

School Profile

Created Wednesday, September 12, 2012

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School Information

School Information District Name:	Bleckley County
School Information School or Center Name:	Bleckley Primary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Quent Floyd
Principal Position:	Principal
Principal Phone:	478-934-2280
Principal Email:	qfloyd@bleckley.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Andrea Williams
School contact information Position:	Assistant Principal
School contact information Phone:	478-934-2280
School contact information Email:	andreajoneswilliams@gmail.com

Grades represented in the building

example pre-k to 6

K-2

Number of Teachers in School

41

FTE Enrollment

551

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Charlotte H. Pipkin, Ed. D.

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

Address: P. O. Box 516, 242 East Dykes Street

City: Cochran Zip: 31014

Telephone: (478) 934-2821 Fax: (478) (478) 934-9595

E-mail: cpipkin@bleckley.k12.ga.us

Charlotte H. Pipkin
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Charlotte H. Pipkin, Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

November 8, 2012
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

Charlotte H. Pipkin
Signature of Fiscal Agency Head (official sub-grant recipient)

Charlotte H. Pipkin, Ed. D., Superintendent
Typed Name of Fiscal Agency Head and Position Title

November 14, 2012
Date

Quent Floyd
Signature of Applicant's Authorized Agency Head (required)

Quent Floyd, Principal, Bleckley County Primary School
Typed Name of Applicant's Authorized Agency Head and Position Title

November 14, 2012
Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Friday, October 19, 2012
Updated Thursday, November 08, 2012

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[General Application Information](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Grant Rubric](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[Assessment Chart](#)

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

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Thursday, November 08, 2012

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

The Bleckley County School District (BCSD) has a rich history of excellence despite being a poor, rural district with very limited resources. Our mission is to be an exemplary system that strives to form a successful partnership with students, faculty, family members, and the community to assure the education of every individual. Our faculty, staff, students and community embrace and embody our vision statement, "Expect Excellence" and our students often outperform the RESA and state.

We have five traditional schools within our system: Bleckley Learning Center (Pre-K); Bleckley Primary (K-2); Bleckley Elementary (3-5); Bleckley Middle (6-8); and Bleckley High (9-12). AMIKids, a SB618 residential facility within our district, is owned and operated by an out-of-state company that contracts with the state for students adjudicated there by the Department of Juvenile Justice. Due to having received notification that AMIKids will be closing in December 2012, they are not participating in this grant application. There are no private or charter schools in Bleckley County.

The BCSD is located in rural middle Georgia, about 40 miles south of Macon, and nestled between I-16 and I-75. Our population is about 13,000 and we have very little industry. Our community offers minimal recreational and cultural opportunities outside those offered by the school and local college. Despite limited recreational, cultural and fiscal resources, we strive to provide every student with a high quality education that prepares them for post-secondary college and career opportunities.

The BCSD has about 2400 students in grades pre-k through grade 12. In terms of wealth, we rank 162/180 and have minimal taxable wealth. We currently levy 12.258 mils which earn approximately \$263,700 per mil. Even though the financial constraints limit our access to many programs, resources, and opportunities we have a dedicated faculty, staff and community that support our endeavors.

Our student population is largely Caucasian (67%) with a 33% minority population, most of which is African American (26%). Hispanic, Asian, and Multi-Racial students make up the remainder of our minority population. Over half of our students (58.3%) qualify for free/reduced lunch and approximately 17% of our students receive Special Education services.

According to 2011 data, the annual average unemployment rate for Bleckley County was 13.7%. As reported by the U.S. Census Bureau, the 2010 per capita income was \$28,612 which is almost \$6,000 below the state average. According to data from the Georgia Department of Labor, the educational attainment of our labor force (age 18-65+) is concerning in that only 35% attained a high school diploma / GED, 22% have some college, 10.9 % have a 4 year degree, and 6.3% have post graduate studies.

Comparison of Select Demographic Indicators		
	Bleckley County	Georgia
2011 Unemployment Rate	13.7%	9.8%
2010 Per Capita Income	\$28,612	\$34,531
% Persons Below Poverty Level (2010)	19.5%	15.7%
Children living in poverty (2010)	27.1%	26%
Babies born to mothers with less than 12 years of education (2010)	19.2%	20.4%
Substantiated incidents of child abuse/neglect (2010)	14.9%	8.3%
Students graduating on time (2010)	77.9%	80.8%
<i>Sources: KIDS COUNT, U.S. Bureau of Economic Analysis & U.S Dept. of Commerce, 2011 GA County Guide</i>		

Poverty, illiteracy, low educational attainment, babies born to young mothers who have not graduate/obtained a GED, and unemployment contribute not only to economic distress in Bleckley County but also to other factors that impede student learning and literacy. These factors include but are not limited to suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, lower measures of cognitive ability such as verbal ability, reading readiness, and problem solving skills for many of our students.

Current priorities of the BCSD include providing pervasive implementation of the Common Core Georgia Performance Standards (CCGPS), preparing students for post-secondary success in college and 21st century career readiness, differentiating instruction and assessment to meet the needs of all students, closing achievement gaps among sub-groups, and increasing the graduation rate.

Our Strategic Plan is developed with input from a variety of internal and external stakeholders. It is reviewed annually by the system leadership team and assists us in keeping focus of our goals, assessing where we are in meeting those goals, and aligning resources to address identified needs. This guides decisions pertaining to resources, personnel, and initiatives.

The district's current management structure is traditional in nature with administrators and staff implementing the policies and procedures approved by the Board of Education. Schools are led by a principal and assistant principal(s) with the exception of Bleckley Learning Center which is led by the Pre-K Director. The instructional program is supported by the Superintendent, Associate Superintendents for Teaching & Learning, Special Education & Federal Programs Director, Technology Director, Gifted Coordinator, and CTAE Director. Financial records are managed by the System Bookkeeper and the Human Resources Director.

Past instructional initiatives that continue to be important to and utilized in the BCSD include: differentiated instruction, Reading First strategies, Suzy Pepper strategies, Response to Intervention, participation in Georgia Leadership Institute for School Improvement, district SACS accreditation, inclusion, closing the achievement gap, unpacking the Georgia Performance Standards, curriculum alignment, standards-based classrooms, common assessments, focus walks, improving the graduation rate, increasing parent involvement, enhancing instructional

technology, implementing our own alternative/credit recovery program, and collaborating with the Safe Schools Healthy Students program and the 21st Century Community Learning Center.

The BCSD literacy curriculum is based on the CCGPS and the Bright from the Start curriculum. Faculty and staff spend countless hours engaged in studying the standards, delving into the rigor and relevance, developing units, identifying resources and activities to increase student engagement and learning, identifying gaps and transitional standards, and writing assessments. Additionally, the schools are working with cross-curricular teams to develop activities that incorporate literacy skills in Science, Social Studies, technical subjects, the arts, elective courses, and P.E.

Literacy Assessments utilized in the BCSD vary among the schools and are categorized as state-mandated, district level, and building level assessments. Our assessment continuum consists of formative and summative classroom assessments, common assessments, benchmark tests, state-mandated tests, and nationally-normed tests. Analysis of assessment results are used to identify instructional and student strengths and weaknesses, identify performance and curricular gaps, determine needs for intervention and acceleration, and guide improvement initiatives. Our literacy assessments include:

- Georgia Kindergarten Inventory of Developing Skills
- Criterion Referenced Competency Test
- Georgia Alternate Assessment
- Georgia Writing Assessments
- Georgia High School Graduation Tests
- End-of-Course Tests
- PSAT & AP Exams
- Georgia Work Ready Assessment
- Online Assessment System
- Assessing Comprehension and Communication in English State-to-State (ACCESS)
- World-Class Instructional Design and Assessment ACCESS Placement Test (W-APT, K-12)
- Iowa Test of Basic Skills
- Dynamic Indicators of Basic Early Literacy Skills
- STAR Reading & Math
- Benchmark & Common Assessments

With literacy being a leading indicator of success, the ongoing decline of state and federal funding, our demographic risk factors, and the need to develop literacy levels sufficient for college and career readiness, there is clearly a need for a Striving Reader Project in the BCSD. Teachers need professional learning and instructional materials to support the implementation of the CCGPS literacy skills and content rigor in order to improve academic achievement, the graduation rate, and post-secondary success. Literacy materials are not available in many homes; therefore, the school system serves as only source of literacy development for many of our students. If our society is going to flourish and be competitive in a global economy, we must develop high levels of literacy in all students. To do that, we must have the necessary resources and training to increase literacy in the formative years and beyond.

The BCSD management plan and key personnel in supporting, implementing and overseeing the grant will include both system and school leaders. Pansy Corbett, the Associate Superintendent for Teaching & Learning will be the SCRL Administrator at the district office. She has twelve years of leadership experience in the district office and has managed various state and federal programs and grants. Mrs. Corbett currently oversees K-8 curriculum, K-12 testing and professional learning, and Title IIA. She is also involved with the development and monitoring of the Consolidated Application and the Strategic Plan.

While principals who are not designated as their building coordinator are expected to be heavily involved with the project, each school will have a designated Striving Reading Project Coordinator who will oversee the day-to-day operations of the project at their respective school and collaborate with the SRCL Project Administrator. The SRCL management team is:

SRCL PROJECT TITLE	PERSON RESPONSIBLE & TITLE	SUPERVISOR
SRCL District Project Administrator	Mrs. Pansy Corbett Associate Superintendent for Teaching & Learning	Dr. Charlotte Pipkin, Superintendent
Bleckley Learning Center Project Coordinator	Mrs. Jan Evans Pre-K Director	Dr. Charlotte Pipkin, Superintendent
Bleckley Primary School Project Coordinator	Dr. Andrea Williams Assistant. Principal & District SACS Coordinator	Mr. Quent Floyd Principal
Bleckley Elementary Project Coordinator	Ms. Janet DeLoach Principal	Dr. Charlotte Pipkin, Superintendent
Bleckley Middle Project Coordinator	Mrs. Carla Thrower Assistant. Principal, Math Design Collaborative Leader	Mr. Trey Belflower Principal
Bleckley High Project Coordinator	Mrs. Michele Dyal Assistant Principal, CTAE Director, Literacy Design Collaborative Leader	Mr. Anthony Jenkins Principal

The BSCD Literacy Team, which includes teachers and project coordinators/administrators from all schools have been instrumental in the development of the grant application and project development process at the district and school levels. These individuals have attended training sessions, school and district information and planning sessions, reviewed the needs assessment results, reviewed school and system assessment results, and clearly understand the goals, objectives, and plans for implementation as well as their respective roles in regards to the SRCL project.

All schools, the BCSD literacy team, and SRCL project coordinators will be involved with budget development and performance plans for the SRCL grant. This will be done by prioritizing needs based on the grant allocations as they relate to the school literacy plans, and identifying resources that best align with our needs and best practices. The SRCL project will coordinate with and compliment the Strategic Plan which aligns with the individual school improvement plans.

The BCSD Literacy Team and SRCL Project Coordinators will meet quarterly, and more frequently if needed to share progress updates, concerns, best practices, and monitor project effectiveness and implementation.

Financial aspects of the grant will be handled according to district protocol whereby all purchase order requests align with the approved budget and allowable expenditures, are signed by the appropriate supervisor, the District Project Administrator, and the Superintendent. Purchase order requests will be processed by the system bookkeeping staff according to district protocol. The District Project Administrator and the System Bookkeeper will periodically review the budget, expenditures, and submit the required reports.

The Bleckley County School District is a respected school district with a strong history of sound fiscal management. The Georgia Department of Audits conducts an audit of the BCSD financial records annually. No findings were cited for 2009 -2011. The 2012 audit has not been conducted at this time.

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff are the only employees who issue system level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Approved requests must supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, address needs as indicated in school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the BCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. Such funds include Title I Part A Disadvantaged Children, Title IIA Improving Teacher Quality, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, Early Intervention Program (EIP), Remedial Education (REP), American Recovery and Reinvestment Act of 2009 (ARRA), 21st Century Community Learning Centers, etc. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL. Below are some recent examples of funding awarded and responsibly managed by the BSCD:

LEA Project/Grant	Amount	Audit Results
Comprehensive Academic Performance Standards 2006-07	\$106,741	No audit findings were cited for FY 2009-2011. The FY 2012 audit has not yet been conducted.
Governor's Office of Highway Safety Drivers' Ed Grant 2007-09	\$58,937	
Ocmulgee EMC 2008	\$10,200	
Oconee EMC 2008	\$6,700	
Service Learning Grants (BPS) 2011	\$6,000	
Safe & Drug Free Schools & Community National Program 2008-13	\$5,989,501	
Governor's Office, State of GA Children & Families Abstinence Grant 2011-13	\$188,317	
Drug Free Community Support 2002-12	\$24,360	
21 st Century CCLC Primary School 2009-12	\$197,000	
21 st Century Community Learning Center 2009-12	\$665,000	
Title IID, Enhancing Education Through Technology 2009-11	\$15,865	
Title IA Grants – ARRA 2010-11	\$525,802	
ARRA Education State Grant 2010-11	\$1,620,475	
Title IID, Engaging AP Students Through Mobile 2010-11	\$68,403	
Title IA Distinguished School Awards 2010-12	\$11,133	

Through the coordination of efforts and resources the BCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and strategic planning. Examples of internal initiatives and sustainability are: withdrawing from a consortium and establishing our own alternative school program and credit recovery program; redelivery of professional learning strategies, lessons learned, and best practices; expanding lessons learned from the Suzy Pepper training provided State Professional Development Grant to other content areas; collaborated with RESA to provide training on Reading First Strategies for Non-Funded Schools; and coordinated resources and services with CIS/FCCC to provide after-school remediation for struggling students; providing new hires and additional training for SMARTBoards after the EMC grants expired; and staffing and maintaining the driving simulator class after the Drivers' Ed Grant expired.

Bleckley County Primary School Narrative

School History

Bleckley County is a small rural county located in middle Georgia, approximately forty miles south of Macon between Interstates 75 and 16. Major employers include Warner Robins Air Force Base, Middle Georgia State College, and the Bleckley County school system. Our largest manufacturing company, Lithonia Lighting, has been down-sizing for the past couple of years and will close December 2012.

The Bleckley County school system has one school at each level: pre-k, primary (K-2), elementary (3-5), middle (6-8), and high (9-12). Our total student population for the district is approximately 2500. Bleckley County Primary School (BCPS) built in 1977, serves 544 students, with 48 from out-of-county. Student body demographics are: Caucasians 64%, African American 30%, with the remaining 6% Hispanic, Oriental or multi-racial. At BCPS, 64.6 % of our students receive free and reduced lunch; which is slightly higher than the system-wide total of 60%. Currently, 43 students receive special education services and 72 students attend speech/language therapy.

BCPS has made Adequate Yearly Progress (AYP) for 13 consecutive years and has been a Title I Distinguished School for 11 consecutive years. We have been recognized as a National Title I School and a Platinum Award recipient from the Governor's Office of Student Achievement.

Kindergarten classes are heterogeneously grouped, while students in first and second grades are ability grouped for reading instruction. These groups are determined by scores on end-of-the-year instructional assessments, benchmark tests, and classroom performance. The groups are flexible and students may be moved depending on individual needs/progress.

There are ten classes at each grade level, with two inclusion classes per grade. Each grade has a full-time special education inclusion teacher and paraprofessional. All kindergarten classes have a full-time paraprofessional. Students are also served by a full-time Response to Intervention (RTI) teacher and paraprofessional.

Administrative and Teacher Leadership Team

The faculty at BCPS is composed of 41 full-time teachers; 75% of these have advanced degrees. Nineteen full-time paraprofessionals assist in providing instruction; four paraprofessionals have teaching certificates. We have a media specialist, school counselor, and two speech language pathologists. Our school leadership team includes our principal, assistant-principal, 11 teachers, and 4 paraprofessionals. All grade levels and departments are represented on this team. In addition, BCPS benefits from the Safe Schools Healthy Students grant (set to run out in April 2013), which provides a family outreach coordinator and part-time mental health therapist for our school.

Past Instructional Initiatives:

- * Common Benchmark Assessments
- * OAS practice sessions in the computer lab and regular classroom
- * Starfall website used in the computer lab and regular classroom
- * Learning Focused Schools
- * Sing, Spell, Read, Write for first grade (ongoing)
- * Renaissance Learning: STAR, Accelerated Reader (ongoing)
- * Jack & Jilly/Dr. Cupp Readers for kindergarten, some first grade (ongoing)
- * Harcourt Reading for first and second grade (ongoing)
- * Reading First Redelivery Training for non-funded schools (ongoing)

Current Instructional Initiatives:

- * Standards Based Classrooms
- * Sing, Spell, Read, Write for first grade (ongoing)
- * Renaissance Learning: STAR, Accelerated Reader (ongoing)
- * Jack & Jilly/Dr. Cupp Readers for kindergarten and some first grade (ongoing)
- * Lexia computer program
- * Study Island computer program

- * Harcourt Reading for first and second grade (ongoing)
- * Reading First Redelivery Training (ongoing -- not a Reading First recipient)
- * Kim Adsit Writing Workshop
- * Technology – Smartboard Incorporation into lessons
- * Response to Intervention (RTI)
- * Collaborative planning between content-area teachers
- *CCGPS Vertical Alignment

Professional Learning Needs

Based on needs assessments completed by teachers, observations conducted by administrators, and assessment data, these professional learning needs have been identified:

- * More in-depth training/work in unpacking and implementing CCGPS
- * Writing training for all teachers so that writing across the curriculum can become a reality
- * Training for teachers on teaching higher-order thinking skills for all levels/abilities of students
- * Tier I Intervention strategies for working with RTI students
- * Training in strategies for increasing/improving student vocabulary through reading
- * Training in understanding/using Lexile scores for students' independent reading
- * Examining/evaluating student work – especially in the area of writing
- * Literacy strategies for math, science, and social studies content teachers
- * Research-based instructional strategies and use of rubrics to improve literacy instruction in all content areas.
- * Analyzing data compiled from the DIBELS Next assessment and the Informal Phonics Inventory assessment

Need for a Striving Readers Grant

BCPS students represent a diverse population that is increasingly at risk. According to 2010 data, 19.8% of the county population is at poverty level; 27% of our children ages 0 – 17 are at poverty level. The unemployment rate for Bleckley County is 13.5%, as compared to 9% for the state. According to the most recent data available (2012), 32.2% of Bleckley County residents did not complete high school; 36.9% have a high school diploma only. The percentage of people who have some college, but no degree is 15.6%; 9.3% of the population have an associate's degree and 1.1% have a bachelor's degree. Five percent of the population has some type of graduate degree.

For several years, BCPS received funds from the 21st Century Classroom program to fund an after-school program for at risk students. The program ran Monday through Thursday; a snack and transportation were provided. Student participation was based on parent request and teacher recommendation. This grant ran out last April.

At present, a homework center is in place two days a week (Tuesday and Thursday), but no transportation is provided. Again, student participation is based on parent request and teacher referrals. This program is funded by Communities in Schools, Title I, and BCPS. The part of the funding sponsored by BCPS comes from revenue obtained through the school's before- and after-school child care program.

Although students receive intense sight-word instruction in kindergarten (Jack & Jilly/Dr. Cupp Readers) and explicit phonics instruction at the first grade level (Sing, Spell, Read & Write), many of our students are still struggling. When RTI was first implemented, students were served by one part-time teacher and a full-time paraprofessional. As the numbers increased, the teacher position became full-time, allowing more students to enter the program. In 2009, a total of 73 students were served by RTI. In 2010, the number dropped to 53 but rose in 2011 to 117 and currently remains at that number.

Teachers and administrators at BCPS see a strong need for integrating the different literacy components (as identified by Reading First) in ELA, science, and social studies through fiction and nonfiction texts. The first and second-grade faculty have developed basic comprehension and language arts units to supplement the basal series, and meet regularly for collaborative planning to ensure implementation of CCGPS. Additional materials are needed to accelerate and scaffold ELA and content area instruction.

There is a great need for leveled, nonfiction, and high interest readers as well as expanded classroom libraries and updated technology. With the goal of differentiating instruction and developing motivated, engaged students, additional training and classroom/media center resources are a high priority. Another identified need is to begin using Lexile scores to determine text complexity.

Keeping an eye toward high-stakes testing at the third grade level, BCPS teachers want to provide the best instructional practices to ensure a strong learning community beyond students' basic needs. The Striving Reader Grant will enable BCPS to fully implement CCGPS, achieve the integration of reading and writing across the content areas that is necessary for student success, and increase our students' educational experiences to help prepare them for the rigor expected by CCGPS.

Bleckley County Primary School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

Goal: A school literacy leadership team organized by the administrator is active.

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices:

- The Georgia Literacy Task Force’s definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:
- to communicate effectively with others,
 - to think and respond critically in a variety of settings to a myriad of print and non-print text, and
 - to access, use, and produce multiple forms of media, information, and knowledge in all content areas.
- As a result of a state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities and to the global society (Georgia PreK-12 Literacy Task Force, 2009).

School Rationale:

Bleckley County Primary School has not had an active school literacy leadership team. A literacy team is needed to assess the school’s needs, establish goals and priorities for literacy, and develop a literacy plan for the school as well as a professional learning plan to meet the school’s identified literacy goals.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Identify stakeholders and partners to be part of the literacy leadership team	• October 2012	• Teachers	• Administrators	• Roster

Bleckley County Primary School Literacy Plan 2012-13

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Schedule times for the literacy leadership team to meet and plan	<ul style="list-style-type: none"> October 2012 		<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Monthly calendar Meeting agendas Sign in sheet
Create a shared literacy vision and mission statement for the school and community aligned with the state literacy plan	<ul style="list-style-type: none"> October - December 2012 		<ul style="list-style-type: none"> Literacy Team 	<ul style="list-style-type: none"> Meeting agenda Meeting minutes Vision and mission statement
Develop a walk-through observation form to use during peer observations to ensure consistency of effective instructional practices and to observe research based strategies	<ul style="list-style-type: none"> January 2013 	<ul style="list-style-type: none"> Georgia Literacy Instruction Observation Checklist 	<ul style="list-style-type: none"> Administrators Literacy Team Teachers 	<ul style="list-style-type: none"> Observation Form
Train leaders and teachers on the observation form selected by the literacy team and the technology that supports this document	<ul style="list-style-type: none"> February 2013 	<ul style="list-style-type: none"> Georgia Literacy Instruction Observation Checklist Computer Lab Ewalk Program 	<ul style="list-style-type: none"> Administrators Technology Support Personnel 	<ul style="list-style-type: none"> Sign in sheet Observation form
Evaluate current practices in all classrooms by using an observation or walk-through tool to determine strengths in literacy instruction and to identify needs for improvement	<ul style="list-style-type: none"> February 2013- Ongoing 	<ul style="list-style-type: none"> Ewalk Program 	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Ewalk Data

Bleckley County Primary School Literacy Plan 2012-13

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Review summative data to develop literacy pacing guides, establish specific literacy goals for each grade, and revise curriculum maps and the literacy plan	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Teacher data • Student data • Stipends • Instructional materials 	<ul style="list-style-type: none"> • Literacy Team • Administrators 	<ul style="list-style-type: none"> • Agenda • Sign in sheet • Pacing guides • Literacy goals • Curriculum maps • Literacy plan
Develop informational literacy presentations for parent and community groups	<ul style="list-style-type: none"> • 2013-2014 	<ul style="list-style-type: none"> • Teachers • Students 	<ul style="list-style-type: none"> • Literacy Team 	<ul style="list-style-type: none"> • Handouts
Visit exemplary schools with similar demographics to gain valuable insights and innovative literacy ideas	<ul style="list-style-type: none"> • Spring 2013 	<ul style="list-style-type: none"> • Substitutes • Travel Expenses 	<ul style="list-style-type: none"> • Administrators 	<ul style="list-style-type: none"> • Notes/Pictures from visit

Bleckley County Primary School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices: Literacy research has shown that the most effective elementary schools provide an average of 60 minutes a day of small, ability-grouped instruction. BCPS currently provides 90-120 minutes a day of literacy instruction. This practice needs to be implemented each school year. BCPS currently has dedicated RTI intervention specialists who work with small groups of students throughout the day. Currently 21 Kindergarten students and 42 First and Second Grade students are being served in Tiers 2 or 3 by these intervention teachers. This practice also needs to be continued. Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas. Improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers.

School rationale:

BCPS is currently working to have teachers meet collaboratively within and across grade levels. We would like to expand this practice to include more regularly scheduled collaborative planning time.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Provide a protected, dedicated 90 minute block for literacy instruction in grades K-2 for all students	<ul style="list-style-type: none"> • Ongoing 		<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Class schedules
Schedule times for intervention within the school day	<ul style="list-style-type: none"> • Ongoing 		<ul style="list-style-type: none"> • Administrator • RTI • Intervention Specialists 	<ul style="list-style-type: none"> • RTI schedules

Bleckley County Primary School Literacy Plan 2012-13

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Schedule time for collaborative planning teams within and across the curriculum	<ul style="list-style-type: none"> • October 2012 	<ul style="list-style-type: none"> • Substitutes 	<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Meeting schedule • Sign in sheet • Meeting agenda and minutes
Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas	<ul style="list-style-type: none"> • August 2012-Ongoing 		<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Class schedules • Lesson plans

Bleckley County Primary School Literacy Plan 2012-13

Building Block 1: Engaged Leadership

Goal: The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards (CCGPS).

Needs Assessment Results: Not Addressed

The “Why”

Research-Based Practices: A community literacy council has not been organized. All Georgia educators and citizens are responsible for ensuring that Georgia students successfully meet the literacy demands of global communities. To effectively address this issue, the schools and the community must work together. The act of coming together and creating a plan for improving early learning helps put children on a track to graduation and success. Research shows that children who aren't reading proficiently by the end of third grade are four times less likely to finish high school on time. If they are poor and not reading proficiently, they are 13 times less likely to finish high school. For children who live in areas of concentrated poverty, the prospects are even worse. By working together and focusing on school readiness, attendance, and summer learning, communities can start to improve their literacy rate.

School Rationale: A community literacy council does not exist in Bleckley County. The networks of learning support that exist within the community would be strengthened by the creation of a community literacy council.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Organize a community literacy council	<ul style="list-style-type: none"> • January 2013 		<ul style="list-style-type: none"> • Administrators 	<ul style="list-style-type: none"> • Agenda • Roster • Sign in sheet
Identify key members of the community, governmental and civic leaders, business leaders, system Title I coordinator, administrators, teachers, students, and parents to serve as members of a community advisory board	<ul style="list-style-type: none"> • January 2013 	<ul style="list-style-type: none"> • Chamber of Commerce • Board of Education 	<ul style="list-style-type: none"> • Literacy Team 	<ul style="list-style-type: none"> • Minutes from the meetings • Sign in sheet

Bleckley County Primary School Literacy Plan 2012-13

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Contact potential members and schedule at least 2 meetings annually	<ul style="list-style-type: none"> January 2013 		<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Email Meeting schedule Meeting agenda
Celebrate academic successes publically through traditional and online media	<ul style="list-style-type: none"> End of each nine weeks 	<ul style="list-style-type: none"> Digital Camera 	<ul style="list-style-type: none"> Media Specialist 	<ul style="list-style-type: none"> Copies of articles from <u>TriCounty Monitor</u>, <u>Cochran Journal</u>, and school webpage
Create a shared vision and mission statement for the school and community	<ul style="list-style-type: none"> January 2013 		<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Meeting agenda Vision statement
Utilize social media to communicate and promote the goals of literacy throughout the community	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Computers Internet access 	<ul style="list-style-type: none"> Media Specialist 	<ul style="list-style-type: none"> School website
Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, after school programming)	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Communities in Schools 	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Emails Call log
Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Middle Georgia College Chamber of Commerce Communities in Schools 	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Sign in sheet

Bleckley County Primary School Literacy Plan 2012-13

The "What?" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Establish a mentoring system from within and outside of the school for every student who needs additional support. Support will be available before, during, and after school.</p>	<ul style="list-style-type: none"> • January 2013 	<ul style="list-style-type: none"> • Communities in Schools 	<ul style="list-style-type: none"> • Administrators • 21st Century liaison 	<ul style="list-style-type: none"> • Sign in sheet
<p>Collaborate with Communities In Schools (CIS) to establish a transition program for rising at-risk kindergarten students</p>	<ul style="list-style-type: none"> • Summer 2013 	<ul style="list-style-type: none"> • Teachers and tutors • Instructional materials • Transportation 	<ul style="list-style-type: none"> • Administrators • CIS liaison • Transportation director 	<ul style="list-style-type: none"> • Lesson plans • Sign in sheet • Class rosters

Bleckley County Primary School Literacy Plan 2012-13

Building Block 2: Continuity of Instruction

Goal: Active collaborative school teams ensure a consistent literacy focus across the curriculum.

Needs Assessment Results: Not Addressed

The “Why”

Research-Based Practices: Research shows that when a school system has active collaborative school literacy teams then the system is working toward a common goal which is improving student learning. Ensuring alignment has been proven through research and practice to reap significant improvement in student achievement. Curriculum alignment includes alignment between and among several education variables, including state standards, state-mandated assessments, resources such as textbooks, content of instruction, and instructional strategies. There is strong evidence from scientifically based research that aligning the various components can have positive and significant effects. Teachers are able to work together to examine student performance data and work on specific literacy goals. If a school is to continue to make progress in literacy, it is imperative that teachers have the opportunity to collaboratively plan.

School Rationale: One of the recommendations of the Georgia Assessment of Performance of Schools Standards (GAPSS) analysis that was conducted at Bleckley County Primary School in the fall of 2011 was the school should implement collaborative planning among teachers. With the implementation of the CCGPS, it has become imperative for teachers to have multiple opportunities to collaboratively plan among and across grade levels.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Implement planning to ensure accountability and engagement among students by weekly scheduled meetings of grade levels to plan effective teaching and cross-disciplinary instruction in all subjects	<ul style="list-style-type: none"> • Ongoing 		<ul style="list-style-type: none"> • Administrators • Classroom Teachers 	<ul style="list-style-type: none"> • Agendas • Minutes • Sign in sheet
Hold monthly vertical alignment meetings on implementing the CCGPS in all subject areas	<ul style="list-style-type: none"> • Ongoing 		<ul style="list-style-type: none"> • Administrator • Classroom Teachers 	<ul style="list-style-type: none"> • Agendas • Minutes • Sign in sheet

Bleckley County Primary School Literacy Plan 2012-13

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Schedule meetings for teams to collaboratively plan, examine student data/work, and identify specific measurable student achievement goals aligned with grade-level expectations to be shared by all teachers	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Substitutes 	<ul style="list-style-type: none"> ● Administrators ● Classroom Teachers 	<ul style="list-style-type: none"> ● Agendas ● Minutes ● Sign in sheet ● Protocols to examine student work
Plan and implement lessons that address the literacy needs of students	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Substitutes ● Stipends 	<ul style="list-style-type: none"> ● Teachers 	<ul style="list-style-type: none"> ● Unit plans ● Lesson plans
Hold literacy nights	<ul style="list-style-type: none"> ● Annually 	<ul style="list-style-type: none"> ● Print materials ● Student and Parent Incentives ● Decorative Items ● Computers ● Faculty 	<ul style="list-style-type: none"> ● School Literacy Team 	<ul style="list-style-type: none"> ● Flyers/Newsletters ● Pictures ● Sign in sheet
Organize book character celebrations	<ul style="list-style-type: none"> ● Annually 	<ul style="list-style-type: none"> ● Parade materials ● Print materials 	<ul style="list-style-type: none"> ● School Literacy Team 	<ul style="list-style-type: none"> ● Flyers/Newsletters ● Pictures ● Sign in sheet

Bleckley County Primary School Literacy Plan 2012-13

Building Block 2: Continuity of Instruction

Goal: Teachers provide literacy instruction across the curriculum.

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices: The 2009 NAEP results show that slightly less than 3/4 of Georgia students are proficient readers, and these results echo those for the nation's public schools. Along with the nation, Georgia has much work to do in developing competent readers.

School Rationale: In 2011, all BCPS Reading and ELA teachers were trained in Reading First for Non-Funded Schools strategies, even though the school did not apply for a grant or receive any funding to assist with the implementation of these strategies. Heart of Georgia RESA collaborated with the school to help provide this training. After an analysis of multiple, school-wide literacy needs assessments and faculty surveys, it was determined that literacy instruction across the curriculum at BCPS is an area of weakness and concern. Based on the assessment data, it has been determined that all teachers in grades K-2 need to use a program that provides continuity and carefully articulated skills from the CCGPS that is integrated into a rich curriculum of literacy and informational text. The increase in writing across the curriculum is also being driven by the Common Core State Standards which have been adopted by the state of Georgia. These standards require that specific writing skills be addressed in all content areas to prepare students who are college-and-career ready when they graduate from high school.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Develop a systematic scope and sequence for phonics instruction to ensure continuity schoolwide	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • CCGPS 	<ul style="list-style-type: none"> • Administrators • Vertical Alignment Collaborative Teams 	<ul style="list-style-type: none"> • Lesson plans • Informal Phonics Assessments

Bleckley County Primary School Literacy Plan 2012-13

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Ensure that fluency is explicitly taught by repeated, monitored, oral reading practice</p>	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Reading First DIBELS Next 	<ul style="list-style-type: none"> Administrators Teachers 	<ul style="list-style-type: none"> DIBELS Next Informal assessments Teacher observations
<p>Provide targeted, sustained professional learning on literacy strategies within math, science, and social studies content areas</p>	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Expert 	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Sign in sheet
<p>Utilize a walk-through form and/or observation form to ensure consistency of effective instructional practices that include disciplinary literacy across content areas</p>	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> E-walk 	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Walk-through/Observation Form
<p>Enhance teachers' classroom libraries to include a wide variety of literature including nonfiction, fiction, magazines, and technology-enhanced resources to infuse learning with technology</p>	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Books Magazines Technology 	<ul style="list-style-type: none"> Media Specialist Teachers 	<ul style="list-style-type: none"> Classroom Library Inventory Lesson plans
<p>Identify the concepts and skills students need to meet expectations in CCGPS</p>	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> CCGPS 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Report cards Skills checklists
<p>Provide professional learning on research-based instructional strategies, higher order thinking skills, and use of rubrics to improve literacy instruction in all content areas</p>	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Expert Instructor Substitutes Stipends Travel Expenses 	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Professional Learning Plan Sign in sheet

Bleckley County Primary School Literacy Plan 2012-13

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Channel available funding toward a more 21 st Century learning environment that, in addition to computers, encompasses the use of e-readers and tablets	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Computers • Software • E-readers • Tablets 	<ul style="list-style-type: none"> • Technology Coordinator 	<ul style="list-style-type: none"> • Lesson plans • Weekly sign in sheets for 21st Century room
Infuse literacy throughout the day including the use of up-to-date technology	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Reading software programs 	<ul style="list-style-type: none"> • Computer Lab Teacher • Teachers 	<ul style="list-style-type: none"> • Lesson plans • Walk-through Reports
Create literacy manipulatives to increase student engagement and motivation through the use of colorful and hands on activities	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Colored printers • Ink Cartridges • Laminating Film • Poster Printer 	<ul style="list-style-type: none"> • Media Specialist • Teachers 	<ul style="list-style-type: none"> • Lesson plans • Observations
Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Reading First Materials • Trade Books 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Lesson plans

Bleckley County Primary School Literacy Plan 2012-13

Building Block 2: Continuity of Instruction

Goal: Out-of-school agencies and organizations collaborate to support literacy with the community.

Needs Assessment Results: Not Addressed

The “Why”

Research-Based Practices: In the Literacy Needs Assessment Survey that was administered to faculty, only 41% of respondents felt that out-of-school agencies and organizations effectively collaborate to support literacy with the community. Literacy can be viewed fundamentally as an economic development strategy, as well as a human development strategy. Specifically, improved literacy increases tax revenue, decreases the cost of social services, reduces crime, increases health, and offers a qualified workforce to current and prospective employers.

School Rationale:

BCPS wants to work with community members to help ensure that Bleckley County becomes a highly literate and employable community.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Utilize and check out resources , especially non-fiction, for classroom use from Middle Georgia College	• Nov. 2012- Ongoing	• College library books	• MGC Media Specialist	• Circulation Report
Invite the Cochran/Bleckley public librarian to explain the summer reading program to students and send home a calendar of events for the program	• May 2013	• Library books	• Librarian • Administrators	• Library calendar of events letter sent home with students • Picture of librarian speaking to students

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The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Utilize Communities in Schools (CIS) resources (after school tutoring, health, nutrition, homelessness, dropout, attendance, etc.) to connect students to the proper service providers	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • CIS 	<ul style="list-style-type: none"> • CIS Liaison 	<ul style="list-style-type: none"> • CIS Contacts Report
Utilize community readers from Middle Georgia College staff to read to our students	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Library books 	<ul style="list-style-type: none"> • College Representative 	<ul style="list-style-type: none"> • Reader schedule
Utilize local high school students as mentors for the BCPS after school program	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Bleckley County High School 	<ul style="list-style-type: none"> • CIS Liaison 	<ul style="list-style-type: none"> • Sign in sheet
Invite parents/guardians and grandparents to the book fair to help their children choose books to purchase	<ul style="list-style-type: none"> • Two times per year in October and February 		<ul style="list-style-type: none"> • Media Specialist 	<ul style="list-style-type: none"> • Invitations • School Newsletter
Increase the use of Galileo resources which are made available free through the University System of Georgia	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Computers • Internet Access 	<ul style="list-style-type: none"> • Media Specialist 	<ul style="list-style-type: none"> • Lesson plans

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Building Block 3: Ongoing Formative and Summative Assessments

Goal: Summative data is used to make programming decisions as well as to monitor individual student progress.

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices: Current research continues to emphasize the need for improvements in the use of various forms of assessments for learning. The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom and that assessments are used to benefit pupils. This challenge has remained unmet for decades. The time has come to conquer this final assessment frontier: the effective use of assessments to support learning. In order to achieve this goal, assessments at Bleckley County Primary School (BCPS) will be conducted to improve teaching and learning, determine the need and intensity of interventions, evaluate effectiveness of instruction, make programming decisions, and monitor individual student progress.

School Rationale:

The desire of BCPS is to establish an effective assessment program that aligns with the CCGPS and identifies specific learning goals that the standards contain to focus classroom activities on real learning rather than on test preparation.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)	<ul style="list-style-type: none"> • Each nine weeks 	<ul style="list-style-type: none"> • Reading First program • Lexia • Science Research Associates • Dibels NEXT • IPI 	<ul style="list-style-type: none"> • RTI teachers • Classroom teachers 	<ul style="list-style-type: none"> • RTI student plans

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The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Administer common assessments in reading/ELA and math in first and second grades	<ul style="list-style-type: none"> • Each nine weeks • End of each unit 	<ul style="list-style-type: none"> • Common assessments 	<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Common assessments
Analyze student data from common assessments in collaborative teacher teams to develop and adjust instructional plans	<ul style="list-style-type: none"> • 2013-2014 	<ul style="list-style-type: none"> • Common assessment data 	<ul style="list-style-type: none"> • Collaborative teacher teams 	<ul style="list-style-type: none"> • Sign in sheet • Agendas • Meeting minutes
Implement DIBELS Next and Informal Phonics Inventory (IPI) to identify achievement levels of all students	<ul style="list-style-type: none"> • 2013-2014 	<ul style="list-style-type: none"> • DIBELS Next consultant • IPI testing consultant 	<ul style="list-style-type: none"> • Testing consultants 	<ul style="list-style-type: none"> • DIBELS Next scores • IPI scores
Use technology to share relevant student progress data with parents and caregivers in a user-friendly format	<ul style="list-style-type: none"> • 2013-2014 	<ul style="list-style-type: none"> • Powergrade • GKIDS • DIBELS Next • ESGI (Educational Software for Guiding Instruction) 	<ul style="list-style-type: none"> • Classroom teachers • DIBELS NEXT and IPI testing consultant 	<ul style="list-style-type: none"> • Powergrade, GKIDS, DIBELS Next, IPI, and ESGI reports • Parent survey to examine usefulness of reports
Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results	<ul style="list-style-type: none"> • 2013-2014 	<ul style="list-style-type: none"> • Technology Upgrades 	<ul style="list-style-type: none"> • Technology Coordinator 	<ul style="list-style-type: none"> • Purchase order of technology and upgrades

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The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Continue to provide consistent expectations among teachers by identifying or developing common curriculum based assessments (formal, informal, and performance based)	<ul style="list-style-type: none"> ● Ongoing 		<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● Ewalk data ● GTOI data ● Literacy Observation Instrument
Define a process for selecting appropriate interventions for struggling readers and have all materials and procedures in place at the beginning of school	<ul style="list-style-type: none"> ● 2013-2014 	<ul style="list-style-type: none"> ● Intervention materials 	<ul style="list-style-type: none"> ● Classroom teachers 	<ul style="list-style-type: none"> ● Intervention materials
Provide summer school for at-risk students	<ul style="list-style-type: none"> ● Summer 2013 	<ul style="list-style-type: none"> ● Teachers and tutors ● Instructional materials ● Transportation 	<ul style="list-style-type: none"> ● Administrators ● Transportation director 	<ul style="list-style-type: none"> ● Class roster ● Lesson plans ● Sign in sheet
Expand after school tutoring for at-risk students	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Teachers and tutors ● Instructional materials ● Transportation 	<ul style="list-style-type: none"> ● Administrators ● Transportation director 	<ul style="list-style-type: none"> ● Class roster ● Lesson plans ● Sign in sheet

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Building Block 4: Best Practices in Literacy Instruction

Goal: All students receive effective writing instruction across the curriculum.

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices: The teaching of writing, which received little emphasis in testing and accountability mandates under No Child Left Behind, is now a central component under the Common Core Georgia Performance Standards. With the implementation of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment in 2015, an effective writing foundation will be imperative beginning in the elementary grades to scaffold students’ ability to answer open-ended questions. These writing demands are not only prevalent in the classroom, but are required in the workplace as well. According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease. Joseph M. Tucci, president and CEO of EMC Corporation and chairman of the Business Roundtable’s Education and the Workforce Task Force, stated in the press release by the National Commission on Writing (2004) the following: “With the fast pace of today’s electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today’s highly competitive, technology-driven global economy” (paragraph 4).

School rationale: Based on the Bleckley County Primary School Needs Assessment Process, a need exists for an effective, research-based writing curriculum in all grade levels. Teachers need to receive professional learning in the area of writing to successfully implement a new curriculum.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Design a vertically and horizontally articulate writing plan consistent with CCGPS	● 2013-2014	<ul style="list-style-type: none"> ● Substitutes ● Stipends ● Writing program 	● Literacy team	● Completed writing plan

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The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Adopt a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Writing program 	<ul style="list-style-type: none"> ● Administrators ● Teachers 	<ul style="list-style-type: none"> ● Rubric
Identify a researched based writing program, protocol, and/or materials necessary to implement the plan at each level	<ul style="list-style-type: none"> ● 2013-2014 	<ul style="list-style-type: none"> ● Writing program 	<ul style="list-style-type: none"> ● Literacy team 	<ul style="list-style-type: none"> ● Meeting agenda and minutes ● Completed protocol ● Classroom observations
Develop a coordinated plan for writing instruction across all subject areas to include: explicit instruction, guided practice, and independent practice	<ul style="list-style-type: none"> ● 2013-2014 	<ul style="list-style-type: none"> ● Substitutes ● Stipends 	<ul style="list-style-type: none"> ● Literacy team 	<ul style="list-style-type: none"> ● Completed plan
Provide professional learning on best practices in writing instruction in content areas	<ul style="list-style-type: none"> ● 2013-2014 ● Summer 2013 	<ul style="list-style-type: none"> ● Instructor ● Substitutes ● Stipends ● Travel ● Expenses 	<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● Sign in sheets ● Classroom observations
Use technology for production, publication, and communication across curriculum	<ul style="list-style-type: none"> ● 2013-2014 	<ul style="list-style-type: none"> ● Software training ● Hardware peripherals 	<ul style="list-style-type: none"> ● Computer lab instructor 	<ul style="list-style-type: none"> ● Sign in sheet ● Certificate of completion ● Classroom observation
Coordinate and adjust instruction to include instructional best practices when differentiating instruction; address strengths and weaknesses identified after student data has been analyzed by teacher teams	<ul style="list-style-type: none"> ● 2013-2014 	<ul style="list-style-type: none"> ● Lessons and resources that include multiple modalities 	<ul style="list-style-type: none"> ● Teachers 	<ul style="list-style-type: none"> ● Lesson plans

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The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Prepare 2nd grade students for PARCC writing assessment in 3rd grade by providing multiple opportunities to utilize technology to expand their writing skills</p>	<ul style="list-style-type: none"> • 2013-2014 	<ul style="list-style-type: none"> • Software training • Technology hardware and peripherals 	<ul style="list-style-type: none"> • Computer lab instructor • Teachers 	<ul style="list-style-type: none"> • Lesson plans • Teacher Observation Instruments

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Building Block 6: Improved Instruction through Professional Learning

Goal: Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

Needs Assessment Results: Not Addressed

The “Why”

Research-Based Practices: Beginning readers and writers need highly competent classroom teachers who have been trained in the best practices of literacy instruction. Accrediting agencies should be kept informed of the need for preservice teachers who are well prepared in the area of literacy instruction.

School Rationale:

Because BCPS expects its teachers to demonstrate knowledge of the basic components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how these are integrated in fluent reading, we will continue to provide beginning teachers with the necessary professional learning when areas of deficiency in literacy instruction have been identified.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Meet with representatives from the Professional Standards Commission to enlist support for ensuring that preservice teachers receive coursework in disciplinary literacy within content areas	<ul style="list-style-type: none"> ● February 5, 2013 	<ul style="list-style-type: none"> ● HGRESA 	<ul style="list-style-type: none"> ● HGRESA School System Representative 	<ul style="list-style-type: none"> ● HGRESA Sign in sheet ● Meeting handouts
Meet with Middle Georgia College Teacher Education Advisory Council (TEAC)	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Middle Georgia College 	<ul style="list-style-type: none"> ● Assistant Principal 	<ul style="list-style-type: none"> ● TEAC invitation ● TEAC meeting minutes
Pair preservice teachers with mentors who are fully trained in providing instruction in disciplinary literacy	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Teachers 	<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● Mentor log

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The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Ask questions during interviews with prospective teachers that specifically address literacy instruction preparation	• May 2013- Ongoing		• Administrators	• Interview questions
Provide professional learning, when necessary, for beginning teachers	• Ongoing	• HGRESA Consultants • Professional Learning Instructors	• Administrators	• Teacher Professional Learning Log • Teacher Observations (Walk- Through/GTOJ)
Create a professional learning library	• Summer 2013- ongoing	• Digital Recorders • Digital Storage • Instructors • HGRESA	• Literacy Team	• Circulation Report • Digital Recordings • Print Resources

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Building Block 6: Improved Instruction through Professional Learning

Goal: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices: Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. It is critical for beginning and veteran teachers to have ongoing and regular opportunities to learn from each other. Professional Learning for teachers is needed on the major instructional shifts required by the Common Core State Standards for English language arts and literacy.

School Rationale:

Ongoing professional development will keep BCPS teachers up-to-date on new research explaining: how children learn, instructional best practices, emerging technology tools for the classroom, new curriculum resources, and assessments geared to determining if students are mastering the CCGPS. By attending necessary professional development, teachers will acquire the skills to successfully implement the standards in the classroom. Faculty participation in ongoing professional learning for all aspects of literacy instruction, including disciplinary literacy in the content area, prepares teachers for implementing cohesive classroom instruction.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Provide time for teachers to collaborate and analyze data, share expertise, study the CCGPS, write lesson plans, and discuss present practices	<ul style="list-style-type: none"> ● School Year 2013-2014 	<ul style="list-style-type: none"> ● Substitutes ● Stipends ● Data Program 	<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● Sign in sheet ● Lesson/Unit plans
Provide targeted professional learning on the CCGPS based on student and teacher needs	<ul style="list-style-type: none"> ● School Year 2013-2014 	<ul style="list-style-type: none"> ● Instructors ● HGRESA 	<ul style="list-style-type: none"> ● Teachers 	<ul style="list-style-type: none"> ● Sign in sheet ● Lesson/Unit plans ● Teacher Observation Instruments

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The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Train teachers on the use of the research-based writing program	<ul style="list-style-type: none"> • Summer 2013 	<ul style="list-style-type: none"> • Writing Program • Instructor • Stipends 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet • Lesson plans • Teacher Observation Instruments
Provide professional learning to incorporate Higher Order Thinking Skills in classroom instruction	<ul style="list-style-type: none"> • Summer 2013 • School Year 2013-2014 	<ul style="list-style-type: none"> • Instructor • Substitutes • Travel Expenses • Stipends 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet • Lesson plans • Teacher Observation Instruments
Provide program-specific training on intervention programs for Tier 1 to prepare teachers and staff for implementation	<ul style="list-style-type: none"> • Summer 2013 • School Year 2013-2014 	<ul style="list-style-type: none"> • Instructor • Substitutes • Travel Expenses • Stipends 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet • RTI folders
Provide professional learning for analyzing data compiled from DIBELS Next testing	<ul style="list-style-type: none"> • School Year 2013-2014 	<ul style="list-style-type: none"> • Instructor • Substitutes • Travel Expenses • Stipends 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet
Provide in-service on effective ways to teach vocabulary across the curriculum in all subject areas	<ul style="list-style-type: none"> • Summer 2013 	<ul style="list-style-type: none"> • Instructor • Stipends • Travel Expenses 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet • Lesson plans

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The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Provide training on analyzing Lexile scores to pair students with books on the appropriate level	<ul style="list-style-type: none"> • School Year 2013-2014 	<ul style="list-style-type: none"> • Instructor • Substitutes • Stipends • Travel Expenses 	<ul style="list-style-type: none"> • Teachers • Media Specialist 	<ul style="list-style-type: none"> • Sign in sheet
Provide professional training to examine student work and the effective use of assessment to develop and adjust instructional plans	<ul style="list-style-type: none"> • School Year 2013-2014 	<ul style="list-style-type: none"> • Instructor • Substitutes • Stipends • Travel Expenses 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet
Provide professional learning to differentiate instruction for all learners	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • HGRSA • Instructors • Georgia DOE • ASCD • Substitutes • Travel Expenses • Stipend 	<ul style="list-style-type: none"> • Associate Superintendent for Learning and Curriculum 	<ul style="list-style-type: none"> • Sign in sheets • Schedule of Professional Learning opportunities
Provide in-service for teachers to analyze and compare student writing to be consistent across the board	<ul style="list-style-type: none"> • School Year 2013-2014 	<ul style="list-style-type: none"> • Instructor • Substitutes • Travel Expenses • Stipend 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet
Develop a list of specific literacy training for new teachers; digitally record (when possible) important training sessions that can be kept in the media center	<ul style="list-style-type: none"> • Summer 2013-ongoing 	<ul style="list-style-type: none"> • Digital recorder • Computers • Digital Storage 	<ul style="list-style-type: none"> • Administrator • Literacy Team 	<ul style="list-style-type: none"> • Circulation Report • Sign in sheet • Digital Recordings

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The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
<p>Train all volunteers who work with students (BCHS teacher cadets, 21st Century after school program volunteers, external educators) in effective strategies to enhance literacy learning</p>	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Instructional materials • Volunteers • Digital Professional Learning Library 	<ul style="list-style-type: none"> • Administrators • Teachers 	<ul style="list-style-type: none"> • Sign in sheet

Needs Assessment

Past accomplishments verify that BCPS has high expectations. The school vision statement is “Expect Excellence (E²)” meaning we focus on the needs of all students and expect the best from students and faculty. With the implementation of the new Common Core Georgia Performance Standards (CCGPS), instruction at BCPS must change.

Past Georgia Performance Standards (GPS) curricula and measures of mastery (OAS benchmarks, district-wide assessments) required students to recall information in isolated disciplines. Multiple choice questions on these measures of mastery did not require higher order thinking skills. Transitioning to new standards will require more rigorous instruction and application across subject areas. Without careful planning and effective changes in instruction and assessment, student achievement could decline.

Needs Assessment Process

BCPS began the needs assessment process by establishing a literacy team. The literacy team consists of teachers from each grade level, special education teachers, administrators, media specialist, and Response to Intervention (RTI) teachers. This team began meeting in October to analyze needs assessment data and establish areas of concern and underlying root causes. Once these were established, the team began writing the schoolwide literacy plan and meeting weekly for discussion and improvement.

BCPS used a variety of needs assessments to identify areas of school improvement and professional learning needs. Faculty and staff surveys, GAPSS analysis results, and professional learning communities were the types of assessments used. Participants in these assessments included all teachers (regular education, special education, and ancillary), administrators, support personnel, paraprofessionals, and district office personnel.

Data Disaggregation

In 2010, BCPS's Leadership team participated in Heart of Georgia RESA's ASPIRE Root Cause Analysis Training. Members analyzed data from all BCPS assessments and identified the following trends.

2010 ASPIRE Data Trends

Math CRCT* 1st/2nd Grade (Ages 6-9)	ELA CRCT 1st Grade (Ages 6-8)	ITBS/Riverdeep (Ages 5-9)	Benchmarks (Ages 6-8)
Students with disabilities scored higher than the African-American subgroup.	Percentage of students with disabilities in Level 1 (did not meet) doubled from 17% to 34%.	Vocabulary was weak for Kindergarten and 2 nd grade.	Informational Text was an area of concern for 1 st grade.

*Math scores were included because word problems required comprehension and vocabulary.

Further disaggregation and analysis of data has continued at BCPS since the ASPIRE training. The analysis of student assessment data from the CRCT and mock CRCT in Reading/ELA for first and second grade students revealed that African-American, socio-economically disadvantaged, and students with disabilities are areas of weakness in correlation to the student achievement data for all BCPS students. The Caucasian subgroup scored slightly higher than the cumulative data.

Kindergarten GKIDS data revealed a weakness in the area of writing. The STAR and ITBS data identified vocabulary as an area of weakness for kindergarten and second grade students. The DIBELS and ITBS data revealed weaknesses in the areas of reading and phonics for students in all grades.

Root Cause Analysis

After analyzing and discussing all needs assessments and data disaggregation, the BCPS Literacy Team identified five underlying problems in literacy for all grade levels:

1. Curriculum Development
2. Professional Learning
3. Technology
4. Literacy Resources and Materials
5. Poverty Level

Curriculum Development

A strong literacy curriculum is vital to student success. Root cause analysis revealed the lack of a rigorous curriculum aligned with the CCGPS. The standards create a need to focus on nonfiction literacy aligned to reading, writing, and content area learning skills. According to the BCPS Comprehensive Literacy Needs Assessment, 38.1% of teachers believe the current reading series/language arts materials do not meet the literacy needs of all students in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Data from ITBS and STAR support these areas of weakness. Over half of BCPS teachers reported the lack of a core writing that provides for scaffolding and alignment to the CCGPS. Helping students become stronger readers and composers of nonfiction is paramount to improving children's readiness and is pivotal to their academic success.

Professional Learning

Due to budget cuts, professional learning has dramatically decreased. The BCPS literacy team recognized a need for professional learning to provide scientifically-based reading and writing research to plan and implement best practice literacy strategies. Thirty percent of teachers indicated BCPS does not utilize a writing program that provides scaffolding and alignment to the CCGPS. Teachers need professional development to improve strategies, eliminate gaps, and increase achievement. Current practices must be modified. Those found ineffective, based on examination/synthesis of data and evidence-based research, should be eliminated.

Technology

Bleckley County Primary School strives to create 21st Century classrooms, in a 35- year-old building, through the use of yearly allocated instructional funds. Decreased funding has resulted in less 21st Century technology being available. The NComputing system, which uses one central processing unit to control multiple work stations yielding slower processing speed, is being used. Teachers must meet the challenges of accessing information in a variety of evolving digital formats to help students be successful in a global society. Often teachers lack the training and tools to effectively use technology to engage students.

Literary Resources and Materials

A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills. All students flourish when educated in a language-rich environment designed to meet their

communication, language, and academic needs. Analysis of needs assessment data revealed the following deficits in the area of literary resources and materials. The average publication date of the print materials in the BCPS media center is 1987. Needs assessment data showed disparity exists within classroom libraries. Over half of BCPS teachers reported the lack of sufficient instructional materials to meet the literacy needs of all students. Forty percent stated their classroom libraries lack a variety of nonfiction books which support CCGPS. Fifty-two percent indicated insufficient materials to address the needs of Tier 1 RTI students.

Poverty Level

BCPS is a Title I Distinguished School with 64.6% of students receiving free and reduced lunches. Literacy deficiencies exist because of poverty. A lack of exposure to correct modeling of speech, vocabulary, and grammar creates these deficiencies affecting students' performance in all areas.

Areas of Concern

Careful examination of student data, teacher surveys, and GAPSS analysis feedback, revealed five major areas of concern.

1. Curriculum

Areas of Concern	Research-based Practice (“What” Document)	Current Steps	Needed Steps
Phonics	Know and apply grade-level phonics in decoding words	Daily differentiated instruction of basic reading skills	Develop systematic scope and sequence for phonics instruction to ensure schoolwide continuity Use Informal Phonics Assessment to identify phonics and decoding deficits
Fluency	Taught explicitly by repeated, monitored, and oral reading practice	Fluency assessments three times a year in 1st and 2nd grades	Implement DIBELS Next to identify achievement levels
Writing	Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach	Beginning review of writing curriculum	Identify and adopt research based writing program and needed materials Develop coordinated plan for writing instruction and provide authentic intensive writing in all content areas

2. Teacher Professional Learning Needs

Areas of Concern	Research-based Practice (“What” Document)	Current Steps	Needed Steps
CCGPS	A school culture in which teachers across content areas accept responsibility for literacy instruction as articulated in the CCGPS	Participating in webinars and vertical alignment meetings	Examine student work and collaborate on goals and achievements of literacy standards
Writing	Plan vertically and horizontally aligned instruction in writing consistent with CCGPS	Implementing writing strategies through professional learning for all ELA/Reading teachers	Provide professional learning in CCGPS writing instruction for all content teachers
Higher Order Thinking Skills	Use teaching methods that promote critical thinking	Moving from scripted lessons to a more rigorous curriculum	Provide opportunities to learn strategies for teaching Higher Order Thinking Skills
Tier 1 Interventions	Instruction based upon CCGPS in grades K-12 is provided to all students	Examining student data to determine areas of greatest need	Provide program-specific training on intervention strategies for Tier 1
Vocabulary	Use and understand increasingly complex and varied vocabulary	Implementing read-alouds in all subjects	Provide training in research-based vocabulary instruction
Lexiles	Literacy is optimized in all content areas to provide appropriate text complexity to grade levels as required by CCGPS.	Not Addressed	Provide training on Lexiles

3. Technology

Areas of Concern	Research-based Practice ("What" Document)	Current Steps	Needed Steps
21 st Century Up-to-Date Technology	Use technology as a tool to promote engagement and relevance	One computer lab (25 student computers, 1 teacher computer) SMART Boards 2-5 student computers and 1 teacher computer per classroom	Upgrade and utilize technology

4. Resources

Areas of Concern	Research-based Practice ("What" Document)	Current Steps	Needed Steps
Print Materials	Provide students with opportunities to self-select reading material and topics for research and engagement	Various levels and amounts of print materials, inconsistency among genres	Enhance variety of print materials

5. Poverty

Areas of Concern	Research-based Practice ("What" Document)	Current Steps	Needed Steps
After School Tutoring	Provide students with intensive reading, writing, and content instruction	Two-day tutoring program (no transportation provided)	Enhance tutoring program
Summer School	Provide students with direct, explicit instruction in reading and writing	Not addressed	Bridge transition from Pre-K-Kindergarten Remediate 1st and 2nd grades

Analysis and Identification of Student and Teacher Data

Analysis of data from various student assessments was used to develop goals and objectives for the BCPS literacy plan.

State Assessment

The CRCT is a Georgia mandated test designed to measure how well students acquire the skills and knowledge described in the state adopted curriculum in reading, English/language arts, mathematics, science, and social studies. The CRCT was not mandated for first and second grades for spring 2011 and 2012. BCPS wanted to continue to assess students in a consistent manner aligned with the CRCT to prepare students for the mandated CRCT in third grade. BCPS utilized the Georgia Online Assessment System (OAS) to develop a mock CRCT (*) for first and second grade. The disaggregated data for both is presented below.

Reading/ELA CRCT data (all students)

Year	Total Students	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
*2011-12	343	5.7%	53.2%	41.1%	94.3%	86.7%
*2010-11	333	6.6%	53.8%	39.6%	93.4%	80.0%
2009-10	345	7.0%	56.1%	37.0%	93.0%	73.3%
2008-09	352	7.4%	51.4%	41.2%	92.6%	73.3%

Reading/ELA CRCT data (African-American students)

Year	Total Students	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
*2011-12	96	10.9%	72.9%	16.2%	89.1%	86.7%
*2010-11	81	13.6%	67.3%	19.1%	86.4%	80.0%
2009-10	95	9.5%	70.0%	20.5%	90.5%	73.3%
2008-09	97	9.3%	72.7%	18%	90.7%	73.3%

Reading/ELA CRCT data (Caucasian students)

Year	Total Students	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
*2011-12	224	4.2%	49.8%	46.0%	95.8%	86.7%
*2010-11	224	3.8%	50.2%	46.0%	96.2%	80.0%
2009-10	229	5.7%	50.4%	43.9%	94.3%	73.3%
2008-09	237	5.7%	42.2%	52.1%	94.3%	73.3%

Reading/ELA CRCT data (ELL students)

Year	Total Students	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
*2011-12	2	0%	100%	0%	100%	86.7%
*2010-11	2	0%	75.0%	25.0%	100%	80.0%
2009-10	7	28.6%	64.3%	7.1%	71.4%	73.3%
2008-09	5	40.0%	60.0%	0%	60.0%	73.3%

Reading/ELA CRCT data (SES students)

Year	Total Students	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
*2011-12	199	9.5%	64.0%	26.4%	90.5%	86.7%
*2010-11	173	9.8%	62.4%	27.8%	90.2%	80.0%
2009-10	199	10.6%	63.3%	26.1%	89.4%	73.3%
2008-09	193	8.5%	64.8%	26.7%	91.5%	73.3%

Reading/ELA CRCT data (SWD students)

Year	Total Students	Did Not Meet	Meets	Exceeds	Meets + Exceeds	State AMO
*2011-12	23	37.5%	52.1%	10.9%	63.0%	86.7%
*2010-11	19	39.5%	57.9%	2.6%	60.5%	80.0%
2009-10	64	17.2%	60.2%	22.7%	82.8%	73.3%
2008-09	86	16.5%	57.6%	25.6%	83.1%	73.3%

* Mock CRCT data for SWD only included students with IEPs in the inclusion or resource settings.

African-American, socio-economically disadvantaged (SES), and students with disabilities (SWD) are areas of weakness in correlation to the student achievement data for all BCPS students. The Caucasian subgroup scored slightly higher than the cumulative data.

Analysis of Data from Additional District Prescribed Assessments

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Content Area/Strands	% Meets/Exceeds		
	2012	2011	2010
English/Language Arts			
Reading	91.7%	91.2%	90.1%
Writing	75.8%	75.0%	82.5%
Listening/Speaking/Viewing	94.1%	93.1%	92.9%
Total ELA	89.5%	89.3%	90.0%

GKIDS is an ongoing diagnostic assessment that provides information about kindergarten students' mastery of skills in ELA, Math, Science and Social Studies, Social/Emotional and Approaches to Learning. For the past three years, 90% or more kindergartners have met or exceeded in the areas of Reading and Listening/Speaking/Viewing. However, as the data indicates, the percentage of kindergartners meeting or exceeding in Writing has declined, signifying a need for a more rigorous writing curriculum.

Standardized Test of the Assessment of Reading (STAR) Reading Cumulative Report-Grade Equivalents

Year	K	1 st	2 nd
2010	1.27	2.04	2.7
2011	1.3	2.1	2.8
2012	1.4	2.1	2.8

STAR is a computer-based test taken in the computer lab. It is scored automatically as the student progresses through the software. The results give information to teachers about student growth and achievement in reading. The score compiled is an average reading level for each student. The chart above reveals that students in kindergarten and first grade have consistently scored slightly above grade level while second graders continue to score slightly below grade level.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Kindergarten- Nonsense Word Fluency

Year	Total Students	High Risk	Some Risk	Low Risk
2012	187	1.0%	7.5%	91.5%
2011	196	3.0%	10.0%	87.0%

First Grade- Nonsense Word Fluency

Year	Total Students	High Risk	Some Risk	Low Risk
2012	167	2.0%	24.0%	74.0%
2011	165	5%	19%	76%

First Grade- Oral Reading Fluency

Year	Total Students	High Risk	Some Risk	Low Risk
2012	167	0.6%	16.8%	82.6%
2011	164	4%	11%	85%

Second Grade- Oral Reading Fluency

Year	Total Students	High Risk	Some Risk	Low Risk
2012	174	14%	19%	66%
2011	166	15%	20%	65%

DIBELS is a group of standardized, individually administered tests for early literacy development. These one minute fluency tests monitor the progression of pre-reading and early reading skills. As the level of DIBELS difficulty increases, the number of at-risk students also increases. This data correlates to the STAR Reading assessment.

**Iowa Test of Basic Skills (ITBS)
(National % Rank)**

Year	Total Students	Vocabulary	Reading: Words	Reading: Comprehension	Word Analysis	Listening
2011	192	65%	91%	89%	69%	71%
2010	168	72%	94%	93%	71%	77%
2009	165	70%	96%	95%	84%	82%

The ITBS is a norm-referenced test given in kindergarten. Its components are reading, language, vocabulary, word analysis, listening, and mathematics. It is used to monitor students' progress in key areas and drive curricular decisions. Data revealed students scored highest in the areas of Reading: Words and Reading: Comprehension. However, the scores from the last three years indicate a steady decline in each component of the test.

Data for FY 2012 is not included because a new ITBS version was given in the spring of 2012. The two lowest areas on the 2012 test were Vocabulary and Word Analysis. The test will be given spring 2013 and data will be compared to FY 2012.

Goals and Objectives Based on Formative and Summative Assessments

The analysis of student data revealed weaknesses in the areas of reading, phonics, vocabulary, and writing. To address these weaknesses, the following literacy goals were included in the literacy plan:

- Active collaborative school teams ensure a consistent literacy focus across the curriculum.
- Teachers provide literacy instruction across the curriculum.
- Summative data is used to make programming decisions as well as to monitor individual student progress.
- All students receive effective writing instruction across the curriculum.
- In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

The main objective of these goals is to improve the identified deficient literacy skills (reading, phonics, vocabulary, and writing) for all students in all grade levels. Professional learning activities will provide teachers with the necessary training needed to attain these goals.

Teacher Data

Highest Degree	Percentage of Faculty
Bachelor's	15.8%
Master's	47.4%
Specialist's	34.2%
Doctorate	2.6%

Years Taught	Percentage of Faculty
0-4	5.3%
5-10	18.4%
11-14	21.1%
15-20	31.6%
20-24	10.5%
25+	13.2%

Years at BCPS	Percentage of Faculty
0-4	13.2%
5-10	42.1%
11-14	31.6%
15-20	7.9%
20+	7.9%

Teacher attrition is not an issue at BCPS. Over the past three years, staff has been reduced by three: one reduction in force and two retirees. Within the next five years, only 15.8 % of teachers can retire.

Teacher Professional Learning

All teachers at BCPS meet the federal criteria for highly qualified. Moreover, 100% are participating in ongoing professional learning related to CCGPS implementation. They are also currently involved in professional learning communities focused on vertical and horizontal alignment of the CCGPS.

Project Plan, Procedures, Goals, Objectives, and Support

Bleckley County Primary has identified five areas of improvement based on the needs assessment process that will transform and enhance current instructional practices. Funds obtained through the SRCL grant will support the achievement of these SMART (Specific, Measureable, Attainable, Realistic, Timely) goals.

Area 1: Curriculum

Goal: As evidenced by unit plans and classroom observations, 100% of students will receive direct, explicit instruction in phonics, fluency, and effective writing instruction across the curriculum as outlined in “Best Practices in Literacy Instruction” in the “What” document.

BCPS will implement these objectives to enhance current curriculum and instruction during the 2013-2014 school year:

Objectives:

- Identify CCGPS concepts and skills; plan units and implement lessons that address these literacy needs
- Develop a systematic scope and sequence for phonics instruction during vertical alignment and collaborative planning meetings
- Implement DIBELS Next and Informal Phonics Inventory (IPI) to identify achievement levels
- Teach fluency through explicit instruction and repeated, monitored oral reading practice
- Identify and adopt a research based writing program
- Design a vertically and horizontally articulate writing plan consistent with CCGPS across all subject areas

- Develop and adopt a schoolwide writing rubric aligned with CCGPS
- Address academic vocabulary using an adopted, systematic procedure in all content areas
- Define and implement a process for selecting appropriate interventions for struggling readers; have all materials and procedures in place to start the school year
- Analyze common assessment data, develop, and adjust instructional plans during collaborative team meetings
- Coordinate and adjust instruction to include best practices for differentiation
- Address strengths and weaknesses identified after data analysis

Area 2: Teacher Professional Learning Needs

Goal: Effective professional learning is linked to higher student achievement. Recent budget cuts in education have resulted in a lack of funding for quality professional learning. BCPS's goal is to provide all teachers with quality professional learning in literacy instruction, writing across the curriculum, effective use of assessment data, and dynamic use of technology.

Professional learning will increase teacher effectiveness, be evidenced by classroom observations, and documented in each teacher's Professional Learning Log. SRCL funding will also cover expenses incurred as a result of professional learning. According to the BCPS Needs Assessment, these professional learning opportunities are needed beginning in the spring of 2013 and continuing throughout the following year:

Objectives: Train leaders, teachers, and staff in:

- Use of the selected literacy practices observation form and the supporting technology
- Literacy strategies within all content areas
- Reading and writing based on CCGPS

- Research based strategies and rubrics to improve literacy instruction
- Use of 21st Century technology to access various types of literacy
- Data analysis from DIBELS Next and IPI
- Analysis of student work to drive instruction
- Best practices in writing instruction
- Analysis of student writing samples to ensure vertical and horizontal consistency
- Higher order thinking skills
- Intervention programs for Tier 1 of Response to Intervention (RTI)
- Vocabulary instruction across the curriculum
- Lexile scores analysis

Area 3: Technology

Goal: Technology is ubiquitous, touching almost every part of our lives and supporting students in acquiring needed life skills. It changes instruction by offering educators effective ways to reach different types of learners and assess student understanding through multiple means. BCPS is in dire need of appropriate 21st Century technology. The SRCL grant would allow BCPS to update technologies for all teachers and students, resulting in improved teacher and student performance as evidenced by student achievement data.

Objectives: For the 2013-14 school year, purchase the following:

- Computer programs to supplement classroom literacy instruction
- Color laser printers for production, publication, and communication
- Software for student production, publication, and communication
- Classroom computers, e-readers, and/or tablets

- Intervention software for RTI and special education classes
- Student progress data program
- Technology infrastructure upgrades
- Digital cameras/recorders for teacher and student use
- Assistive technology
- Document cameras
- Poster printer

Area 4: Literary Resources and Materials

Goal: Specialized academic and/or enrichment programs and a rigorous, standards-based curriculum are the foundations for students' literacy successes in career and life skills. All students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs. As noted in the literacy resource documentation spreadsheet, BCPS will acquire appropriate resources for literacy instruction for all teachers. The purchase of these materials will further align BCPS's literacy improvement efforts with those in the Georgia Literacy plan.

Objectives: For the 2013-14 school year, purchase the following:

- print materials for media center and classrooms
- downloads for e-readers
- educational website subscriptions
- literacy manipulatives
- DVD-R/digital storage

Area 5: Poverty

Goal: Unfortunately, poverty and illiteracy are closely connected. Nationally, 1st graders from low-income families have 50% smaller vocabularies than their peers from higher income families. Before they enter school, children living in poverty face a host of challenges their wealthier peers do not: food and housing insecurity, poor health care and unsafe environments, limited exposure to books and language. Any one of these obstacles can affect their school performance, cognitive development, and ability to learn; some children face all of them, all at once. It is the goal of BCPS to lessen these effects for all identified students of poverty through:

Objectives:

- Beginning in 2013-14, expand the current after school tutoring program
 - Increase program from two days to four days
 - Include kindergarten
 - Provide transportation
- Beginning in the summer of 2013, provide summer school
 - Bridge transition from Pre-K-Kindergarten
 - K-2 grades
- Beginning in 2013-14, establish a mentoring system from within and outside of the school
- Continue to identify and contact learning supports within the community

Sample Grade Level Schedules

Time/Grade	Kindergarten	First	Second
7:30-8:00	Exploration Time	Independent Practice	Independent Practice
8:00-11:00	Literacy Block (differentiated instruction) Reading Language Arts *RTI pullouts	Literacy Block (differentiated instruction) Reading Spelling Language Arts *RTI pullouts **Activity: 9:30	Literacy Block (differentiated instruction) Reading Spelling Language Arts Writing *RTI pullouts **Activity: 10:15
11:00-12:00	Lunch: 11:00 Science, Health, Social Studies	Read-alouds Lunch: 11:30	Math
12:00-1:00	Math	Math	Lunch: 12:00 Continue math
1:00-2:00	Nap **Activity: 1:20	Science/Social Studies Writing	Science/Social Studies
2:00-3:00	Recess AR Remediation/Enrichment Dismissal		

*Tiers 2 and 3 children receive interventions in RTI classroom.

**Forty minute activity includes PE, Art, Guidance, or Computer.

Response to Intervention (RTI) Model

A primary goal of BCPS is to ensure success for all students. Following Georgia Department of Education guidelines, BCPS has developed and implemented the following procedures to ensure that struggling readers receive additional support.

Tier 1 (regular classroom instruction)

- Differentiated instruction
- Ongoing progress monitoring
- Analysis of progress monitoring data

Tier 2 (RTI Team)

- Identify concerns
- Identify and apply interventions
- Small-group pull out interventions
- Ongoing progress monitoring and data analysis

Tier 3 (Student Support Team-SST; continued pullout instruction)

- More intense focus on individual student
- Analysis of intervention history and progress monitoring results
- More intense level of intervention approaches
- More intense level of progress monitoring and data analysis
- Referral decisions based on individual student history and data analysis

Tier 4 (Special Education eligibility decisions and services)

- Comprehensive psychological assessment and records review of RTI data
- Team eligibility decisions based on current Georgia guidelines
- Special Education Services if student meets eligibility guidelines

If the supports provided are not helpful, the RTI team (administrators, teachers, and parents) may change a student's plan or increase the level of support. If interventions are successful, students may return to a less intense level of intervention.

Goals to be Funded by Other Sources

Since certain expenditures are not allowed under SRLC guidelines, BCPS will utilize federal, state, and local funds to help with these expenditures. The following resources will also be utilized to assist with the literacy plan implementation:

- BCPS Childcare Fund
- Competitive Grant Opportunities
- Parent Teacher Organization

Assessment/Data Analysis Plan

Bleckley County Primary School administers six assessments to help teachers analyze students' performance in literacy. The assessments used are GKIDS, BLT, DIBELS, ITBS, OAS, and STAR Testing.

Current Assessment Protocol

Georgia Kindergarten Inventory of Developing Skills (GKIDS) is an ongoing diagnostic assessment providing teachers with information about kindergarten students' mastery of skills in ELA, Math, Science and Social Studies, Social/Emotional and Approaches to Learning. This summative and formative assessment provides a summary of individual student performance at the end of the kindergarten year as an indicator of 1st grade readiness. These assessments are given twice each nine weeks (every 22 days). It is administered one-on-one and in small group settings. Students must perform a task to show mastery. Continuous analysis of data is performed and teachers use this information to drive instruction. Lessons are focused on skills not mastered at that particular window of instruction. If mastery is achieved in certain skills, lessons are geared to accelerating and previewing students for upcoming standards.

Basic Literacy Test (BLT) helps identify students in kindergarten who are at risk of not reaching or maintaining academic grade level in reading. At the end of the year, teachers use this data as a summative tool to show how students have grown. This assessment was developed by Dr. Cindy Cupp, former Director of Curriculum and Reading at the Georgia Department of Education. She is the author of the Jack & Jilly reader series which kindergarten students are currently using for 60 of the 90 minutes block of literacy instruction. The kindergarten portion of the BLT is given three times per year (August, January, and May). Teachers analyze the data

to help drive classroom instruction. Lessons are created for students who are weak in various areas.

Iowa Test of Basic Skills (ITBS) is a norm-referenced test given in kindergarten during March. This test, given over a four day period, consists of the following areas: reading, language, vocabulary, word analysis, listening, and mathematics. BCPS administrators provide a spreadsheet comparing results by class, skills, and data from previous years. This test is not based on Common Core Standards; therefore, teachers must base analyses on individual performance areas.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a group of standardized, individually administered tests for early literacy development. These are one minute fluency tests that monitor the progression of pre-reading and early reading skills. It was developed to assess phonological awareness, alphabetic understanding, automaticity, and fluency. These tests are given individually by K-2 classroom reading teachers in August, January, and May. Teachers use the results to evaluate individual student development and give feedback toward instructional strategies.

Standardized Test of the Assessment of Reading (STAR) gives information to teachers about student growth and achievement in reading. The computer-based test is taken in the computer lab and is scored automatically as the student progresses through the software. The score compiled is an average reading level for each student. Teachers and administrators can analyze reports of students' scores individually, by classroom, or as a grade level to monitor progress. Teachers can then guide instruction according to results. Each assessment provides summaries of students' skills and comparisons of students' abilities to national criteria. These

are intended to support teachers and instructional teams as they develop curriculum units. This assessment is administered at the end of the year in kindergarten. However, in first and second grades it is given at the beginning, middle, and end of the year.

Online Assessment System (OAS) developed by the Georgia Department of Education, is an online testing system which allowed BCPS teachers to create reading, language arts, and math benchmark tests. In previous years, tests were administered to first and second grade students three times a year: fall, winter, and spring. During the fall and winter testing sessions, the students took the tests in the school's computer lab in a secure setting. Teachers created remediation plans for students who did not master 80% of the tested material. During the spring, these tests were given in place of Criterion Referenced Competency Tests (CRCT) which are no longer mandated for first and second grade students. This mock CRCT cumulative test was given by teachers using the same security protocol as the state mandated test. Tested items were aligned to state standards. Data was disaggregated by the following groups: class, grade, and subgroups, which allowed teachers and administrators to form a clear understanding of which students needed remediation. For the 2012-2013 school year, fall and winter assessments were not available for first and second grades due to realignment to CCGPS. Once realignment is finalized, utilization of OAS will resume.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is an assessment that is administered each spring to ELL students by BCPS speech therapists. This standards-based, criterion referenced English language proficiency test is designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context

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across the four language domains (speaking, listening, reading, and writing). Results, which are shared with parents and teachers, are used to determine if students require additional ELL instructional services which are provided by the ELL paraprofessional.

Current Protocol and SRCL Assessment Implementation Plan

If awarded the SRCL grant, no current assessments will be discontinued at BCPS. DIBELS Next will be administered in place of the current DIBELS screening and the Initial Phonics Inventory (IPI) assessment will be added and administered three times during the school year in August, January, and May. Since DIBELS Next and IPI are new assessments, grant funds will be utilized to train teachers in the purpose, implementation, administration, and analysis of test data. Grant funds will also be used to contract with external educators to administer these new assessments.

Analysis of Data

Once data from the different assessments has been collected, it will be analyzed to determine strengths and weaknesses in student learning, instructional strategies, and curriculum content. Teachers will collaborate to develop instructional strategies and determine needed resources. A close look at the strategies will determine if the activity has depth and rigor. Student performance between grade levels will also be compared to show if students have retained previous information taught and can transfer knowledge from one situation to another. Once the lessons are compiled, materials will be collected or ordered, then inventoried to ensure accountability.

Presentation of Data to Stakeholders

Individual student data from current assessments is presented to parents through midterm reports, report cards, and parent teacher conferences. School wide performance is shared with school stakeholders during beginning of the year class meetings, school council meetings, and Board of Education meetings. This information is also shared through system and local media. Data from the new assessments, DIBELS Next and IPI, will be shared in the same manner.

Assessment Summary

Assessment	Grade	Frequency	Responsible for Administering
GKIDS	Kindergarten	2x per nine weeks	Kindergarten Teacher
BLT	Kindergarten	3x per year	Kindergarten Teacher
ITBS	Kindergarten	spring	Kindergarten Teacher
**DIBELS	K-2	3x per year; progress monitoring as needed	K-2 Teacher
STAR	K-2	3x per year for 1 st and 2 nd grade; spring only for kindergarten	Computer Teacher
OAS	1 st and 2 nd grades	3x per year	Computer Teacher
ACCESS	K-2 (ELL students only)	1x per year	Speech Therapists
*DIBELS Next	K-2	3x per year	External Educators
*Informal Phonics Inventory	K-2	3x per year	External Educators

*New assessments

**Will be replaced by DIBELS Next

**Resources, Strategies and Materials
Including Technology to Support the Literacy Plan**

List of resources needed to implement the literacy plan including student engagement:

- Color laser printers
- Software
- Classroom computers, tablets, and/or e-readers
- DIBELS Next
- Student progress data program
- Upgrades to current technology infrastructure
- Digital cameras
- Assistive technology
- Additional print material for classroom and media center
- Document cameras
- Educational website subscriptions
- Informal Phonics Inventory
- Researched-Based Writing Program
- Professional Learning
- Time to collaborate with other teachers
- Additional supplies (included, but not limited to: printer cartridges, laminating film, cardstock, sheet protectors)
- Poster printer

List of activities that support literacy intervention programs:

- Leveled reading practice materials
- Differentiated instruction
- Paraprofessional support during small group and one-on-one instruction
- Tutoring provided through after school childcare program
- High school cadets and volunteers to help struggling students
- Response To Intervention (RTI) teacher and paraprofessional
- Standards based practices
- Lexia
- Reading First phonics kit
- Florida Center for Reading Research (FCRR)
- Special Education and Inclusion
- Gifted Program
- ELL Paraprofessional

List of shared resources available at BCPS:

- Computer Lab
- Resource room
- Leveled Readers
- Copy machines
- Laser printers
- 21st century classroom
- Network software

- Laminating machine
- Ellison die cut system

List of library resources:

- Collection total: 12,070 titles (average publication year of collection 1987)
- Fiction: 8309 titles
- Nonfiction: 3761 titles
- One circulation computer
- Two teacher computers with internet access
- Two laser printers (one color and one black and white)
- Two Classroom Performance Systems
- One overhead projector
- Instructional videos
- Professional learning resources
- Video distribution system
- Books with audio cassette tapes
- Big books
- Trade books
- Instructional games
- Computer software learning games
- Leveled readers
- SRA Reading Laboratory
- Accelerated Reader Books

A list of activities that support classroom practices:

- Educational websites
- Software
- Standard based classroom practices
- Differentiation
- Flexible groups
- Literacy centers
- Oral reading practices
- Use of anchor charts
- SMARTBoard
- Center Games
- Designated drive on the school server for teacher created shared resources
- Writer's workshop
- Harcourt Basal
- Sing, Spell , Read & Write
- DIBELS
- Lexile identification
- Teacher cadet program (Bleckley County High School)
- Volunteer readers (Middle Georgia College)
- Progress monitoring
- Remediation
- After School Tutoring

- Standardized Test for Assessment of Reading
- Research-Based Practices
- Standard Based Classroom Practices
- United Streaming
- Basic Literacy Test (BLT)
- Mock CRCT/Instructional Assessment
- RTI pullout
- Phonetic awareness activities
- Sight word drill
- Blending
- Read alouds
- Word walls
- Graphic organizers
- Comprehension strategies
- Fluency practice
- Reading First strategies
- Rubrics
- Student feedback
- Accelerated Reader block
- Listening centers

Additional strategies needed to ensure student success:

- Enhance parent/community education and support
- Increase instructional rigor
- Maximize instructional time
- Promote higher order thinking skills
- Improve writing, phonics, and fluency skills
- Utilize collaborative planning time
- Improve differentiated instruction
- Implement benchmark assessments (OAS)
- Analyze data
- Incorporate reading instruction into all content areas
- Create additional shared resources for designated drive on the school server
- Participate in professional learning activities and training

A general list of current classroom resources for each classroom in the school:

- SMARTBoard
- NComputing System for classroom computers
- Trade books
- Jack and Jilly Reading toolbox
- Alphabet visuals
- Phonics songs
- Leveled readers
- AR (1st and 2nd grades)

- Books (teacher personal)
- Educational websites
- DIBELS
- Site licensed literacy computer programs: Lexia, More Starfall

Alignment plan for SRCL and all other funding

The Striving Readers Comprehensive Literacy funding combined with Title I, Title IIA, and Special Education funding will allow BCPS to address several literacy needs that were identified through the multiple needs assessments conducted within the district. The Striving Readers Comprehensive Literacy funds will add value to the existing resources in the schools by increasing:

- access to non-fiction texts
- print materials for classroom and media center
- professional learning based on the most current literacy research
- knowledge base of how to use Lexile scores to enhance reading instruction
- use of higher order thinking skills
- vocabulary
- access to 21st technology
- phonics, writing, and fluency skills
- frequency of after school tutoring program
- implementation of CCGPS
- intervention strategies and support for RTI

The resources and training funded through the SRCL will enable teachers to meet the literacy needs of all students regardless of their ability levels.

Proposed Technology Purchases

SRCL funds will allow schools to provide current 21st Century literacy resources and professional development for teachers in the use of these resources to support students' literacy skills. The proposed literacy resources will help meet the needs of all children who possess varying ability levels in reading and writing including regular classroom, gifted, special education and RTI students. Resources purchased, such as research-based literacy programs, 21st Century technology, and supplemental reading materials that assess student ability levels in literacy and engage students in activities and programs, will increase student achievement. Professional learning will train all teachers in research based literacy instruction practices and assessments. Technology in the classrooms and computer labs will be used to support the implementation of the writing program and other literacy resources.

Professional Learning Strategies Identified on the Basis of Documented Needs

The table below lists the professional learning activities that BCPS teachers have attended in the past year.

Professional Learning Activity	Year(s) Offered	% of Staff Attending
Reading First for Non-funded Schools (Reading/ELA Teachers only)	2011 2012	100%
CCGPS Implementation Webinars	2011 2012	100%
ARTS Now: ELA Common Core GPS Meets Arts Integration	2012	16%
Kim Adsit Writing Training for Reading/ELA Teachers	2012	100%
Katy Wood Ray Workshop: In Pictures and In Words	2012	7%
Assessing Text Complexity	2012	3%
CCGPS Instructional Units and Understanding Lexiles	2012	14%
Planning for Engagement	2011	5%
GKIDS Training for CCGPS	2012	100%
Classroom Management	2011 2012	24%
SMARTBoard Training	2011	19%
Kindergarten Conference	2011	40%
ESOL Conference	2012	8%
CCGPS GaDOE Reading Institute	2012	8%

Ongoing Professional Learning

Budget cuts implemented over the last four years have resulted in decreased funding for professional learning activities. However, BCPS teachers continue to engage in professional

learning activities to help them effectively implement the CCGPS and remain cognizant of new research on how children learn. Current professional learning community activities at BCPS include:

- CCGPS Implementation
- CCGPS Vertical Alignment
- CCGPS Unit Development
- CCGPS Writing: Unpacking and implementing across the curriculum

Teachers are collaborating and viewing all of the CCGPS webinars produced by the Georgia Department of Education. Monthly vertical alignment meetings are being held to create a seamless flow of instruction from one grade level to the next. Collaborative grade level meetings are being held weekly to develop instructional units that are aligned to the new CCGPS. Teachers began working on integrating writing in all subjects during the 2011-12 school year. Professional learning in this area is continuing this year.

Identification of Professional Learning Needs

It is extremely important that professional development be ongoing and relevant to the current needs of teachers. The professional learning needs of BCPS teachers were identified based on the results of needs assessments administered in the spring and fall of 2012, observations conducted by administrators and assessment data. The BCPS Professional Learning Plan, which is targeted to the goals and objectives outlined in the BCPS Literacy Plan, is listed below:

Literacy Goal: Engaged Leadership: A school literacy leadership team organized by the administrator is active.

Literacy Objective:

Multiple forms of student, school, and teacher data (including results of the Literacy Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement.

Professional Learning:

- Train leaders and teachers on the selected literacy practices observation form and the technology that will support the selected observation form.

Literacy Goal: Continuity of Instruction: Teachers provide literacy instruction across the curriculum.

Literacy Objective 1:

Reading teachers in grades K-2 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

Professional Learning:

- Train teachers and staff to use literacy strategies in all content areas.

Literacy Objective 2:

Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.

Professional Learning:

- Train teachers and staff to teach writing based on CCGPS requirements.
- Train teachers and staff to use research-based instructional strategies rubrics to improve literacy instruction in all content areas.

Literacy Objective 3:

All types of literacy are infused into all content areas throughout the day.

Professional Learning:

- Train teachers and staff on the use of 21st Century technology to access all types of literacy.

Literacy Goal: Ongoing Formative and Summative Assessments: Summative Data is used to make programming decisions, monitor individual student progress, and drive instruction.

Literacy Objective:

Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.

Professional Learning:

- Train teachers and staff to analyze data compiled from DIBELS Next and Informal Phonics Inventory assessments.
- Train teachers and staff how to examine student work and effectively use assessment to develop and adjust instructional plans.

Literacy Goal: Best Practices in Literacy Instruction: All students receive effective writing instruction across the curriculum.

Literacy Objective:

All subject area teachers participate in professional learning on best practices in writing instruction in all content areas.

Professional Learning:

- Train teachers and staff on best practices in writing instruction in all content areas.
- Train teachers and staff on the use of the research based writing program.
- Train teachers and staff to analyze and compare student writing for consistency across the board.

Literacy Goal: Improved Instruction through Professional Learning: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

Literacy Objective:

Teachers participate in professional learning in the CCGPS based on needs revealed by student data as well as surveys, interest inventories, and teacher observations.

Professional Learning:

- Train teachers and staff on the CCGPS based on student and teacher needs.
- Train teachers and staff to activate higher order thinking skills for all levels/abilities of students.
- Train teachers and staff to implement intervention programs for Tier 1 of RTI.
- Train teachers and staff to utilize strategies for increasing and improving student vocabulary through the use of fiction and nonfiction texts in all content areas.
- Train teachers and staff how to use Lexile scores for students' independent reading.
- Train teachers and staff how to examine student work and effectively use assessments to develop and adjust instructional plans.

Measuring Effectiveness of Professional Learning

Enhancing learner outcomes is the ultimate objective of professional development. How to assess the impact of professional learning is a very difficult process. It is important that BCPS has a plan for collecting information to ensure the implemented professional development is adequate and effective. Research from the U.S. Department of Education states that successful evaluation of the impact of professional development demands a careful assessment of how instructional arrangements within the program overall have changed. Such evaluations may

require a review of materials and activities used by teachers, attitudes of teachers and program administrators, and the use of instructional practices by all teachers in the program. If change, in fact, has occurred, there should be a relationship between the professional development activities, materials used, curriculum, and student learning.

Bleckley County Primary School will use a diverse group of strategies to evaluate the effectiveness of professional learning. These strategies will include administrator and peer observations using the Georgia Literacy Observation Instrument which will ensure consistency of effective literacy instructional practices across content areas. Administrators will also use informal walk-throughs, review of lesson plans, and unit plan documentation to determine the implementation and effectiveness of the strategies learned from professional development. Formative and summative assessments, as well as, student work samples will be used to evaluate the impact of professional learning on student performance. Since focus groups can be used to assess professional development experiences, the BCPS Literacy team will meet and review the professional learning activities to identify what does or does not work well and to generate ideas for improving the design and delivery of subsequent professional development activities. The team will also discuss how students are responding to new instructional strategies.

Sustainability Plan

If awarded the SRCL grant, Bleckley County Primary School will undertake several initiatives to address the literacy problems identified during the needs assessment process. The following plan has been developed to sustain the goals and objectives set forth in the BCPS literacy plan.

Assessments: BCPS will use federal, state, and local funds to continue administering current assessments along with DIBELS Next and the Informal Phonics Inventory, which were new assessments required by the grant. Because funding for external educators to assist with testing will no longer be available, all BCPS teachers and staff will be trained to administer these assessments and analyze the data.

Yearly Cost Commitments: BCPS will use federal, state, and local resources to fund those initiatives requiring a yearly cost commitment. The established Community Literacy Council will be utilized to form community partnerships and locate potential sources of revenue. BCPS will collaborate with the local Communities in Schools organization and Parent Teacher Organization (PTO) to pool resources and fund initiatives.

Professional Learning: BCPS will use federal, state, and local funding to continue to provide teachers with professional learning opportunities. Teachers who attend professional learning will be required to redeliver the training through learning communities and grade level/content meetings. Create a reference library of resources and digitally recorded professional learning sessions (when allowable) for staff. Heart of Georgia RESA will also provide professional

learning support. Archived professional learning modules will be accessed through the Georgia Department of Education and Georgia Public Broadcasting.

Technology: Purchasing and maintaining technology and site licenses will be sustained through the use of federal, state, and local funds. The system and school technology specialists and media specialist will assist teachers with maintenance and instructional training. The PTO will provide additional funding for extending site licenses.

Professional Learning for New Teachers: Administrators will ensure that new teachers and staff are provided with relevant professional learning. New teachers will be assigned a teacher leader mentor who will provide support and training. A library of resources and digitally recorded professional learning sessions will be available to enhance literacy instruction. HGRESA consultants will also be utilized as a potential source of support.

Print Materials: These materials will be replaced as necessary through the use of appropriate federal, state, and local funds. BCPS will also utilize funding from the yearly book fairs as well as PTO funds.

Additional Resources: In addition to the sources mentioned above, BCPS will utilize funds from the before and after school childcare program that is provided for children in PreK through 8th grade. BCPS will continue to seek grant funds to provide professional learning, instructional materials, and technology to improve the academic achievement of all students.

Expanding the lessons learned: BCPS teachers will meet annually with Pre-K and elementary school teachers to collaborate, discuss issues, successes, lessons learned, and best practices of literacy instruction. This collaboration will ensure school to school vertical alignment leading to improved student achievement. Pre-K and elementary school teachers will be provided access to BCPS's professional learning resource center. Mentor teachers will be responsible for sharing the literacy plan's goals and objectives with new teachers.

Budget Summary

If Bleckley County Primary School is awarded a SRCL grant, these funds will be used to address literacy needs in the following identified five problem areas for all grades:

1. **Curriculum Needs:** BCPS is committed to meeting the instructional needs of students and providing appropriate literacy instruction. SRCL funds are needed to enhance implementation of CCGPS and best practices in literacy instruction. Funding will be needed for the following:

- Researched-Based Writing Program
- Leveled Readers
- DIBELS Next
- Informal Phonics Inventory
- Teacher stipends for enhancement of literacy units
- Teacher stipends for creating a database of appropriate interventions for struggling readers

2. **Professional Learning Needs:** To address our identified literacy needs, it will be necessary to provide effective and ongoing professional development for teachers. SRCL funds will be used to provide professional learning for leaders, teachers, and staff in the following areas:

- Use of the selected literacy practices observation form and the supporting technology
- Literacy strategies within all content areas
- Reading and writing based on the CCGPS
- Best practices in writing instruction in the content areas

- Analysis of student writing samples to ensure vertical and horizontal consistency
- Research based instructional strategies and rubrics to improve literacy instruction in all content areas
- Use of 21st Century technology to access all types of literacy
- Data analysis from DIBELS Next and IPI
- Analysis of student work to drive instruction
- Higher order thinking skills
- Intervention programs for Tier 1 of RTI
- Vocabulary instruction across the curriculum
- Lexile scores analysis

Expenses incurred as a result of professional learning activities:

- Substitutes
- Instructors
- Registration
- Travel and lodging
- Stipends

3. **Technology Needs:** BCPS has strived to update and add technology to classrooms through the use of yearly allocated instructional funds. Decreased funding has resulted in less 21st Century technology being available. Therefore, the NComputing system is being used. This system uses one central processing unit to control multiple work stations

yielding slower processing speed. Part of the SRCL funds will be used to make the following technology purchases:

- Classroom computers, tablets, and/or e-readers
- Upgrades to current technology infrastructure
- Software
- Color laser printers
- Assistive technology
- Student progress data program
- Digital recorders
- Document cameras
- Poster printer
- Digital cameras

4. Literacy Resources and Materials: To provide effective literacy instruction, appropriate resources and materials are needed. There is a shortage of resources at BCPS; many of those available are outdated and well worn. A portion of SRCL funds will be allocated for purchasing:

- Print materials for classrooms and media center (fiction and nonfiction)
- Leveled reading practice materials
- Literacy manipulatives
- Educational website subscriptions
- Downloads for e-Readers
- Digital storage

- Additional supplies (including, but not limited to: printer cartridges, laminating film, cardstock sheet protectors)

5. **Poverty Needs:** BCPS is a Title I Distinguished School with 64.6% of students receiving free and reduced lunches. Literacy deficiencies exist because of poverty. A lack of exposure to correct modeling of speech, vocabulary, and grammar creates these deficiencies affecting students' performance in all areas. To help alleviate these effects, SRCL funds will be used to:

- Expand the after school tutoring program (contracted services, transportation, instructional materials)
- Establish a summer bridge transition program for rising kindergarten students (contracted services, transportation, instructional materials)
- Provide summer school for at-risk students in K-2 grades (contracted services, transportation, instructional materials)