the literacy team determined the greatest areas of needs and concerns at Cross Creek. The needs assessment was used as a basis for the Cross Creek Literacy Plan.

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

- AdvancedEd staff, student , and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs staff surveys
- SLDS Data
- CCRPI Data
- Test Data- CRCT, ITBS (3rd grade), 3rd and 5th Grade Writing Scores, EasyCBM data, and universal screening data

Needs Assessment-CC 2014

Concerns / Root Causes/ Current Actions/ Research-Based Practices/ Data Analysis Notes

The following concerns were consistent as indicated in the results from surveys. Additional data from the school improvement process validated many of the same concerns.

Building Block 1- Engaged Leadership	
Concern #1 Need for common literacy goals among school leadership, all staff members, students, and stakeholders.	
Root Causes: • Lack of an active literacy team • Lack of literacy instruction across non ELA teachers • Lack of common planning across content areas and grade levels • Transition phase from CRCT to GA Milestones awareness among all stakeholders	Current Practice: • Literacy team is formed but does not meet consistently • Initial phase of professional development in literacy for non ELA teachers • Scheduled planning times represent small groups of each grade level • Training for all content area teachers is present
Reference: "What" p. 5-6, A-F; "Why" p. 31	
Data Analysis Notes: • Our data indicates professional learning in disciplinary literacy is needed for deeper understanding. • Survey results indicate our staff agrees there is a need for a more active literacy team. • Cross Creek staff believes that the administration is supportive of evidence-based literacy instruction.	

Building Block 2- Continuity of Instruction
Concern # 1 Need for consistent literacy instruction across the curriculum

Root Causes:	Current Practice:
• No organized scope and sequence for teaching writing skills across all subjects • Inconsistency in collaborative planning between content area teachers and literacy teachers • Lack of regular meetings between literacy team and staff to plan collaboratively • Data results are used to drive intervention not classroom instruction	• Initial training has begun for all content and literacy teachers • Increase in written responses required across the curriculum

Reference: "What" p. 7, A, B "Why" p. 41

Data Analysis Notes: • All teachers understand the need for effectively integrating literacy skills across the content areas. • Our survey indicates that 36% of teachers feel they need more instruction in Lexile levels as a tool for effective instruction. • Classroom teachers need help in effective differentiation, small group instruction, and center activities.

Building Block 3- Ongoing Summative and Formative Assessments

Concern # 3 Using Summative and Formative Assessments to adjust instructional strategies.

Root Causes:	Current Practice:
• Lack of using summative data to guide teachers' instructional goals. • Lack of using universal screener results to guide classroom instruction	• We have an established culture that utilizes data from universal screening instruments used in planning and revision of intervention activities. • In grades K-4, there is an established practice of using Student Data Profile sheets as the baseline for parent conferences. • In addition to progress monitoring, Student Profile Sheets are used to show student growth throughout the year.

Reference:
"What" p. 8-9,"Why" p. 97-98

Data Analysis Notes:
- Cross Creek has a good balance using and analyzing data from universal screeners to drive intervention and progress monitoring.
- Transitions from current universal screening instruments to those required by SRCL.
- Teachers do an excellent job in using data to guide intervention but need assistance in using data to guide classroom instruction.

Building Block 4- Best Practices in Literacy Instruction

Concern #1 Need for additional research-based resources and professional learning to improve literacy.

Root Causes:	Current Practice:
• Lack of enough on-line licenses for Reading Eggs and Reading Eggspress. • Need more professional development for all content area teachers in writing. • Need more professional development in differentiated instruction.	• Students currently use this program in small intervention groups. • Independent consultant provides training periodically throughout the school year. • SRA Imagine It and Early Intervention in Reading (EIR) are used consistently among grades K-4. • Consistently revising CCGPS ELA Units including extended texts.

Reference:
"What" p. 10, B

Data Analysis Notes:
- Survey indicates that 18% of Cross Creek teachers would benefit from more professional learning for writing in the academic disciplines.
- 38% of Cross Creek teachers state they would benefit from more professional development in differentiated instructional strategies.

Building Block 5- System of Tiered Intervention (RTI) for all Students

Concern # 1 Need for additional resources, implementation, and monitoring for existing response to intervention protocol.

Root Causes:	Current Practice:
• Need a variety of researched based intervention materials to support current programs • Professional learning for implementation of materials • Professional learning for teachers and support staff in new programs • Need a variety of progress monitoring tools	• Adequate and consistent intervention groups meet 4 days a week • School has two on-site interventionists who also head RTI meetings • Progress monitoring is consistently done as needed. • Parents are included in the RTI process. • System-wide RTI coordinator

Reference:
"What" p. 11-12, A-D

Data Analysis Notes:

• Teachers need additional professional learning in accurately providing Tier 2/3 interventions and progress monitoring.

Building Block 6- Improved Instruction through Professional Learning

Concern # 1 Need for professional learning for literacy instruction including leaders, teachers, and paraprofessionals.	
Root Causes: • Reduction of teacher work days • Lack of professional learning for new hires in literacy instruction • Redirection of professional learning funds	**Current Practice:** • Mentor teachers in place but with no formal training • New hires are informed of CCGPS Units • Administrative workshop on CCGPS ELA provided be independent literacy consultant

Reference: "What" p. 13, A-B; "Why" p. 140-141

Data Analysis Notes: • 82% of teachers would benefit from ongoing professional learning opportunities for effective literacy instruction.

Building Block 1. Engaged Leadership

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

What are we currently doing?
- Participate in professional webinars.
- Revising ELA units to align with CCGPS and Georgia Milestones
- Administrators participate in workshops and trainings at the system level and Regional Educational Service Agencies (RESA) in our area.
- Walk-through evaluations using the Georgia Teacher Keys Effectiveness System (TKES) evaluation instrument.

Moving forward………
Implementing:
- Provide professional learning on embedding constructed response items in benchmarks
- Professional learning on the use of OAS/GOFAR

Expanding:
- Continue to analyze Easy*CBM data and adjust classroom instruction

B. Action: Organize a Literacy Leadership Team

Why is it important?

Our Literacy Plan includes an extension of our school leadership team to include teacher leaders and administrators into a fully operational Literacy Leadership Team. Our Literacy Leadership Team consists of veteran teachers who represent all content areas. **(Why, p. 143).**
- Cross Creek has had a School Leadership Team for the past 13 years.
- Evidence of strategies is found in the unit plans and in walkthrough observations.
- Provide professional learning and support for staff in making the transition to the CCGPS (**The How, p. 21**)
- STEM literacy professional learning has been provided for science teachers
- Continue to analyze formative and summative assessment results

We will move forward by………
Planning:
- Creating a Literacy Leadership Team within the School Leadership Team
- Define a plan for how the Literacy Leadership Team will operate under the umbrella of the Leadership Team (**The How, p. 21**)

Implementing:
- Embedding science literacy into our revised ELA units
- Utilize collaborative planning time with agendas for directing collaborative work

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

What are we currently doing?
- Teachers plan together in small groups during weekly Learning Group meetings.
- Students are provided a 2 ½ hour block of literacy instruction daily in the reading classroom
- Students receive a 45 minute enrichment/intervention block Monday through Thursday based on their individual needs and data from our school-wide screeners
- Cross Creek is currently working with an independent consultant who provides the staff with professional development in revising ELA units to included constructed response items

We will move forward by………
Implementing:
- Teaching writing instruction in all content areas.
- Using technology for engaging students in literacy instruction

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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

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What are we currently doing?
- Embedding writing instruction in all content units
- Analyzing student writing samples with ELA consultant to adjust writing instruction

Students are divided into two-teacher teams. One teacher is responsible for the Reading, Language Arts, and Writing curriculum. The other teacher teaches the Math, Social Studies, and Science block. Our staff is currently working with the Southwest Georgia RESA and an independent consultant to update instructional units in both Reading and Math. Math units will include areas of writing instruction and required Writing Across the Curriculum (WAC) assignments. Social Studies and Science also have writing expectations embedded in the curriculum. All teachers are working to incorporate constructed response strategies in their classroom instruction.

We will move forward by………
Expanding:
- Monitoring the current RTI infrastructure for fidelity of strategies and interventions
- Build our toolbox of tiered strategies
- Provide more family-engagement literacy activities

Sustaining:
- Provide academic supports such as tutoring, co-curricular activities, online learning opportunities and/or 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

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What are we currently doing?
- Embedding literacy strategies into our math, science and social studies units.
- Teachers continue to work with RESA and an independent consultant who support teachers in the revision of units in reading, math, science and social studies which aligns with the CCGPS.

We will move forward by………
Planning:
- Developing a protocol for required writing in each content area

Expanding:

- Identify exemplary samples of student work that model features of quality writing to display as anchor papers in each classroom
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

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

Why is it important?
Thomas County's goal for our students is aligned with the state of Georgia as stated in (**The Why document, p. 31**) "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities."

What are we currently doing?
- Boys and Girls Club is available for afterschool tutoring.
- Thomas County Public Library is headquartered in Thomasville, with neighborhood branches in Boston, Coolidge, Meigs, Ochlocknee and Pavo.
- Thomas County Public Library works with Cross Creek to integrate Accelerated Reader book testing lists and promote literacy year round and a summer reading program.
- Thomas County Certified Literate Community Program works in partnership with the Kiwanis Club and Walmart to provide free dictionaries to every third grade student.

 We will move forward by………
Implementing:
- Include parents on our Literacy Leadership Team
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

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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.)

What are we currently doing?
- Cross Creek continues to develop and refine literacy units
- All reading teachers have taken part in CCGPS training and participate in unit writing.
- The unit writing teams have also created common assessments and expectations for all teachers that reinforce literacy across the curriculum.
- Our administration has established an expectation of shared responsibility for literacy across the curriculum.
- Ongoing professional learning with ELA teachers about formative assessment and common grading practices.

All of Cross Creek classrooms consist of two –teacher team partnerships where the Reading/ELA teacher accepts the majority of literacy instruction. Learning groups consist of small groups of teachers who meet weekly to plan collaboratively. However, teachers feel that more time to plan is needed across subject area teachers in order to provide sufficient literacy instruction.

We will move forward by………
Implementing:

- Design infrastructure for shared responsibility for development of literacy across the curriculum
- Schedule time for teams to meet for regular collaboration and to analyze student work

Expanding:

- Conduct peer observations to improve disciplinary literacy
- Celebration of student work

Sustaining:

- Utilize online options to provide ongoing professional learning to new and continuing teachers

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

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What are we currently doing?

- Collaborative teams meet each Monday in order to share ideas about current instructional needs, lesson plans, and effective learning strategies.
- Each pair of team teachers works together to implement literacy instruction in all subject areas
- Administrators have allowed teachers release time to work with local literacy consultant to create and refine units that incorporate writing across the curriculum.
- Instructional time is protected; intervention and enrichment is planned and routine.
- Provide time to redeliver professional learning for entire faculty to learn about CCGPS for literacy in history/social studies, and science

We will move forward by………
Planning and Implementing:

- Ongoing professional learning on the creation and use of rubrics to improve literacy instruction
- Develop a common academic vocabulary list in all subjects
- Make writing a required part of every class every day, using technology when possible
- Develop a Thomas County elementary writing rubric that is aligned with the CCGPS Provide a variety and choice in the types, media and genre, of reading and writing assignments

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

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What are we currently doing?

- School administrators participate in VOOM, Voices of our Members, through the local Chamber of Commerce.
- School administrators are also members of our local Kiwanis Club.
- Not only do our administrators attend weekly Kiwanis meetings, but some of our students are also members of our K-Kids Club.

We will move forward by………
Expanding:

- Provide both online and face-to-face family-focused opportunities that engage parents and family members in literacy at Cross Creek

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

What are we currently doing?
- Teachers regularly discuss construction and results of summative benchmark assessments at weekly Monday meetings.
- Teachers at Cross Creek conduct reading screenings using EasyCBM three times per year and standardized testing annually.
- Planning teams meet and analyze EasyCBM results with interventionists regarding the need for and intensity of individual interventions.

We will move forward by………
Expanding:
Monitoring the fidelity and consistency of interventions

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

What are we currently doing?
- Cross Creek uses assessment tools from EasyCBM to determine the reading needs of our students.
- All students are administered school-wide assessments of fluency, comprehension, and vocabulary three times per year: Fall, Winter, and Spring.
- Students who perform below grade level expectations are placed in intervention groups that provide additional instructional time above and beyond the 2 ½ hour reading block to address their needs with progress monitoring occurring weekly.
- All students are given the STAR Reading and STAR Math tests three times a year to monitor students' progress.

We will move forward by………
Sustaining:
- Ongoing professional learning for the development of strategies to use for Tiers 2, 3, and 4

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

What are we currently doing?
- Cross Creek has a protocol for analyzing screener data to determine the needs within the school.
- Students are assessed three times a year on word fluency, phonemic awareness, and writing

Expanding:
- Additional professional learning for adjusting daily instruction from analyzing screener data

Sustaining:
- 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

What are we currently doing?
- Data from the CRCT, ITBS and *EasyCBM are used to plan for school improvement and professional development.

We will move forward by………
Planning:
- Analyze assessment data to identify learning gaps

Expanding:
- Share and analyze student work samples
- Plan lessons, re-teaching, and intervention activities that target the identified gaps

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

What are we currently doing?
- Teachers use data from classroom activities to make daily and weekly adjustments to instruction.
- Differentiated instruction is based upon student performance on universal screening instruments
- Universal screening results also guide ability grouping for reading and math

We will move forward by………
Planning:
- Schedule collaborative planning time for data meetings at a minimum of once/month
- Develop a protocol for making decisions to identify the instructional needs of students

Expanding:
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers
- Continue to build collaborative data meetings into the monthly calendar
- Continue to train new members of the meetings in the expectations and function of the established protocols

Building Block 4. Best Practices in Literacy Instruction

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

What are we currently doing?
- Cross Creek teachers use teacher created literacy units, extended texts, and SRA Imagine It as our primary adopted literacy curriculum.
- Common assessment for both reading and math have been developed
- Continually work to refine instructional units and common assessments which incorporate their knowledge of best practices and key literacy pieces
- Every student at Cross Creek gets a 2 ½ hour literacy block each day.

We will move forward by………
Expanding:
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Guided and independent practice with feedback
- Discussion of when and where strategies are to be applied
- Provide professional learning on research-based differentiated instructional strategies that support diverse needs

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

What are we currently doing?
- Writing is included in the literacy block following the guidelines of the ELA CCGPS units.
- Teachers implement close reading strategies in the content areas
- Teachers are encouraged to incorporate writing in the content areas

We will move forward by………

Planning:
- Design a Thomas County Elementary vertically and horizontally articulated writing plan

Expanding:
- Require writing in every class at least one day a week that includes:
- Continue the use of technology for production, publishing, and communication of writing across the curriculum

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

What are we currently doing?
- Students visit the library to self-selectreading material.
- Students use their classroom libraries to choose books on topics of interest.

Our goal at Cross Creek is to utilize a literacy consultant, our system curriculum director, and our literacy team to embed writing in every content area and ensure that activities are vertically and horizontally aligned with CCGPS.

We will move forward by………

Expanding:
- Use technology with literacy instruction to promote engagement
- Use incentive programs that are voluntary, not tied to grades, and connected to reading
- Purchase necessary technology for student use to enhance the curriculum and engage students

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.)

What are we currently doing?
- Students are identified and matched to the appropriate intervention.
- Results of formative assessments are monitored to ensure students are progressing.
- Data is analyzed to identify students in need of intervention according to established protocols.
- Fifty minute instructional block has been implemented to meet the needs of students through interventions
- Gifted endorsed teachers provide enrichment during this block for high achieving students.

We will move forward by………

Implementing:
- Monitor to ensure that interventions are occurring regularly and with fidelity

Expanding:
- Schedule grade-level data-analysis team meetings
- Develop process monitoring of the implementation of research-based interventions at the building level

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

What are we currently doing?
- Consistent expectations for all classrooms for schedules, lesson planning, classroom environment, and collection of assessment data.
- Use of common curriculum guides for each content area that include all components of CCGPS and provide cross-curricular opportunities.
- Consistent instructional model supported by shared planning times and protected collaborative planning.
- Administrators who are visible throughout the school in different areas of the school and have a consistent schedule for walk-throughs using Teacher Keys Effectiveness System.
- Common planning time daily for learning groups
- Weekly collaborative professional learning meetings
- All EIP students are served with additional interventions (SRA, EIR phonics intervention).

Literacy instruction is designed to meet the needs of all students at Cross Creek Elementary.
 All students in regular education classes are in Tier 1 of intervention. When students are unable to perform as well as their same age peers in Tier 1 as identified by progress monitoring and classroom performance, their level of support and intervention is increased to meet their academic needs.

We will move forward by………

Planning and Implementing
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- If fewer than 80% of students are successful:
    - Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)
    - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills

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

What are we currently doing?
- Student assessment data is used to indicate when a move to Tier 2 interventions are necessary.
- School-wide and system-wide protocol is followed when moving students into and within Tier 2.
- Students are provided with Tier 2 interventions individually or within small group instruction.
- Documentation is collected on students' progress on interventions and used to determine success of intervention.
- Meetings are scheduled and held regularly with the RTI team and parents of students in Tier 2.
- Teachers are provided training on updated requirements in the RTI process.

Planning:
- Plan and provide professional learning for interventionists
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:
- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

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

.**What are we currently doing?**
- In addition to our Tier 1 and Tier 2 procedures:
  - The staff has received training on the RTI processes and procedures
  - Teachers meet with the school interventionists and other support personnel to discuss students who do not respond to interventions to determine the next steps

We will move forward by………
Planning:
- Verify implementation of proven interventions
- Ensure that classroom teachers have maintained fidelity to intervention protocol prior to referral

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

What are we currently doing?
- The special education teacher developed a handbook for Tier 4 protocol
- Differentiated instruction is provided to meet the goals and objectives outlined in each students Individualized Education Program (IEP)
- Students receive special education services in the Least Restrictive Environment (LRE)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.

We will move forward by………
- Ensure student data supports the exit of students from Tier 4

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

What are we currently doing?
- New teachers are assigned a mentor teacher.
- Cross Creek hosts student teachers that are completing field experiences as part of their degree programs.

We will move forward by………
- Provide new teachers with necessary training in literacy instruction

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

What are we currently doing?
- Time is scheduled weekly for teachers to share, plan, and reflect on units with grade level peers.
- Teacher surveys are used to target professional learning needs.
- Teachers participate in ongoing professional learning in the CCGPS.
- Classroom teachers, paraprofessionals, interventionists, exploratory teachers, and substitutes are essential to the continued success of Cross Creek Elementary School.
- Every teacher has a 50 minute planning time Monday through Friday.

We will move forward by………
Planning:
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Provide training in administering and interpreting results of assessments in terms of literacy
  - Support staff
  - Interventionists

Sustaining:
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups

Analysis and Identification of Student and Teacher Data and Student Achievement

Grade Level Assessments

Cross Creek Elementary School uses several different sources of data to show areas of strengths and weaknesses as outlined in the following graphs and tables Cross Creek reading and language arts teachers screen every student three times per year (fall, winter, and spring) using EasyCBM assessments in passage reading fluency (PRF); vocabulary; and multiple choice reading comprehension (MCRC). Results from these assessments were used to differentiate instruction and to place students in intervention and/or enrichment learning groups.

The tables below show Cross Creek Elementary School's EasyCBM results for Fall 2014. Currently, students have been divided into intervention groups based on this data. Students will be reassessed in mid-December.

Easy CBM Reading Fluency		
Grade Level	Number of students taking tests	Percentage below the 50th percentile
3rd	372	62
4th	348	58

Easy CBM Vocabulary		
Grade Level	Number of students taking tests	Percentage below the 50th percentile
3rd	375	52
4th	374	63

Easy CBM Comprehension		
Grade Level	Number of students taking tests	Percentage below the 50th percentile
3rd	375	68
4th	376	51

3rd grade writing test
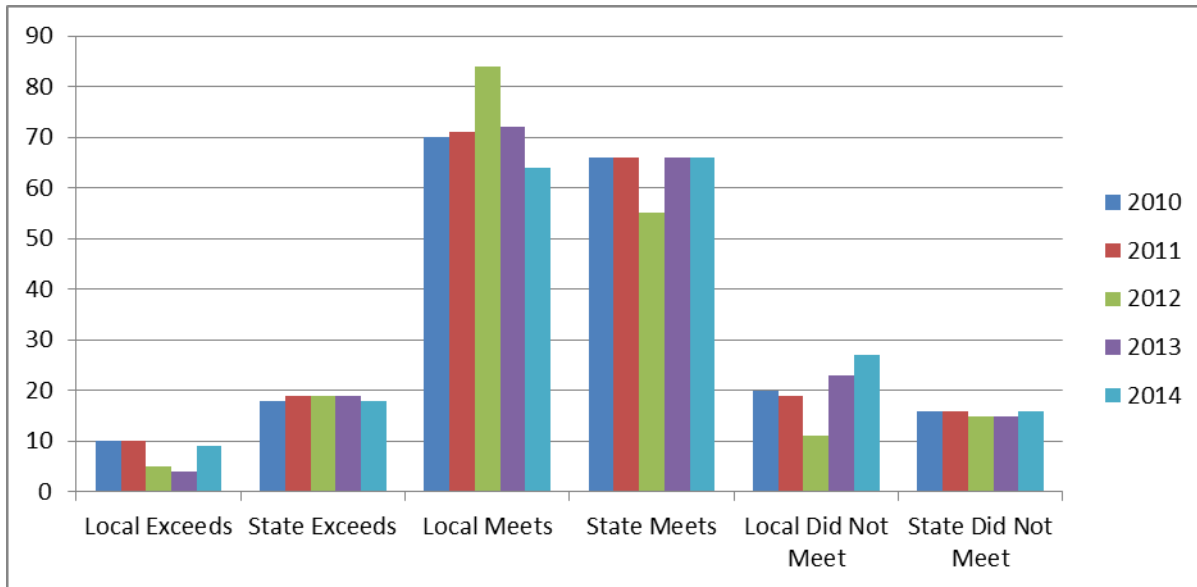
	2010	2011	2012	2013	2014
Local Exceeds	10	10	5	4	9
State Exceeds	18	19	19	19	18
Local Meets	70	71	84	72	64
State Meets	66	66	55	66	66
Local Did Not Meet	20	19	11	23	27
State Did Not Meet	16	16	15	15	16

Each year the third grade writing samples were assessed by teachers for the Georgia Writing Assessment. Although we had a slight increase in the number of students that exceeded in 2014, the number of students that met went down and the number of students that did not meet went up. We still remain below the state level in writing scores.

3rd grade CRCT passing rates
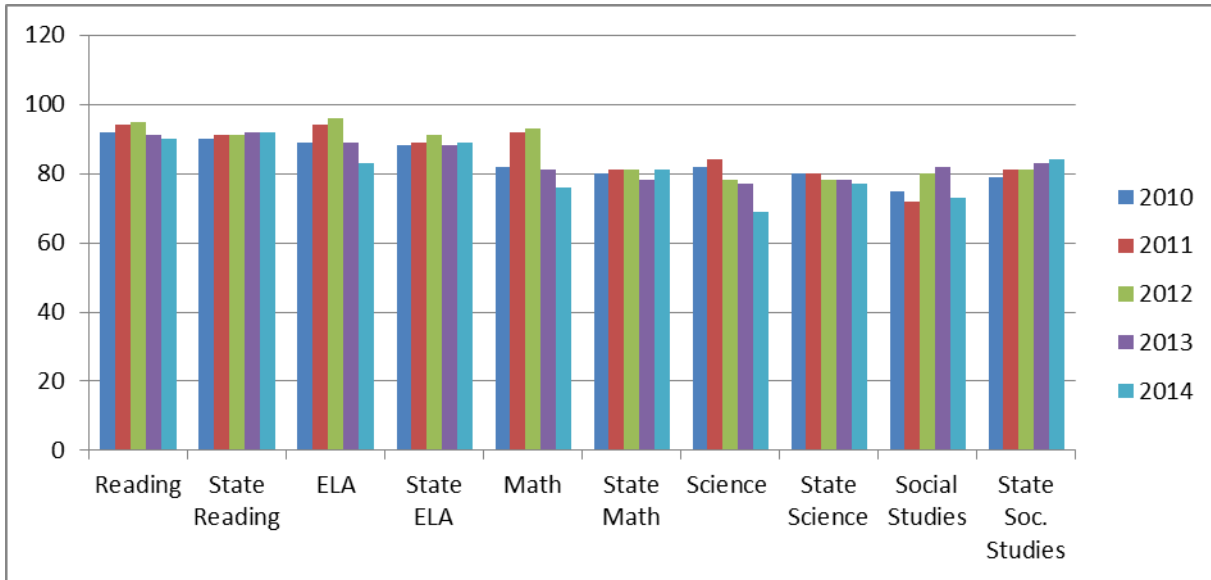
	2010	2011	2012	2013	2014
Reading	92	94	95	91	90
State Reading	90	91	91	92	92
ELA	89	94	96	89	83
State ELA	88	89	91	88	89
Math	82	92	93	81	76
State Math	80	81	81	78	81
Science	82	84	78	77	69
State Science	80	80	78	78	77
Social Studies	75	72	80	82	73
State Soc. Studies	79	81	81	83	84

Since transitioning to CCGPS, Cross Creek's 3rd grade CRCT scores have dropped annually in all areas. In addition, all 3rd grade CRCT scores have fallen below the state average for the past 2 years.

4th grade CRCT passing rates
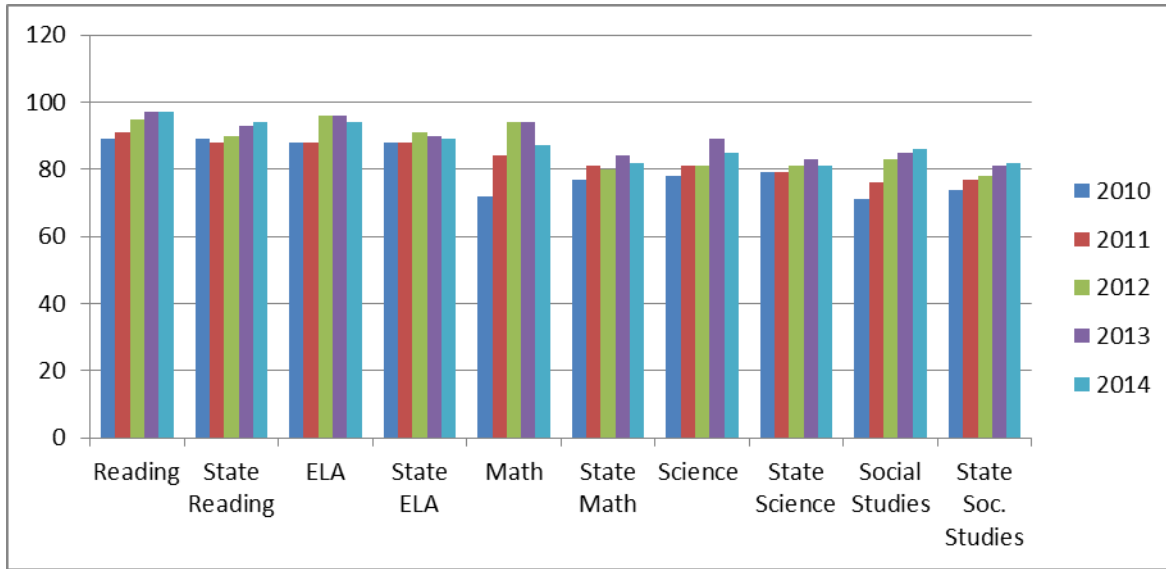
	2010	2011	2012	2013	2014
Reading	89	91	95	97	97
State Reading	89	88	90	93	94
ELA	88	88	96	96	94
State ELA	88	88	91	90	89
Math	72	84	94	94	87
State Math	77	81	80	84	82
Science	78	81	81	89	85
State Science	79	79	81	83	81
Social Studies	71	76	83	85	86
State Soc. Studies	74	77	78	81	82

Fourth grade Reading and Social Studies have steadily increased from 2010 to 2014. While ELA, Math and Science scores did not go up in 2014, all areas remain to be above the state level.

Cross Creek Elementary-4

CCRPI 2014 PERFORMANCE FLAGS

Legend:

Flag	Description
(green)	Subgroup met both State and Subgroup Performance Targets
SG (yellow)	Subgroup met Subgroup but not State Performance Target
S (yellow)	Subgroup met State but not Subgroup Performance Target
(red)	Subgroup did not meet either the State or Subgroup Performance Targets
NA	Not Applicable
P (green)	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target
P-SG (yellow)	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target
P-S (yellow)	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target
P (red)	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Criterion Reference Competency Tests

Subgroup Performance	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black	P (red)	P (red)	P-SG	P-SG	P-SG
Hispanic	P (red)	P (green)	P (red)	P-SG	P (green)
Multi-Racial	P (green)	P-S	P (red)	P (red)	P (green)
White	P-S	P-S	P-S	P (green)	P (green)
Economically Disadvantaged	P-SG	P (green)	P (green)	P (green)	P (green)
English Learners	P-SG	P (green)	P (red)	P (green)	P-SG
Students With Disability	P-SG	P-SG	P-SG	P-SG	P-SG

Cross Creek's CCRPI data shows that our white, economically disadvantaged and English learners performed the highest on the 2014 Criterion Reference Competency Test in all areas. The black, Hispanic and multi-racial students scored the lowest in one or more of the reading, English Language Arts, Math and Science areas.

Identified Strengths and Weaknesses

A more in depth analysis of our data shows the following strengths and weaknesses:

- ➢ Strengths:
    - The number of third grade students exceeding in the writing assessment increased in 2014
    - Fourth graders scored above the state level in all areas of the CRCT test in 2014
- ➢ Weaknesses:
    - Third grade scores went down in all areas of the 2014 CRCT test
    - Students with Disabilities scored below the state levels in all areas of the 2014 CRCT test
    - Black students in third and fourth grades scored below the subgroup levels and or state levels in all areas on the 2014 CRCT test

Teacher Data and Retention Rate

Teacher turnover at Cross Creek is minimal, and more than 70% of our staff has an advanced degree.

Retention Rate	
2013	**2012**
94%	96%

Longevity of Staff		
Low (less than 3 years)	Middle (3-20 years)	High (20+ years)
3	34	16

Certification of Staff	
T-4	16
T-5	25
T-6	11
T-7	1

Goals and Objectives:

Data analysis clearly indicates the need to increase literacy instruction and student achievement. Literacy is embedded throughout all subject areas; therefore obtaining additional resources and materials will aid in the success of this throughout our school. The subsequent goals have been established:

1. Increase the percentage of students scoring at and above expectation in English Language arts.
2. Increase the percentage of students scoring at and above expectations in writing.
3. Increase the percentage of students scoring at and above expectations in math, science and social studies.
4. Continue to use student performance data to plan and modify instruction in response to student needs.

Teacher Participation in Professional Learning Communities

This school year each teacher is part of a professional learning community. Each professional learning community is facilitated by a member of the school's leadership team and meets at least once per week during common planning time. The school protects two days per week for collaborative planning and professional development. Professional learning is on-going during these meetings. Items discussed include best practices, review of data, and various forms of formative/summative assessment.

Due to budget constraints, conference attendance has been limited. Most of our professional learning has been through in-house activities. Other opportunities have been provided through our local Southwest Georgia RESA. Teachers who attend RESA training sessions are expected to

relate topics of discussion during weekly learning group meetings. Additional on-site professional learning has been facilitated by an independent consultant and has focused on literacy and writing across the curriculum.

Project Plan- Procedures, Goals, Objectives, and Support

Cross Creek Elementary is committed to improving literacy among our students in reading and in all content areas. Content-area books have been purchased, schedules have been adjusted, and we currently have two interventionists who have been utilized for professional development. However, we still have a long way to go before full implementation of effective literacy strategies is in place. ***The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Approved Consultants (AC), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T), Technology Support (TS)**

Goal: Increase percentage of students scoring at or above expectations in reading each year. (Building Block 4)			
Current Best Practices: Easy CBM (diagnostic testing, use of data, students are tested 3 times per year during a school-wide screening period to identify strengths and weaknesses in the following areas: oral reading fluency, vocabulary, comprehension (The What, p. 9); protected 90-120 minute literacy block (The What, p. 10); Collaborative planning weekly (The What, p. 7)			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Teachers participate in ongoing professional learning (The What, p. 11)	Fall, 2015 Ongoing	SRCLG Release Time	Lesson Plans Walk-through Observations DIBELS Next data *SA
Ensure daily literacy block of 90-120 minutes includes all literacy components (whole group explicit instruction and differentiated instruction small groups)	Fall, 2015	N/A	Classroom Schedules Walk-through Observations *SA
Provide instructional technology to enhance literacy instruction through information literacy, media literacy, communications, and technology literacy	Fall, 2015 Ongoing	SRCLG Local Funds	Walk-through Observations *TS SA

Project Plan- CC 2014

Goal: Increase percentage of students scoring at or above expectations in science and social studies by implanting a systematic plan for embedding writing and direct instruction of vocabulary in all content areas. (Building Blocks 2/4)			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Ensure daily literacy block 90-120 minutes includes explicit writing instruction, guided practice, independent practice for all students (The What, p. 10)	Fall, 2015	N/A	Classroom Schedules *SA
Purchase needed technology so that teachers are able to implement the creative use of technology within the leaning process to promote engagement and relevance (The What, p.11)	Fall, 2015 Ongoing	SRCLG	*SA *LT *AC *TS
Goal: Goal: Increase teacher understanding of how to select and implement interventions aligned to student needs			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Purchase DIBELS Next and strengthen use of screening, diagnostic, and progress monitoring assessments (The What, p. 11)	Summer, 2015	SRCLG	DIBELS Next Data *GA *SA *T
Train teachers on effective data usage for planning/implementation interventions and monitoring student progress	Fall, 2015 Ongoing	SRCLG	*RTI Data *GA
Provide professional learning in intervention techniques which allow teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to	Fall, 2015 Ongoing	SRCLG	*GA *SA

use information (The What, p. 12)			
Purposefully communicate best practices/redeliver professional learning among faculty members (The How, p. 22)	Spring, 2015 Ongoing	N/A	RTI Data Analysis of Assessments *GA *SA
Goal: Improve CC's analysis of data and adjusting instruction (purposeful assessments).			
Train teachers to use the decision-making protocol to identify student instructional needs (The How, p. 39)	Spring, 2015 Ongoing	SRCLG	SA *LT *AC *TS
Plan lessons, re-teaching and intervention activities that target areas of need (The How, p. 38)	Fall 2015 Ongoing	SRCLG	SA *LT *AC *TS
Continue to create common formative and summative assessments that mirror the new Georgia Milestones format	Ongoing	SRCLG	SA *LT *AC *TS

Tentative School Schedule

Professional Learning Community	Core Instruction	Intervention/Enrichment
*Specials Classes and Lunch/Recess Block staggered throughout day		
Learning Group 1 **4th Grade** Powers, Billingsley, J. Taylor, Groeneveld, Ingles, Simmermaker, Cohen	Tier 1 Block: 8:00-11:30 Tier 1 Block: 11:30-2:50	8:50-9:30
Learning Group 2 **4th Grade** Cunningham, Holm, Butler, Barrow, Milam, Stewart, Thompson	Tier 1 Block: 8:00-11:30 Tier 1 Block: 11:30-2:50	9:45-10:25
Learning Group 3 **4th Grade** Fykes, Clifton, Atkinson, Bennett	Tier 1 Block: 8:00-11:30 Tier 1 Block: 11:30-2:50	9:45:10:25
Learning Group 4 **3rd Grade** Hutchings, Dorminey, Register, Whigham, M. Taylor, L. West	Tier 1 Block: 8:00-11:30 Tier 1 Block: 11:30-2:50	10:15-10:55 1:05-1:45
Learning Group 5 **3rd Grade** Mobley, Dechman, Stephenson, Sykes, Lattay, Hoge, Parker	Tier 1 Block: 8:00-11:30 Tier 1 Block: 11:30-2:50	10:15-10:55 12:15-12:55
Learning Group 6 **3rd Grade** O'Neal, Hurst, Rice, Fitzgerald, Baggett, Reed	Tier 1 Block: 8:00-11:30 Tier 1 Block: 11:30-2:50	10:35-11:15

<u>**Assessment & Data Analysis Plan**</u>

Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
STAR Reading Test	Grades 1-5	Determine students' grade equivalent score in reading	Reading comprehension	Fall, Winter, Spring
Accelerated Reader	Grades 1-5	Reinforce reading skills based on students' independent reading level	CCGPS	Students test as needed
EasyCBM **Reading and Math**	Grades 1-8	Determine students' reading and math ability as compared to same grade-level peers	**Reading:** Fluency, Vocabulary, Comprehension **Math:** Grade level math skills	Fall, Winter, Spring
Iowa Test of Basic Skills (ITBS)	Grades 1, 3, 6	Obtain students' performance compared to same grade-level peers nationally	Grade level skills	Winter
CogAT: Cognitive Abilities Test	Grades 1, 3, 6	Obtain students' performance compared to same grade-level peers nationally	Grade level skills	Winter
Georgia Milestones	Grades 3-8	Summative assessment to measure students' knowledge CCGPS	CCGPS	Spring
Writing Prompt	Grades 1-8	Determine students' ability to respond to varied genres	Rubric: Ideas, Organization, Style, Conventions	Fall, Winter, Spring
Math Facts	Grades 1-8	Mastery of basic facts in addition, subtraction, multiplication, and division	Mastery of basic facts in addition, subtraction, multiplication, and division	Fall, Spring, Winter
STAR Math Test	Grades 1-5	Determine students' grade equivalent score in math	Math comprehension	Fall, Spring, Winter

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently Cross Creek administers universal screeners in the Fall, Winter, and Spring. The results are used to determine students' strengths and weaknesses in fluency, vocabulary, comprehension, writing, math fluency, and math computation. Students are then placed in the appropriate intervention/enrichment group. Students in Tier 1 are progress monitored three times per year. Students in Tier 2 intervention are progress monitored bi-weekly and Tier 3 weekly. Each student at Cross Creek has a Student Profile Sheet that is used to document progress. The Student Profile Sheet is one tool used to communicate effectively with parents.

Implementation of New Assessments/ Discontinuation of Current Assessments

With implementation of the grant, our school will transition from current assessment tools and implement DIBELS Next and SRI as prescribed by the SRCL. School-wide universal screening processes will be adapted to new instruments. State tests will be conducted as outlined by the Georgia Department of Education.

Professional Learning Needs for New Assessments

Teachers and administrators will receive formal training on administration of DIBELS Next and the SRI. In addition, training will be provided on progress monitoring tools, available reporting, and effective use of all data to guide instruction. Additional training will be provided for all teachers on the administration of diagnostic tests to ensure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with focus on the entire cycle of using data and progress monitoring to improve student achievement.

Communication of Data to Parents and Stakeholders

Formative assessment data will be communicated to students and families through the established four-and-a half week progress reporting schedule. Families are invited to attend an annual parent conference during the first semester of the school year, during which teachers review student performance on the previous year's summative assessments as they compare to initial screening data. These conferences represent an additional way to involve families in the progress monitoring and support of student achievement. School-wide family engagement

workshops are hosted during each nine week period, and compliment electronic means of communicating Cross Creek's school-wide performance on state assessments.

Individual student data will be shared with parents at parent-teacher conferences and hardcopy reports sent to parents with report cards. We will provide parents with an easily interpreted graph of their child's DIBELS Next data, in addition to our Student Profile Sheet. School and district websites are used to communicate upcoming programming with families. This allows us to "use technology to share relevant student progress with parents and caregivers in an easily interpreted user-friendly format" (The How, 3B).

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

The use of assessment data is crucial to the implementation of an effective Response to Intervention model. Dr. Richard Stiggins, an expert in classroom-based formative assessments suggests, "The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom-that assessments are used to benefit pupils… and the time has come to …. use of formative assessment to support learning (The Why, p. 95)." We are committed to effectively using the data to adjust instruction at all levels.

Data team meetings are held by grade level on biweekly basis to examine student performance in intervention groups. Intervention groups are flexible and enrollment in particular interventions is based on ongoing progress monitoring and the students' response to intervention. Performance data is used to compose and restructure skill development grouping during Tier I instruction within the classroom, and well as to establish learning goals for students. Progress is communicated with families via established progress report schedules. Data teams also examine the relative impact of specific interventions as they plan next steps in response to student performance. Finally, screening and progress monitoring data informs the planning process for professional development.

Resources Needed to Implement the Literacy Plan (Including Those that Foster Student Engagement)

Technology devices for student use in literacy instruction across the curriculum
o   Tablets
o   Document cameras
o   E-books

Funding for consultants in literacy instruction and technology training and hardware and software to support literacy
o   Charging carts
o   Tablet apps
o   Tablet streaming box
o   Tablet keyboard cases
o   Additional technology support
o   Technology accessories

Updating infrastructure to support additional technology (adding access points throughout the school to support the additional bandwidth requirements)
•   Additional class sets of more complex texts (novels, anthologies, textbooks) for all content areas per Common Core requirements
•   Addition of more complex texts (literary and informational) to teacher libraries
•   Common Core GPS-aligned texts (CRCT practice, etc.)
•   Intervention resources (both print and electronic)
•   Content area vocabulary resources
•   Scholastic Reading Inventory (SRI) for all grades
•   Materials to Increase Student Engagement

Addition of high-interest texts to school library (at a variety of Lexile levels for use in tiered instruction)
o   High-interest periodicals (all content areas)
o   Document cameras
o   Tablets
o   E-readers/E-books

Activities that Support Literacy Intervention Programs
•   Professional learning on how to explicitly teach reading and writing in all content areas
•   Reliable assessment instruments for screening (i.e. SRI) to identify students' specific needs.
•   Tiered interventions based on formative and summative assessments.

Shared Resources
•   Class sets of novels (1 title per content area, 4 titles per Language classes)
•   SRA Kits (four per grade level)
•   7 Computer labs with 32 computers in each lab
•   Library/Media Center

Library Resources
•   10,688 Nonfiction texts
•   10,851 Fiction texts

- Two Electronic books
- 40 Class sets of novels
- Reference materials
- 20 Overhead projectors
- One ELMO machine (document camera) to be shared among all teachers
- 200 Videos
- 198 DVD's
- 30 Periodical subscriptions
- Ten desktop computers
- Four laptop computers
- Teacher resource section (includes books, videos, etc.)

Activities that Support Classroom Practices
- Standards-Based instruction
- Learning Focused classrooms
- Individualized/Differentiated instruction
- Graphic Organizers
- Writing about reading (including constructed response)
- Previewing texts (activating prior knowledge)
- self-questioning
- read aloud-think aloud
- visualizing
- making connections between text and self
- summarizing
- evaluating
- progress monitoring

Additional Strategies Needed to Support Student Success
- Teaching explicit reading in all content areas
- Vocabulary acquisition strategies
- Interventions for students not meeting requirements
- Teaching writing across the curriculum
- Common literacy language among faculty (such as the seven habits of an effective readers as listed in the "Why" document)

Current Classroom Resources
- Class sets of more complex texts (novels, anthologies, textbooks) for all content areas per

Common Core requirements
- Textbooks for content-areas (note: few content areas at each grade level have current textbooks)
- Content-area extended texts
- Periodicals
- Teacher-supplied classroom libraries
- CRCT practice books
- SMART Board and ceiling-mounted projector (103 total)
- One to five student desktop computers
- One teacher desktop computer
- One printer
- Voice amplification system

Resources, Strategies, and Materials-CC 2014

Funding will be used foremost for professional learning. Content-area teachers who are responsible for CCGPS literacy standards will participate in professional learning as documented in the Professional Learning Strategies Identified on the Basis of Documented Needs portion of this document. Secondly, SRI will be purchased with SRCL funds as stated on the Assessment Chart for SRCL Grant. Next, funding will be used to purchase materials to increase student engagement (e.g. document cameras, tablets, high interest texts, etc.). Non-SRCL resources will continue to provide funding for classroom periodicals and an online essay scoring system. Proposed technology purchases will support RTI (interventions), student engagement, instructional practices and writing through the following:

- **Document cameras**
  o immediate use of student writing (exemplars) for modeling of best writing techniques (genre-specific skills, content-specific skills, editing skills, revision strategies, etc.)
  o guided practice/modeling of completing constructed response items
  o immediate use of assessment to drive instruction (looking at student work while students are working and immediately using the students' work to focus on a skill that students may be struggling with)

- **Tablets**
  o increase student use of technology within the learning process to promote engagement and relevance (The What, pg. 11) by providing additional tablets
  o production, publishing, and communication/presentation of writing across the curriculum and other technology-based projects such as research (meeting Common Core standards)
  o allow for interaction and collaboration with others through the use of digital sources (meeting Common Core standards)
  o used in conjunction with classroom SMART Boards (teachers can sync tablets to SMART Boards and use apps available on the tablet)
  o download apps to be used with students in all classes (regular and special education) and during scheduled intervention times
  o document student work (using camera feature) to post work on website
  o creation of videos and other multimedia presentations
  o use as an e-reader

Resources Needed to Implement the Literacy **Plan**

Professional Learning Strategies

Teachers at Cross Creek participate in a wide variety of professional learning that is embedded during the school day. Regular Education teachers, Special Education teachers, and Gifted Education teachers all participate in the same training. Teachers meet every Monday to plan collaboratively and share strategies. Every Tuesday all teachers meet for some type of professional learning (webinars, redelivery of strategies, etc.)

Professional Learning 2013-14

Professional Learning Activities (2014-15)	% of Certified Staff Attended
Analyzing student work from Fall Writing Screeners	41%
GA milestones, Writing in the Math Classroom	39%
CCGPS Unit Writing in Reading, Language Arts, and Writing	41%
FAST TEAM (Elementary)	2.75%
Passage Based, Benchmark Planning	5%
Writing Screeners	2.2%
Grade Level Learning Groups	Teachers (100% of certified staff)
Analyzing student work from Winter Writing Screeners	41%
School Literacy Team	Teachers/Administrators (23% of certified staff)
System Literacy Team	Selected Teachers/Administrators (7.3% of certified staff)

On-going professional learning for Cross Creek teachers

- Grade Level Learning Group Meetings
- TKES (Teacher Keys Effectiveness System)
- Computer Applications trainings: Laurie Dawson/Danna Golden
- SACS Review

- Formative Instructional Practice
- Use of Statewide Longitudinal Data System resources

Programmatic Professional Learning Needs Identified in Needs Assessment

As indicated by the needs assessment which was completed by all certified staff, the preferred method of delivery of professional learning is in person.

To successfully implement the SRCL project, teachers at Cross Creek Elementary need professional learning opportunities to increase their methodology and pedagogy skills in order to effectively:

- Mentoring for new teachers
- How to effectively use Lexiles
- Effective writing strategies
- Direct and explicit strategies for language/grammar instruction
- Direct and explicit reading strategies to help struggling readers
- Literacy instruction across the curriculum
- Use student work and data as a means of progress monitoring to develop, revise, and differentiate classroom instruction.
- Implement research-based best practices to teach academic vocabulary.
- Use technology to motivate learning, promote engagement and relevance, differentiate instruction, implement intervention and enrichment, and assess student achievement.
- Implement research-based practices to incorporate strategies that promote active learning within a response-to-intervention framework.
- Professional learning on assessment writing using varied Depth of Knowledge question stems.
- Teach writing in all content areas.
- Implement assessments required by the Striving Readers Grant
- Implementation and use of DIBELS Next to identify at risk students
- Disaggregating DIBELS Next data

Process Used to Determine if Professional Development was Adequate and Effective

- Summative data from CRCT, ITBS, CoGat
- Walk-through observations
- Analysis of Easy CBM data (fluency, vocabulary, comprehension
- Grade level meetings and analysis of student work
- Analysis of third grade writing assessment scores
- Collaborative sharing of successful strategies being used in classrooms

Professional Learning Plan

In order to successfully implement materials and strategies to promote a strong literacy program, continuous professional development is needed. Cross Creek is proposing the following plan to provide administrators, teachers and paraprofessionals with sufficient release time and training.

Goal: Increase the percentage of students scoring at and above expectation in reading.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide research-based professional learning on components of literacy for all staff (The Why, p.141)	Fall 2015 Ongoing	Building Block 4 A	PLC documentation and minutes CCGPS Units Walk-through observations of implementation Summative Assessment Data, Easy CBM data
Ensure daily literacy block of 90-120 minutes includes all literacy components (whole group explicit instruction and differentiated instruction small groups) (The What, p. 10)	Fall 2015 Ongoing	Building Block 1 C	
Purchase needed technology for classroom teachers. Provide professional learning to assist teachers in the use of technology components in the classroom. (The What p. 11)	Fall 2015 Ongoing	Building Block 3 C Building Block 4 B,D	
Provide instructional technology to enhance literacy instruction through information literacy, media literacy, communications and technology literacy (The Why p. 56)	Ongoing	Building Bock 4 A	

Goal: Using school-based data design a comprehensive system of interventions for all students.

Professional Learning Strategies-CC 2014

Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Train teachers on effective data usage for planning/implementation interventions and monitoring student progress	Fall 2015 Ongoing	Building Block 3 A, B, D	PLC documentation and minutes

CCGPS Units

Walk-through observations of implementation

Summative Assessment Data, Easy CBM data |
| Purchase DIBELS Next and strengthen use of screening, diagnostic, and progress monitoring assessments (The What, p. 11) | Fall 2015 Ongoing | Building Block 3 A,D,E

Building Block 2 | |
Purchase and train individuals on appropriate intervention materials	Fall 2015 Ongoing	Building Block 5 A, C, D	
Schedule protected intervention time during the day	Fall 2015 Ongoing	Building Block 5 C, D	
Review data to determine effectiveness of instruction	Spring 2015 Ongoing	Building Block 2 C Building Block 4 B	

Goal: Increase the percentage of students scoring at or above expectation in writing each year.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide professional learning on best practices of writing instruction across content areas (The What p. 10)	Fall 2015 Ongoing	Building Block 1 E Building Block 4 A, B	PLC documentation and minutes CCGPS Units Walk-through observations of implementation Summative Assessment Data, Easy CBM data
Conduct classroom literacy observations to assess current practice in writing instruction (The What, p.10)	Fall 2015 Ongoing	Building Block 1 A,D,E Building Block 2 B Building Block 4 A	
Ensure daily literacy block of 90-120 minutes includes all explicit writing instruction, guided practice, independent practice for all students (The What, p. 10)	Fall 2015 Ongoing	Building Block 1 C	
Purchase needed technology so that teachers are able to implement the creative use of technology within the learning process to promote engagement and relevance (The What, p. 11)	Fall 2015 Ongoing	Building Block 3 C Building Block 4 B,D	

Sustainability Plan-CC 2014

Sustainability of the SRCL grant will be top priority. District-level leaders will work with school-level literacy leaders to ensure that the necessary resources, training, and materials are available to fully implement the Georgia Literacy Plan at Cross Creek.

To extend the assessment protocol beyond the grant period the following will be continued:

- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments

- Use technology to share student progress with families in an easily interpreted format.

- Provide assessment measures that can help identify high achieving learners as well as assessments to influence instructional decisions regarding RTI

- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing progress)

- Record scheduled training sessions to train/retrain staff who administer assessments to maintain use of standardized procedures and accurate data recording.

- Acknowledge staff's efforts to improve use of assessment data to inform instruction.

- Make data-driven budget decisions aligned with literacy priority

- Use technology for communicating data to district literacy leadership.

- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals.

- Evaluate the effectiveness of programs/policies

- Redefine school improvement goals

- Adjust curriculum alignment to eliminate gaps

- Ensure students are appropriately placed in specific programs

- Share/analyze student work samples as a way to inform instruction during collaborative planning

- Utilize online options for collaboration among teachers within and across schools on lesson planning

- Record online collaboration sessions for those who could not attend at the designated time

- Use school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

- Continue to build collaborative data meetings into the monthly calendar

- Use online options to continue to train new members of the meetings in the expectations and functions of the established protocols

- Ensure that the data storage and retrieval system is effective and efficient

We will utilize the parent/community coordinator *to develop community partnerships and/or other sources to assist with the funding of initiatives requiring yearly cost commitment.* Supporters will be well-publicized via the community newspaper, school website and social media page.

To maintain technology SPLOST, Title VI, Title I, and Title IC monies are and will continue to be used. *To maintain site licenses*, Title monies will be used. *Supplemental print materials* can be purchased with Title I funds. *Other print materials* will continue to come from school budgets.

To maintain ongoing professional learning practice

- weekly protected collaboration time will be set aside

- topics based on the needs assessment will be scheduled on the yearly calendar and conducted on furlough days, during release time, or summer

- pertinent staff observe classrooms where best practices are already in place

- school based experts share knowledge during grade level and content area meetings

- record online collaboration sessions to be viewed by those who could not attend training at designed times

- use online training

- videotaping and peer-to-peer coaching

- encourage teachers to participate in online professional communities

- continue to analyze the training to determine the impact of teaching strategies

Cross Creek's Budget Summary

In the Cross Creek needs assessment, it was determined that there has been a lack of funding for professional development. Cross Creek will provide professional development for existing teachers to acquire skills to implement and improve instruction and universal screening tools. We will add to our classroom based resources to incorporate literacy into all content areas.

Professional Learning	Unit Price	Number of Units Needed	Total Price
Professional Learning Days (including travel expense, consultant fees, stipends for teachers, release time (subs), and materials *Each learning group will receive at least 3 days of professional learning per year *Training days may include, not are not limited to: explicit literary instruction in all content areas, implementation and use of intervention materials, and differentiated instruction	65 staff members x 3 days of training (8 hour days)	$100 per day x 195 days	$19,500
Training for Intervention Specialists	2 Intervention Specialists x 5 days of training (8 hour days)	$100 per day x 10 days	$1,000
DIBELS Next training for all staff members	1 day for entire school staff	$300 consultant fee + teacher stipend ($150 x 65 teachers/ paraprofessionals)	$10,050
Training for Technology Support (including how to use tablets/applications, computer programs, site-based programs, etc.)	1 day for entire school staff	$75 x 65 teachers/ paraprofessionals	$4,875
			TOTAL: $35,425

Budget Summary-CC 2014

Resources Needed to Implement the Literacy Plan and Increase Student Engagement

Resources	Unit Price	Number of Units Needed	Total Price
Intervention resources		$25,000	$25,000
Writing interventions		$10,000	$10,000
Research-based literacy instructional materials		$1,000	$1,000
Extended texts	5 sets of 30 books for 8 titles = 1,200 books	5 sets of 30 books for 8 titles = 1,200 books	$18,000
Readalongs		$5,000	$5,000
Tablets	$500	6 per class x 45 classes =270	$135,000
Charging Carts	$600	9	$5,400
Infrastructure Update	$500	10	$5,000
Document cameras	$400	35	$14,000
Tablet-based applications	$50	$50 per tablet x 270 tablets	$13,500
Tablet accessories		$1,500	$1,500
Wireless (network) printer	$200	10	$2,000
E-books	$10	1500 books x $10	$15,000
Resources to increase parental involvement		$1,500	$1,500
Total			**TOTAL: $251,900**

Screeners	Unit Price	Number of Units Needed	Total Price
Scholastic Reading Inventory	$13	Licenses for 850	$11,000
DIBELS Next	$8,000 (online fee per year)	3 years	$24,000
Total			**TOTAL: $35,000**

Totals	Unit Price	Number of Units Needed	Total Price
Professional Learning			**$35,425**
Resources			**$251,900**
Screeners			**$35,000**
Grand Total			**$322,325**