

**GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program**

LEA Grant Application

System Cover Sheet

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr. 1758 Twin Towers East Atlanta, GA 30344		DOE Use Only: Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Clarke County School District		Project Number: (DOE Assigned)	
Total Grant Request: \$3,316,782		System Contact Information:	
Name: Dr. Mark Tavernier		Position: Director of Teaching and Learning	
Phone: 706-516-7721		Fax: 706-549-0555	
Congressional District: 10		Email: tavernierm@state.k12.ga.us	

Sub-grant Status

- Large District (45,000 or more students)
 Mid-Sized District (10,000 to 44,999 students)
 Small District (0-9,999 students)

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

STRIVING READERS

Clarke County School District's Grant Proposal

I. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

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

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

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

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

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

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

Table 2: 2011 CRCT Results in Reading and Language Arts – Grades 3, 5, and 8¹							
Schools	% Reading DNM			% Language Arts DNM			
	3	5	8	3	5	8	
Alps Road ES & Clarke MS	20.0	25.0	8.1	23.6	18.8	14.9	
Barnett Shoals & Hilsman MS	16.2	8.1	5.3	22.1	4.2	10.3	
Barrow ES & Clarke MS	7.4	9.6	8.1	10.3	1.9	14.9	
Chase Street & Clarke MS	9.4	15.8	8.1	9.4	5.3	14.9	
Cleveland Road & BHL MS	12.7	3.8	5.3	16.4	7.5	16.0	
Fowler Drive & Coile MS	16.3	9.3	10.3	20.4	3.7	11.4	
Gaines ES & Hilsman MS	25.6	10.3	5.3	29.5	13.8	10.3	
Harris Charter ES & Coile MS	15.1	18.2	10.3	8.2	14.3	11.4	
Oglethorpe ES & BHL MS	15.6	15.5	5.3	20.8	13.1	16.0	
Stroud ES & Coile MS	13.0	11.1	10.3	24.1	13.9	11.4	
Timothy Road ES & Clarke MS	3.1	11.5	8.1	12.5	7.7	14.9	
Whit Davis ES & Hilsman MS	12.0	7.8	5.3	14.1	4.9	10.3	
Whitehead Road & BHL MS	6.7	15.2	5.3	9.6	12.1	16.0	
Winterville ES & Coile MS	22.0	26.4	10.3	28.8	14.8	11.4	

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

¹ Shaded rows indicate schools targeted for CCSD’s Striving Readers project.

district's lowest scoring middle school.² At a time when the English/Language Arts Common Core Georgia Performance Standards are being implemented in Georgia, our schools need to prepare students for the increased rigor of the new state standards by identifying each student's skill deficits, designing targeted intervention plans (RTI), and monitoring each student's progress as they master the reading skills necessary for reading competency at or above their current grade levels. For disaggregated CRCT results, see Table 7.

High School Reading and Writing Tests: CCSD does not currently determine Lexile scores for high school students, but will do so using the Scholastic Reading Inventory with Striving Readers grant funding. English Language Arts and Writing scores are shown below:

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

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

b. High School Graduation Data:³

² This data represents scores prior to summer retests.

³ CCSD's third high school, Classic City High School, is a small (125 students), alternative, self-paced high school.

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

c. Early Learning Readiness: CCSD's Office of Early Learning (Early Head Start, Head Start, Pre-K, and Early Reading First) administers the Peabody Picture Vocabulary Test (PPVT-IV) twice a year, in fall and spring, to children ages 3-5. For three-year-olds, the fall 2010 administration revealed that only 45% of students were on target for language development, while the spring 2011 administration demonstrated that 70% of students were on track—a growth factor of 25 percentage points. In the fall of 2010, 42% of children entered Clarke County's Pre-K program with significant language delays. While 58% of Pre-K students demonstrated age-appropriate language development in the fall, 81% of students did so in the spring—a growth rate of 23 percentage points, indicating that 81% of our Pre-K students were ready for kindergarten by the end of the school year.

The results of the 2011 Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment, shown in Table 6 below, reveal that for Clarke County kindergarten students, the English/Language Arts scores across the district are slightly better than the state average; however, the percentage of students with *low motivation to learn* ("Approaches to Learning") is significantly worse than the state average, especially in two of the target elementary schools, Stroud and Winterville; target schools are shaded:

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

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

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

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

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

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

f. Teacher Participation in Professional Learning Communities or Ongoing Professional Learning at the School: See school proposals.

II. NEEDS ASSESSMENT

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

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

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

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

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

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

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

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

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

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

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

III. AREAS OF CONCERN

a & b. Areas of Concern as They Relate to the Researched-based Practices Found in

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

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

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

IV. ROOT CAUSE ANALYSIS

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

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

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

b. Specific Grade Levels Affected: Literacy practices at all grade levels must be improved.

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

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

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

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

V. PROJECT GOALS AND OBJECTIVES

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

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

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

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

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

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

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

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

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

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

e. Goals to Be Funded with Other Sources: All of the Striving Readers Goals will be supported with local, state, federal funds and competitive grant funds when available.

VI. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

a. Plan to Implement the Goals and Objectives Identified: Over the past several years, Clarke County leaders and teachers have implemented some elements of a comprehensive, districtwide literacy plan, but until the Striving Readers grant opportunity became available, CCSD had never designed or implemented an evidence-based birth-through-12th-grade literacy plan. During Year 1, CCSD will provide targeted, differentiated professional learning for administrators and teachers in the six Striving Readers schools and Early Learning Center; implement reading and writing across the curriculum; develop Reading Growth Charts that will immediately enable teachers to identify and respond to students at all performance levels; purchase new instructional materials and diverse texts; base lesson plans on the Common Core GPS; and implement handheld computing devices in target grades to increase student engagement. During Year 2, CCSD will provide professional learning and will develop a scope and sequence for CCGPS ELA Standards. In years 3-5, CCSD will collect and report data and will continue to administer the Striving Readers Literacy Plan in target schools and expand SR practices to additional schools. Dr. Mark Tavernier, Director of Teaching and Learning, will serve as Project Director for the Striving Readers grant. Dr. Tavernier administers CCSD’s curriculum and instruction programs in all content areas, the district’s professional-learning program, textbooks, and state and federal grant projects in the content areas. In addition, he supervises content coaches and instructional technology specialists. As Project Director, he will facilitate the work of a districtwide Literacy Team initially composed of leaders and teachers from the six targeted schools and Early

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

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

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

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

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

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

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

d. Current Instructional Schedule:

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

e. Plan for Tiered Instruction:

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

f. Materials Currently Used for Tier 1 Instruction: Table 15 lists reading series and materials for all Clarke County schools. These materials, and others specific to individual schools, are used for reading/language arts instruction.

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

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

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

Table 16: Literacy Plan for Tiers II, III, and IV Instruction

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

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

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

VII. PROFESSIONAL LEARNING STRATEGIES BASED ON DOCUMENTED NEEDS

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

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

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

⁵ Starting dates; PL continued throughout the school year.

⁶ Some teachers attended numerous PL sessions and therefore may be counted two or more times.

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

d. Detailed List of Ongoing Professional Learning:

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

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

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

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

VIII. ASSESSMENT/DATA ANALYSIS PLAN

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

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

needs and changes to instructional delivery. Use of the Data Team Process can facilitate the steps of the RTI actions required during the 2011-2012 school year. For the 2011-2012 Assessment Calendar and further discussion of CCSD's Data Analysis, see Appendix A.

c. Comparison of the Current Protocol with the Striving Readers Assessment Plan: Table 18 compares the district's current assessment plan with a proposed assessment plan.

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

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

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

Elementary schools will incorporate an assessment, such as DIBELS, to identify students having difficulties with phonemic awareness and phonics. Coile Middle School and Cedar Shoals High School will adopt an assessment, such as the Scholastic Reading Inventory (SRI), that will provide student Lexile scores for the first time to track students' RTI plans.

e. Current Assessments That Might Be Discontinued: For high school students, CCSD currently uses district-based screeners and assessments such as *STEEP MAZE* to identify reading levels. As a result of Striving Readers, CCSD will discontinue this assessment and use Scholastic Reading Inventory for all students and other interventional assessments as needed.

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

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

g. How Data Is Presented to Parents and Stakeholders: CCSD has a districtwide Family Engagement and Equity Plan for families of Clarke County students with seven components: family inclusiveness, effective communication, parenting skills, equitable school culture, shared decision-

making, community collaboration, and equity in human resources. Because all CCSD schools are Title I schools, they utilize a “School-Family Partnership Agreement” that clarifies goals, expectations, and shared responsibilities of the school and parents as partners for student learning. The Agreement or compact is signed and dated by the student, parents, and teacher. CCSD’s website provides teachers, students, parents, and community with AYP data, CCSD’s Strategic Plan with District Performance Measures and aggregate data, “Facts and Figures,” “Annual Performance Report,” and many other reports of interest to stakeholders. Report cards and parent-teacher conferences provide parents with academic data on their children.

IX. EXPERIENCE OF THE APPLICANT

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

Table 19: Other CCSD Initiatives
<ul style="list-style-type: none">• CCSD partners with the Georgia DOE and University of Georgia College of Education to develop new model-learning environments with an emphasis on student use of technology embedded into everyday learning. DOE will provide instructional technology consultation, technical assistance, access to Georgia Virtual online content, professional learning, assistance with funding formulas and waivers, and statewide purchasing. UGA will assist with teacher preparation, professional learning, and research related to instructional design, student learning, and teacher practices.

- | |
|--|
| <ul style="list-style-type: none"> • CCSD partners UGA’s College of Education to develop and implement Professional Development Schools (PDS). Several schools are at various stages of implementing PDSs. Harris Elementary was the first PDS school. A Professor-in-Residence and many UGA faculty and students are in classrooms throughout the day. |
| <ul style="list-style-type: none"> • CCSD partners with the UGA College of Education and Franklin College of Arts & Sciences to implement eight years of state Math and Science Partnership grants. |
| <ul style="list-style-type: none"> • CCSD partnered with Athens Technical College to construct and implement the Athens Community Career Academy, a charter program that opened in August 2011. |

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

- 1) Professional-Learning Communities for school and district leaders meet each month to engage in data analysis and professional growth as leaders.
- 2) International Baccalaureate Middle Years Programme (grades 6-10).
- 3) Orchestra programs at Coile Middle School and another middle school and afterschool orchestra and band programs for several elementary schools.
- 4) CCSD’s Advanced Placement Fee Program pays for one AP exam for students.

c. Description of the LEA’s Capacity to Coordinate Resources in the Past: CCSD

Coordinates millions of dollars worth of formula and competitive grants each year under the direction of Dr. Noris Price, Associate Superintendent of Instructional Services and School Performance. Dr. Price and district directors in charge of Title I, Title II, Title III, Title VI, Head Start, Early Head Start as well as competitive grants, such as Math and Science Partnership grants, 21st Century Community Learning Centers grants, and Early Reading First grants, routinely coordinate grant budgets with other federal, state, and local fiscal resources.

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

afterschool and summer contract and four 21st Century Community Learning Centers (21st CCLC) grants. The original philosophy and instructional approaches (relevant, engaging, hands-on, project-based academic enrichment) that defined the district’s first 21st CCLC were subsequently adopted by all of the district’s out-of-school programs.

X. RESOURCES

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

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

b. List of the Resources Available at Each Building:

- SmartBoards & overhead projectors

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

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

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

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

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

XI. MANAGEMENT PLAN AND KEY PERSONNEL

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

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

- Dr. Noris Price, Associate Superintendent for Instructional Services
- Dr. Mark Tavernier, Project Director
- Carlyn Maddox, Secondary Literacy Coach
- Alita Anderson, Elementary Literacy Coach
- Linda Sprague, Office of Early Learning Professional Learning Coordinator
- Dr. Tony Price, Cedar Shoals High School
- Dwight Manzy, Coile Middle School
- Anissa Johnson, Fowler Drive Elementary
- Xernona Thomas, Harris Elementary
- Dr. Ingrid Gilbert, Stroud Elementary
- Debbie Haney, Winterville Elementary
- Tom Guthrie, Director of Business Services

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

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

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

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

of the administrators, teachers, literacy coaches, and instructional technology specialists involved in implementing the Striving Readers grant program as described in this grant proposal will have an orientation session focused on the details of CCSD’s Striving Readers implementation plan, as well as DOE’s “What” and “Why” documents (and the “How” document when it becomes available). At the orientation session, all CCSD personnel will sign a commitment statement pledging to work towards accomplishing the project’s goals and objectives and grant activities described in the district’s grant

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

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

XII. SUSTAINABILITY PLAN

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

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

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

- Facilitate reading and writing across the curriculum

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

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

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

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

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

STRIVING READERS

Early Learning Center Grant Proposal

Clarke County School District

XIII. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

d. School and student data: Clarke County School District’s (CCSD) Early Learning Center (ELC) houses the administrative and support personnel for the Office of Early Learning (OEL), and 9 Birth-to-five classrooms: 3 *Preschool Special Education (PSPED)*, 5 *Georgia Lottery-Funded Pre-Kindergarten (Pre-K)* and 1 *Early Head Start (EHS)* classroom. Two of the Pre-K classrooms also serve *Head Start (HS)* children and their families, and 2 serve Pre-K SPED children in an inclusion setting. The ELC is the central intake site for Clarke County families seeking early childhood education services (birth to age 5). All Clarke County elementary schools house Pre-K classrooms. Three of the 4 “feeder” elementary schools—Harris, Stroud, and Fowler—referred to throughout the district’s grant application, also provide a HS 3-year-old classroom at each site. One EHS infant and toddler classroom, served by the OEL, is housed at Cedar Shoals High School. The infant and toddler classrooms serve children of adolescent parents who are continuing to seek their high school diploma.

OEL Administrative Leadership Team

Dr. Shelley Goodman, Director, OEL	Javier Zapata, Family Engagement
Gregory Hull, Coordinator, Pre-K	Angie Moon de Avila, Coordinator, EHS/HS
Linda Sprague, Coordinator, Prof. Learning	Chris Walker, Ed. Manager, EHS/HS
Carolyn Wolpert, Coordinator, ERF	Jennifer Polick, Fiscal Specialist
Jean Memory, Pre-K Registrar	Betty Coy, Data Specialist/ERF

Members of ELC Instructional Leadership Team (ILT):

Dr. Shelley Goodman, Director, OEL	Rachel Scott, Pre-K SPED inclusion
Gregory Hull Coordinator, Pre-K	Anna Slocum, HS Pre-K SPED inclusion
Sarah Scott, PSPED	Dorsey Stroup, HS/EHS Education Specialist

e. High School Graduation Data: See the LEA’s Striving Readers Plan and Cedar Shoals’ grant proposal.

f. Early Learning Readiness: The chart below displays baseline data for 3- and 4-year-olds entering CCSD classrooms from fall 2007 to the present year. The data indicate that many CCSD preschoolers are entering classrooms with language levels significantly below national norms.

Percentage of Students Meeting Norm-Reference Assessment (“100” is average score.)

Assessment		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
PPVT	3s	67	19	60	55	45
PPVT	4s	44	43	44	55	61

g. Disaggregation of data in subgroups

OEL SRCL Cluster - Percentage Meeting Year-End Benchmarks					
Assessments	Groups	2008	2009	2010	2011
PPVT III/IV	3 yr. olds	n/a	n/a	57	53
PPVT III/IV	4 yr. olds	46	54	70	75
PPVT III/IV	ELL	36	27	45	62
PPVT III/IV	SWD	no data	38	55	54
PALS Uppercase Letters	3 YR OLDs	n/a	n/a	27	73
PALS Uppercase Letters	4 yr. olds	56	66	71	75
PALS Uppercase Letters	ELL	48	60	60	78

PALS Uppercase Letters	SWD	no data	65	73	71
PALS Print and Word Awareness	3 yr. olds	n/a	n/a	29	51
PALS Print and Word Awareness	4 yr. olds	39	34	57	50
PALS Print and Word Awareness	ELL	42	40	42	48
PALS Print and Word Awareness	SWD	no data	29	18	25
PALS Rhyme Awareness	3 yr. olds	n/a	n/a	20	65
PALS Rhyme Awareness	4 yr. olds	37	43	64	57
PALS Rhyme Awareness	ELL	26	13	51	52
PALS Rhyme Awareness	SWD	no data	18	27	25

The table above shows disaggregated literacy data for the 3s' and 4s' classes included in the SRCL grant.

PPVT III was used through AY '09, followed by PPVT IV in AY '10 and '11. In 2008, data were not disaggregated for SWD, but were included in subsequent years. Head Start 3s' classrooms opened at Harris, Stroud, and Fowler in AY 10. In 2010, 2 PSPED self-contained classrooms transferred to the ELC, with an additional self-contained classroom opening in 2011.

e. Teacher Retention Data: CCSD Pre-K teacher retention rate for year ending 2012 for the teachers serving classrooms in the SRCL proposed cluster is projected to be 71% based on current data. For school years ending 2010 and 2011, the retention rate at these schools was 100%. These are the two years previous to the reduction in the Pre-K calendar by Governor Deal. The retention rate for HS 2011 is 100%, and for 33% 2012 (projected). The retention rate for PSED, EHS and Home Educators for these years is also 100%. Also see Appendix A.

f. Teacher participation in professional learning communities or on-going professional learning at the school: Attendance in Professional Learning (PL) sessions at the OEL for the past 4 years is high. In 2007 and 2009, the CCSD OEL was awarded two Early Reading First Grants (ERF) (the largest ERF grants in the nation) to serve classrooms housed at the ELC, Stroud and Fowler. The second ERF grant includes

Winterville and Harris elementary schools. A reduced-class model was implemented to provide one extra staff member (ERF literacy interventionist). These interventionists provide literacy interventions for students identified as being at risk for early reading failure. The ERF grants require 200 hours of professional learning (PL) per year of funding for all teachers and support staff in 3- and 4-year-old classrooms. From 2007–2011, teachers and other support staff in the OEL have attended more than 650 hours of PL. This PL was designed to promote effective implementation of essential emergent literacy skills and concepts. Head Start teachers were included in ERF training. Training for Early Head Start teachers included 40 hours per year on topics in child development domains, including emergent literacy skills. Training for Home Educators included EHS/HS regulations, philosophy, social services delivery and characteristics of adult learners. Home Educators' training includes the Parents As Teachers model with language and literacy components. PL included differentiated PL formats such as study groups, large and small group formal PL, data analysis, peer observations, transition activities, and individual coaching. Experts in the field of emergent language and literacy development were contracted to deliver PL that was based on contemporary evidenced-based reading research. Study groups facilitated by ERF coaches and HS education specialists focused on the foundations of early literacy and using formative and summative data to inform instruction. (See section X. d for a detailed list of on-going PL.)

All lead teachers, teaching assistants, Interventionists, and administrators from the OEL attended PL sessions during off-contract days, as well as during regularly scheduled district PL days. During the first ERF grant, there was 100% attendance in all PL sessions. Since the end of the first ERF grant, participation in PL by all staff at the ELC, including teachers of 4-year-olds at Stroud and Fowler elementary schools, has dropped to 46%. These data reflect the requirement of Lead Teachers' attendance which is at 92% since the end of the first ERF grant.

XIV. NEEDS ASSESSMENT

a. Description of the materials used in the Needs Assessment: The OEL Literacy Team developed a needs survey based upon the Building Blocks from the Georgia Literacy Plan to address the unique language and emergent literacy skills for children enrolled in the birth-to-five programs, as referenced in the “What” document. The OEL Literacy Team also reviewed OEL’s School Improvement Plan, which includes student achievement data from the Developmental Profile-3 (DP-3), the Peabody Picture Vocabulary Test (PPVT), and the Phonological Awareness Language Screening for Preschool (PALS). Teacher data included CCSD classroom observation data and Classroom Assessment and Scoring System (CLASS) observational data. In addition to student, teacher, and school data, the Literacy Team reviewed community assessment data from the Head Start Community and Self Assessment.

b. Description of the Needs Assessment Process: Student data were analyzed by the Literacy Team during a summer retreat in 2011. OEL’s School Improvement Plan was written from conclusions drawn from the review of student achievement data, classroom observation instruments, community assessment data, and teacher retention data. OEL’s School Improvement Plan aligns with the goals and objectives of CCSD, the Head Start Child Development and Early Learning Framework, the Georgia Early Learning Standards, and the Pre-K Content Standards. The areas of need identified by the Literacy Team include concepts of print, oral language development, writing, mathematics, and social emotional development. (See Appendix B: School Improvement Plan). While the student achievement data provided in our School Improvement Plan demonstrates an upward trajectory in student performance and achievement in language and literacy development, a distinct and pronounced achievement gap remains. Observational data of teacher implementation of standards-based instruction indicate that 62.65% of teachers do not consistently provide feedback to children related to performance on

standards. These data were gathered through teacher observations via the CCSD observation instrument. Writing recently emerged as a focus in OEL’s School Improvement Plan when it was reported that only 69% of Pre-K students were scored as proficient “Understands Purposes for Writing,” as measured by the Work Sampling System, an observational tool required by the Georgia Department of Early Care and Learning.

In December 2011, the OEL distributed the Birth-to-Five Needs Survey to teachers, Home Educators, HS/EHS Education Specialists, and ERF literacy coaches. The responses were anon-ymous to solicit honest feedback. Thirty surveys were distributed and 30 were returned, yielding a 100% response rate. The responses were recorded and tabulated in an electronic spreadsheet. The OEL Literacy Team determined the areas of concern identified in the survey as phonological awareness, writing, vertical alignment (teaming), and common planning. The areas of concern were compared to areas previously identified in our School Improvement Plan.

c. Participating in the Needs Assessment Process

Name/Title	Name/Title
Shelley Goodman, Director, OEL	Chris Walker, EHS/HS Education Manager
Gregory Hull, Pre-K Coordinator	Tiffany Flanders, HS Education Specialist
Carolyn Wolpert, ERF Coordinator	Vnette Fabregas, EHS Education Specialist
Angie Moon de Avila, EHS/HS Coordinator	Dorsey Stroup, EHS/HS Education Specialist
Linda Sprague, PL Coordinator	Javier Zapata, Family Engagement
Eden Gillespie, PSPED Coordinator	

XV. AREAS OF CONCERN

a. Clearly identifies the Areas of Concern as they relate to the Researched-based practices

Found in the “What” Document:

- Children are not developing age-appropriate writing skills
- Teacher Retention Rate has dropped
- Children are not becoming proficient in learning to discriminate the sounds of spoken language (Phonological Awareness)
- Inadequate opportunities for PL, vertical and horizontal alignment via “teaming”
- Standards-based instruction is not fully implemented in all classrooms

b. Age, grade level, or content areas in which the concern originates: The birth-to-five programs address the developmental needs of the whole child and student growth in all content areas and developmental domains is a continual concern and focus of our intervention and instructional efforts. In the infant and toddler classrooms and for children served by Home Educators in the HS Home-Based Program, there is a pronounced need for materials and equipment to supplement basic materials provided by EHS/HS. PSPED classrooms are in need of updated adaptive materials and equipment and basic supplies to support classroom instruction. All age- and grade-banded environments need allocated time for teaching teams to collaborate horizontally and vertically. (Infant/Toddler to 3-yr-old to 4-yr-old to K). The Pre-K instructional calendar was reduced. This reduction means that children who come to school with the most risk factors receive 130 fewer hours of instruction /year until Governor Deal reinstates these days.

c. Areas of concern and details of the steps the school has or has not taken to address the problem:

Area of Concern	Steps school has taken	Steps not taken
Children are not developing age-appropriate emergent writing skills.	Provided teachers with “Stages of Writing” guide; Monitoring of writing supplies and materials available in classrooms; PL provided in modeled (Write Aloud Think Aloud) and shared writing; Older computers and materials moved from the ERF-supported classrooms have been shared with the EHS and PSPED classrooms as appropriate; Ed. Spec. hired by EHS/HS to work with Home Educators; training for EHS teachers is increased from 40 hours/year to a min. of 70 hours/year; coaching by literacy coaches.	Training for teachers in analyzing student writing and designing lessons for “next steps” in instruction.
Teacher Retention	Certified teachers who had served as Interventionists	

Rate has dropped	in the ERF program and trained for 1 or more years in ERF components of language and literacy instruction were hired to fill many vacated positions.	
Children are not becoming proficient in learning to discriminate the sounds of spoken language (Phonological Awareness)	EHS classroom teachers are trained to use oral language development strategies; extensive PL for all programs in developing oral language and phonological awareness; data collection and analysis training; Ed. Spec. hired by EHS/HS to work with Home Educators; training for EHS teachers is increased from 40 hours/year to a minimum of 70 hours/year; coaching by literacy coaches.	
Inadequate opportunities for PL, vertical and horizontal alignment via “teaming”	Horizontal data teams meet monthly to collaborate and plan common assessments and instruction; all teachers in all programs are invited to attend ERF-supported PL sessions (200 hours/year).	No vertical teaming among or between teachers in age- and grade-banded learning environments.
Standards-based instruction is not fully implemented in all classrooms.	Standards-based observations of instruction; specific feedback provided to teachers; PL focused on standards-based planning and implementation; development of Unit Maps to align standards to resources.	
Reduction in the instructional days for Pre-K.	CCSD Pre-K Coordinator, the Director of OEL exchanged 4 teacher PL/planning days for 4 additional instructional days.	

XVI. ROOT CAUSE ANALYSIS

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

The OEL Literacy Team performed an analysis of the Needs Survey and found that Teacher Retention for the 11-12 school year is an underlying cause for the concern about systematic and explicit instruction in phonological awareness. Intensive PL in all components of phonological awareness has been a focus of the ERF training from 2007 to present. Three teachers in Pre-K classrooms at the ELC have fewer than 3 years experience as lead teachers. Of the remaining Pre-K teachers, two have fewer than 2 years experience and the EHS teachers also have fewer than 2 years experience. These teachers have not participated in the intensive PL provided by ERF. A second area of concern centers on attention given to writing development. Consequently,

the PL provided through the ERF grant has only begun to focus on writing after data was collected and analyzed to assist with the development of our School Improvement Plan. The Director of the ELC and the coordinators of EHS/HS, Pre-K, and ERF have recognized the need for “teaming” horizontally and vertically to provide opportunities for common lesson and assessment planning and to provide teachers in each age- and grade-banded opportunities to learn about teaching and learning strategies from each other as well as opportunities to share student achievement data. Teachers have also identified vertical and horizontal teaming as a need.

b. Specific Grade Levels Affected: Teachers at the ELC at and in 3 and 4-year old classrooms housed in the “feeder” elementary schools are affected by the lack of vertical and horizontal teaming. The teachers of infants and toddlers do not have a clear picture of the expectations for students in the 3-year-old classrooms. The teachers of 3- and year-olds are not always prepared for students who arrive in their classrooms with low levels of language development. The need for training, materials, and equipment is prominent in all learning environments birth-to-five.

c. Specific Rationale for the Determination of the Cause: The needs assessment revealed that teachers are not well-trained in emergent language and literacy or in using data to provide interventions on a student-by-student basis. In addition, 33% of teachers who had been trained in the previous 4 years moved to K-5 classrooms in order to gain more stable employment/salaries.

d. What Has Been Done in the Past to Address the Problem: Intensive and rigorous PL has been provided for teachers. During coaching sessions and following classroom observations, teachers are provided specific feedback related their performance. Training in data analysis and its use to inform instruction, training for administrators and other support staff in assessment at the age- and grade-banded learning environment has been provided. The OEL leadership has also

participated in training and PL communities at the district level. See the chart in III c above for specific actions taken at the school level.

e. New Information the Needs Assessment Uncovered: Teachers are aware of the need for more systematic writing and phonological awareness instruction. The teacher retention rate is significantly lower in the 2011-2012 school year and PL that has been provided in the past needs to be redelivered to the new teaching staff.

XVII. SCHOOL LITERACY TEAM

a. Listing of the Members of the OEL Literacy Team

Shelley Goodman, Director, OEL	Eden Gillespie, PSPED Coordinator
Gregory Hull, Pre-K Coordinator	Chris Walker, EHS/HS Ed. Manager
Carolyn Wolpert, ERF Coordinator	Linda Sprague, PL Coordinator
Tiffany Flanders, HS Ed. Specialist	Vinette Fabregas, EHS Ed. Specialist
Dorsey Stroup EHS/HS Ed. Specialist	Javier Zapata, Family Engagement

b. Function of the Site-Based Literacy Team in Terms of the Needs Assessment: Members of the OEL Literacy Team meet monthly to review the implementation of the School Improvement Plan and ensure that action steps for improvement are being implemented. An impact check will be conducted at the mid-point of the school year to review current data and ensure that implementation is on target to meet the goals of the plan. During the impact check, action steps may be revised to ensure the goals are met. OEL's Literacy Plan will include the results of the needs survey; the team will revise the goals to address the findings of the needs survey and new action steps will be created.

c. Minutes of the Meeting of the OEL Literacy Team: In July of 2011, the OEL Administrative Leadership Team met to review and disaggregate the previous year's data and formed teams to analyze that data and complete a root cause analysis of the results. The information

gained from analyzing the data was used to create the current School Improvement Plan along with appropriate action steps. The team aligned OEL goals with CCSD goals. Following this meeting, the plan was presented to coaches to review with teachers in all programs. (See Appendix C.)

d. How OEL Literacy Team Communicates/Includes All Members of the Staff: Coordinators and managers will share OEL's Literacy Plan at faculty meetings and talk about the role of each staff member in implementing it. The Plan will be reviewed at data digs for Pre-K and teachers of three-year-olds. The Plan will be shared with Early Head Start teachers and Home Educators at faculty meetings. OEL's Literacy Team includes all members in the decision making process by including representatives from each program on the team. Representatives survey staff formally and informally determine their needs and bring that information to the OEL Literacy Team. Professional learning and other support for teachers and children will be provided based on this information.

XVIII. PROJECT GOALS AND OBJECTIVES

f. Clear List of Project Goals Directly Related to the Identified Needs: Goal 1: Provide high-quality PL to teachers and school administrators that focuses on how to use data to inform instructional decisions on a child-by-child basis, evidence-based reading research, literacy practices proven to be effective across the curriculum, and reading and writing instructional practices that address the necessary skill development in emergent readers and writers in the birth-to-five years. Goal 2: Provide teachers with the tools and information to deliver instruction using SBRR best practices in reading and writing instruction. Goal 3: Track student achievement and growth using federally approved benchmarks and locally developed assessments. (PPVT-4; Get It, Got It, Go) emergent concepts and skills in language and literacy) Goal 4: Provide vertical

alignment training in assessments and use of the data from those assessments from one learning environment to the next.

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

Goals	Objectives
1	<u>1.1</u> : All teachers in target schools will participate in a minimum of 40 hours of PL during Years 1-2 and 24 hours during Years 3-5. <u>1.2</u> : All building administrators and members of the Literacy Team will participate in 40 hours of PL on leading and implementing the Striving Readers literacy plan in their schools. <u>1.3</u> : 100% of teachers will improve their reading and writing instruction as documented by classroom observations. <u>1.4</u> : A minimum of 2 Pre-K teachers will earn Reading Endorsements by the of Year 2.
2	<u>2.1</u> : By the end of Year 2, 95% or more teachers will incorporate reading and writing instruction (e.g., oral language development, phonological awareness, print awareness, alphabet knowledge and writing) in their classes in large and differentiated small group settings. <u>2.2</u> : By the end of Year 2, 80% or more of teachers in target schools will incorporate developmentally appropriate play-based learning activities that promote the development of the whole child.
3	<u>3.1</u> : 100% of teachers will create Student Growth Charts in their schools based on summative and formative assessments. <u>3.2</u> : 75-80% of students will meet federally approved benchmarks in language and literacy development.
4	100% teachers in age- and grade-banded learning environments (birth through kindergarten) will participate in reciprocal PL focusing on vertical alignment.

h. Research-Based Practices in the “What” and “Why” Document as a Guide for Establishing Goals and Objectives

Research-Based Practices that Support Goals & Objectives	
Goals & Obj.	Research-Based Practices
Goal 1 Obj. 1.1-1.4	Teachers in age- and grade-banded learning environments will focus on studying children’s work and data to plan instruction and interventions on a child-by-child level; provide modeling, classroom observations, and coaching to improve instruction; explicitly teach children the writing skills and processes that go into creating text; emergent, screen-based genres; computer skills. Teachers must become proficient in the use of instructional technology.
Goal 2 Obj. 2.1 & 2.2	Teachers will participate in 6 hours of PL to learn how to strategically incorporate literacy instruction in all content areas; teachers will design project-based lessons that require children to practice in a play-based setting what they have learned during whole and small group differentiated instruction; teach children at all emergent reading levels and all content areas to visualize, question, make connections, predict, infer, determine importance, and synthesize/create; help children to relate content material to their own lives;

Goal 3 Obj. 3.1 Obj. 3.2	Teachers will use federally approved benchmarks and locally developed assessments to update Growth charts following summative and formative assessments; design and deliver lessons and assignments based on Growth Chart groupings.
Goal 4	Teachers will implement use of data from vertical and horizontal teaming to determine children's needs, design and implement appropriate instruction

i. Practices Already in Place When Determining Goals and Objectives

Goals & Obj.	OEL's Practices
Goal 1; Obj. 1.1-1.4	Intensive and rigorous PL based on SBRR.
Goal 2; Obj. 2.1 & 2.2	Materials and equipment necessary to delivering standards-based high quality literacy instruction.
Goal 3; Obj. 3.1 & 3.2	Three 4-hour data-dig summits/year for teachers of 3s and 4s; monthly data team (horizontal teaming); display of data in a confidential area so that all teachers and administrators can review current data.
Goal 4	Summary data is provided in cumulative folders that are delivered to the receiving teacher as children transition to the next learning environment.

j. Goals and Other Sources

Goals	Funding Sources
Goal 1	Pre-K, BFTS, Head Start, Early Head Start, and Early Reading First
Goal 2	Pre-K, BFTS, Head Start, Early Head Start, and Early Reading First
Goal 3	Pre-K, BFTS, Head Start, Early Head Start, and Early Reading First
Goal 4	Pre-K, BFTS, Head Start, Early Head Start, and Early Reading First , PSPED

VII. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

i. Proposes a Plan to Implement the Goals and Objectives Identified: OEL leaders and teachers have worked to develop an evidence-based Literacy Plan that focuses on 5 areas of language and literacy development: Oral Language Development, Print Awareness, Alphabet Knowledge, Phonological Awareness, and Writing Development. A five-year Striving Readers plan for the targeted schools is shown below:

Year 1	Provide 40 hours of PL to teachers, building leaders. and literacy team; provide screening, diagnostic, and progress assessments to monitor & respond to children's achievement; implement <i>Reading RTI</i> for all students; determine/track benchmark levels; create Literacy Growth Charts; use new instructional materials; begin instruction with GELS, HS Child Outcomes Framework, and Pre-K Content Standards.
--------	--

Year 2	Provide 40 hours of PL to teachers, building leaders and literacy team in horizontal and vertical teaming, writing instruction, play-based learning, and phonological awareness.
Years 3 - 5	Collect and report data; continue to administer the Striving Readers Literacy Plan in target schools; expand Striving Reader practices to additional schools.

Dr. Shelly Goodman, OEL Director, will administer the Striving Readers grant for the OEL. Dr. Goodman manages all grant programs in the OEL: Pre-K, PSPED, EHS/HS, and ERF. In addition, she supervises all coordinators of programs in the OEL. She will facilitate the work of the OEL Literacy Team composed of leaders, coaches, and education specialists as well as collaborate with principals from the five targeted schools (no OEL services are provided at Coile Middle School). The Literacy Team will ensure that activities proposed in this grant proposal are implemented with fidelity.

j. Establishes Who Will Implement: The OEL Literacy Team, teachers and other support staff at all 4 “feeder” elementary schools will be responsible for implementing the SRCL grant. The director of the OEL, the Pre-K Coordinator and the EHS/HS Coordinator will collaborate with principals at the “feeder” schools to ensure fidelity of implementation. As noted earlier, Dr. Shelly Goodman, OEL Director, will administer the Striving Readers grant for the OEL.

k. Clearly Defines What Will Take Place in the Project Based on the “What” Document: All grant activities will support the nine research-based key components that provide the foundation of comprehensive literacy plans (“What,” p. 1): (1) standards; (2) components unique to birth-to-five; (3) ongoing formative and summative assessments; (4) response to intervention; (5) best practices in instruction; (6) high-quality teachers; (7) engaged leadership; (8) clearly articulated plan for transitions and alignment; (9) intentional strategies for maintaining engagement. All grant activities will be aligned with these nine key components:

Grant Activities and Their Alignment with Nine Key Components	
Key Com-	Activities

ponents	
1	Standards for birth to three; Pre-K; K-5; including the Common Core Georgia Performance Standards in ELA.
2	Provide professional learning activities based on birth-5 standards.
3	Update the birth-5 assessment schedule to fill gaps in data collection; use Work Sampling System to share data with kindergarten teachers; provide transition support for infants moving from infant to toddler, toddler to preschool and preschool to Pre-K programs; Pre-K to K; K to 1; (“What,” pp. 11-12).
4	See Clarke County’s Response to Intervention – Literacy (“What,” pp. 15-16).
5	Provide 24 hours/year PL on high-impact, research-based best practices for birth-5; provide best practices for emergent reading and writing instruction across the curriculum and throughout the school day. (“What,” pp. 12-15).
6	Beginning in August 2012, classroom walkthroughs will focus on literacy for two years. During the 2011-2012 school year, CCSD is implementing a new CCSD Teacher Evaluation System that replaces the GTEP. The new multi-tiered, rigorous system identifies specific instructional and classroom skills and content knowledge that teachers need to master in order to become highly effective teachers. This system also provides teachers with a pathway to school leadership.
7	As instructional leaders, principals will monitor the literacy RTI program in their schools, participate in professional learning sessions focused on literacy (e.g., coaches’ training, redelivery of training for teachers). Implementation and impact analysis of the Striving Readers grant will be built into monthly professional learning communities for principals and district leaders (“What,” pp. 16-17).
8	For the OEL, an area of concern involves <i>transitions and vertical alignment and teaming</i> , particularly between birth-to-three to Pre-K, Pre-K to kindergarten, kindergarten to first grade (“What,” p. 11). Central to the proposed Striving Readers implementation plan is a teacher focus on developmental stages of childhood, vertical alignment of standards, ongoing assessments, and RTI (“What,” p. 18).
9	Teachers will adopt A-F action steps, considering developmentally appropriateness in each learning environment. (“What,” p. 19). As a strategy for maintaining student engagement, grant funding is requested for computers for birth-to-five classrooms and their teachers as well as materials, equipment and supplies to leverage “low-tech” use of technology within the learning process

l. Details the Current Instructional Schedule: See Appendix D.1, D.2, and D.3.

m. Details a Plan for Tiered Instruction: See Appendix D.4.

n. Details the Materials Currently Used for Tier 1 Instruction: See Appendix D.4.

o. Lists the Time, Personnel and Strategies for Tier II, III, and IV Instruction: See Appendix D.4.

p. Conflict with Other Initiatives: OEL’s Striving Readers grant implementation plan conflicts with no other OEL, state, or federal initiative that the department is currently implementing or plans to implement. The department’s key Programs (Pre-K, EHS/HS, PSPED, ERF) will be supported by a Striving Readers grant, providing the same level of rigor, focus, and high expectations for teacher and student success.

VIII. STRATEGIES AND MATERIALS (EXISTING AND PROPOSED) INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY PLAN [5 pts.]

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

See Appendix E.

b. Generic List of Shared Resources: See Appendix E.

c. General List of Library Resources or a Description of the Library as Equipped: See Appendix E.

d. List of Resources Needed to Implement the Literacy Plan Including Student Engagement : See Appendix E.

e. Generic List of Activities That Support Classroom Practices: See Appendix E.

f. Generic List of Additional Strategies Needed to Support Student Success: See Appendix E

IX. PROJECT PROCEDURES AND SUPPORT

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

See Appendix D.1, D.2, and D.3.

b. Shows That Students in Elementary Will receive at Least 90 minutes of Tiered Instruction and Middle/High School 2-4 Hours through the Content Areas: See LEA Plan.

c. Shows a Schedule That Is Designed for RTI: See Appendix D.1, D.2, and D.3.

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

g. Table Indicating the Professional Learning Activities That Staff Have Attended in the Past Year: See Appendix F: Documentation Chart: Year 2010 - 2011

h. Number of Hours of Professional Learning That Staff Have Attended: The total number of PL provided through the OEL during the 2010-2011 was 200 for teachers and TAs served by the second ERF grant. The LTs in the non-ERF supported classrooms attended a total of 51.5 hours of PL. (This is down from the total of 200 hours required in the previous 3 years of the ERF grant period.) All Pre-K Lead Teachers attended BFTS training “*Math Mania*” and all Pre-K TAs were provided 12 PL hours through BFTS. EHS teachers attended 40 hours of PL in 2010-2011. See Appendix F.

i. The Percentage of Staff Attending Professional Learning: Attendance at ERF-required PL is 100%. Teachers and other support staff who could not attend any PL session were assigned make-up work on the content of the PL. Since the end of the first ERF grant, participation in PL by all staff at the ELC and including teachers of 4-year-olds at the “feeder” sites of Stroud and Fowler Drive Elementary schools has dropped to 46%.

j. Detailed List of On-Going Professional Learning:

Developing pre- and emergent literacy skills and concepts	Data dig and data team procedures and protocols
Data collection and analysis	Policy, procedures, and philosophy
Curriculum renewal	Teacher Study Groups
Best Practices in Instruction	Embedded Coaching

k. Preferred Method of Delivery of Professional Learning: Teachers have reported a variety of preferences for PL delivery. For this reason the OEL varies PL. Departmental PL is delivered in whole group (up to 150 participants) and small groups of 30 or fewer participants. Study groups' and Professional Learning Communities' group sizes range from 6 to 15 participants. When appropriate, teachers are encouraged to conduct independent study on topics that relate closely to their work in the classroom/conduct action research. Job-embedded coaching has been an effective professional learning tool according to most teachers.

i. Programmatic Professional Learning Needs Identified in the Needs Assessment

Developing pre- and emergent literacy skills and concepts	Data dig and data team procedures and protocols
Data collection and analysis	Policy, procedures, and philosophy
Curriculum renewal	Teacher Study Groups
Best Practices in Instruction	Embedded Coaching

XI. ASSESSMENT/DATA ANALYSIS PLAN [5 pts.]

h. Detailed Listing of the School's Current Assessment Protocol: See Appendix G.

i. Explanation of the Current Data Analysis Protocol: Teachers meet in monthly data teams to review student progress toward benchmarks/developmental milestones using formative data. Areas of greatest need are identified, and teachers develop common lessons and assessments to address target areas. Student progress on PPVT-IV, PALS Pre-K, and Get It, Got It, Go is reviewed in quarterly data digs following a structured protocol which results in an action plan. The OEL Literacy Team meets monthly to review progress monitoring data, and conducts a quarterly data review of student and class data, including progress toward OEL School Improvement Plan goals.

j. Comparison of the Current Protocol with the Striving Readers Assessment Plan: At the end of the Early Reading First grant in 2012, paid administration of OEL assessments will be discontinued. In order to continue the use of data to meet students' instructional needs and design meaningful PL, the OEL will develop a sustainable plan for continued progress monitoring. The Literacy Team will research online progress monitoring and data resources. The OEL will train teachers to administer PPVT-IV to students not assigned to them. The Literacy Team will work with kindergarten teachers and/or coaches to develop a local literacy assessment aligned with PALS-Pre-K to measure critical early literacy skills. Teachers of three-year-olds will pilot Work Sampling Online System for HS 3s classes. OEL staff will administer the CLASS observation instrument twice yearly. Additional OEL personnel will also be trained to administer ITERS in EHS classrooms. Under SRCL, OEL program data will also be included in the district assessment plan. The OEL will work with the CCSD's Director of Assessment coordinator to facilitate the transfer of early learning data, including the addition of Pre-K literacy assessment scores to CAMPUS (CCSD's student information system).

k. Brief Narrative Detailing How the New Assessments Will Be Implemented into the Current Assessment Schedule: Under SRCL, some assessments used will change (see below). However, the schedule of ongoing progress monitoring using formative data and the quarterly analysis of standardized benchmark data will continue as in the current assessment plan.

l. Narrative Listing Current Assessments That Might Be Discontinued as a Result of the Implementation of Striving Readers: Upon the completion of the Early Reading First project, the use of several ERF-required assessments will be discontinued. Assessments to be discontinued include *Pre-LAS (Preschool Language Acquisition Screening)* instrument because similar data are provided through observations, PPVT and Get It, Got It, Go; Early Language and the

Literacy Classroom Observation tool. Significant gains are unlikely on this instrument since most classrooms are currently rated near-perfect scores. The use of the Instructional Quality assessment in all Pre-K classrooms ensures a high level of literacy resources and instructional activities. *PALS Pre-K (Phonological Awareness Literacy Screening for Pre-K)*: this measure is very time-intensive but yields valuable information for instruction. A local assessment will be designed to measure similar skills more efficiently and without duplication. (GGG, etc.).

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

Staff	Assessment PL Needed
Teachers/TA's of 3's	PPVT-IV, GGG, WSO, Local Literacy Assessment for 3's
Teachers/TA's of 4's	PPVT-IV, GGG, Local Literacy Assessment for 4's
Coaches/Coordinators	WSO, ITERS, CLASS

Reciprocal PL on formative and summative measures used in each program will be a priority: Infant-Toddler/HS Threes teachers; HS Threes/Pre-K teachers; Pre-K/Kindergarten teachers. Ongoing training and facilitation for monthly data teams and quarterly data digs will be provided for all staff by OEL coordinators and coaches.

n. Brief Narrative on How Data Is Presented to Parents and Stakeholders: OEL program data is presented to CCSD administrators in ERF's annual evaluation and our SCHOOL IMPROVEMENT PLAN annual review. A summary of OEL data is included at CCSD's annual data summit. Elementary principals receive quarterly data summaries and review action plans from quarterly data digs. Kindergarten teachers receive a summary of each student's Pre-K data. Parents are informed about their child's growth in all domains during parent-teacher conferences twice yearly HS/EHS program data is reported to the HS/EHS Policy Council and HS/EHS Parent Committee. The data is also presented at the annual HS/EHS Retreat.

XII. EXPERIENCE OF THE APPLICATION (See LEA plan)

XIII. RESOURCES

e. Clear Alignment Plan for Striving Readers and All Other Funding: OEL has a comprehensive plan for the improvement of educational outcomes for children and families through the provision of EHS, HS, Pre-K, Early Reading First, and preschool special education.

f. List of the Resources Available at Each Building: See Appendix E.

g. Plan to Ensure That No Supplanting Takes Place: The planned activities, strategies, and resources are in addition to those provided by the current funding through ERF, Pre-K, SPED, and HS/EHS. The OEL fiscal specialist working with the CCSD finance department safeguards program expenditures through a system of checks and balances. Expenditures are approved by program coordinators, the fiscal specialist, Director of Early Learning, Associate Superintendent of Instructional Services, and the Chief Financial Officer.

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

The Striving Readers Comprehensive Literacy Grant will add to the overall value and quality of programming and provide the following opportunities and materials:

- Language and literacy manipulatives, materials, and equipment
- Expansion of current PL opportunities to teachers and teaching assistants (birth-to-five) who are not served by the ERF grant by providing stipends for off-contract work and attendance at on-going PL during off-contract hours and furlough days
- Restoration of the full 20 days of instruction in Pre-K classrooms that was reduced by the shortened 2011-2012 Pre-K calendar
- Motivation for trained Pre-K teachers to continue teaching in Pre-K rather than seeking a more stable employment
- Development of a focus on expanding writing opportunities for children in our 3s and 4s classrooms
- Professional learning for teachers the implementation of explicit and systematic instruction in phonological awareness
- Time and opportunity for teachers to collaborate horizontally and vertically to remove barriers between grade- and age-banded learning environments to ensure smoother transitions

- Assistive technology, equipment and materials for PSPED, ELL, and at-risk students
- Reading endorsements for interested and qualified teachers
- Substitutes for teachers to engage horizontal and vertical teaming for the purpose of collaborative planning within learning environments and removing barriers to smooth transitions between learning environments
- Access to Work Sampling System Online for teachers of 3-year-olds