School Profile

Created Wednesday, November 13, 2013

Page 1

School Information

School Information | District Name:	Randolph County
School Information | School or Center Name:	Randolph County Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Sheila A. Brown
Principal | Position:	Principal
Principal | Phone:	229-732-3794
Principal | Email:	sheila.brown@sowegak12.org

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Robbin Temples
School contact information | Position:	Assistant Principal
School contact information | Phone:	229-732-3794
School contact information | Email:	robbin.temples@sowegak12.org

Grades represented in the building

 example pre-k to 6

K to 5

Number of Teachers in School

31

FTE Enrollment

419

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: Tangela Madge

Position/Title of Fiscal Agent's Contact Person: Director of Curriculum and Instruction

Address: 98 School Drive

City: Cuthbert   Zip: 39840

Telephone: (229) 732-3610   Fax: (229) 732-3840

E-mail: tangela.madge@sowegak12.org
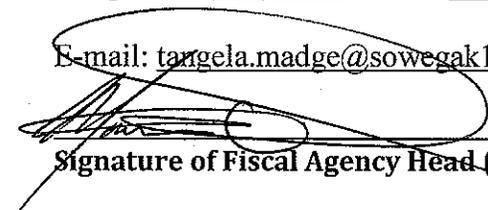
_____
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

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

December 11, 2013
Date (required)

Preliminary Application Requirements

Created Wednesday, November 13, 2013

Page 1

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

SRCL General Information Packet-Cohort 3

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

- Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 3

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

- Yes

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

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

- Yes

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

- I Agree

Grant Assurances

Created Wednesday, November 13, 2013
Updated Monday, November 18, 2013

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

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

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

          1. Disqualify the Applicant, or

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

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

b. **Employee Relationships**

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

          1. The names of all Subject Individuals who:

               a. Participated in preparation of proposals for award; or

               b. Are planned to be used during performance; or

               c. Are used during performance; and

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

          1. The award; or

          2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
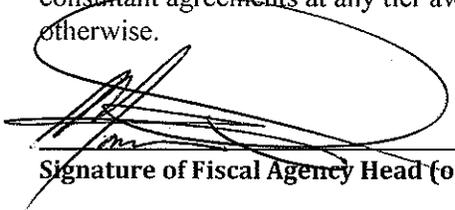
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Marvin Howard, Superintendent
Typed Name of Fiscal Agency Head and Position Title

December 11, 2013
Date

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

Sheila Brown, Principal
Typed Name of Applicant's Authorized Agency Head and Position Title

December 11, 2013
Date

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

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

_____
Date (if applicable)

District Narrative:

Brief History of the System:

The Randolph County School District is located in a rural southwest Georgia community in Randolph County. The school district also serves high school students from neighboring Clay County. The Randolph County School District operates three school-wide Title I schools. The school district has approximately 962 students in grades K-12 and 63 teachers. Schools in Randolph County consist of one elementary school (grades K-5), one middle school (grades 6-8), and one high school (grades 9-12). The special education population is approximately 16%. All teachers and paraprofessionals in the school district are highly qualified. The estimated population of Randolph County is approximately 7,719. Based on U.S. Census Bureau's 2010 figures, Randolph County is the fifth poorest county in Georgia ranking 155 out of the 159 counties. Based on those same figures, Clay County is the third poorest county in Georgia ranking 157 out of 159.

Many of our students are highly motivated and enjoy reading. However, funding is needed in order to enhance our literacy programs that are currently in place. Additional funding for literacy will also provide opportunities to develop and implement additional literacy focused programs for our students. Randolph County Elementary is the only school in Randolph County that is currently pursuing the Striving Readers Comprehensive Literacy Grant. The other schools have opted to pursue other grants to assist their students in achieving academic success.

System Demographics:

Randolph County has an extremely high poverty level. Approximately 90% of the students receive free or reduced lunch. See chart below detailing the student population and test scores for the state's reading, English language arts and writing scores:

Schools	Students	Asian	African – American	Caucasian	Hispanic	Nat. Indian /Alaskan	Multi Racial	Other	Free/ Reduce Lunch
Randolph Elementary	**419**	**0**	**381**	**19**	**8**	**1**	**7**	**0**	**91.23**
Randolph Middle	**202**	**0**	**192**	**6**	**0**	**0**	**2**	**2**	**88.5**
Randolph High	**341**	**1**	**321**	**10**	**1**	**1**	**1**	**6**	**90.6**

Reading, ELA and Writing Test Results:

Percentage of students meeting or exceeding on the following state test:

Grade 3 Reading (CRCT)

2011	2012	2013
91.6%	55.2%	80.3%

Grade 5 Reading (CRCT)

2011	2012	2013
77.9%	76.9%	85.7%

Grade 8 Reading (CRCT)

2011	2012	2013
82.8%	75.0%	84.7%

Grade 3 ELA (CRCT)

2011	2012	2013
86.9%	70%	72.2%

Grade 5 ELA (CRCT)

2011	2012	2013
82.7%	90.9%	79.3%

Grade 8 ELA (CRCT)

2011	2012	2013
77.1%	89.9%	91.7%

Grade 5 Writing Test

2011	2012	2013
61%	75%	87%

Grade 8 Writing Test

2011	2012	2013
61.2%	60%	49%

Grade 11 Georgia High School Writing Test

2011	2012	2013
89%	91%	85%

Current Priorities:

The Randolph County School System's ultimate goal is to provide a quality education that meets the needs of all of our students. The main focus at this time is to ensure teachers are receiving adequate training surrounding the implementation of the Common Core Georgia Performance Standards. Effective implementation of the CCGPS will assist teachers in gaining the knowledge

and skills that they need in order for students to excel academically. The budget constraints have caused our students and teachers to be at a disadvantage due to the system's lack of financial resources. The district, with the limited resources that it has, is currently focusing on the following areas:

- Increasing writing scores on the state-assessed writing test

- Creating an intensive writing program

- Providing professional learning that focuses on the Common Core Georgia Performance Standards that target literacy

- The provision of reading and writing resources.

- Integrating new technology to assist students in learning

- Implementing a school literacy team

- Increasing graduation rate

- Preparing all students for college and careers

Strategic Planning:

In the spring of 2013, the system completed a strategic plan based on information received by external and internal stakeholders. The data collected assisted the system in creating four high priority goals:

- Provide professional learning that increases teachers' understanding of how to provide meaningful opportunities for students to utilize writing skills in all subject areas.

- Purchase updated technology that is designed to motivate and provide students with multiple means of learning information.

- Provide instructional strategies that are research-based and have a proven record of increasing student achievement.

Current Management Structure:

The Randolph County School System has five board of education members. Dr. Marvin Howard is the superintendent. Dr. Howard started his career as superintendent for Randolph County in January of 2013. There are currently three principals and three assistant principals in the Randolph County School System. Please see chart below for district level administrators:

Title	Randolph County Administrators (District Level)
Superintendent	Marvin Howard
Director of Curriculum and Instruction	Tangela Madge
Director of Federal Programs /Testing and Assessment	Shirlette Morris
Director of Special Education	Ann Taylor
Director of Human Resources and Purchasing	Shirley Marshall
Director of Finance	Brittney Johnson
Director of Transportation	David Prince
Director of Technology	E'mosha Brinson
Director of Food and Nutrition	Jeanette Jones
Employee Payroll and Benefits	Lebriesha Bailey

Non-literacy Initiatives:

Non-literacy initiatives in Randolph County include membership in the Georgia Youth Science Technology Center (science initiative that provides in-class field trips aligned to the science standards) and CRCT Family Night.

Literacy Curriculum:

The Randolph County School System's literacy curriculum is aligned with the Common Core Georgia Performance Standards. Teachers use their common planning time to work on lesson plans, develop units, and create and share strategies that are designed to support student achievement and provide a strong literacy based learning environment. Also, teachers receive professional learning related to literacy through professional learning, and GADOE (Georgia Department of Education) webinars.

Past Instructional Initiatives (Literacy and non)

Randolph County Elementary: America's Choice- This initiative facilitated the use of strategies for content literacy   Georgia's Reading Excellence Act – This initiative enabled the school to provide reading improvement, tutorial assistance, and family literacy.   Reading First – This initiative assisted teachers to develop and implement research-based reading program for students in K-3rd grade.   West Georgia GLRS Reading Project – Instructional techniques for this initiative focused on facilitating student access to the curriculum and for addressing students' literacy needs.   CCGPS that target literacy.
Randolph County Middle   The implementation of standards-based classrooms that include the use of word walls, read "alouds", graphic organizers   CCGPS that target literacy   The provision of reading resources (classroom novel sets) with multiple genres and authors   Use of the Lexile frameworks for teaching reading
Randolph County High   America's Choice – Genre study of Standardized Testing, Genre Studies Grades 9-10   Ramp-Up Literacy (students received a double dose of literacy instruction in a block schedule.   SREB – *High Schools that Work*, part of the Southern Regional Education Board high school program was used to implement several activities including authentic projects and assignments for reading and

literacy in Career and Technical courses.

CCGPS that target literacy.

Literacy Assessments Used District Wide:

RCES	GKIDS, DIBELS Next, Open Court Core Assessments, Benchmark Assessments, Classworks, OAS, CRCT, CRCT-M, WIDA, ACCESS for ELS, Reading Mastery Core Assessment, Phonemic Awareness Assessment, Informal Phonics Inventory, Really Great Reading Decoding Surveys
RCMS	CRCT, CRCT-M, Middle Grades Writing (MGWA), Benchmark Assessments, WIDA, ACCESS for ELS
RCHS	GHSGT, GHSWT, mock assessments, Benchmark Assessments, WIDA, ACCESS for ELS, SLOs (Students Learning Objectives)

The Need for a Striving Reader Project

In order to determine the need for the Striving Readers Comprehensive Literacy Grant, data from a variety of sources was gathered and analyzed. The following areas were assessed to determine need: student achievement in reading, language arts, writing, demographics, socio-economic data, and professional learning. The grant will assist the Randolph County School System in creating an effective literacy-focused curriculum.

District Management Plan and Key Personnel:

The Striving Readers Comprehensive Literacy Grant will be managed through the office of the Director of Curriculum and Instruction, Dr. Tangela Madge. Dr. Madge will work closely with the district's finance department, technology department, federal programs director, and school administrators. The Director of Finance, Ms. Brittney Johnson, will supervise the requesting and allocating of grant funds, purchasing resources, and auditing of the grant. The Federal Programs Manager, Ms. Shirlette Morris, will provide written communication concerning allowable expenditures, sign and approve purchase order requests along with the Superintendent, Dr. Marvin Howard, and maintain appropriate documentation to support expenses. The Media Specialist, Ms. Ruth Rhames, and Director of Technology, (Recent Vacancy), will provide advice pertaining to the purchasing of literacy and technology resources. Also, Ms. Rhames and the director of technology will be responsible for the installation of software and technology equipment. The Director of Curriculum and Instruction will be accountable for keeping all stakeholders abreast of the implementation of the grant process, monitoring professional learning, budgeting, literacy activities, and scheduling monthly meetings at the school and district level to discuss the grant implementation status.

District-level support- The Superintendent-Dr. Marvin Howard, the Director of Curriculum and Instruction-Dr. Madge, the Director of Federal Programs- Ms. Shirlette Morris, and school leaders will participate in focus walks in order to observe literacy practices in context, support the administrators and teachers by providing professional learning, materials and resources; disseminating current research in best literacy practices: and develop a district literacy plan that supports an accelerated, and corrective reading curriculum aligned with state literacy standards.

School level support-The principal will provide resources to support literacy, communicate literacy data, celebrate literacy gains with students, staff, and community stakeholders, and create/sustain a literacy team. Classroom teachers will create a classroom culture that promotes literacy, facilitates screening, monitors progress, and communicates literacy data to families. Teachers will collect, analyze and communicate data, model current research-based instructional practices, pursue professional learning and research-based practices and celebrate literacy gains with students, staff, and community stakeholders.

Individuals assigned specific duties pertaining to the implementation of the grant:

Title	Name	Supervisor
Site-Level Coordinators: Randolph County Elementary	Becky McPherson, Teacher Ruth Rhames, Media Specialist	Sheila Brown, Principal, Robbin Temples, Assistant Principal/Academic Coach
Director of Curriculum and Instruction	Tangela Madge	Marvin Howard, Superintendent
Technology Coordinator	Recent Vacancy	Tangela Madge , Director of Curriculum and Instruction
Testing and Assessment Coordinator/Director of Federal Programs	Shirlette Morris	Marvin Howard, Superintendent Tangela Madge, Director of Curriculum and Instruction
Director of Finance	Brittney Johnson	Tangela Madge , Director of Curriculum and Instruction

At the onset of the grant application process, a school/district level team was created to provide a mechanism for regular and meaningful dialogue about expectations and progress being made. The team was created specifically for Randolph County Elementary. Randolph County Elementary is the only school in Randolph County applying for the grant. The team consists of the following: Tangela Madge- Director of Curriculum and Instruction, Sheila Brown- Randolph County Elementary School Principal, Robbin Temples- Randolph County Elementary School

Assistant Principal/Academic Coach, and Becky McPherson- Randolph County Elementary School Teacher.

The Superintendent met and discussed the various responsibilities of the individuals responsible for the proper functioning of the grant. Also, there were three meetings and several phone conferences between the team that was created specifically for Randolph County Elementary School. During these meetings, the discussions were primarily related to the budgeting process and the overall implementation of the grant

Function of the Grant in Relationship to the District Strategic Plan – The grant will be aligned with the district's strategic plan and the Randolph County Elementary School Improvement Plan and Literacy Plan.

Randolph County School System

Experience of the Applicant - District

The District has had multiple opportunities to disburse grant monies and to oversee their proper, legal, and allowable use. The ability of the LEA to adequately administer funding is evident in its past history of:

- Controls for Spending/Purchasing – Procedures identified for making purchases using federal funds is the norm and will be implemented (e.g., chart of accounts, procedures for requesting funds, approval of purchase requests, payments and invoices, required signatures, supplanting, alignment with grant initiative).

- Monitoring and Evaluation- Ongoing program reports, those required by the grant and individual school accountability reports will be generated on a quarterly basis.

- Clearly Written Grant Administration Procedures – The management structure as previously described will provide grant oversight that follow compliance procedures for recipients of all federal program funding.

- Technical and Resource Capacity – The management structure will be utilized and expanded, as needed, to review on an ongoing basis and make the best determination about the capacity for technical resources.

Public Relations – All stakeholders will understand the conditions placed on the funds and will follow compliance directives. Grant goals and successes, as well as the impact on student achievement, will be shared with the Board of Education, School Councils, and the community at-large via the local newspaper, school newsletter, and the school websites.

Randolph County School System

Compiling Application Data - Proper documentation will be collected by the Randolph County Elementary Literacy Leadership Team to demonstrate compliance to the grantor.

All audit findings over the past five years were corrected in a timely manner.

Year	Program	Amount	Is there an Audit?	Audit Results
2008	Homeless Youth Reading First Title I Migrant Education Title II Title VI Title V-A Innovative	32,000 230,284 733,391 4,597 203,131 12,375 5,896	Y	Compliant with Resolutions

Year	Program	Amount	Is there an Audit?	Audit Results
2009	Homeless Youth Reading First Title I Title II Title VI Title V-A Innovative Title I-A Distinguished Schools IV-A Safe & Drug Free	21,594 245,722 734,328 181,031 55,026 2,745 16,208 14,670	N	N/A

Year	Program	Amount	Is there an Audit?	Audit Results
2010	Title I Title II Title VI Title II D Enhancing Education Thru Technology IV-A Safe & Drug Free	821,948 178,885 48,104 15,696 11,956	N	N/A

Year	Program	Amount	Is there an Audit?	Audit Results
2011	Title I Title I Distinguished Schools Title I-A School Improvement Title II Title II D Enhancing Education Thru Technology IV-A Safe & Drug Free Title VI	779,668 7,384 53,138 171,802 6,578 1,081 48,379	Y	Compliant with Resolutions

Year	Program	Amount	Is there an Audit?	Audit Results
2012	Title I Title II-A School Improvement Title II Title VI	769,445 97,971 154,042 46,703	Y	Compliant with Resolutions

NOTE: The 2011-2012 Audit occurred during the first year experience of the Federal Programs Director.

Description of LEA Capacity:

The coordination of resources is sorted out with federal and state grant allocations uploaded at the Consolidated Application portal. Then, a collective vision of goals for student learning and the development of a common knowledge base of practices and priorities are established. In the past, the LEA has coordinated resources by creating teams of administrators and teachers who look at the integration of school improvement plans, budgets, and schedules. These teams make recommendations and support any necessary changes. The Superintendent determines whether schools have implemented resource allocation best practices, such as planning time, class size, scheduling, and professional learning. In order to take advantage of existing resources and limit

the fragmentation that contributes to less effective instruction the district adheres to guidelines to supplement and not supplant resources.

Sustainability of Past Initiatives:

Over the past few years, the Randolph County School System has utilized the majority of the system's general fund budget on pupil services and the improvement of academic achievement and professional learning. Also, the system has maintained a steady focus on improving student achievement through community members volunteering their services.

Randolph County Elementary School

The facility in which Randolph County Elementary School (RCES) is located was built in 1935 and opened in 1936 as Cuthbert Public School, housing all grades. In the early seventies, the building housed elementary and middle school students. Over the next several years various grades were moved back and forth from the facility to another facility. Since 1980, it has served the elementary students in Randolph County.

Randolph County Elementary School is the only public elementary school in Randolph County. Randolph County is located in rural Southwest Georgia. The county is geographically isolated and economically deprived. Randolph County has one of the highest incidences of adult illiteracy in the state.

RCES is a Title I school and 91.23% of students are eligible for free lunches. Currently there are 419 students in grades kindergarten through fifth. The student population is comprised of: 91.4% African-American, 4.6% white and 4% other. At this time there is only one student with limited English proficiency at RCES.

RCES has made slow, steady progress in student achievement. Prior to 2003, RCES was in Needs Improvement. Beginning in 2003, the school met Annual Yearly Progress (AYP) goals for nine consecutive years. Additionally, fifth grade writing scores have shown improvement. Although there has been progress in improving student achievement, RCES continues to strive for excellence.

Administrative and Teacher Leadership Team

The principal is supported by one assistant principal who also serves as the academic coach. The principal and the assistant principal/academic coach have worked at RCES for over twelve years. They are very knowledgeable of the school culture, school population, and the curriculum. The principal served as a classroom teacher for several years, was assistant principal for one year, and has been principal for the past three years. The assistant principal/academic coach also served as a classroom teacher and academic coach for thirteen years at RCES prior to becoming assistant principal.

The assistant principal/academic coach works closely with all teachers by providing modeling, support, and feedback on instructional practices. Leadership responsibilities are shared through the Design Team and the Leadership/Literacy Team. The Design Team is made up of the principal and assistant principal/academic coach. They meet weekly and as needed to discuss curriculum issues and other issues that effect the operation of the school. The Leadership/Literacy Team meets monthly and/or as needed. It consists of kindergarten through fifth grade-level chairs, the media specialist, and Special Area and Exceptional Education representatives.

Past Instructional Initiatives

The Randolph County School System (RCSS) is committed to all professional learning and efforts to improve students' reading performance. A majority of the current staff, both teachers and paraprofessionals, were involved in successful reform initiatives including America's Choice School Reform, Georgia's Reading Excellence Act (REA), Reading First, and the Special

Education Reading Project: Effective Instruction for Elementary Struggling Readers. RCES is fortunate to have a low teacher turnover rate; therefore, a majority of the teachers participated in each of the literacy initiatives. Reading First offered many hours of professional learning on Scientifically Based Reading Research (SBRR) strategies to improve reading achievement. Fourteen of the seventeen current kindergarten through third grade literacy teachers participated in Reading First professional development. Fourth and fifth grade teachers, the media specialist, and administrators also participated in Reading First professional development topics that related to their instructional needs. Each of these initiatives has provided school administration, teachers, and paraprofessionals training in best practices in reading instruction, monitoring student progress, and data analysis.

Current Instructional Initiatives

RCES is currently participating in the West Georgia Learning Resources System (GLRS) Reading Improvement Grant project. The focus is on reciprocal teaching, print to text study, and effective interventions for struggling readers. Special education and general education teachers in second through fifth grades are attending professional learning and receiving follow-up coaching at the school level by the GLRS Reading Coach. Students in the project are in second through fifth grade with IEP goals for improving reading or SST referrals for reading difficulties. Twenty-seven students were identified for the project. All students in the program have been assessed for decoding and vocabulary strengths and weaknesses using the *Really Great Reading Decoding Survey* and the *Expressive and Receptive One-Word Picture Vocabulary Tests*.

Really Great Reading Decoding Surveys

Fall 2011
Number of Students Meeting Grade Level Benchmark

Grade Level	Beginning Decoding	Advanced Decoding
2nd	0/13	N/A
3rd	0/5	0/5
4th	2/9	1/9

Spring 2012
Number of Students Meeting Grade Level Benchmark

Grade Level	Beginning Decoding	Advanced Decoding
2nd	1/13	0/13
3rd	0/5	0/5
4th	3/9	1/9

Expressive and Receptive One-Word Picture Vocabulary Test

Fall 2011
Number of Students Meeting Grade Level Benchmark

	Receptive Vocabulary	Expressive Vocabulary
Average Range	4/27	3/27
Below Average Range	20/27	15/27
Low Range	3/27	9/27

RCES is also participating in Governor Nathan Deal's Statewide Early Literacy Initiative with the Reading Instruction Mentor Program. Through the Reading Mentor Program teachers are receiving professional development and classroom modeling in differentiated reading instruction, assessment driven instruction using universal screening and diagnostic materials, The Four Pillars of Reading, strengthening parent involvement, and results based accountability. Although the main focus of this initiative is kindergarten through third grade, fourth and fifth grade

4

teachers, as well as administrators, and the media specialist are participating in all professional development opportunities.

Professional Learning Needs

Professional learning needs at RCES are determined based on needs assessments and the Striving Reader Comprehensive Literacy Grant (SRCLG) goals. The following needs have been identified: (1) training for new literacy programs, (2) training for literacy instruction in the content areas, and (3) training for new technology and methods for promoting student engagement and motivation. Due to budget cuts and reduced funding there have been no funds available to provide these trainings and necessary materials.

Need for a Striving Readers Project

RCES is fortunate to have a highly qualified staff and many resources and materials in place. However, as students' needs change and national and state expectations continue to increase, RCES must have the knowledge and resources to ensure students are not simply meeting expectations. Funding from the SRCLG will assist RCES in implementing a consistent core program for grades K-5; updating the intervention program used in K-5; updating technology to support and maximize instructional materials; adding additional resources to support school-wide literacy instruction; and incorporating strategies to increase student engagement and motivation. Funding from the project will also provide the training and materials for teachers to implement new programs and practices while strengthening current practices in literacy instruction.

Scientific, Evidence-Literacy Plan

The Randolph County Literacy Plan is aligned with the framework of the Georgia K-12 Literacy Plan: "The How".

Randolph County Elementary School K-5 Literacy Plan

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school
Randolph County Elementary School (RCES) administrators have participated in state-sponsored webinars and face-to-face sessions to learn about the transition to CCGPS. They have also attended sessions provided by the Reading Instruction Mentor Program which is part of the Governor's Early Literacy Initiative. Research-based guidelines for literacy instruction set forth in Georgia "The Why" document guide administrators' actions as they monitor literacy instruction within the school and schedule protected time for literacy and teacher collaboration. Administrators analyze data and adjust job-embedded professional learning (*Reading Next,* Biancarosa & Snow, 2004).
B. Action: Organize a Literacy Leadership Team
RCES has a school Leadership/Literacy Team composed primarily of administrators and faculty members at this time. Faculty members of the Leadership/Literacy Team include ELA teachers, content area teachers, special education teachers, special area teachers (art teacher, etc.) and media specialist. Outside agency representatives on the school Leadership/Literacy Team include a GLRS reading coach and an assigned staff person from the Governor's Reading Instruction Mentor Program. Several teachers double as parents and grandparents of students attending RCES. The Leadership/Literacy Team uses multiple forms of student, school, and

teacher data (including a Walk-Through Literacy Needs Assessment completed by administrators) to analyze needs, prioritize recommendations and establish goals for improvement. Administrators lead the Leadership/Literacy Team to identify students who need intervention or support and prioritize needs.

RCES's vision for literacy is: "Learning to read is paramount to student achievement and RCES is fully committed to providing a quality literacy curriculum. Our vision is to have all students at RCES on or above grade level in reading."

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

The instructional schedule at RCES is developed to maximize instructional time. Allotment of protected, dedicated time for reading instruction receives top priority. The schedule for grades kindergarten through second provides 100 minutes of uninterrupted reading time for all students in self-contained classes in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing (Report of the National Reading Panel, 2000).   Instruction is departmentalized in grades three through five and all students receive two to four hours of literacy instruction across language arts and in content area classes (Biancarosa & Snow, 2004, p. 20).   Additional time is scheduled for Tier 3 for grades kindergarten through fifth. Collaborative planning teams are scheduled weekly across content areas for all grade levels. During collaborative planning, teachers analyze data and review student progress. In grades three through five there is only one teacher per content area, so all teachers at each of these grade levels participate in the collaborative planning teams (*Reading Next,* Biancarosa & Snow, 2004).

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

All staff at RCES is utilized to support literacy instruction, including paraprofessionals, the art teacher, etc. (*Reading Next,* Biancarosa & Snow, 2004). Academic supports that enhance literacy learning include before, during, and after-school tutoring by teachers, staff, and volunteers. **Ongoing targeted, sustained professional learning is needed to help content area teachers transition to the instructional shifts of the Common Core Georgia Performance Standards (CCGPS)** (Alverman, 2001, p. 52), (*Reading Next,* Biancarosa & Snow, 2004).

E. Action: Optimize literacy instruction across all content areas

ELA teachers incorporate informational texts in grades kindergarten through fifth. Teachers have participated in state-wide webinars regarding the selection of text complexity appropriate to grade levels and attended Lexile training. As teachers implement CCGPS, students are conducting short research projects, identifying text structure across content areas, providing evidence from texts to support their responses, and determining author bias or point of view (appropriate for grade levels). GLRS is providing Planet Literacy training (literacy strategies) for all ELA and content area teachers in grades three through five this year. The strategies are taken from *The Seven Habits of An Effective Reader* (Dole, Duffy, Roehler, and Pearson, 1991). **The needs assessment has identified that more professional learning is needed to incorporate the use of literary texts and writing instruction in all content areas. Administrators will use walk-through/observation instruments to determine consistency of using instructional practices in content area classes** (*Reading Next,* Biancarosa & Snow, 2004) (Lewis et al., 2007).

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

RCES participates in a network of learning supports including tutoring provided by students from Andrew College and afterschool programming two days a week (Bulldog Academy). Each fall RCES kicks off its Million Word March reading campaign. Parents, school board members, and community leaders attend the kick-off event.   The mayor offers incentives each year. For 2012-2013, he is offering $50 savings bonds to the student who reads the most books at each grade level. Community members and parents volunteer to read in class during the annual Dr. Seuss Read Aloud Celebration. In honor of Grandparents' Day, each fall grandparents come to the school media center and read a book to their grandchild. All activities to promote literacy learning are posted on the school website and included in the school newsletters.

Building Block 2: Continuity of instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (see Leadership Sections 1. C, D.)

Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subject areas. Weekly collaborative cross-disciplinary teams examine student data/work for literacy. Results are used to adjust instruction when needed (*Reading Next,* Biancarosa & Snow, 2004).

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

Literacy instruction in kindergarten through third grade reading classes incorporates SBRR core programs: *Reading Mastery* kindergarten through first and *Open Court/Reading Mastery* in second through third.   Differentiated reading instruction strategies developed by Walpole and McKenna (2009) are used for Tier 2 interventions in grades kindergarten through three. America's Choice Readers Workshop is used in grades four through five. Teachers across the curriculum in kindergarten through fifth grades incorporate literary. **Teachers in grades four**

through five have limited resources to guide them in providing direct, explicit literacy instruction (*Reading Next*, Biancarosa & Snow, 2004). **Due to the publication date of the kindergarten through third grades reading cores, not all CCGPS standards or shifts in teaching practices are addressed and consumable materials are out of print.**

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

Technologies utilized to communicate with parents include PowerSchool Parent Portal and the school website. Working with the Millenium Center, New Horizons, Family Connections, and the Department of Family and Children's Services, the emotional, behavioral and physical needs of students and their families are supported. Andrew College students provide tutoring and reading incentives. School business partners (Whatley Oil and Cobb EMC) offer additional incentives for reading and provide volunteers to read in classes (*Reading Next,* Biancarosa & Snow, 2004).

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

RCES uses DIBELS Next as a universal screener and progress monitoring tool in grades kindergarten through five. DIBELS.net is used for data collection, storing, analyzing, and disseminating reports. *Classworks* assessments used in grades one through five provide formative information to help teachers determine the individual needs of all students. Locally developed nine-weeks benchmark assessments for all content areas and in-program reading core assessments include a variety of formats (multiple choice, short answer, writing tasks).

Intervention materials for Tier 2 and Tier 3 are aligned to assessment data and in-program placement tests and progress monitoring assessments help determine the effectiveness of interventions. A school calendar for formative and summative assessments is developed and distributed to faculty and staff (*Reading Next,* Biancarosa & Snow, 2004), (Center on Instruction, 2009).

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

The results of formative and summative assessments are used to identify classrooms needing additional support. This data informs decisions regarding scheduling of paraprofessionals and other resources. Data from DIBELS Next and other curriculum-based assessments help determine options for individual students within a flexible four-tier Response to Intervention (RTI). Student data is analyzed to develop and adjust instructional plans (*Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*, Gersten, et al., 2009). Students are given feedback in a timely manner and are offered opportunities to assess their own learning. Multiple faculty and staff members have been trained to implement reading interventions in Tier 2, Tier 3, and Tier 4 options for RTI. Technology infrastructure/equipment is adequate for storing data and disseminating reports. The school's assessment calendar designates guidelines for when formative and summative assessments are administered during the year and the persons responsible. Ongoing training is done for all persons responsible for administering formative and summative assessments. Individual DIBELS Next reports are printed and sent home to parents.

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

McKenna and Stahl's Revised Cognitive Model of Reading Assessment (2009) is used as a

protocol for a systematic approach to gathering information. When screening instruments identify students not achieving grade level developmental milestones, additional diagnostic instruments are used to assess underlying skill deficits and guide targeted instructional planning. Tier 2 and Tier 3 intervention programs offer multiple entry-points and Tier 3 intervention programs provide placement tests which are administered individually.

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

Specific time is set aside at the beginning of the year to analyze the previous year's Criterion Reference Competency Test (CRCT) in grades three through five. Data is disaggregated by subgroups. Additional resources (personnel and materials) are allocated based on analyzed assessment results (Torgeson & Miller, 2009, p. 24). Summative data from the reading programs used in kindergarten through second grades is used at the beginning and end of the school year to make program decisions and monitor individual student progress from grade level to grade level (*Reading Next,* Biancarosa & Snow, 2004).

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

McKenna and Stahl's Revised Cognitive Model of Reading Assessment (2009) is used as a protocol for making decisions to identify the instructional needs of students.   All appropriate staff members are trained to use data storage and retrieval systems (DIBELS.net, *Classworks*, Student Longitudinal Data System) to review data (*Using Student Achievement Data to Support Instructional Decision Making,* Hamilton, et al.).

Building Block 4: Best Practices in Literacy Instruction

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

Evidence-based core programs are used in kindergarten through third grades to provide a carefully articulated scope and sequence of skill*: Reading Mastery* in kindergarten and first grades, *Open Court/Reading Mastery* in second through third grades. America's Choice Reader's Workshop is implemented in grades four and five. Literary and informational texts are integrated in the reading blocks in kindergarten through fifth grades to supplement core programs. Student data is used to identify the areas of need and to form small groups for targeted, differentiated instruction. Multiple literacy checklists are used by administrators to observe literacy instruction (Literacy Instruction Checklist, Read Aloud checklist, specific checklists for Walpole/McKenna small group, differentiated modules). All teachers in kindergarten through third grade have been trained to deliver explicit instruction in whole group and differentiated, needs-based small groups during the reading block.   Additional professional learning is scheduled during the 2012-2013 year which will be provided by the mentor from the Governor's Reading Instruction Mentor Program and the GLRS reading coach. Professional learning focuses on using data to inform instructional decisions and explicit teaching, modeling, providing guided and independent practice with feedback, and differentiating instruction.
Teachers in grades four and five have limited resources to guide them in providing direct, explicit literacy instruction (*Reading Next*, Biancarosa & Snow, 2004). **Due to the publication date of the kindergarten through third grade reading cores, not all CCGPS standards or shifts in teaching practices are addressed and consumable materials are out of print.**

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

The Writers Workshop model is used in grades kindergarten through five. In grades three through five, literacy and content area teachers share the responsibility for writing instruction. Students are writing daily in grades kindergarten through two and at least once a week in grades three through five**. Based on data from the third and fifth grade writing assessments and rising expectations of CCGPS, the literacy team recognizes the need for more rigor and coordination in writing instruction across grade levels. RCES continues to look for ways to incorporate best practices in writing instruction. Due to the lack of technology, very few students can access technology for writing production, publishing, or communication.** (*Writing to Read*, 2010), (Partnership for 21st Century Skills, 2009), (NCTE, 2008), (Mills, 2006)

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

Teachers provide opportunities for students to self-select reading material and topics for research. Most teachers provide opportunities for peer collaboration during class. **The need for strategies to increase student engagement and motivation are significant factors for moving students along the tiered continuum. More supplemental materials, including diverse texts, are needed to support school-wide literacy instruction, implement CCGPS, and to increase student engagement and motivation for reading and writing. Updated technology is also needed to promote student engagement and motivation.** (Boardman et al., 2008), (*Reading Next,* Biancarosa & Snow, 2004), (Merchant, 2001), (Sturgeon, 2008).

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section3.E.)

The percentage of students served in each tier of instruction is reviewed by grade level at least

three times per year. A protocol is used at each benchmark assessment to determine what percentage of students at low risk remained at low risk, what percent of students at some risk moved to the low risk category, and what percentage of high risk students moved to the categories of some risk or low risk category. Diagnostic assessments and intervention program placement tests ensure that individual students are matched to appropriate interventions (*Reading Next,* Biancarosa & Snow, 2004). Administrators and the GLRS reading coach monitor interventions frequently to ensure that interventions occur regularly and with fidelity. Progress monitoring assessments (DIBELS Next and intervention in-program assessments) are used to adjust instruction for students.

B. Action: Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)

Tier 1 instruction based on CCGPS is provided to all students in grades kindergarten through five. Anticipated levels of student mastery during the school year are shared with all teachers during collaborative grade level meetings and teachers are trained to understand the assessment data for the school and their grade level. If fewer than 80% of students at any grade level are successful in any area (phonemic awareness, decoding, oral reading fluency, vocabulary, comprehension, written expression), the Leadership/Literacy Team examines student data and current practices based on observation checklists and lesson plans to design professional learning and determine instructional practices to address the areas of student needs (*Reading Next,* Biancarosa & Snow, 2004). Two special education teachers co-teach with general education teachers in grades one, three, four and five. The system is participating in a GLRS Least Restrictive Environment (LRE) project this year. Special education teachers and general education teachers are participating in co-teaching professional learning**. Teachers in grades**

two through five need resources to help them utilize text-dependent questions and close reading while implementing CCGPS (Alverman, 2001), (*Reading Next,* Biancarosa & Snow, 2004).

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

RCES is participating in the Reading Instruction Mentor Program which is part of the Governor's Early Literacy Initiative.   The assistant principal and the program assigned mentor will attend state-wide training for differentiated reading instruction. This training will be redelivered to faculty and staff during the school year. Professional learning will focus on using appropriate supplemental and intervention materials for students based on needs identified by individual data, using direct, explicit instructional strategies, and differentiating instruction for Tier 2 interventions. Classroom teachers and paraprofessionals provide Tier 2 intervention. Collaborative discussion and planning between teachers and paraprofessionals is scheduled after school. Intervention time is built into the daily schedule for grades kindergarten through five, intervention instruction takes place in the general education classroom, and ongoing training and monitoring is being provided to ensure effective interventions (Wright, 2007). A progress monitoring protocol has been developed and distributed to all teachers to ensure consistent progress monitoring and data collection while monitoring student response to intervention (*Reading Next,* Biancarosa & Snow, 2004).

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

RCES grades two through five participate in the GLRS reading project which is focusing on Tier 3 reading interventions for FY 2012-2013. Proven interventions are implemented for targeted students and group size recommendations of each specific intervention program are considered

when scheduling students for Tier 3 intervention. School administrators and the GLRS reading coach consistently monitor the fidelity of Tier 3 interventions. The SST is comprised of the counselor, an administrator, teachers, and parents (all parents are invited).   The local system SST guidelines are based are the GADOE SST manual and guidance. SST meetings for students in Tier 3 of the RTI process are scheduled monthly to analyze data and monitor student response to interventions.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way

The school's schedule is developed to ensure the least restrictive environment for students in Tier 4. All special education teachers are highly qualified and placed in their areas of expertise (Kamil et al., 2008). They participate in all professional learning communities including professional learning for CCGPS and least restrictive environment. Special education and general education teachers meet regularly to plan, discuss student progress, and ensure that IEP accommodations are implemented to provide students access to CCGPS instruction.

Building Block 6. Improved Instruction through Professional Learning

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

Mentors are assigned to new teachers. Both mentors and new teachers attend preservice meetings at the beginning of the year. The system curriculum director supervises the mentor program during the school year. Mentors in kindergarten through fifth grades are adequately prepared to help train new teachers to fully implement the literacy instruction for his/her grade level. Ongoing coaching is provided for all teachers, including new teachers, to implement literacy instruction (*Reading Next,* Biancarosa & Snow, 2004).

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

Targeted professional learning is driven by student achievement data and teacher needs. Some teachers have received research-based reading professional learning for up to eight years while other teachers have less training. The assistant principal/coach, the GLRS reading coach, and the reading mentor from the Governor's Reading Instruction Mentor Program provide ongoing training, modeling, coaching, and feedback/consultation. They also guide teachers in the use of data to inform instructional decisions. The assistant principal/coach meets weekly with collaborative grade level teams to analyze data, examine student work, and adjust instructional plans. **Ongoing, targeted, sustained professional learning is needed in the following areas: 1-helping content area teachers transition to the instructional shifts of the CCGPS and incorporate the use of literary texts and writing instruction in all content areas, 2-implementation of newly acquired programs and technology; 3-strategies to promote student engagement and motivation.** (Greenwald, et al., 1996), (National Staff Development Council, 2001), (*Reading Next,* Biancarosa & Snow, 2004)

Note: All research citations are taken from Georgia's Literacy Conceptual Framework for Birth-to-Grade 12, Georgia Literacy Plan: The "Why".

Needs Assessment, Concerns, and Root Cause Analysis

Process and Types of Surveys

The RCES Leadership/Literacy Team conducted needs assessments using *Planning and Evaluation Tool for Effective School wide Reading Programs – Revised (PET-R)* and *Comprehensive Literacy Program Instructional Resources and Needs Assessment Survey.* The Assistant Principal/Academic Coach, with the assistance of the West Georgia Learning Resources Reading Specialist, completed the *PET-R*. The Leadership/Literacy Team disseminated the *Comprehensive Literacy Program Instructional Resources and Needs Assessment Survey* to all K-5 regular education and exceptional education literacy teachers and paraprofessionals, the media specialist, the art teacher and administrators. A walk-through checklist was also used. Data from administrative classroom observations using the *FCRR Reading Walk-Through Guidelines* was part of the overall needs assessment.

As part of the Title I School-wide Plan, a professional development needs assessment survey was conducted. The results of these surveys were used by the Leadership/Literacy Team to determine professional learning needs.

The results of all surveys and observations at RCES were analyzed by the Leadership/Literacy Team. Using the results, team members reevaluated the literacy plan and the goals of the SRCLG to determine areas of need to be addressed in the literacy program.

Root Causes

The RCES Leadership/Literacy team conducted a root cause analysis of each area of need. High poverty in Randolph County (43.4%) and adult illiteracy rate (27%) contribute to a lack of focus on education for many students attending RCES. These are the homes where children have limited access to books or technology (Neuman and Celano, 2001). Consequently, RCES students have limited exposure to broader experiences. Based on the Georgia "The What" Building Block 2, "Continuity of Instruction" and 4, "Best Practices in Literacy Instruction", students from backgrounds similar to RCES students benefit from direct instruction provided through a systematic core program that is consistent grades K-5. RCES has a successful direct instruction program K-3. But, as a result of budget cuts and reduced funding there have been no funds available to provide updated materials, updated technology and trainings.

Broad range of participants in Needs Assessments

Kindergarten-4 teachers, Literacy Team member, para-professional

Grade 1-4 teachers, Literacy Team member, para-professional

Grade 2-2 teachers, Literacy Team member, para-professional

Grade 3-2 teachers, Literacy Team member, para-professional

Grade 4-2 teachers, Literacy Team member, para-professional

Grade 5-2 teachers, Literacy Team member, para-professional

Exceptional Education-3 teachers, Literacy Team member

Media Center-Literacy Team member

Special Area Team-Literacy Team member

Administration- 2 Literacy Team members

Disaggregated Data

On the 2011 CRCT, 17.7% did not meet the standard in Reading, 17% in ELA, 49% in Science, 51% in Social Studies. In 2012, 24.3% did not meet the standard in Reading, 18% in ELA, 49% in Science, 59% in Social Studies. By 2013, 27% were not meeting the standard in Reading, 24% in ELA, 47% in Science, and 56% in Social Studies. There is an alarming trend in the increasing number of students not meeting the standard in Reading and ELA. Data trends also show no improvement in Science and Social Studies.

A more complete disaggregation of data is located in the "Analysis and Identification of Student and Teacher Data" section.

Areas of Concern

Based on findings from needs assessments, observations, and the Georgia "The What" Building Block 4, "Best Practices in Literacy Instruction", modifications to the instructional schedule were made beginning with the 2012-2013 school year. This included extending the literacy block from 90 to 120 minutes which is in alignment with the SRCLG requirements. The needs assessment also determined the need for a school wide universal screener. In 2012-2013, RCES began implementation of DIBELS Next in K-5 to identify and monitor the development of student literacy skills. Instructional decisions are determined by ongoing progress monitoring as outlined by the Georgia "The What" Building Block 3, "Ongoing Formative and Summative Assessments". Consistent progress monitoring provides teachers the data necessary to determine instructional modifications. Ongoing training ensures teachers have the knowledge and skill to administer the assessment with fidelity.

After comparing the RCES literacy plan for 2012-2013 with the Georgia "The What" Building Blocks 1, "Engaged Leadership"; 2,"Continuity of Instruction"; 4,"Best Practices in Literacy Instruction"; 5,"System of Tiered Intervention (RTI) for All Students"; and 6, "Improved Instruction through Professional Learning" and the needs assessments the following needs were identified: (1) new/updated evidence-based core and intervention programs for literacy in kindergarten through fifth grades; (2) updated technology to support and maximize instructional materials; (3) supplemental materials including diverse texts to support school-wide literacy instruction and the implementation of CCGPS, (4) strategies to increase student engagement and motivation; and (5) professional learning to support the abovementioned needs. Due to budget cuts and reduced funding there have been no funds available to provide these materials and professional learning opportunities.

SBRR core programs are in place in K-3. *SRA Reading Mastery* is currently used in K-1. RCES has experienced continuous success for over ten years using this research-based core with K-1 students. Additionally, grades 2-3 experience success using *SRA Corrective Reading* and/or *Reading Mastery* with struggling students. However, the 2003 edition of *Reading Mastery* and the 1999 edition of *Corrective Reading* are being used. With the implementation of the CCGPS and shifts in teaching strategies, there is a need for the most current editions of *Reading Mastery* and *Corrective Reading* and to replace consumables.

Other students in grades 2-3 are also currently using the 2002 edition of another core program. In 4-5, there is no evidence-based explicit, systematic reading program. Teachers are teaching research-based strategies through Reader's Workshop using teacher created units aligned to the

CCGPS for Tier 1 and Tier 2 instruction. RCES needs to ensure that there is a continuum of skills that build on one another from one grade level to the next. To accomplish this, K-5 students at RCES need consistent instructional programs and materials that have documented efficacy, are drawn from evidence-based findings and practices, are aligned with CCGPS, and support the full range of learners as outlined in the Georgia "The What" Building Blocks 2 "Continuity of Instruction"; 4, "Best Practices in Literacy Instruction"; and 5, "System of Tiered Intervention (RTI) for All Students".

Writing is an essential part of a balanced literacy program as indicated in the Georgia "The What" Building Blocks 1, "Engaged Leadership"; 2, "Continuity of Instruction"; and 4, "Best Practices in Literacy Instruction".   At RCES the Writers Workshop model has been used for several years. Based on state mandated writing assessment results, there is a need for more rigor and consistency in grades 3-5.

The needs assessments and the Georgia "The What" Building Blocks 2, "Continuity of Instruction; 4, "Best Practices in Literacy Instruction"; and 5, "System of Tiered Intervention (RTI) for All Students" indicate the necessity to integrate 21st Century Technology skills and tools into the literacy program in K-5. The Randolph County Schools were unsuccessful in securing Title II, Part D: Enhancing Education through Technology (Ed Tech) funds. Available technology is being used but few classrooms are equipped with presentation and interactive technology. Due to limited access, software, and equipment, technology implementation is inconsistent across grades. The integration of adequate technology and software into the literacy program would enhance each tier of instruction, provide learner centered activities and

opportunities for self-directed learning, support the implementation of CCGPS, and increase student engagement and motivation. Funds from the grant will provide a variety of 21st Century Technology, including both hardware and software, and professional learning for the integration of the technology.

Due to the economic background of many of the students at RCES, they do not have access to quality reading materials in the home. Without adequate books, it is difficult to encourage students to read and build an appreciation for reading. Book Break Buddies was a successful book give-away program, but ended due to lack of funding. Funds are needed to provide reading materials for students to enjoy both at home and in the classroom.

With the implementation of CCGPS, needs are changing; therefore, there is also a need for additional supplemental resources to support literacy instruction in K-5. With an emphasis being placed on literacy in the content areas, additional texts and materials are necessary for classrooms and the media center. Funds from the SRCLG will purchase reading materials through a variety of media. The motivation and engagement factor of the diverse media will increase literacy skills as well as subject matter knowledge and skills. These needs are in alignment with the Georgia "The What" Building Blocks 2, "Continuity of Instruction" and 4, "Best Practices in Literacy Instruction".

Based on the Georgia "The What" Building Blocks 4, "Best Practices in Literacy Instruction" and 6 "Improved through Professional Learning", professional development is critical to maximize the effectiveness of the literacy program at RCES. Quality professional learning

experiences will ensure all staff is knowledge and proficient in the use of effective literacy

practices and the materials and/or programs used for literacy instruction.

Analysis and Identification of Student and Teacher Data

3-5 Grade CRCT/Georgia Writing Assessment Data disaggregated by subgroups

Reading CRCT								
	Third Grade			**Fourth Grade**			**Fifth Grade**		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2011	8%	76%	15%	20%	61%	20%	22%	71%	7%
2012	45%	40%	15%	21%	64%	15%	23%	65%	12%
2013	27%	51%	22%	20%	65%	15%	22%	69%	9%

2011 Reading						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	18.2%	14.3% *	21%	14%	52.1%	17.7%
Meets	71.4%	57.1% *	69%	67%	45.8%	70.5%
Exceeds	10.4%	28.6% *	11%	18%	2.1%	11.8%

*Total white students = 7

2012 Reading						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	24.2%	0%	30.5%	17.1%	62.5%	24.3%
Meets	60.6%	80% *	55.8%	64.6%	37.5%	59.9%
Exceeds	15.2%	20% *	13.7%	18.3%	0%	15.8%

*Total white students = 5

2013 Reading						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	23%	0%	28%	18%	50%	23%
Meets	61%	100% *	58%	66%	46%	61%
Exceeds	16%	0%	14%	16%	4%	16%

*Total white students = 2

ELA CRCT								
	Third Grade			**Fourth Grade**			**Fifth Grade**		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2011	13%	71%	16%	20%	76%	4%	17%	75%	7%
2012	30%	54%	16%	18%	67%	15%	9%	71%	20%
2013	28%	52%	20%	22%	70%	10%	20%	70%	10%

2011 ELA					
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	17.2%	33.3% *	18.3%	15.1%	57.1%	17.2%
Meets	74.0%	33.3% *	75.7%	72.6%	42.9%	74%
Exceeds	8.9%	33.3% *	6.1%	12.3%	0%	8.8%

*Total white students = 7

2012 ELA					
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	82.2%	0%	22.1%	13.4%	62.5%	18.1%
Meets	65.5%	80% *	60%	70.7%	37.5%	65%
Exceeds	16.4%	20% *	17.9%	15.9%	0%	16.9%

*Total white students = 5

2013 ELA					
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	22%	0%	27%	19%	63%	22%
Meets	65%	50% *	59%	68%	31%	65%
Exceeds	13%	50% *	13%	13%	6%	13%

*Total white students = 2

Science CRCT								
	Third Grade			**Fourth Grade**			**Fifth Grade**		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2011	35%	54%	11%	58%	34%	8%	55%	39%	6%
2012	62%	27%	12%	39%	50%	11%	49%	38%	13%
2013	51%	38%	11%	40%	47%	13%	48%	49%	3%

2011 Science					
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	51.3%	33.3%	52.1%	46.2%	80%	49.1%
Meets	40.5%	66.7%	37.8%	47.2%	16%	43.1%
Exceeds	8.2%	0%	10.1%	6.6%	4%	7.8%

2012 Science						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	50%	0%	50%	48%	85%	49.2%
Meets	39%	100%	37%	41%	14.3%	38.8%
Exceeds	11%	0%	13%	11%	0%	12%

2013 Science						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	47%	0%	49%	44%	76%	46%
Meets	44%	100%*	41%	48%	18%	45%
Exceeds	9%	0%	10%	8%	6%	9%

*Total white students = 2

Social Studies CRCT									
	Third Grade			**Fourth Grade**			**Fifth Grade**		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2011	44%	53%	3%	55%	41%	4%	54%	45%	1%
2012	62%	33%	6%	48%	45%	6%	67%	26%	7%
2013	39%	46%	15%	66%	32%	2%	64%	36%	0%

2011 Social Studies						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	51.8%	50%	47.9%	54.7%	76%	50.9%
Meets	45.1%	50%	50.4%	41.5%	24%	46.3%
Exceeds	3.1%	0%	1.7%	3.8%	0%	2.8%

2012 Social Studies						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	60%	40%	57%	61%	85.7%	59%
Meets	35%	40%	36%	33%	14.3%	34.4%
Exceeds	5%	20%	7%	6%	0%	6.6%

2013 Social Studies						
	Black	**White**	**Male**	**Female**	**SWD**	**Economically Disadvantaged**
Does Not Meet	55%	50%*	54%	58%	76%	55%
Meets	39%	50%*	41%	35%	18%	40%
Exceeds	6%	0%	5%	6%	6%	6%

*Total white students = 2

Georgia Grade 5 Writing Assessment									
	RCES			RESA			State		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2011	30%	61%	0%	38%	59%	3%	21%	69%	10%
2012	25%	75%	0%	36%	60%	4%	20%	70%	11%
2013	13%	84%	3%	35%	60%	6%	21%	66%	13%

Georgia Grade 5 Writing Assessment Mean Scores (based on scale of 1-5)									
	Persuasive			Informational			Narrative		
	RCES	RESA	State	RCES	RESA	State	RCES	RESA	State
2011	2.4	2.5	2.9	2.3	2.6	2.9	2.7	2.8	3.0
2012	2.6	2.6	2.9	2.6	2.5	2.9	2.8	2.7	3.0
2013	2.9	2.6	2.9	2.7	2.6	2.9	3.1	2.9	3.1

Georgia Grade 3 Writing Assessment											
	Informational			Persuasive			Narrative			Response to Literature		
	DNM	M	EX	DNM	M	EX	DNM	M	EX	DNM	M	EX
2011	34%	66%	0%	60%	40%	0%	49%	51%	0%	39%	61%	0%
2012	36%	53%	0%	27%	68%	5%	41%	58%	1%	25%	62%	13%
2013	45%	43%	12%	31%	56%	13%	53%	47%	0%	--	--	--

Strengths and weaknesses based on prescribed assessments

For 3 years prior to 2013, RCES was making AYP. In 2013, there was a decline in CRCT

achievement. Data analysis shows that instructional changes are needed in all areas.

Consistently, males are not meeting standards except in Social Studies. The largest male/female

performance discrepancy was in Reading and ELA. Due to the number of students with reading

disabilities not meeting standards, RCES is participating in the GLRS Reading Improvement

Project. Fifth Grade Writing Assessment scores have steadily improved since 2009 when 46%

met the standard. In 2013, 87% met or exceeded the standard. However, annually, none or few

exceed the standard. Third graders have scored below the state and RESA averages in all genres

and areas. RCES teachers recognize the need for improvement in writing.

Data for all staff and retention data

RCES has two administrators, thirty-one certified teachers and eleven paraprofessionals. All

teachers are highly qualified and placed in their areas of expertise. Twenty-three have advanced

degrees. Thirteen have a master's, ten have a specialist's degree, and two have reading

endorsements. All paraprofessionals meet state certification requirements.

Forty-six teachers have been at RCES for fifteen or more years; 14% for ten or more; 29% for

five or more; and less than 10% fewer than five years.

Teacher Retention Data

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
94%	91%	94%	84%	90%	95%

Goals and objectives

Project goals and measureable objectives evolve from needs assessments and student data. (See

"Project Plan").

Additional district prescribed data

RCES has ongoing formative and summative assessments which inform instructional decisions as outlined in "The What" Building Block 3. Diagnostic literacy assessments (K-phonological awareness, 1-5 informal phonics inventories) are administered to students identified at risk by the universal screener, DIBELS Next. DIBELS Next also tracks reading progress throughout the year. Progress monitoring guides instructional decisions for Tier 2 and Tier 3. Core and intervention assessments and progress monitoring tools determine needs and monitor student progress. Teacher-developed benchmark assessments measure progress at the end of each nine weeks. A mock CRCT assesses students' progress toward meeting state standards. Teachers analyze the data from each assessment to modify and differentiate instruction.

Teacher participation in professional learning

Common grade level planning time and after school provide opportunities to participate in ongoing professional learning communities. Teachers and paraprofessionals are required to participate in professional learning opportunities. Professional development and in-class coaching are provided by the Reading Instruction Mentor from the Governor's Office of Student Achievement and the GLRS Reading Coach.

Project Plan, Procedures, Goals, Objectives, & Support

Goals and objectives based on the "What" and "Why" documents, methods of measuring,

current practices, and funding

The goal at RCES is to ensure a continuum of research-based skills from kindergarten through

fifth grade. Enhancing whole group, small group, differentiated instruction, and remediation

through the incorporation of additional materials and technology will promote student

engagement and relevance in the learning process.

After a comparison of the RCES literacy plan and the areas of concern based on the needs

assessments, the following project goals have been established:

Goal 1: Evidence-based core and intervention instruction in ELA/Writing K-5 (using a

comprehensive, research-based curriculum)

Objectives	How Measured	Current Practices in Place	Funding From Other Sources	Research-Based Practices
Provide current evidence-based literacy practices Improve student achievement Implementation with fidelity Consistency and more rigor in writing instruction Enhance each tier of instruction	Analysis of student data Third through fifth grade writing assessment scores Observation Checklists Training evaluations	Evidence-based core literacy programs in K-3 (outdated) Evidence-based intervention programs in 2-5 (outdated) Direct explicit instruction in K-5 Readers Workshop format in 4-5	No initiatives	Georgia "The What" Building Blocks: 1, "Engaged Leadership"; 2, "Continuity of Instruction" ; 4, "Best Practices in Literacy Instruction" *Reading Next*, Biancarosa & Shaw, 2004; Wright, 2007; *Writing to Read*, 2010; NCTE,

| | | (no evidence-based core program)

Extended time for literacy

Writers Workshop format | | 2008; |
|---|---|---|---|---|

Goal 2: Provide necessary tools and materials, including technology and reading materials, to support school-wide literacy instruction

Objectives	How Measured	Current Practices in Place	Funding From Other Sources	Research-Based Practices
Optimize the effective integration of technology

Provide resources for the effective implementation of CCGPS

Ensure all teachers effectively incorporate the CCGPS and literary texts

Increase student engagement and motivation

Enhance each tier of instruction

Provide learner centered activities | Analysis of student data

Student engagement

Observation

Checklists | Limited availability of presentation software and other technology

GPS aligned texts for content area instruction | No initiatives | Georgia "The What" Building Blocks: 2, "Continuity of Instruction" ; 4, "Best Practices in Literacy Instruction"; 5, "System of Tiered Intervention"

Partnership for 21st Century Skills, 2009; NCTE, 2008; *Reading Next,* Biancarosa & Shaw, 2004; Wright, 2007; Mills, 2006 |

Goal 3: Support program implementations, technology, content area literacy instruction, and increased student engagement and motivation through professional learning for teachers and staff

Objectives	How Measured	Current Practices in Place	Funding From Other Sources	Research-Based Practices
Implementation of core and intervention programs Optimize the effective integration of technology Support for literacy instruction in the content areas Increased student engagement and motivation	Analysis of student data Observation checklists Discipline referrals	CCGPS training (GADOE) RESA technology training Governor's Early Literacy Initiative Project training	System Professional Development funds Governor's Office of Student Achievement	Georgia "The What" Building Blocks: 1 "Engaged Leadership ; 2, "Continuity of Instruction" ; 4, "Best Practices in Literacy Instruction"; 5, "System of Tiered Intervention"; 6 "Improved Instruction through Professional Learning" *Reading Next,* Biancarosa & Shaw, 2004; National Staff Development Council, 2001; Alverman, 2001; Lewis et al., 2007

Tiered instructional schedule

The instructional schedule at RCES is developed to maximize instructional time. RCES administrators have eliminated instructional interruptions. They continue their commitment to protecting the instructional time through frequent monitoring.

Randolph County Elementary School K-2 Instructional Schedule 2013-2014

Kindergarten	First Grade	Second Grade
7:30-7:40 Independent Reading	**7:30-7:40** Independent Reading	**7:30-7:40** Independent Reading
7:40-7:50 Morning Activities	**7:40-7:50** Morning Activities	**7:40-7:50** Morning Activities
7:50-9:30 Tier I & II Reading (Core Program 100m)	**7:50-9:30** Tier I & II Reading (Core Program 100m)	**7:50-9:30** Tier I & II Reading (Core Program 100m)
9:30-10:00 T III Reading Intervention/Acceleration (30m)	**9:30-10:00** T III Reading Intervention/Acceleration (30m)	**9:30-10:00** T III Reading Intervention/Acceleration (30m)
10:00-10:15 **Recess**	**10:00-11:15** Math/Math Intervention & Acceleration (75m)	**10:00-10:45** ELA/Writer's Workshop (45m)
10:15-11:00 Math (45m)		**10:45-11:30** Math (45m)
11:00-11:30 **Lunch**	**11:15-12:00** **Lunch/Recess**	**11:30-12:00** **Lunch**
11:30-12:15 **Special Area**	**12:00-12:20** ELA/Writer's Workshop (20m)	**12:00-12:10** **Recess**
12:15-12:30 Math continued (15m)	**12:20-1:05** **Special Area**	**12:10-12:25** Math Cont. (15m)
12:30-1:10 ELA/Writer's Workshop (40m)	**1:05-1:50** ELA/Writer's Workshop cont. (45m)	**12:25-1:10** Math Intervention/Acceleration (45m)
1:10-1:50 Science/Social Studies (45 min.)	**1:50-2:35** Science/Social Studies (45)	**1:10-1:55** **Special Area**
1:50-2:30 Math Intervention/Acceleration (40m)	**2:35** **Dismiss for home**	**1:55-2:35** Science/Social Studies (40m)
2:30 **Dismiss for home**		**2:35** **Dismiss for home**

Randolph County Elementary School 3-5 Instructional Schedule 2013-2014

Third Grade	Fourth Grade	Fifth Grade
7:30-7:40 Independent Reading **7:40-7:50** Morning Activities	**7:30-7:40** Independent Reading **7:40-7:50** Morning Activities	**7:30-7:40** Independent Reading **7:40-7:50** Morning Activities
7:50-8:50 Reading/ELA/Writing/Math/Sci (60m) **8:50-9:40** Reading &Math Interv/Accel SS (50m) **9:40-10:40** Reading/ELA/Writing/Math/Sci (60m) **10:40-11:30** Reading &Math Interv/Accel SS (50m) **11:30-11:50** Reading/ELA/Writing/Math/Sci (20m) **11:50-12:30** **Lunch/Recess** **12:30 – 1:10** Reading/ELA/Writing/Math/Sci Cont.(40m) **1:10-2:00** Reading &Math Interv/Accel SS (50m) **2:00-2:40** **Special Area** **2:45** **Dismiss for home**	**7:50-8:50** **Special Area** **8:50-9:50** Reading/ELA/Math/Science/SS Intervention/Acceleration (60m) **9:50-10:50** Reading/Math/Science/SS (60m) **10:50-11:50** Reading/Math/Science/SS (60m) **11:50-12:25** ELA/Writing (35m) **12:25-1:05** **Lunch/Recess** **1:05-1:45** ELA/Writing (35m) **1:45-2:40** Reading/Math Intervention & Acceleration (55m) **2:45** **Dismiss for home**	**7:50-8:50** Reading/Math (60m) **8:50-9:50** **Special Area** (R/M Pull Out) **9:50-10:50** ELA/Science/SS (60m) **10:50-11:50** ELA/Science/SS (60m) **11:50-12:25** Reading/Math (35m) **12:25-1:05** **Lunch/Recess** **1:05-1:45** Reading/Math (40m) **1:45-2:40** Reading/Math Intervention & Acceleration (55m) **2:45** **Dismiss for home**

The reading block for all students provides uninterrupted time for Tier 1 and Tier 2 reading instruction. Additional time is provided for Tier 3 intervention for struggling students who have been identified through formal and informal assessments. Acceleration is provided for those students in kindergarten through fifth grade who are performing at or above grade level during

the intervention blocks. Third through fifth grade teachers also provide "Safety-Nets" before and after school as well as during special area time to support at-risk students. In the spring these students are provided additional tutoring after school through "Bulldog Academy". Some students with exceptionalities participate in grade level instruction (Tier 1, Tier 2, and Tier 3) provided by classroom and inclusion teachers in the regular classroom setting. Tier 4 instruction is provided in resource classrooms.

Struggling students are monitored closely through the Student Support Team (SST). Strategies are put in place and results are documented. Follow-up meetings are scheduled to determine the effectiveness of the implemented strategies. Based on the documented results, decisions are made as to whether teachers should continue with the current strategies, modify the strategies, or pursue in-depth testing to determine possible Tier 4 eligibility.

Teachers incorporate literacy skills in the content areas. Based on the needs assessments, it has been determined that additional training and materials are needed to effectively incorporate literacy skills into the content areas.

Administrators continuously monitor classrooms to ensure appropriate implementation of the core programs and other SBRR instructional strategies. Ongoing assessment and flexible grouping for instruction ensures identified students' needs are met. Teachers receive support for best practices in literacy instruction from the academic coach, the reading instruction mentor from the Governor's Early Literacy Initiative, and the GLRS reading coach.

Assessment/Data Analysis Plan

Listing of current assessment protocol

Randolph Elementary School uses the following literacy assessments:

- GKIDS

- DIBELS Next

- Reading Mastery core assessments

- Open Court core assessments

- Phonemic Awareness Assessment

- Informal Phonics Inventory

- Benchmark assessments

- Classworks

- CRCT

- ACCESS for ELLs

- Really Great Reading Decoding Surveys

Comparison of current assessment protocol with the SRCLG assessment plan

After comparing the Georgia "The What" Building Block 3, "Ongoing Formative and

Summative Assessments" and the SRCLG assessment plan with the current RCES assessment

plan, it is evident that most components of the grant assessment plan are in place, including

screening, diagnostic, progress monitoring, and summative assessments. However, as a part of

the SRCLG requirements, the Scholastic Reading Inventory will be added to the RCES

assessment plan. Although not required as an assessment by the SRCLG, RCES administers

DIBELS Next Benchmark and Progress Monitoring assessments to grades 4-5 students. The

table below outlines the RCES Assessment/Data Plan.

Table detailing current assessment plan

RCES Assessment/Data Analysis Plan

Assessment	Grade Level	Purposes	Skills Measured	Frequency
GKIDS	**K**	**D**	**CoP, PN, AK, PA, OL, NWF, ORF, V, RC**	**Ongoing**
DIBELS Next	**K-5**	**S, PM, O**	**ORF, RC**	**3x per year**
RM Core Assessments	**K-3**	**S, D, PM, O**	**NWF, ORF, D, PA, RC, V**	**Ongoing**
Phonemic Awareness Assessment	**K**	**D**	**PA**	**As needed**
IPI	**K-2**	**D**	**Decoding**	**As needed 3x per year**
SRI	**3-5**	**S, PM, O**	**RC-Inferential**	**3x per year**
OC Core Assessments	**2-3**	**S, D, PM, O**	**ORF, RC, V, Decoding**	**Ongoing**
Benchmark Assessments	**1-5**	**O**	**ELA**	**4x per year**
Classworks	**2-5**	**S, PM, D, O**	**ELA**	**2x per year**
CRCT	**3-5**	**O**	**ELA**	**1x per year**
ACCESS for ELLs	**K-5**	**S**	**Language**	**1x per year**
Really Great Reading Decoding Surveys	**2-5**	**D, O**	**Decoding**	**2x per year**
AK-Alphabet Knowledge, **PA**-Phonological Awareness, **CoP**-Concepts of Print, **OL**-Oral Language, **PN**-Picture Naming, **A and R**-Alliteration and Rhyming, **OL**-Oral Language, **NWF**-Decoding, **ORL**-Oral Reading Fluency, **V**-Vocabulary, **RC**-Reading Comprehension. **S**=Screening, **PM**=Progress Monitor, **O**=Outcome, **D**=Diagnostic, **IPI**=Informal Phonics Inventory. **GKIDS**=Georgia Kindergarten Inventory of Developmental Skills, **DIBELS Next**=Dynamic Indicators of Basic Early Literacy Skills, **SRI**=Scholastic Reading Inventory, **RM**=Reading Mastery, **OC**=Open Court, **CRCT**=Criterion-Referenced Competency Test, **ACCESS** for **ELLs**=English Language Proficiency Test				

Assessment to be discontinued with implementation of SRCLG

Once the GLRS Reading Project ends, the Really Great Reading Decoding Surveys will be discontinued. Information generated by this assessment is duplicated in the Informal Phonics Inventory.

Professional learning needed to implement new assessments

With the implementation of a new core in grades K-5, it will be necessary to provide professional learning on the effective use of core assessments. Also professional learning in the administration of the Scholastic Reading Inventory will be needed.   There will not be a need for training on administering any other assessments as the teachers have already been trained.

Data presented to parents and stakeholders

Teachers share student achievement data with parents several ways. Parent conferences are held as needed, either in person or by phone call. Teachers are available to discuss student data with parents during teachers' planning times as well as, before and after school. RCES also has scheduled late afternoon/evening conference events, as well as CRCT Parent Workshops. Achievement data is shared with parents through report cards each nine weeks and mid-period reports every four weeks. Parents are able to monitor student progress through the PowerSchool Parent Portal. Additionally, information is shared with parents through weekly couriers and Student Support Team Meetings. Student performance data is communicated to other stakeholders through school newsletters, PTO presentations, School Council meetings, parent workshops, CRCT Parent Night, and the RCES website.

Using data to develop instructional strategies and determine materials/needs

A systematic approach is used to gather information to design instruction to meet the needs of individual students. The revised cognitive model of reading assessment by McKenna and Stahl (2009) is used to identify underlying skill deficits in reading. This model serves as a framework for the systematic assessment of reading development at RCES.

All students are screened with DIBELS Next. Students identified as at risk are then given diagnostic assessments to determine specific needs. After analyzing assessment data, accommodations and modifications are made in instructional strategies and materials. Students receive small group differentiated instruction to address areas of weakness. Some students receive additional assistance provided through pull out remediation. Based on the documented results, decisions are made as to whether teachers should continue with the current strategies, modify the strategies, or pursue in-depth testing to determine possible Tier 4 eligibility.

Assessment administration

The RCES Assessment Team is responsible for administering the DIBELS Next Benchmark and Progress Monitoring assessments. The team is comprised of two teachers from each grade level K-2. Since third through fifth grades have only one literacy teacher per grade level, the academic coach, an intervention teacher, and the GLRS reading coach assist with the administration. All teachers have access to DIBELS Next data and reports.

Resources, Strategies and Materials (Existing and Proposed) Including Technology to

Support the Literacy Plan

Resources needed to implement the literacy plan including student engagement

- Evidence-based core literacy program for grades K-5

- Updated Corrective Reading (intervention for grades two through five)

- Instructional technology-based resources including hardware, software, and adaptive materials

- Supplemental materials

- Diverse leveled texts for classroom libraries, media center, and home

- Professional development to support the above resources

- Professional development to guide teachers in incorporating motivational and engagement strategies

Activities that support literacy intervention programs

- Data analysis

- Small group differentiated instruction

- Flexible grouping

- Volunteer readers

- Choral/paired/repeated reading

- Literacy centers

- Core materials

- Intervention programs/materials

- Word walls

- Basic skills games

- Leveled texts

- Co-teaching

List of shared resources available at each building

- *Early Reading Tutor*

- *RAVO*

- *SRA Photo Libraries*

- *Read Naturally*

- *Classworks*

- *Scholastic Reading Skills Kits*

- *Accelerated Reader*

- Teacher created vocabulary/comprehension lesson plans and texts for read-aloud and small group instruction

- Boxed sets of cardstock lesson materials based on Walpole and McKenna's *Differentiated Reading Instruction Strategies*

- Mimio/projectors

- Elmo/projectors

- Listening center materials

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

- Fiction and nonfiction books

- Audio books

- Dictionaries

- Thesauruses

- Encyclopedias

- Kits, games

- Teacher resource books/professional books

- Newspapers

- Periodicals

- Films

- VHS, DVD, VCR

- Computer software

- Film projector

- Players for VHS, DVD, VCR, BlueRay

- Tape recorders/players

- Televisions

- Overhead projectors

- LCD projectors

- Leap Frog

- Computers/laptops

- Listening centers

- Smart Boards

- Ellison machine

- Laminator

- Book Binder

List of activities that support classroom practices

- Data analysis

- Core instruction

- Small group differentiated instruction

- Protected time for literacy

- Mock writing prompts

- Young Author's Contest

- Collaboration with special area teachers

- Choral/paired/repeated reading

- Read alouds

- Word walls

- Basic skills games

- Center materials

- Mimio presentations

- Book of the Month

- Million Word Campaign

- Reading Logs/read at home daily for twenty minutes

- Collaborative planning times

List of additional strategies needed to support student success

- Training on methods for delivering engaging instruction that is motivating and promotes active learning

- More rigorous writing instruction, especially in grades three through five

- Integration and effective uses of new technology

- Methods for integrating literacy in all content areas

- Training for effective implementation of new programs

General list of current classroom resources for each classroom in the school

Kindergarten

- Classroom libraries, including fiction and nonfiction texts, big books, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials

- Listening center materials

- Basic skills games

- *Leapfrog*

- Graphic organizer posters for Vocabulary/Comprehension Strategies

- *Language for Learning*

First Grade

- Classroom libraries, including fiction and nonfiction texts, big books, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials

- Listening center materials

- Basic skills games

- *CRCT Coach* workbooks

- Graphic organizer posters for Vocabulary/Comprehension Strategies

Second Grade

- Classroom libraries, including fiction and nonfiction texts, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials

- Listening center materials

- Basic skills games

- Dictionaries

- *CRCT Coach* workbooks

- Graphic organizer posters for Vocabulary/Comprehension Strategies

Third Grade

- Classroom libraries, including fiction and nonfiction texts, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials

- Basic skills games

- Dictionaries

- Thesauruses

- *CRCT Coach* workbooks

- *Strategies for Writers* practice book

- Graphic organizer posters for Vocabulary/Comprehension Strategies)

Fourth Grade

- Classroom libraries, including fiction and nonfiction texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Dictionaries

- Thesauruses

- *Progress Coach* workbooks

- CRCT *Workout* workbooks

- *CRCT Coach* workbooks

- *Buckle Down* workbooks

- *Strategies for Writers* practice book

- *Scholastic Reading Skills Kit*

Fifth Grade

- Classroom libraries, including fiction and nonfiction texts, leveled texts, and GPS aligned texts for math, science, and social studies

- *CRCT Coach* workbooks

- *Strategies for Writers* practice book

- Dictionaries

- Thesauruses

- Mimio/projectors

- Elmo/projectors

- Listening center materials

Exceptional Education

- Classroom libraries, including fiction and nonfiction texts, big books, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials

- Listening center materials

- Electronic dictionaries

- Assistive technology

- *Leap Pads/Alphamat*

- *Word Lab*

- Basic skills games

- Phonemic awareness center materials

- *Boardmaker*

- Graphic organizer posters for Vocabulary/Comprehension Strategies

Alignment plan for SRCLG and all other funding

SRCLG funds will be dispersed along with other federal and state legislated educational program funds through the Randolph County School System. The focus of the SRCLG and other federal and state funds is to provide evidence-based instruction, professional learning, and resources to achieve the goals outlined in the RCES literacy plan. QBE funds will assist in funding print and other media. Title I funds will provide parent engagement literacy activities. Some technology may possibly be funded through the General Fund, SPLOST, Title II and/or Title VIB. The basic infrastructure for technology will be funded through E-rate and the General Fund.

Proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

Technology is the way of the future and it is critical that students are prepared. The technology must be in place at RCES in order to have the students both college and career ready. Proposed technology purchases are needed to facilitate student engagement, address varied learning styles, and improve instructional rigor. As the CCGPS are implemented, technology is also important for actively engaging students in instruction as well as analyzing student work in the classroom and in collaborative teacher/administrator work sessions. Adequate technology would allow teachers to address literacy needs in each tier of intervention, offering enrichment and remediation to meet individual needs.

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional learning activities that staff have attended in the past year and percent of staff attending each activity

All professional learning at RCES is designed to improve student achievement. In 2012-2013, there were 44 hours of professional learning provided.

Professional Learning 2012-2013

Topic	Hours	% of Staff Attended
Classworks	2	100% (teachers and paras)
PowerSchool	2	100% (teachers)
Corrective Reading	4	100% (2-5 intervention teachers and paras)
Statewide Longitudinal Data System	1	100% (teachers)
GADOE CCGPS ELA and Math Webinars	20	100% (teachers)
DIBELS Next	3	100% (literacy teachers)
Four Disciplines of Execution	2	100% (literacy teachers)
Planet Literacy	2	100% (3-5 literacy/content area teachers
Phonemic Awareness/Phonics	3	100% (K-3 literacy teachers)
Phonics/Fluency	3	100% (K-3 literacy teachers)
Literacy Centers	2	100% (K-3 literacy teachers)
TOTAL	**44**	

On-going professional learning

At RCES there is on-going professional learning geared to the specific needs of the school during study group meetings and after school meetings. RCES is currently involved in:

1

- CCGPS training provided by the GADOE through webinars and the local Regional Educational Service Agency (RESA).

- Ongoing training, modeling, coaching and feedback by the assistant principal/academic coach, the GLRS reading coach, and the mentor for the Governor's Reading Instruction Mentor Program.

- Guiding teachers in the use of data to inform instructional decisions provided by the assistant principal/academic coach, the GLRS reading coach, and the mentor for the Governor's Reading Instruction Mentor Program.

- Second through fifth grade literacy teachers are participating in professional learning through the GLRS Reading Project.

Professional learning identified in needs assessment

The needs assessments identified two specific areas that need to be addressed through professional learning. Teachers recognize the need for training in strategies that develop and maintain student interest and engagement. Professional learning is also needed for incorporating disciplinary literacy in the content areas to support school-wide literacy instruction. In addition, targeted training will be necessary for any new assessment, program/materials, and technology purchased through the SRCLG.

Process to determine effectiveness of professional development, detailed and targeted professional learning plan based on project plan goals and objectives

Project goals and objectives will be the basis for determining professional learning needs.

Student achievement data will be analyzed to prioritize professional learning.

Professional Learning Needs

Project Plan Goals/Objectives	Needs	Goals/Objectives	Evidence
Evidence-based core and intervention instruction in ELA/Writing K-5 using a comprehensive, research-based curriculum Support fidelity of program implementation through professional learning for teachers and staff	Professional learning in the implementation of new programs	Implementation with fidelity Consistency in reading and writing instruction	Training evaluations Analysis of student data Observations Walk-through/observation checklists
Provide necessary tools and materials, including technology and reading materials, to support school-wide literacy instruction Support effective integration of technology through	Professional learning for the implementation of new technology	Optimize the effective integration of technology	Training evaluations Student engagement Analysis of student data Observations Walk-through/observation checklists

professional learning for teachers and staff			
Support effective integration of content area literacy instruction through professional learning for teachers and staff	Professional learning for content area teachers in the transition of instructional shifts of the CCGPS and the incorporation of literary texts and writing instruction.	Ensure all teachers effectively incorporate the CCGPS, literary texts and writing instruction.	Training evaluations Analysis of student data/writing Walk-through/observation checklists
Support increased student engagement and motivation through professional learning for teachers and staff	Professional learning in strategies to promote student engagement and motivation	Increase student engagement and achievement	Training evaluations Discipline referrals Analysis of student data Walk-through/observation checklists

Method of measuring effectiveness of professional learning

The administrators, the GLRS Reading Coach, and the mentor for the Governor's Reading Instruction Mentor Program will guide teachers in determining the effectiveness of professional learning and the implementation of strategies learned in professional learning. The analysis of student data from assessments will be used to measure the effectiveness of each tier of instruction. Observation checklists will monitor the fidelity of instruction. Results of student data analysis and observations will be used to determine the need for follow-up coaching and training.

Sustainability Plan

Plan for extending assessments protocol beyond grant period

RCES utilizes screening, progress monitoring, and outcome assessments. The assessment protocol outlined in the SRCLG, with the exclusion of the Scholastic Reading Inventory (SRI), is currently in place. The SRI will become a part of the RCES Assessment Plan and will continue beyond the SRCLG. Assessments will be administered as outlined by the RCES Assessment Calendar developed by the Leadership/Literacy Team.

Developing partnerships/ other sources to assist with funding

The community served by RCES is rural and lacking large businesses/industries. Occasionally, small donations are received from a few of the businesses located in Randolph County. At this time there are no business partnerships. However, RCES continually works to acquire business partners. Randolph County School System actively pursues grants to assist in funding and sustaining initiatives. RCES has frequent fund-raisers to purchase materials/supplies. Funds are generated from the sale of the following: pictures, yearbooks, snacks, t-shirts, candy, Cinnabons, Fall Festival, etc.

Detailed sustainability plan

The RCES Literacy/Leadership Team will be responsible for monitoring the SRCLG to determine the successes and failures. Necessary adjustments to the RCES Literacy Plan will be made to ensure literacy achievement.

The incorporation of the RCES Literacy Plan into the RCES School Improvement Plan will provide the guidance necessary to sustain the best practices implemented as a result of SRCLG funding.

Assessment drives instructional decisions at RCES. Therefore the RCES Assessment Plan will ensure literacy success is achieved. Administrators and literacy specialists will assist in monitoring data and will continue to train and mentor teachers on the effective use of data for instructional purposes.

Randolph County School System (RCSS) will seek additional funding from federal, state and local resources to continue the best practices and support materials and technology provided by the SRCLG.   These funds will come from the General Fund, SPLOST, E-rate, Title funding, and QBE. Year-end reviews conducted by the Leadership/Literacy Team, the RCES School Council, and the RCSS Federal Programs director will determine how to adjust/reprioritize the budget to cover essential expenses to sustain the effectiveness of the SRCLG.

Replacement of print materials

Print and intervention program materials are inventoried at the end of each year. Replacement materials are purchased through Title I and local monies.

Professional learning for new staff and extending professional learning beyond grant

The RCSS curriculum director and the RCES administration will ensure teachers are well trained and effectively implement new practices and materials. The academic coach and teachers will

have the necessary skills to provide support and training to new teachers. An ongoing practice at RCES is having new teachers observe in veteran teachers' classrooms. Also new teachers are assigned a mentor who works very closely with the new teacher for two years. RCES will seek professional learning that is available through webinars and other media sources as well as through RESA, GLRS, and GADOE. These practices will ensure future teachers at RCES will gain the skills and knowledge that was provided through the SRCLG funding.

Sustaining technology

Title and SPLOST funds will be used to sustain technology. The RCSS technology director will be responsible for maintaining technology equipment and materials. Site license renewals are supported by the RCSS.

Expanding lessons learned through SRCLG project

Lessons learned through the SRCLG will be shared at district level meetings. New staff will be trained by veteran/mentor teachers and the academic coach. Also taped professional learning sessions will be shared with new staff.

Budget Summary

Funds from the SRCLG will be used to meet the changing needs of students and faculty as identified by the Needs Assessments conducted at RCES. As students' needs change professional learning and resource needs change. In year one, funds will be focused on supporting professional learning and the provision of SBRR materials to enhance literacy instruction at RCES and effectively implement the CCGPS. This will continue throughout the grant and beyond.

As documented by the research in the Georgia "The What" Building Block 2, "Continuity of Instruction", an evidence-based core should be in place throughout the school. Funds will be used to assist in purchasing new/updated evidence-based core and intervention programs for literacy/writing instruction in kindergarten through fifth grades. As stated previously, the core program used in kindergarten through third grades is outdated. It is not aligned with the CCGPS and the shift in instructional practices. Fourth and fifth grades use the Readers Workshop model with teacher developed lessons. The intervention program used in second through fifth grades is effective but very outdated. Replacement materials are no longer available.

Updated technology and other supplemental materials will be purchased to support school-wide literacy instruction. RCES is "technology poor." Limited access to technology hampers the effectiveness of instruction and student engagement. Technology to be purchased with SRCLG funds will include interactive electronic devices and other electronic media. Supplemental materials will be purchased to provide diverse nonfiction texts, both print and digital. These materials will be used in both classrooms and the media center. Considering the student population of RCES, funding is needed to provide students access to quality reading materials to read at home.

SRCLG funding will provide professional learning for teachers and staff for newly acquired programs and technology, methods for motivating and engaging students, and support for literacy instruction in the content areas. To ensure proper implementation of new programs with fidelity, teachers and staff will be trained by consultants from the programs. Teachers have expressed the need for ideas and strategies to motivate and engage the students at RCES.   The needs assessments indicated the need for additional training on the effective implementation of literacy skills in the content area.

If the need arises to hire substitutes for teachers and staff to attend trainings, funds from the SRCLG will be used. Also funds will be used for travel and stipends as needed.

Materials provided by SRCLG will provide consistency in the literacy program with an evidence- based core. It will expand the teachers' and students' use of multiple forms of media. Teacher capacity in literacy learning will be broadened, thus providing higher quality literacy education to the students of Randolph County.