School Profile

Created Tuesday, November 19, 2013

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School Information

School Information | District Name:	Whitfield County Schools
School Information | School or Center Name:	Pleasant Grove Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Richard Knox
Principal | Position:	Principal
Principal | Phone:	706-259-3920
Principal | Email:	rknox@whitfield.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Amy Zock
School contact information | Position:	ALPHA Teacher
School contact information | Phone:	706-259-3920
School contact information | Email:	amy_hurlock@whitfield.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

45

FTE Enrollment

475

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: __Dr. Judy Gilreath__

Position/Title of Fiscal Agent's Contact Person: __Dr. Judy Gilreath__

Address: __1306 S Thornton Avenue__ __P.O. Box 2167__

City: __Dalton__ Zip: 30722

Telephone: (706) 217-6723 Fax: (706) 278-5042

E-mail: __jgilreath@whitfield.k12.ga.us__

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

__Dr. Judy Gilreath__
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

__12/11/2013__
Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

Created Wednesday, December 11, 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. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

[✓] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.
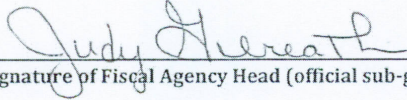
II.   **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy
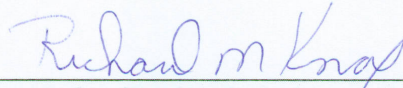
III.   **Incorporation of Clauses**

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

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

Dr. Judy Gilreath, Superintendent
Typed Name of Fiscal Agency Head and Position Title

December 11, 2013
Date

Richard M Knox
Signature of Applicant's Authorized Agency Head (required)

Richard Knox, 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)

Whitfield County Schools

District Narrative
Brief History

Whitfield County School System (WCS), established in 1872 to serve children no longer needed on family farms, serves four cities: Cohutta, Dalton, Tunnel Hill, and Varnell. Cohutta is a railroad town known for its land and agriculture, including a fish hatchery and a museum. Dalton is known as the Carpet Capital of the World, and is rich in Civil War and railroad historical events. Tunnel Hill is famous for 100 year old homes with various architectural styles and a yearly Civil War re-enactment. Varnell is the City of Ethics, dedicated to serving others in an environment of equality, honesty, openness, and integrity. Local businesses include high-tech chemical, plastics, and automotive companies.

WCS, the 26th largest of Georgia's 180 public school systems, envisions a responsive school district focused on students which is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. We believe learning should involve more than listening to lectures, and that it is sometimes loud and messy. Students are provided choices in their education and have valuable relationships with educators. WCS teachers employ customizing, communicating, collaborating, critical thinking, and problem solving to support all students.

System Demographics

Whitfield County School System lies between Atlanta and Chattanooga. Approximately 13,200 students attend 24 schools including 13 elementary, five middle, three traditional high schools, a career academy, an alternative school, and a special purpose high school. Since 2002, WCS has experienced a 15% growth in enrollment; 72% of students are economically disadvantaged. According to 2010 census data, Whitfield County had approximately 102,599 residents. The median household income for Whitfield County was $42,345 compared to the state of Georgia median household income of $49,347. Current student demographics include: 55% White, 39% Hispanic, 3% Multi-Racial, and 2% Black.

Current Priorities

After an analysis of system and school achievement data, areas of need identified are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices
- Align Professional Learning offerings to district and campus needs based on assessment analysis, TKES system, and District Leadership Committees

- Progress monitoring of all students through collaboration between district and campus data teams
- Increase students *Exceeding* standards on CRCT
- Increase writing scores on state assessment
- Increase student access to a variety of texts
- Expand technology usage with students
- Communicate with parents frequently, clearly, and consistently

Strategic Planning

WCS's mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. With the leadership of our new superintendent, and the creation of three new positions: elementary, middle school, and high curriculum directors strategic planning is firmly established. Curriculum Directors meet and plan regularly with teachers and principals to develop and ensure district and school initiative are aligned. Through these collaborations the following initiatives are under way:

- Implementing pilot studies of Literacy Design Collaborative at middle and high schools

- Implementing pilot studies of Math Design Collaborative at middle and high school

- Implementing Formative Assessments

- Implementing K-5 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement**: WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.

- **Professional Learning**: WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.

- **Parent and Community Involvement**: Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.

- **Technology**: WCS is working to provide equitable technology at all campuses.

Current Management Structure

Dr. Judy Gilreath, WCS Superintendent since March 2013, re-organized the Central Office to strengthen the district's commitment to curriculum and instructional leadership. WCS has five divisions: Finance, Human Resources; Assessment, Accountability, and Technology; Operations; Teaching and Learning; and Student Services. Each division is supervised by a Chief Officer with the exception of Teaching and Learning which is supervised by the Assistant Superintendent for Teaching and Learning.

Past Instructional Initiatives

WCS initiatives since 2005 include implementation of the Schlechty Center's Working on the Work (WOW) framework, guiding our endeavors in designing work for students. In 2007, we participated in Georgia's Reading First Struggling Reader training. Other past instructional initiatives include:

- Common Core Transition Training for ELA and Math
- WIDA Standards
- SIOP (Sheltered Instruction Observation Protocol) for ESOL and regular education teachers
- Response to Intervention (K-8)
- Assessment Driven Instruction
- Technology Integration
- ActivStudio Software Training
- Literacy and Math Work Stations (K-5)
- Content Specific Professional Learning in ELA, Reading, Math, Science & Social Studies

Literacy Curriculum

The PreK-12 literacy curriculum is based on the English/Language Arts Common Core Georgia Performance Standards (CCGPS) which encompass foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and conventions. The literacy curriculum is supported by Bright from the Start standards, Scholastic, basal readers, Literacy Collaborative, trade books, novels, and content text books.

District Literacy Assessment Program

Literacy Assessments used with fidelity are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternative Assessment (Grades K, 3-5,6-8,11)
- Georgia Kindergarten Inventory of Developing Skills
- Georgia Writing Assessments (Grades 3,5,8,11)
- CoGAT (Grade 4)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, K-12)
- Assessing Comprehension and Communication in English (ACCESS, K-12) and Alternate ACCESS where appropriate
- Georgia Criterion-Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, 9-12)

- SAT, AP Exams (9-12)
- MAP (Measures of Academic Progress System, K-8)

Need for Striving Reader Project

District data reveals that grades 3-8 CRCT Reading scores range from 91% to 96.9%, but few students EXCEED the standards. Additional "what if" data from the GADOE indicate our true reading passing scores would tumble if the passing threshold was increased. Informational reader response and narrative writing are linked to increased reading and vocabulary levels (Why document). Therefore, concurrent implementation of a strong writing program is critical to a complete literacy initiative. CRCT data summarized in the table below demonstrates basic student reading needs are being met, but SRCL funds would provide much needed professional development and instructional resources, fostering teacher leaders and college/career ready students.

Students Meeting/Exceeding Standards on 2013 CRCT, Writing, and End of Course Tests					
	Reading	ELA	Writing	Science	Social Studies
3rd Grade	93%	90%		76%	83%
5th Grade	93%	93%	80%	80%	82%
8th Grade	97%	94%	78%	69.5%	76.2%
EOCT	EOCT American Literature & Composition	9th Grade Literature & Composition	11th Grade Writing	Biology	US History
High School	90%	87%	90%	74%	62%

Northwest High School and its feeder schools indicated interest in pursuing SRCL funding to ensure students were college and career ready. (WCS is not submitting a Birth to Pre-k section because none of the feeder pattern schools have a Pre-k program.) They are not satisfied with simply meeting standards. SRCL will allow these schools to build professional learning communities across the feeder pattern campuses that will serve as a model for the district.

Whitfield County Schools

District Management Plan and Key Personnel

District Support

WCS supports Northwest High School and feeder schools SRCL grant application in a number of ways. Ongoing grant planning meetings were held on August 12; September 11,13; and November 11,15,19, 2013, to provide coherence and support for developing budget and individual campus grant applications. District Instructional Coaches (IC) will provide PD and support to *applying* schools and attend all training provided by external providers to build their capacity for training our other schools. Our Teaching and Learning Team will closely monitor progress and continue to support the Literacy Teams by providing regular opportunities for collaboration and sharing of successes and struggles. This collegial discourse will both inform and empower these leaders as they implement SRCL grant requirements.

Strategic Plan

WCS has reorganized Teaching and Learning Staff to emphasize a deeper focus on curriculum and enhanced communication between teachers, administrators, and Central Office. The Teaching and Learning positions were rearranged to create grade-banded Directors. Proven high quality educators were recruited and selected for these jobs. The staff is housed in one room to facilitate discussion focused on vertical alignment. Regular Friday meetings with the Assistant Superintendent allow Directors to share information on current projects and programs.

Teacher Leader Teams were formed to help align curriculum horizontally throughout the district. These teams develop instructional resources, produce Curriculum Maps, and construct common assessments and benchmarks to support data-driven classroom instruction. Teams also provide teachers a voice in the direction of education for WCS students. These initiatives were implemented internally with no outside funding.

Grant Administration & Supervision

The WCS Literacy Leadership Team includes, Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director, Dr. Meg Baker, ESOL Director, and Lorijo Calhoun, Federal Program Director. This team will ensure successful grant implementation. This team meets weekly to ensure a vertical alignment in regard to literacy curriculum and instruction. Dr. Judy Gilreath, Superintendent, and Karey Williams, Assistant Superintendent for Curriculum and Instruction, will provide the district's key leadership support.

Dr. Merry Boggs will manage all aspects of this grant. While the principal and Leadership Team in each participating school will be charged to implement and monitor their specific *of Striving Readers Grant*, Tom Appelman, Michelle Caldwell, Meg Baker, and Merry Boggs will become a regular presence

participating in campus walkthroughs to personally witness each school's progress. Dr. Boggs will ensure that all reports are filed in a timely manner and funds expended as stipulated. School site monthly implementation reports provided to Kathy Mashburn, Administrative Assistant for Teaching and Learning will detail activities, monitoring data usage, and budget updates. Principals will submit monthly progress/expenditure reports for review by the Curriculum Directors. The Technology Department will support technology acquisition and use. Lorijo Calhoun, Federal Program Director, will ensure compliance with all grant requirements.

The individuals listed below understand the goals, objectives, and implementation requirements of these *SRCL GRANT Plans* and will oversee these schools from take-off to landing.

RESPONSIBILITY	PERSONNEL	SUPERVISOR
Purchasing	Kathy Mashburn, Administrative Assistant	Dr. Judy Gilreath, Superintendent
Finances	Lorijo Calhoun, Federal Program Director	
Professional Learning	Dr. Jonathan Willard, Director of Professional Development	
Technology	Pam Pettyjohn, Instructional Technology Coordinator	Audrey Williams, Chief Officer for Assessment and Accountability
Assessment	Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director; Dr. Meg Baker, ESOL Director	Karey Williams, Assistant Superintendent for Teaching and Learning
Site Level Coordination		

Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

Year	LEA Grants/Projects	Project Title	Funded Amounted	Audit Yes or No	Audit Results
2012	Not completed				
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings
		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

- Salary—Person charged to SPED that should have been charged to QBE.

WCS initiatives, that have been funded through QBE and Title funds, include Working on the Work by Phillip Schlechty, SIOP training, Reading Recovery, and Literacy Collaborative.

WCS has sustained past initiatives implemented by supporting continued professional development through the addition of three District Instructional Coaches, successful management of grant funds by the Federal Program Director/Finance Division, and ESOL Coordinator.

WCS has proven its capacity to coordinate resources and control for spending in the past through supporting individual campus smaller grant applications including:

- Grants from WCS Educational Foundation

- Local business grant awards to individual campuses

  - Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

I.   Pleasant Grove School Narrative

Whitfield County Schools

School History

Pleasant Grove Elementary School (PGE) was originally established as "Shady Grove" by community church congregations in 1853. The log structure served as a school, church, and community meeting house. When the congregations built their own churches, the name changed to Pleasant Grove School.

Pleasant Grove School has functioned in its present location for over 50 years. In 1934, several smaller schools were combined with Pleasant Grove to form Pleasant Grove Consolidated High School. Pleasant Grove served first through twelfth grade students until North Whitfield High School was built in 1954. Pleasant Grove served the first through eighth grades until 1975 when a new high school was built and North Whitfield was converted to a middle school to serve the sixth through eighth grade students. Pleasant Grove began serving kindergarten students in 1978 and remains a kindergarten through fifth grade school today.

Constructed in 1964, expanded in 2001, and renovated in 2002, Pleasant Grove is a safe and welcoming environment that visually motivates students to learn. As a result of a comprehensive facilities study, Whitfield County had a Special Purpose Local Option Sales Tax in place which funded expansion needs at Pleasant Grove.

The mission of Pleasant Grove Elementary School is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. Our mascot is the eagle so it is fitting as we consider how best to meet the needs of our striving readers that we created our ***FLIGHT Plan*** as we strive to ***Foster Literacy Improving Graduation Hopes Tomorrow***.

Pleasant Grove Elementary, a Title I school, serves approximately 520 K-5 students. Our population has decreased in the past three years which may be due to the decline in the carpet industry. Lost jobs have resulted in moving elsewhere for work. The following table summarizes our student demographics over time.

PLEASANT GROVE STUDENT DEMOGRAPHICS				
	Number (Percentage)			
Students	2010-2011	2011-2012	2012-2013	2013-2014
ALL	586 (100%)	570 (100%)	557 (100%)	520 (100%)
Hispanic	312 (53%)	305 (54%)	304 (55%)	286 (55%)
Caucasian	243 (41%)	223 (39%)	209 (38%)	192 (37%)
Multi-Racial	16 (3%)	21 (3%)	19 (3%)	16 (3%)
African American	8 (2%)	11 (2%)	8 (1%)	10 (2%)
Gifted	41 (7%)	47 (8%)	40 (7%)	36 (7%)
Students	39 (6%)	48 (5%)	44 (8%)	36 (7%)

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w/Disabilities				
English Speakers of Other Languages	178 (30%)	168 (29%)	165 (30%)	156 (30%)
Economically Disadvantaged	410 (70%)	401 (70%)	418 (75%)	411 (79%)

In the past, the majority of students who entered Kindergarten remained through fifth grade. While fewer in number, subgroup percentages are relatively stable with the exception of students who qualify for free or reduced lunches which has grown to 79%.

Pleasant Grove Elementary School employs 54.5 employees that include the following: 21 classroom teachers, 3 special education teachers, 6 paraprofessionals, 4 rotation teachers (Academic Support Computer Lab Teacher, physical education, counseling, and music), a gifted education teacher, 6 academic support teachers serving EIP, ESOL, and Reading Recovery, 1 media specialist, a part time contracted speech pathologist, a shared school psychologist, a shared parent involvement coordinator, a shared school nurse, a system wide school social worker, a media clerk/multi-grade paraprofessional, a data clerk, a bookkeeper, 7 cafeteria staff, an assistant principal and our principal. Four of the staff are bi-lingual.

Administrative and Teacher Leadership Team

The school principal since 2005 is Richard Knox. The assistant principal, Laurie Grant, while new to Pleasant Grove has been an assistant principal for five years. The Teacher Leadership Team for Pleasant Grove is called the School Improvement Team (SIT). Pleasant Grove gives all staff the opportunity to participate in our SIT which receives input from staff and faculty to support our purpose and to guide professional learning. The current members of the SIT are:

The Literacy Team is responsible for the development of this application and is composed of the following members: Amy Zock (Gifted), Tracey Wade (4th), Sonja Beacham (EIP/ESL), Amber Eason (EIP/ ESL/ RR), Meredith Tyson (Kindergarten), Adriana Cuevas (1st), Sherri Steadman (2nd), Sarita Ivey (Media Specialist), Richard Knox (Principal), Laurie Grant (AP), Cami Baldivid (SPED), Stacey Owen (3rd), Cathy McNair (5th)

Past Instructional Initiatives

For the past seven years, our school system has focused on The Schlechty Center's *Working on the Work* philosophy guiding our endeavors in designing work for students. Reading Recovery is provided to struggling readers. Gifted, EIP, special education teachers, and ESL provide support for students with special needs.

Current Instructional Initiatives

Pleasant Grove Elementary School strives to present the required Common Core Georgia Performance Standards-based curriculum by providing students with engaging, challenging, and meaningful work. Our students are viewed as customers whose attention and commitment must be earned. All teachers begin with the Common Core Georgia Performance Standards (CCGPS) as they design lessons to address the standard while meeting student readiness levels, interests, background experiences, and linguistic proficiencies. In designing these lessons, teachers determine activities that best suit their students and follow district non-negotiable practices. They incorporate a variety of reading, writing, listening and speaking opportunities for students to practice using the academic language necessary for each content area. Teachers differentiate activities and resources to fit the needs and interests of the students. Teachers post and refer to objectives before, during, and at the end of each lesson. Students are treated fairly and with respect.

Both vertical and horizontal collaborative teams have been formed and common planning time is regularly available. These teams, however, lack uniform protocols that results in varied effectiveness.

Professional Learning Needs

The staff is surveyed annually to assess their professional learning needs. Survey information is used by the SIT to plan meaningful professional learning experiences. Response to this process has been very positive as training is more relevant to staff needs. This year we have identified language in the areas of writing, spelling/phonics, and math as our primary professional learning needs, and staff professional learning are currently centered on these areas.

Need for Striving Reader Project

Pleasant Grove Elementary School has always maintained a level of academic excellence, and we continue to strive to reach new goals every school year. Our success can be linked to rigorous teaching strategies that focus on the CCGPS, co-teaching in content areas, professional learning opportunities for teachers, and stability among administration, faculty and staff.

1. Pleasant Grove Elementary faces challenges just as all schools do. Our continually changing demographics and increased transient population continue to challenge our staff with new needs that must be addressed. Professional learning will include establishing a framework for collaborative planning to meet the needs of all students through regular, protocol-based professional learning communities.

2. Our Literacy Team has focused on the need for a formal literacy plan for our school. PGE's **FLIGHT Plan** allows us to provide the professional learning and resources to support our young eagles to leave our nest prepared to soar.
3. This literacy plan must be supported with adequate resources that provide sufficient opportunities and instruction in the five areas of comprehensive literacy, professional development for the five areas of literacy, and implementation of necessary instructional strategies.

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

Needs Assessment Survey:

80% of the staff at PGE indicated operational or higher regarding administrator commitment to learning about and supporting evidence-based literacy instruction at PGE.

Why?

Leadership by administrators is "the key component" in all that we are seeking to do to improve education in Georgia. In fact, the "Why" document cites leadership as a key factor in literacy reform at least 30 times (page 157), and states that both teachers and principals provide leadership by demonstrating a thorough understanding of effective reading/writing instruction meeting various needs in the student population (page 156). The Pleasant Grove Leadership Team ensures that teachers incorporate best practices for literacy instruction so that students will acquire the skills needed in the 21st century.

(Georgia's Literacy Plan (GLP), The Why, 8.B)

The What?(In Current Practice)

- Administrators and staff participated in state-sponsored webinars and face-to-face sessions to learn about the transition to CCGPS-name specific trainings from 2012-2013 school year
- Administrators ensure that schedules provide protected time for literacy and teacher collaboration
- The School Board, along with school leaders, analyzes assessment data and continually updates the comprehensive literacy plan as needed

(GLP- The What, p. 5)

The How?(To Move Forward)

o Study research–based guidelines, strategies, and resources for literacy instruction set forth in "The Why" document of the most current iteration of the Georgia Literacy Plan
- Participates in literacy instruction with his/her faculty
- Regularly monitors literacy instruction within his/her school
   o Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

(GLP,-The How, p. 20)

B. Action: Organize a Literacy Leadership Team

Needs Assessment Survey:
58% of the staff at PGE indicated emergent or lower regarding the organization of a PGE Literacy Team.

Why?
(Teacher Leaders) Establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on effective literacy instruction in order to acquire local expertise.
(Student Leaders) In the process of asking more higher-level questions, at least two thirds of the [effective] teachers emphasized character interpretation and connections to experience, and they focused on thematic elements and student leadership in discussions more than did the [less effective] teachers. (Citing a study by Taylor, Pearson, Peterson, & Rodriguez, 2003 p. 22.)

(GLP-The Why,8.A)

What?(In Current Practice)
- The literacy leadership team consists of the following stakeholders and partners, at a minimum: grade level representatives, support staff, and administration meeting monthly.
    a. Faculty
        o Incentivize strong leaders on faculty
- Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist has been analyzed to develop a list of prioritized recommendations and goals for improvement.
    o Define priorities and allocate needed resources to sustain them over time

(GLP-The How, p. 21)   (GLP-The What, p. 5)

How?(To Move Forward)
- The literacy leadership team consists of the following stakeholders and partners, at a minimum:
    b. Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school's feeder pattern as well as students and representatives from higher education)
    c. Community and government leaders
    d. Parents
    o Identify stakeholders and partners to be part of the literacy leadership team:

- ▪ Representatives from within the feeder pattern for your school(i.e., preschools, daycares, middle schools, high schools, universities)
      - ▪ Community leaders
      - ▪ Parents
- A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan.
  - o Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Research-based guidelines, strategies, and resources for literacy instruction (as set forth in the "The Why" document of the most current iteration of the Georgia Literacy Plan) have been incorporated into all practices and instruction.
  - o Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement

(GLP-The How, p. 21)

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

Needs Assessment Survey:
43% of the staff at PGE indicated emergent or lower regarding maximizing the use of time and personnel through scheduling and collaborative planning.

The Why
The need for extended time for literacy has been recognized in numerous sources including Reading Next, Writing to Read, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's all the Fuss about Instructional Time?" by D. C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time."

More specifically, the CIERA researchers, Taylor, et al., found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. That was instruction that provided differentiation at the students' achievement level and therefore presumes additional time for grade-level instruction as well. Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated into all subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006, p. 20.)

(GLP-The Why, 2.J)

The What?(In Current Practice)
- Time for intervention is built into the school schedule for each day Protected time for collaborative planning teams within and across content areas is part of the school-wide calendar and schedule
- Intentional efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule
- Dedicate a protected, 90-120-minute block allocated for literacy instruction in grades K-3 for all students
- Schedule such that students in grades 4 and 5 receive two to four hours of literacy instruction across language arts and in content area classes.

(GLP-The What, p. 6)

The How?(To Move Forward)

- o Study flexible scheduling options to include additional time for reading intervention
    - Consider consulting scheduling experts to ensure that existing personnel and time are used most effectively
    - Utilize available resources to assist teachers in identify opportunities for maximizing the use of time in existing schedule such as the following: http://www.reading.org/Library/Reports_and_Standards/MEMC_070620.sflb.ashx

- o Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas

(GLP-The How,p.23)

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

Needs Assessment Survey:
68% of the staff at PGE indicated operational or higher regarding the school culture of teachers across the curriculum incorporating literacy instruction as articulated in the CCGPS.

The Why
As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers (listed below). However, it is

important to note that these strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader's ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002). Strategies identified by researchers include:

- Visualizing
- Questioning
- Making Connections
- Predicting
- Inferring
- Determining Importance
- Synthesizing/Creating

(GLP-The Why, 2.B)

What? (In Current Practice)

- Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area.
    o Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
    o Utilize social media to communicate and promote the goals of literacy across the curriculum (e.g., Facebook, Twitter)

(GLP-The What, p. 6) (GLP-The How, p. 25)

How?(To Move Forward)

- Use Literacy Instruction Checklist, GA or some other instrument to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.
    o Evaluate the school culture and current practices by surveying strengths and needs for improvement (e.g., Literacy Instruction Checklist, GA or some other instrument)

- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices
    o Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

- Conduct literacy walkthroughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices
    o Select or develop a walk-through and/or observation form (e.g., Literacy Instruction

Checklist, GA or some other instrument) to ensure consistency of effective instructional practices

(GLP-The How, p. 25)

E. Action: Optimize literacy instruction across all content areas

Needs Assessment Survey:
70% of the staff at PGE indicated operational or higher regarding optimizing literacy instruction across all content areas.

Why
The integration of literacy skills into the content areas has been made even more explicit in the Common Core Georgia Performance Standards (CCGPS). In grades K-5, there are separate sets of standards for reading literature and for reading informational texts. Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college.

(GLP-The Why, 2.E.2.)

What? (In Current Practice)

- The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.
- Instructing students in the following: reading, writing, listening, speaking, language
- Identifying and navigating the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)

(GLP-The What,p.6) (GLP-The How,p.27)

How?(To Move Forward)

- Teachers in all grade levels adopt a common, systematic procedure for teaching academic vocabulary in all subjects.
  - o Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e.g., http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf)

- Teachers have or will participate in professional learning on the following:
  - o Incorporating the use of literary texts in content areas
  - o Using informational text in English language arts classes

- o Incorporating writing instruction (narrative, argument, and informational) in all subject areas
- o Selecting text complexity that is appropriate to grade levels as required by CCGPS
- o Selecting text complexity that is adjusted to the needs of individual students
- o Instructing students in the following:
  - Conducting short research projects that use several sources
  - Identifying and navigating the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
  - Supporting opinions with reasons and information
  - Determining author bias or point of view

- Writing is an integral part of every class every day.
  - o Expand meaningful opportunities for to students to write, speak, and listen (e.g., contests debates, speeches, wikis, blogs, creating YouTube videos, and drama)
  - o Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literacy magazine, classroom and school libraries, etc.)

(GLP-The How,p.26-27)

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.

Needs Assessment Survey:

73% of the staff at PGE indicated emergent or lower regarding enlisting the community at large to support PGE in the development of college-and-career-ready students as articulated in the CCGPS.

Why

Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. As a result of a state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities and to the global society.

(GLP-The Why, Section 1)

What? (In Current Practice)

- Academic successes are publically celebrated through traditional and online media.
  - o Celebrate academic successes publically through traditional and online media

(GLP-The What,p.7)   (The How,p.28)

How?(To Move Forward)

- Establish a community advisory board that actively participates in developing and achieving literacy goals. Members include governmental, civic, and business leaders, as well as parents.
    o Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of community advisory board.
- Create a network of learning supports within the community that targets student improvement (e.g., tutoring, mentoring, afterschool programming).
    o Identify and contact learning supports in the community that targets student improvement (e.g., tutoring, mentoring, afterschool programming).
- Utilize social media to communicate and promote the goals of literacy throughout the community at large.
    o Utilize social media to communicate and promote the goals of literacy throughout the community at large.

(The How,p.28)

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

Needs Assessment Survey:
60% of the staff at PGE indicated emergent and 28% not addressed

Why?
In order for all teachers, media specialists, and administrators to be competent advocates of promoting literacy by helping students develop strategies and skills for accessing text and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively, collaborative teams are a necessity.
(GLP-The Why, 1.B)

What? (In Current Practice)
Guidelines for these teams include:
- Cross-disciplinary teams for literacy instruction.
- Alter teams as necessary to ensure optimal effectiveness

(GLP-The What,p.7) (The How,p.29)

How?(To Move Forward)

-       Work collaboratively to align grade-level expectations using specific, measurable student achievement goals and ensure that these expectations are shared by teachers in all subjects.
  - Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.
  - Design infrastructure for shared reasonability for development of literacy across the curriculum

Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website http://www. lasw.org/ index.html

- Protocols for team meetings, such as those found on http://www.lasw.org/methods.html.

Study formative student assessment results and use the results to continue to adjust instruction.
- Scheduled time for teams to meet for regular collaboration and examination of student data/work.

- Clearly articulate team roles, protocols, and expectations are clearly articulated
  - Team roles, protocols, and expectations are clearly articulated.

- Ensure that the components of the professional learning community model (www.allthingsplc.info) are understood and in place.

(The How,p.29)

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

Needs Assessment Survey:
40% of the staff at PGE indicated emergent or below

Why?
Literacy demands in content areas are rigorous for all students. Students' interactions with texts are influenced by comprehension demands, features, and structures of the discipline's text. These texts take a variety of forms:
- Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.)
- Fiction (novels, short stories, plays and scripts, poems, etc.)

- Non-print "text" (art, photographs, political cartoons, etc.)

(GLP-The Why,2.E.3)
Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas, individual students, and grade levels.

(GLP-The Why, 7.D)

What? (In Current Practice)

- Reading teachers in grades K-5 use CCGPS Common Core Curriculum that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
  - o Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)

(GLP-The What, p. 7) (GLP-The How, p. 30)

How?(To Move Forward)

- Teachers will coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.
  - o Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback
- Teachers will use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
  - o Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Infuse all types of literacy into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, and social media).
  - o Infuse all types of literacy into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, and social media).

(GLP-The How, p. 30-31)

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

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Needs Assessment Survey:
78% of the staff at PGE indicated emergent or not addressed (38% not addressed)

<u>Why?</u>
Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members.
(GLP-The Why, Section 1)

<u>What? (In Current Practice)</u>

- Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families.
  - Organize local capacity to support students and families in need
- A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.

(GLP-The What, 7-8) (GLP-The How, p. 32)

<u>How?(To Move Forward)</u>

- Utilize technologies more creatively and effectively to support stakeholder engagement, (i.e. blogs, Twitter, electronic newsletters).
  - Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)

- Various models of coordinating "wrap-around" services have been studied, (e.g., Community Schools, http://dhs.georgia.gov/portal/site/DHS-DFCS).
  - Consider various models of coordinating "wrap around" services, (e.g., Community Schools, http://dhs.georgia.gov/portal/site/DHS-DFCS)

(GLP-The How, p. 32)

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

Needs Assessment Survey:
70% of the staff at PGE indicated we were operational or fully operational.

Why?
Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist:

- Beginning of the year: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.
- Throughout the year: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments.
- End of the year: The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, the Georgia High School Graduation Test (GHSGT), and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16)

(GLP-The Why, 5.A.2)

What? (In Current Practice)

- Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.
    o Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- A data collection plan for storing, analyzing, and disseminating assessment results is in place.
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

(GLP-The What, p. 8) (GLP-The How, p. 34)

How?(To Move Forward)

- Establish common mid-course assessments for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, and essay).
  - o Locate or develop common mid-course assessments used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)
  - o Analyze student data in teachers teams to develop and adjust instructional plans
- Assessment and intervention materials aligned with students' needs are available and personnel trained.
  - o Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
  - o Continue to purchase assessment and intervention materials aligned with student needs

(GLP-The How, p. 34)

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

Needs Assessment Survey:
80% of the staff at PGE indicated we were operational or fully operational

Why?
A universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A universal screening will not identify why students are underperforming; that is, it will not identify specific skill weaknesses. Rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics.

(GLP-The Why, 5.A.5)

The role of progress monitoring in RTI is to:
- Determine whether primary prevention (i.e., the core instructional program) is working for a given student
- Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability.
- Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities.
- Determine when the student's response to tertiary prevention indicates that a return to primary or secondary prevention is possible. (Fuchs, Retrieved Jan, 2011)

(GLP-The Why, 5.B)

What? (In Current Practice)

- The instructional levels of all students are screened and progress monitored with evidence-based tools.
    - Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
- A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible.
- Gather and maintain intervention materials aligned with students' needs for use and provide for sufficient staff training.

(GLP-The What, p. 8) (GLP, The How, p. 36)

How?(To Move Forward)

- Establish common mid-course assessments for use across classrooms, include a variety of formats (multiple choice, short answer, constructed response, and essay), and ensure these assessments are used across classrooms to identify classrooms needing support.
    - Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible
    - Select or develop school or system-wide classroom- based formative assessments to assess efficacy of classroom instruction
- Provide adequate technology infrastructure to support administration and storage of assessments as well as the dissemination of results
    - Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format

- Establish protocol and procedures that facilitate regular use of assessment measures to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework
    - Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

(GLP, The How, p.36)

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

Needs Assessment Survey:
78% of the staff at PGE indicated we were operational or fully operational.

Why?
The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.

(GLP-The Why,5)

What? (In Current Practice)
- Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standard
  o Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

(GLP-The What, p. 9) (GLP-The How, p. 37)

How?(To Move Forward)

- A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.
  o Identify diagnostic assessments where possible, that isolate the component skills needed for mastery of literacy standards
- Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
  o Selects interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach

(GLP-The How, p.37)

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

Needs Assessment Survey:
68% of the staff at PGE indicated we were operational or fully operational

Why?
The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.

(GLP-The Why, 5)

What? (In Current Practice)

- Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are:
  - Criterion Reference Competency Test (CRCT) in grades 3, 5, and 8

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

- Data is disaggregated to ensure the progress of subgroups.

(GLP-The What,p.9)

How?(To Move Forward)

- During teacher team meetings, facilitate discussions which focus on changes that can be made to improve the instructional program for all students.

(GLP-The How,p.37-38)

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

Needs Assessment Survey:
65% of the staff at PGE indicated we were operational or fully operational

Why?

In a 2009 practice guide prepared for the National Center on Educational Excellence titled Using Student Achievement Data to Support Instructional Decision Making, Hamilton, et al, posted five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Two of the recommendations address actions that teachers can take; the other three concern developing the infrastructure necessary to make the first two possible.

Classroom-level recommendations:
1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals

Administrative recommendations:
3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system

(GLP-The Why, 5.K)

What? (In Current Practice)
Needs Assessment Survey:
40% of the staff at PGE indicated emergent or below regarding direct, explicit instruction in reading for all students (A1).

43% of the staff at PGE indicated emergent or below regarding extended time for literacy instruction (A4).

- A data storage and retrieval system is adequate and is understood and used by all appropriate staff members.
  o Ensure that the data storage and retrieval system is effective and efficient
- Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.

(GLP-The What,p.9) (GLP-The How,p.38-39)

How?(To Move Forward)
- Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.
  o Identify participants for data teams for each building and for specific grade bands

- Develop and use a protocol for making decisions to identify the instructional needs of students.
  - o Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities

- Protocols for team meetings, such as those found on http://www.lasw.org/methods.html
  - o Develop a protocol for making decisions to identify the instructional needs of students (GLP-The How,p.38-39)

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.)

Needs Assessment Survey:
80% of the staff at PGE indicated operational or higher regarding developing school based data for RTI process.

Why?
Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision-making must be available at the classroom level.
Georgia's RTI process includes several key components:
- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms
- Evidence-based instruction as the core of classroom pedagogy
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data

(The Why-GLP, 6.A)

What? (In Current Practice)
- Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.
- A data collection plan for storing, analyzing, and disseminating assessment results is in place.
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

(GLP-The What, p. 11)

How?(To Move Forward)
- Assessment and intervention materials aligned with students' needs are available and personnel trained.
   o Develop protocols for identifying students and matching them to the appropriate intervention

(GLP-The What, p.11) (GLP-The How, p.43)

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

Needs Assessment Survey:
80% of the staff at PGE indicated operational or higher regarding Tier I instruction for all students

The Why?
Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom-learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success. For more information:
http://www.rtinetwork.org/learn/research/response-to-interventionresearch-is-the-sum-of-the-parts-as-great-as-the-whole.

(GLP-The Why,6.B)

The What?(In Current Practice)
1) Teachers participate in ongoing professional learning on the following:
   - Team teaching and inclusion of students with special learning needs (SWD)

(GLP-The What, p.11-12)

The How?(To Move Forward)
- Student data is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).
  o Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. (See Building Block 4).
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year
  o Use data from universal screening process to identify general weakness in instruction, Tier I as well as struggling students

(GLP-The What, p.11-12) (GLP-The Why,p.43-44)

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

Needs Assessment Survey:
80% of the staff at PGE indicated operational or higher on Tier II instruction for all students.

The Why?
Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.

(GLP-The Why, 6.B)

Student Movement to Tier 2:
- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS (and the CCGPS by 2014).
- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school-created procedures for decision-making. Three important questions must be addressed to determine the reason for the need for additional support.
- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.

(GLP-The Why, 6.D.2)

The What?(In Current Practice)

1. Specific times for collaborative discussion and planning between content area teachers and interventionists are built into the school calendar (teachers or para-educators).
2. Effectiveness of interventions is ensured by the following:
   a. Providing sufficient blocks of time in the daily schedule for intervention
   b. Providing adequate space in places conducive to learning
   c. Providing competent, well-trained teachers and interventionists
   o Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs (sustaining)

(GLP-The What, p. 11) (GLP-The Why, p. 45)

The How? (To Move Forward)
- Plan and provide professional learning for interventionist on:
    o Using appropriate supplemental and intervention materials
    o Diagnosing reading difficulties
    o Using direct, explicit instructional strategies to address instructional needs

- o Charting data
- o Graphing progress

(GLP-The What, p. 11) (GLP-The Why, p. 45)

D. Action: Ensure that Student Support Team (SST) and Data Team monitor Tier 3 student progress jointly

Needs Assessment Survey:
77% of the staff at PGE indicated operational or higher regarding the joint monitoring of data by the SST and Data Team

The Why?
Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom.

(GLP-The Why, 6.B)

Student Movement to Tier 3:
- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

(GLP-The Why, 6.D.2)

The What?(In Current Use)
1)In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
- Discuss students in T3 who fail to respond to intervention.
- Verify implementation of proven interventions.
- Ensure that interventionists have maintained fidelity to intervention protocol prior to

referral to SST.

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

3) Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.

4) T3 SST/data teams follow the established protocol to determine the specific reason when an EL fails to make progress (i.e., language difficulty or difference vs. disorder).

(GLP-The What, p. 12)

The Why?(To Move Forward)

- In an addition to everything that occurs at T1 and T2, data teams (expanded to include school psychologist, ESOL teacher, SLP, etc.) meet to:
  o Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance.

(GLP-The What,p.12) (GLP-The Why,p.46)

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

Needs Assessment Survey:

80% of the staff at PGE indicated operational or higher regarding specially designed programs, methodologies, or instructional strategies based upon students' inability to access the CCGPS in other ways.

The Why?

Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual.

(GLP-The Why,6.B)

Student Movement to Tier 4:

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education.

(GLP-The Why, 6.D.2)

The What(In Current Use)

Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.

- School schedules are developed to ensure least restrictive environment (LRE)
- Building and system administrators are familiar with funding formulas affecting students in special programming
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction).

(GLP-The What,p.12-13)

The How?(To Move Forward)

- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

(GLP-The What,p.12-13) (GLP-The Why,p.47)

Building Block 6. Improved Instruction through Professional Learning

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

Needs Assessment Survey:
53% of the staff at PGE indicated emergent or below regarding pre-service literacy preparation of new teachers (24% of classroom teachers at PGE are in their first 5 years of teaching)

The Why?
The NABSE study group responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom.

(GLP-The Why, 7.E.)

The How?(To Move Forward)

1) Representatives from the community and/or school leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that:

- Pre-service teachers receive coursework in disciplinary literacy within content areas.
    o Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas

(GLP-The What,p.13); (GLP-The How, p.48)

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

Needs Assessment Survey:
80% of the staff at PGE indicated operational or higher regarding participation in literacy in-service for professional learning

The Why?
According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches:

1) develop a literacy leadership team and vision which includes the literacy coach;
2) provide assistance in building trust with the faculty;
3) provide assistance in using time, managing projects, and documenting their work;
4) provide access to instructional materials;
5) provide access to professional learning; and
6) provide feedback to the coach.

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches to meet.

(GLP-The Why,7.E)

The What?(In Current Practice)

1) Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
2) An instructional coach provides site-based support for administrators, faculty and staff, where possible.
3) Intervention providers receive program-specific training before the beginning of the year

to prepare teachers and staff for implementation.

4) Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy.

5) Some or all of the following personnel participate in all professional learning opportunities:
   a. Paraprofessionals
   b. Support staff
   c. Interventionists
   d. Substitute teachers
   e. Pre-service teachers working at the school
   f. Administrators
   g. All faculty
   o   Revisit professional learning options to utilize experts within the school to develop and support colleagues (sustaining)

(GLP-The What,p.13-14) (GLP-The Why,p.48)

The How?(To Move Forward)
- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
   o   Provide targeted professional learning on the CCGPS based on student and teacher needs
- The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
   o   Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
   o   Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
- Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.
   o   Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Some or all of the following personnel participate in all professional learning opportunities:

      a. Paraprofessionals

      b. Support staff

      c. Interventionists

        o   Consider the inclusion of some or all of the following in personnel in professional learning opportunities

(GLP-The What,p.13-14) (GLP-The Why,p.48-49)

Needs Assessment Process

Literacy has always taken center stage at Pleasant Grove. Grade level, special program, and school improvement teams focus on literacy within their domains during weekly team planning meetings. Vertical teams look at literacy instruction periodically. In the spring of 2012, PGE teachers and administration determined a need for a more holistic and focused approach to examining literacy at the school.

The school established a campus Literacy Team with representation from all stakeholder groups, grade levels, special programs and support services. The team looked at best practices in literacy, and collaborated with other schools and another district. It was determined that PGE had a need for a formal literacy plan. The Literacy Team looked at current literacy initiatives in our area, examined research through the work of Fountas and Pinnell, the Georgia documents, and other professional literature.

Meeting monthly, the Literacy Team works with grade levels to disaggregate data and identify specific literacy needs. Student needs have been prioritized based on gaps in school performance by grade level and subgroups. Staff needs focus on proficiency in all domains of literacy instruction. This process has allowed the Literacy Team to determine an accurate picture of the current resources, professional knowledge, and instructional strategies used to address literacy. Strengths and weaknesses have been identified. All stakeholders have been included in the data gathering and sharing process.

Data Analysis

The Literacy Team gathered input from cross-grade level groups, School Improvement Team and grade level teams. Data used included the Georgia Literacy Instruction Observation Checklist (GLIOP), SRA Needs Assessment Survey, CRCT performance reports, Measures of Academic Progress (MAP) reports, RTI data collected through AIMSweb, and AdvancEd Stakeholder Surveys.

All data were compiled into a single chart organized around the Literacy Building Blocks. This became an important graphic that informed our team's direction. The Literacy Team determined correlations between SRA/ GLOC/ Needs Assessments, Student Achievement Data, and AdvancEd Survey data and shared findings with PGE's School Improvement Team and Title I School Improvement Committee who concurred with our findings.

Surveys and Participants used in the Needs Assessment

Survey Instrument	Description	Participants
Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 (SRA)	Electronic Survey developed to determine district and school level needs. Survey designed to answer all areas of Georgia Literacy Plan Needs Assessment from GADOE.	Administrators: 2 Classroom Teachers: 21 Support Staff: 17 (ESOL, EIP, Gifted, Reading Recovery, ESS, Media, Paraprofessionals)

Georgia Literacy Observation Checklist (GLOC)	Grade level representatives, administrators, support staff and Literacy Team compiled observation data according to the areas on the GLOC	Literacy team including: Administrators: 2 Classroom Teachers: 6 Support Staff: 5 (ESOL, EIP, Gifted, Reading Recovery, ESS, Media, Paraprofessionals)
Resource and Professional Knowledge Survey	Electronic Survey developed by Literacy Team to be used by all grade levels to determine current resources, professional knowledge, and instructional strategies in practice as they related to the Georgia Literacy Observation Checklist data and Needs Assessment Survey.	Administrators: 2 Classroom Teachers: 21 Support Staff: 17 (ESOL, EIP, Gifted, Reading Recovery, ESS, Media, Paraprofessionals)
AdvancEd Survey, Bernhardt Survey, and Title I Information Meeting Data	Parents and community members were surveyed as part of our AdvancEd district review process is 2012-13. This data combined with historical data from Bernhardt surveys completed by students, parents, and staff, and 2013 Title I annual meeting discussion artifacts were reviewed by the Literacy Team.	Administrators: 2 Classroom Teachers: 21 Support Staff: 17 (ESOL, EIP, Gifted, Reading Recover, ESS, Media, Paraprofessionals) Parents: 285 Community Members: 21

Concerns

Our analysis of disaggregated data (see Section 4) uncovered the following concerns regarding literacy assessment:

- Negative trend (-16%) in the number of students "exceeding"
- Negative trend in grades 3 and 4 (grammar and sentence construction) on the ELA portion of the CRCT test of 16% since 2011
- Lack of significant improvement in the CRCT domains of Reading Skills and Vocabulary Acquisition in grade 3 and Reading for Information in grades 4 and 5
- Negative trend in the number of male students exceeding each year on reading portion.
- Third and 5th grade writing scores identify a negative trend in all domains for the persuasive genre
- Fewer Pleasant Grove students scored "exceeds" than at the district level on the 5th grade writing assessment (2013).
- 5th grade writing scores indicate a significant gap exists between girls and boys who do not meet the standard. (25% fewer boys meet the standard than girls)
- A 6% gap exists between white and Hispanic students who exceeded performance expectations.

According to NWEA MAP data for reading:
- Only 29.9% of 2nd graders met their projected growth for reading with a growth index of -.6.
- Widening of achievement gap between subgroups in literacy

These initial negative trends on current data combined with state projections for new assessments with higher expectations caused us to delve deeper to identify root causes. Together, these underlying concerns encompass literacy resources, professional knowledge, and instructional strategies at PGE.

Root Causes

Our needs assessment has led us to the following root causes:
- Our faculty composition has changed as 20% of the faculty is new to Pleasant Grove this year. They have not had the same professional learning experiences as those who have been on staff for many years. Mentors and regular collaboration for instruction planning that is driven by effective protocols would be of benefit. Students will benefit from the shared focus and planning that combines the thinking of multiple educators to determine instruction that addresses the needs of all students.
- Professional learning has addressed multiple topics in multiple ways resulting in little focus or fidelity of implementation across grade levels.
- Writing performance is currently assessed at only the fifth grade level as students are almost ready to leave PGE. Data need to be collected earlier to provide direction to writing instruction. Teachers will benefit from expanded professional development in implementing a Writers Workshop model successfully to more effectively differentiate instruction, assuring all learners *take flight*.
- Our computers are aging and many operate on the XP system which is going out of use next year. Technology can be better utilized to motivate our digital learners. Students want feedback on work they have done and digital tools can provide immediate feedback to both students and teachers.

Areas of Concern and Research-Based Practices
The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- to communicate effectively with others,
- to think and respond critically in a variety of settings to a myriad of print and non-print text, and
- to access, use, and produce multiple forms of media, information, and knowledge in all content areas. (Georgia Literacy Plan: the "Why" 2010)

Pleasant Grove Elementary has developed a literacy plan to support the above definition with the following areas of focus:

Concern 1:   Adequate resources to effectively address the five areas of a comprehensive literacy plan are needed. (GLP-The What, p. 9-10)

Concern 2: Professional development for the five areas of a comprehensive literacy plan is needed. (GLP-The What, p. 13-14)

Concern 3: Implementation of necessary instructional strategies within an explicit and formal literacy plan to strengthen PGE's K-5 instruction. (GLP-The What, p. 6)

The following section describes more fully how data were disaggregated by grade level, content area, and student subgroups to inform and assist us in developing the ***PGE FLIGHT Plan.***

Whitfield County Schools

Disaggregated Student Performance

CRCT Student Performance									
	Students Meeting/Exceeding the Standard								
ELA	**Grade 3**			**Grade 4**			**Grade 5**		
	2011	**2012**	**2013**	**2011**	**2012**	**2013**	**2011**	**2012**	**2013**
All	93%	90%	95%	93%	92%	94%	92%	98%	96%
ELL	94%	78%	91%	75%	82%	82%	80%	100%	
Female	97%	95%	93%	93%	91%	98%	95%	100%	100%
Male	90%	87%	95%	94%	94%	92%	89%	96%	100%
Hispanic	87%	91%	91%	90%	88%	93%	93%	98%	100%
White	90%	97%	100%	98%	98%	97%	90%	98%	100%
Reading	**Grade 3**			**Grade 4**			**Grade 5**		
All	92%	85%	97%	91%	89%	87%	90%	92%	96%
ELL	94%	71%	96%	79%	56%	55%	80%	69%	
Female	92%	95%	94%	96%	95%	88%	95%	92%	96%
Male	78%	98%	91%	86%	83%	86%	82%	92%	95%
Hispanic	95%	78%	94%	91%	81%	80%	91%	87%	97%
White	89%	94%	100%	89%	98%	93%	91%	97%	94%

(Shaded boxes indicate subgroup population too small to report)

Strengths: Brief analysis reveals our students do well at meeting the standard for ELA and reading, exceeding the state average for all groups for grades 3 and 5. The majority of English Language Learners show proficiency for all grades, though their small number greatly impacts variance.

Weaknesses: Fourth grade scores indicate a need for close monitoring of instruction and formative student assessment to rectify a consistent dip and negative trend in student performance in reading.

IV. Pleasant Grove Analysis and Identification Data

Whitfield County Schools

Grade 5 Writing	Did Not Meet			Meets/Exceeds		Meets	Exceeds
	2011	2012	2013	2011	2012	2013	2013
All	13%	16%	21%	87%	84%	74%	6%
ELL	33%	25%		67%	75%		
Males	15%	17%	32%	85%	83%	63%	5%
Females	11%	15%	7%	89%	85%	87%	7%
Hispanic	19%	2%	19%	81%	98%	77%	3%
Whites	2%	17%	19%	98%	83%	72%	9%

Strengths: More English Language Learners met the writing standard in 2012. More girls are meeting the standard.

Weaknesses: These scores indicate that over one-fifth of our students are not meeting the standard and very few exceed the standards. PGE has fewer students exceeding the state writing exam standard when compared to their peers in the district. Of particular concern is the lack of proficiency demonstrated by males. Further, a negative trend for all students, males, and whites indicates that continuing current practice is not an option. Since our gifted population is 7%, not all gifted students are equipped to express themselves in a manner that reflects this. Focusing on improving student writing will be vitally important to our *FLIGHT Plan*.

Projected scenarios for student testing under the higher expectations at the Common Core/PARCC level are less rosy as indicated in the chart below:

Projected Scores for CC/PARCC Testing								
ELA	**Grade 3**			**Grade 4**			**Grade 5**	
	Need Add'l Suppor	On Track	Commendable	Need Add'l Suppor	On Track	Commendable	Need Add'l Suppor	On Track	Commendable
All	33%	63%	3%	45%	45%	11%	27%	64%	9%
ELL	70%	30%	0%	71%	29%	0%			
Female	39%	59%	2%	37%	51%	12%	19%	65%	16%

IV. Pleasant Grove Analysis and Identification Data

Male	28%	67%	5%	51%	39%	10%	34%	63%	3%
Hispanic	45%	51%	4%	49%	46%	6%	34%	63%	3%
White	17%	80%	3%	29%	48%	23%	17%	66%	17%
Reading	**Grade 3**			**Grade 4**			**Grade 5**		
All	24%	59%	17%	34%	50%	16%	29%	57%	13%
ELL	48%	52%	0%	65%	35%	0%			
Female	27%	57%	16%	42%	46%	12%	26%	58%	16%
Male	21%	61%	19%	28%	53%	20%	32%	57%	10%
Hispanic	31%	59%	10%	42%	46%	13%	34%	56%	9%
White	17%	57%	27%	23%	52%	26%	23%	58%	19%

Weaknesses: According to NWEA MAP, last year's 2nd grade reading growth index was a negative measure indicating students were not meeting their projected growth. "What If" state projections warn that a third of our third graders, almost half of our fourth graders, and over a quarter of our fifth graders will need additional support to meet the new standards for ELA and a quarter to a third of grade 3-5 students will need additional support in reading.

Summarizing: Data point to a need for improved literacy resources, professional knowledge, and instructional strategies at PGE. Our *FLIGHT Plan* will help us add motivating, personalized instruction that appeals to learning preferences of males and ELL while supporting the needs of all students.

Faculty Data

Pleasant Grove has 40 teachers; 80% were retained from the previous school year. Advanced degrees are held by 27 teachers while 18 teachers have completed SIOP (Sheltered Instruction Observation Protocol) training and 20 teachers are ESOL endorsed. One teacher currently holds a Reading Endorsement while 2 teachers await PSC approval for a Reading Endorsement. Three teachers are Gifted Endorsed. Pleasant Grove does not have a CTAE teacher.

Goals and Objectives

Pleasant Grove uses CRCT and State Writing Assessments as summative data when making

decisions about curriculum and instruction and will use these as measures for our three program goals. PGE uses NWEA MAP, AIMSWEB, and Benchmark Assessments as formative data throughout the school year to inform instructional decisions. They will be used to monitor our objectives. Teachers and administrators analyzed data and determined a need for a more holistic and focused approach to literacy for our K-5 population.

PGE data have identified a need for Professional Development in the five areas of a comprehensive literacy plan. Our assessment data indicate students are weak in Phonemic Awareness, Phonics, Word Study, Vocabulary and Comprehension. Our Response to Intervention (RTI) team is comprised of the School Psychologist, Administration, Classroom and Resource Teachers. The RTI team concurs on these weaknesses. Our current resources and programs do not provide for these weak areas. Our goal is to increase our students' literacy, and reduce the number of struggling students in all subgroups. The *PGE FLIGHT Plan* will provide resources in writing, reading and literacy in all content areas.

Assessment Data

Currently, Pleasant Grove does not have a universal literacy screener. COGAT is administered to fourth grade students, and is used to help identify gifted students. Kindergarten teachers utilize Georgia Kindergarten Inventory of Developing Skills (GKIDS) to assess and document students' progress towards meeting state content standards. The RTI team collaborates to meet the needs of students who fall at or below the 10th percentile in Reading and Math on the NWEA MAP assessment. AIMSweb progress monitoring is used to gather more comprehensive data for these students. *PGE's FLIGHT Plan* will allow us to fill in gaps in assessment data and develop and implement a more comprehensive literacy plan.

Professional Learning Communities

Teachers and administration actively participate in professional learning. Professional development is on-going and job embedded. Pleasant Grove currently uses instructional coaches and technology coordinators provided by the Whitfield County School System to provide training based on the School Improvement Plan and teacher identified needs. Teachers have opportunities to meet with coaches and coordinators as grade level groups, and individually. All faculty meet twice a month in cross-grade level teams. These teams read professional books, and review the School Improvement Plan. Grade level teams meet weekly or as needed to discuss students, data and curriculum.

New this year to Pleasant Grove, is PD360. This is a web-based professional learning community which provides webinars on various topics. In addition, the state has provided a Statewide Longitudinal Data System to give teachers resources and data. *PGE's FLIGHT Plan* will allow us to regularly collaborate for instructional improvement by implementing a professional learning community framework that will implement uniform protocols that have proven effective for improving student achievement, improving teacher retention and morale, and building leadership capacity.

V. Pleasant Grove School Project Plans

PGE's goals and objectives, are informed by our needs assessment and aligned to the Building Blocks, "What?" and "Why?" documents as summarized in the table below.

SMART Goals	1: Students in grades 3-5 will demonstrate improved performance in reading as measured by positive trends in proficiency scores on the CRCT over the course of the grant.	2: Students in grades 3-5 will demonstrate improved performance in English language arts as measured by positive trends in proficiency scores on the CRCT over the course of the grant.	3: Students in grades 3-5 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the writing test over the course of the grant.
Obj. 1	Designation of adequate and protected extended time for literacy instruction **BB-1,4,5; What?-Page 5,9,10; Why?-8AB,6D,6A**		
Obj. 2	Acquiring resources and strategies to ensure each PGE classroom is a Literature Rich Environment **BB-1,4,5; What?-Page 5,9,10,11; Why?-8AB,6D,6A**		
Obj. 3	Providing sufficient professional development and resources to promote digital literacy and use of technology **BB-1,4,5; What?-Page 5,9,10; Why?-8AB,6D,6A**		
Obj. 4	Professional development for implementation of current phonemic awareness, phonics, and word study programs **BB-1,2,4; What?-Page 6,7,9,10; Why?-2E2,2E3,1B,6D**		
Obj. 5	Incorporation of explicit instruction in word identification, vocabulary and comprehension at all grade levels in all content areas **BB-1,4; What?-Page 6,9,10; Why?-2E2,6D**		
Obj. 6	Requiring and supporting intensive writing across the curriculum **BB-4; What?-Page 10; Why?-2C,51**		
Obj. 7	Improved use of formative/summative assessments to drive instructional and programming decisions at the grade and school level **BB-3; What?-Page 8; Why?-5A2**		
Obj. 8	Improved implementation, monitoring, and facilitating of small groups for differentiation **BB-1,3,4; What?-Page 6,8,9,10; Why?-2J,5A2,6D**		

The summative measure for our specific, measurable, attainable, relevant, and time-bound (SMART) goals is by state assessment. Since the CRCT will transition to higher standards expected by the CCGPS, the 2013-2014 scores will become our benchmark. We expect our *FLIGHT Plan* to result in continuously improving scores as teachers gain capacity through proposed professional learning and as students benefit from improved resources and teaching.

Objectives will be monitored and measured as summarized in the table below:

Whitfield County Schools

Formative Measures	Objectives	Summative Measures for Students	Objectives
NWEA MAP	1, 2, 3, 4, 5, 6, 7, 8	NWEA MAP	1, 2, 3, 4, 5, 6, 7, 8
DRA	1, 2, 3, 4, 5, 7, 8	Writing Exam	4, 5, 6
GKIDS	1, 2, 3, 4, 5, 7, 8	GKIDS	1, 2, 3, 4, 5, 7, 8
Running Records	4, 5, 7, 8	CRCT	1, 2, 3, 4, 5, 6, 7, 8
ACCESS	1, 2, 3, 4, 5, 6, 7, 8	ACCESS	1, 2, 3, 4, 5, 6, 7, 8
Written Retelling	4, 5, 6	Online essay scoring	2, 3, 6, 7, 8
AIMSWEB	1, 2, 3, 4, 5, 7, 8		
DIBELS	1, 2, 4, 5, 7, 8		
Technology Usage Data	3		
Student Products	1, 2, 3, 4, 5, 6, 7, 8	**Summative Measures for Staff**	
Core Phonics Survey	4, 5	TKES Data	1, 2, 3, 4, 5, 6, 7, 8
		Literacy Team Data	1, 2, 3, 4, 5, 6, 7, 8
Formative Measures for Staff		Periodic Georgia Literacy Observation Checklist (GLOC)	1, 2, 3, 4, 5, 6, 7, 8
Periodic Georgia Literacy Observation Checklist (GLOC)	1, 2, 3, 4, 5, 6, 7, 8	Library Circulation	1, 2, 3, 4, 5, 6, 7, 8
Lesson Plan Reviews by administration	1, 2, 3, 4, 5, 6, 7, 8	Master Schedule	1, 2, 3, 4, 5, 6, 7, 8

Tiered Instruction

The PGE instructional day begins at 7:40 and ends at 2:30. All ELA blocks are 90-120 minutes. Grade 3-5 integrate literacy instruction into Science and Social Studies. All grade levels are incorporating Writers Workshop into their school day for 20-50 minutes. All PGE students will receive at least 90 minutes of tiered instruction. The four tier RTI model is summarized in the following table:

V. Pleasant Grove School Project Plans

WHO	Instructional Strategy	ELA Interventions	
Standards Based Classrooms *AIMSweb progress monitoring (minimum 3 times a year* **TIER 1**	-Common Core Georgia Performance Standards -Differentiated Instruction	1. CCGPS 2. Attendance Monitoring 3. Differentiated instruction 4. Pre-teaching and re-teaching 5. Guided reading groups 6. Flex grouping 7. Collaborative planning 8. Parent/teacher conferences 9. Mountain Language 10. Daily Grammar Practice 11. Writer's Workshop	12. Elements of Reading- Vocabulary 13. Running Records 14. Dr. Cupp/Jack and Jilly 15. Saxon Phonics 16. Learning Odyssey 17. Drops in the Bucket 18. Word Journeys
< 10% on MAP Progress *AIMSweb twice monthly monitoring* **TIER 2**	-Instructional Extension Program -Researched based intervention	1. Reads Naturally 2. SRA 3. Rigby Leveled Reading 4. Wright Group Skills 5. Auditory Bombardment 6. Road to The Code 7. ELLIS 8. Florida Center Reading Research	9. Destination Reading 10. Odyssey 11. HELPS Fluency 12. Reading Center 13. Texas Center for Reading Research 14. PALS reading 15. Trait Crates
<10% on MAP Progress with limited TIER 2 progress *AIMSweb weekly monitoring* **TIER 3**	-Intensive; teacher directed -Researched – based intervention	1. Reads Naturally 2. SRA 3. Rigby Leveled Reading 4. Wright Group Skills 5. Florida center Reading Research 6. Reading Center	
< 10% on MAP with limited TIER 2 & 3 progress *individualized goals/objectives monitored through ongoing data collection* **TIER 4**	-Specially Designed Instruction	1. SRA 2. Starfall Reading Program 3. Herman Reading Program 4. Apple Tree 5. Lindamood visualizing/ verbalizing 6. Phonological Awareness Training for Reading	

The following schedule demonstrates PGE's plan for a tiered instructional schedule.

PGE Schedule					
K Schedule	1st Schedule	2nd Schedule	3rd Schedule	4th Schedule	5th Schedule
7:40-8:30 Math	7:40-8:30 Math Tier IV Specialized direct instruction P/O	7:40-8:30 ELA	7:40-8:30 Math Tier IV Specialized direct instruction	7:40-9:00 ELA	7:40-9:20 Literacy Block
Small group Instruction Tier II and Tier III					
Computer Interventions Tier II & Tier III					
8:30- 9:20 ELA	8:30-9:20 ELA	8:30-9:20 ELA Tier IV Specialized direct instruction	9:20-10:10 ELA	9:00-9:20 Math	8:30-9:20 ELA Tier IV Specialized direct instruction
Small group Instruction Tier II and Tier III					
Computer Interventions Tier II & Tier III					
9:20-10:10 ELA	9:20-10:10 ELA	9:20-10:10 Math Tier IV Specialized direct instruction	10:10-11:00 ELA	10:10-11:15 Math Tier IV Specialized direct instruction P/O	9:20-10:10 Math Tier IV Specialized direct instruction
Small group Instruction Tier II and Tier III					
Computer Interventions Tier II & Tier III					
12:00-12:50 Math Tier IV Specialized direct instruction	12:50-1:40 ELA/Math	12:50-1:30 Science/SS	12:50-1:40 ELA Tier IV Specialized direct instruction	12:40-1:30 Social studies	12:40-1:30 Science/SS Tier IV Specialized direct instruction
Small group Instruction Tier II and Tier III					
Computer Interventions Tier II & Tier III					

1:40-2:30 Science/SS		1:30-2:25 Math	1:40-2:30 Math	1:30-2:20 Science Tier IV Specialized direct instruction P/O	1:30-2:20 Math Tier IV Specialized direct instruction
Small group Instruction Tier II and Tier III					
Computer Interventions Tier II & Tier III					

Current Practices and New Initiatives

Our *FLIGHT Plan* includes all teachers, students, and grade levels at Pleasant Grove. Ongoing expenses for current practices will continue to be funded through district funds. Formative and summative assessments such as CRCT, NWEA MAP, AIMSweb, GKIDS and Running Records, which will support our goal and objectives will be district funded. PGE has interventions, instructional strategies, and resources across all grade levels; for example, Word Journeys, CCGPS, and WCS Non-Negotiable Practices. Nso charges to the grant will be made for in place instructional materials or district-wide professional development. District funding of PD360 and ESPLOST technology funding will support PGE's *FLIGHT Plan*.

Additional technology, software, literacy materials, and professional development are needed to support all five areas of our comprehensive literacy plan. Stipends or substitutes to release teachers for professional development will also be needed to ensure we are able to follow our *FLIGHT Plan*.

Current Assessment Protocol

Assessment	Purpose	Month
NWEA MAP (K-5)	Screening, Progress Monitoring	August/September, November/December, March
Quarterly GKIDS (K)	Screening, Progress Monitoring	October, January, March, May
CoGAT (4)	Screening	September
Aimsweb Progress Monitoring (K-5)	Screening, Progress Monitoring	August –May based on RTI plan
ACCESS (ELL K-5)	Progress Monitoring	January-March
5th Writing Exam	High Stakes Summative	March
3rd Writing Evaluations	High Stakes Summative	March
CRCT (3-5)	High Stakes Summative	April, May
Kindergarten Placement Exam	Screening	Initial Registration through August
WAP-T (Kindergarten ELL)	Screening	Initial Registration and August
Standards Based Assessments (K-5)	Progress Monitoring	On-going

Comparison of the current protocol with the SRCL Assessment Plan

Currently, our district requires the NWEA MAP K-5 assessment three times per year to measure reading, language, and math learning progress. After the first year of implementing newly required assessments for Striving Readers the district will evaluate current assessments to determine whether any of our current assessments are redundant to those mandated by Striving Readers.

We will continue to utilize AIMSweb progress monitoring for students identified as "at risk" based on a percentile ranking at 10 percentile or below on the NWEA MAP benchmarks. We will continue to progress monitor students with limited progress and tier 2 interventions identified as "intensive" weekly. Students identified as Tier 4 will have individualized goals and objectives. These students will be monitored through a variety of assessments and performance tasks. Currently, our school gives the CRCT yearly.

Professional Learning Needs

- DIBELS Next training including using results to determine the next steps
- Using diagnostic assessments (SRI) to drive small group instruction and flexible grouping
- Using diagnostic assessments (SRI) to select and monitor appropriate interventions.
- Understanding and utilizing Lexile measures indicated by NWEA MAP
- Understanding correlation between Lexile, grade level, DRA, Fountas and Pinnell and other Guided Reading level indicators when selecting appropriate instructional and independent text

Presenting Assessment Data to Parents and Stakeholders

Pleasant Grove will provide parents and stakeholders with current and specific data periodically throughout the school year using print and online media. Parents and students will receive information through personal face-to-face communication. *Taking Flight* will communicate with its stakeholders via the following opportunities:

- Title I Parent Meetings
- Infinite Campus Parent Portal
- Annual School Improvement Plan meetings
- School Council Meetings
- CCRPI state level report card access
- Bi-Annual Parent Teacher Conferences

In addition, a Community Advisory Board will be established to oversee PGE's *FLIGHT Plan*. It is our hope that this group of community business leaders, professionals, and parents will become advocates for literacy that will spark partnerships and propose unique solutions for hurdling barriers to success. The action steps for establishing the Community Advisory Board follow:

1. Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of community advisory board.
2. Identify and contact learning supports in the community that targets student improvement (e.g., tutoring, mentoring, afterschool programming) to serve as a network of support.
3. Meet quarterly to review goals, objectives, and progress data.
   a. Identify barriers to success
   b. Brainstorm ways to overcome obstacles
4. Utilize social media to communicate and promote the goals of literacy throughout the community at large.
5. Celebrate success of PGE's *FLIGHT Plan*

Data Informed Instruction

Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (GLP-The How, 3C).

Currently at PGE students and teachers use NWEA MAP data to set individual goals. DIBELS Next will allow teachers to fine tune goal setting and communicate more clearly with students and families about student progress. Grade level professional learning communities (PLC) will be charged to regularly meet to use student assessment data and student work to collaboratively design and deliver differentiated assessment that meets student needs.

Use results of the diagnostics for student placement within an intervention and to adjust instruction (GLP-The How, 3C)

VI. Pleasant Grove Assessment and Analysis Data

Currently at Pleasant Grove collaborative teams meet periodically to review student and school wide data. After implementing new assessments teachers will follow the newly established Data Review Protocols to guide explicit instruction and select appropriate interventions and progress monitoring. The chart at the end of this section specifies whether the teacher, grade level PLC, Literacy Team, or School Improvement Team will be charged with closely analyzing and monitoring these data.

Assessment	Who will Administer the Assessment	How will it be accomplished
DIBELS Next	K-3 Classroom Teacher	• All students will be assessed three times per year • Teachers will administer tests during testing window established by Literacy Team • All test administration will follow the standard protocol established by DIBELS Next
Informal Phonics Inventory	K-2 Classroom Teacher	• Teachers will administer at least 3 times a year • Individual scores will inform flexible grouping
AIMSweb	Classroom teacher or Interventionists for Tier II, III, and IV as appropriate	• Tier II, III, or IV students' performance will be monitored according to the District RTI guidelines.
Scholastic Reading Inventory (SRI)	3-5 Classroom Teachers	• All students will be assessed three times per year • Teachers will administer tests during testing window established by Literacy Team • All test administration will follow the standard protocol established by SRI
NWEA MAP	K-5 Classroom Teachers	• All students will be assessed three times per year (Computer Format) • Teachers will administer tests during testing window established by District Assessment Calendar • All test administration will follow the standard protocol established by NWEA

Assessment Administration

Newly mandated assessments will be implemented and monitored with fidelity. DIBELS Next, SRI, and IPI will be implemented by classroom teachers. These assessments will be given three times per school year under the direction and monitoring of the Literacy Team and in accordance with the publishers' protocol. Appropriate professional development will be provided to ensure assessments are administered with fidelity and student results are used to inform instruction.

The following chart summarizes our assessment plans for our *FLIGHT Plan.*

Assessment What?	Grade Level	Timeline When?	Responsible Party Who?	Analysis What next?
Kindergarten Placement	Kdg	Initial Registration through August	Teacher	Kdg PLC

Exam				
WAP-T	Kdg ELL	Initial Registration and August	Teacher	Kdg PLC
Quarterly GKIDS	Kdg	October, January, March, May	Teacher	Kdg PLC
CoGAT	4	September	Teacher	Grade 4 PLC
DIBELS Next	K-3	3X per year:	Teacher	Lit Team, Grade PLC
Informal Phonics Inventory	K-2	As needed for small group instruction	Teacher	Teacher
AIMSWEB	K-8	Ongoing as needed	Teacher/Interventionist	Grade PLC
SRI	3-5	3X per year:	Teacher	Lit Team, Grade PLC
CRCT	3-5	End of year	Principal	SIT, Lit Team, Grade PLC, Community Advisory Board
State Writing Test	5	End of year	Principal	SIT, Lit Team, Grade PLC, Community Advisory Board
ACCESS	K-5 ELL	1X per year: beginning of year as screener	ESOL Teacher	Grade PLC
Standards Based Assessments (K-5)	Progress Monitoring	On-going	Teacher	Grade PLC

VII. Pleasant Grove School Resource Strategies

Resources necessary for engaged student learning envisioned for our *FLIGHT Plan* include the following:

Materials	• Literacy instruction checklist • Data review Protocol • Leveled text for Guided Reading • Literary and Informational books to engage student interest • Research based literacy materials supporting word study, phonics, and phonemic awareness instruction • Materials to create Literature Rich Environments • Guided Reading materials • Book room organization materials • Intervention materials and site licenses • Site licenses for online writing assessment
Technology	• Adequate computers for producing writing in many formats • Printers and publishing equipment • iPods • iPads • eReaders • Online reader resources • Document cameras • Video Cameras • Headphones
Professional Learning	• 5 areas of a comprehensive literacy plan • Vocabulary strategies • Guided Reading Instruction • Collaborative protocols for analyzing data and student work

	- Uniform approach to writing - Collaborative planning for instruction/intervention - Administration of new assessments

Activities that support PGE literacy intervention include many methodologies for teaching the five elements, but little uniformity. Writers Workshop provides opportunity for teachers to meet with small groups and individuals for guided reading but it is not always delivered with fidelity. Flexible grouping allows targeted teaching but data usage to match skill/concept with specific learners is often intuitive rather that based on collaborative data use. *FLIGHT Plan* will provide PGE teachers with intensive PD and a uniform protocol during classroom walkthroughs will monitor transfer. Teachers needing additional help will receive support from district instructional coaches and/or personalized online PD.

PGE Current Resources and Practices

PGE shares the following resources: CCGPS unit/frameworks, 2 computer labs, 3 eResponse systems, sets of novels, non-fiction books, Benchmark Universe Title III materials, Picture Perfect Science, Rigby Leveled Readers, Elements of Reading Vocabulary, Mountain Language, Dolch word lists, K-5 PALS, 10 iPads, and 5 iTouch.

Our library collections contain 9,471 texts (half fiction; average age 14 years). Many are damaged/out-of-date. *FLIGHT Plan* will update our collection to include a variety of text, increasing rigor. A book room will be added to support guided reading with leveled texts.

Currently, some teachers employ daily Writers Workshop and implement SIOP strategies. Learning Odyssey provides digital support while teachers use flexible group instruction and small group intervention. Many integrate writing with disciplinary content and use a variety of strategies for teaching vocabulary and analyzing text/text features.

PD for explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension will be accompanied by resources to support guided reading during Extended Literacy Time. An intensive cross-content writing program will boost efficacy of Writers Workshop, employing new strategies, and an online writing assessment tool will give students immediate feedback. Grade level teams will employ protocol to direct effective collaboration that uses data to inform differentiated instruction. *FLIGHT Plan* will allow us to build teacher capacity to collaboratively plan and deliver instruction with fidelity.

Alignment of Resources and Funding Sources

The following table summarizes the alignment of funding for *FLIGHT Plan*:

VII. Pleasant Grove School Resource Strategies

Whitfield County Schools

Identified Needs	Objectives	Action Steps	Funding
PD in the five areas of literacy	Designation of adequate/ protected time for literacy PD	Ensure cohesive and complete understanding of five areas of a comprehensive literacy plan through PD and collaborative team planning. Establish Data Review Protocol to guide explicit instruction, provide PD, and protected time for collaborative teams	**Other Funding** • Scholastic Guided Reading PD • PD/support from District Instructional Coaches (IC) • NWEA Map & AIMSWEB • PD360 **SRCL Funding** • PD, released time, materials
	Literature Rich Environment	Acquire multi-level text addressing content standards and student interest Establish book room Provide classroom materials (literature rich environment)	**Other Funding** • District provided Book Room materials • PD360 **SRCL Funding** • Supplemental Literacy Materials
	Digital Literacy and Use of Technology	Produce writing fostering 21st Century Computer Literacy Skills Integrating Technology into Literacy Response practices (wiki's, websites, blogs, Edmodo, Today's Meet, etc.) Employ online essay writer/assessment grader across content areas	**Other Funding** • ESPLOST Technology Funding • PD/support from IC • PD360 **SRCL Funding** • PD, released time, materials • Technology Resources

Whitfield County Schools

Identified Needs	Objectives	Action Steps	Funding
Fidelity of comprehensive literacy instruction	PD for Phonemic Awareness, Phonics, and Word Study programs	Ensure consistent/cohesive Phonics and Word Study instruction Provide PD and resources for Phonemic Awareness Instruction Establish Core Phonics Survey in grades K-2 guidelines Acquire intervention materials for areas of need Provide PD for fidelity of instruction	**Other Funding** • Scholastic Guided Reading PD PD/support from IC • NWEA Map & AIMSWEB • PD360 **SRCL Funding** • PD Time and Materials
	Explicit K-5 instruction in word identification, vocabulary, and comprehension	Ensure consistent/cohesive vocabulary instruction Acquire K-5 vocabulary materials Conduct book study PD using Beck's "Bringing Words to Life" Use common graphic organizers and strategies consistently Incorporate PD360 Vocabulary PD into SIP and collaborative planning calendar	**Other Funding** • Scholastic Guided Reading PD • PD/support from IC • NWEA Map & AIMSWEB • PD360 **SRCL Funding** • PD, released time, materials
	Support Intensive writing across the curriculum	Provide materials and training for CCGPS aligned mini lesson scope and sequence for K-5 Writer's Workshop. Establish K-5 protocols for collaborative analysis of	**Other Funding** • Scholastic Guided Reading PD • PD/support from IC • PD360

Identified Needs	Objectives	Action Steps	Funding
		student writing Establish common vocabulary when addressing writing throughout all PGE classrooms	**SRCL Funding** • PD, released time, materials
Collaborative practices	Use data to drive instruction	Establish a K-5 Data Review Protocol Provide PD for effective data use for grade level and vertical teams Employ an effective PLC framework Identify/train facilitators for collaborative teacher teams	**Other Funding** • PD/support from IC • NWEA Map & AIMSWEB • PD360 **SRCL Funding** • PD, released time, materials
	Improved implementation, monitoring, and facilitating of small groups for differentiation.	Provide materials and training for K-5 Guided Reading Acquire additional intervention materials for areas of need Provide PD for fidelity of instruction	**Other Funding** • Scholastic Guided Reading PD • PD/support from IC • NWEA Map & AIMSWEB • PD360 **SRCL Funding** • PD, released time, materials

Technology

PGE classrooms are equipped with an Activboard, projector, teacher laptop, and student computer. We have one computer lab and a mobile lab. Many of the computers run on the XP operating system which soon expires.

While other funding (ESPLOST) will replace many of these computers, the expanded use of blended instruction and online tools require additional mobile labs.

FLIGHT Plan will find students using technology as follows:

RTI

- Student intervention software/digital tools

- Programs to monitor progress

- Personalized programs that permit individualized progress

Student Engagement

- Presentation software/hardware permits both student and teacher to share thinking

- Personalized programs encourage student to take responsibility for learning

- Immediate feedback promotes mastery

Instructional Practices

- Response systems facilitate guided practice during large group instruction

- Student-created work instills pride through polished publication and professional presentation

- On demand individualized reports inform flexible grouping and instruction

- Online PD support

- Access and research informational text

Writing

- Software supports writing across curriculum

- Multimedia projects permit digital storytelling and video journals

- Online essay grader provides immediate feedback to writer

- Dashboard reports inform flexible group formation and topics for remediation

FLIGHT Plan will support additional K-5 materials, interventions, and PD to support personalized learning for both students and teachers that will truly get our literacy program off the ground and flying.

VIII. Pleasant Grove School Professional Learning

Professional learning is a key component of the grant. There should be a direct tie to literacy Instruction as well as include all teachers of reading/literacy including CTAE, Special Education teachers, and all content teachers.

The following table summarizes PGE 2012-2013 professional learning (PD):

PD	Date	Description	PGE Participation
New Teacher Orientation Building Level	**7/30/12**	Support/mentoring for new teachers	100%
Olweus Bully Program	**8/22/12 1/30/13**	Anti-bullying program implementation	90-100%
SIP Review & Revision	**8/29/12 9/12/12 10/10/12 10/24/12 11/14/12 11/19/12 12/12/12 1/16/13 4/17/13**	Teachers discuss "My Kids Can" (making math accessible to all learners) to examines SIP goals	90-100%
Student Learning Review	**9/19/12 10/17/12 1/16/13**	Teachers work collaboratively with staff from another grade level to review CCGPS standards/Gaps/changes.	90-100%
Presentation of WCS Literacy Initiative Initial Testing Grades K-2	**9/26/12**	Discussion of Literacy Initiative K-2 testing data	90-100%
Breakout Sessions	**10/25/12**	Choice of 2 workshops: Rocket Math, Reading Eggs, or Word Journeys Co-Teaching Strategies	90-100%

Whitfield County Schools

PD	Date	Description	PGE Participation
WOW For New Teachers	**11/15/12 11/16/12 11/17/12**	Working on the Work conference for new and district teachers	90-100%
Compass Learning/Odyssey training	**10/30/12**	Online program linked MAP scores to skills students use to reinforce math and language	90-100%
Gifted Referral Process	**10/31/12**	Recognizing difference between gifted and bright students.	90-100%
CCGPS grade level ELA Collaborative	**11/6/12 11/7/12 11/8/12 11/9/12**	Same grade district teachers collaborate to design lessons/units supporting CCGPS ELA standards	90-100%
Co-Teaching Strategies Math (GLRS)	**9/27/12 9/28/12 11/12/12**	District teachers collaborate on co-teaching strategies for Math SWD	90-100%
SIOP	**11/5/12 11/6/12 11/7/12**	3-Day Initial Training explores 8 components of SIOP® Model and supporting ELL	90-100%
CCGPS Math	**11/28/12**	Grade levels collaborated to discuss gaps/differences focusing on need for grade level instructional change.	90-100%
Collaborative Planning Days	**2-12/1/12 5-12/17/12 K-1/9/13 4-1/11/13 1-1/16/13 3-1/18/13**	Curriculum mapping and content planning for core content areas	90-100%
Edmodo Training	**1/7/13**	Grade level training *Edmodo.*	90-100%

VIII. Pleasant Grove School Professional Learning

PD	Date	Description	PGE Participation
SIP/Advance-Ed/EOP/Book Study "My Kids Can"	1/9/13	Collaborative study of learning styles and student behaviors; Review/ revise SIP; AdvancEd standards, and indicators; EOP plan review	90-100%
TIE (Technology Integrated Education)	9/10/12 10/23/12 10/24/12 12/5/12 1/22/13 2/6/13 2/7/13	Technology applications for the classroom	90-100%
OAS	1/23/13	Changes in OAS, PARCC expectations, CCGPS changes	90-100%
Learning Odyssey	2/8/13 2/14/13	Utilizing reports & backpack	90-100%
CCGPS collaborative plan day 5th Grade	2/25/13	Curriculum mapping and planning for core content areas	100%
Collaborative Planning Days	2-5/2/13 4-5/3/13 5-5/6/13 K-5/10/13 3-5/13/13 1-5/15/13	Curriculum mapping and planning for core content areas	100%
MAP Reporting	4/23/13	Review MAP reports Selection of MAP report for PTC	90-100%

PD opportunities in 2012-2013 were well attended as demonstrated by a 90-100% rate. In comparison, attendance at 2013-3014 PD ranges from 96% to 100%. These ongoing trainings include the following:

A detailed list of ongoing professional learning

VIII. Pleasant Grove School Professional Learning

Topic	Description	Method of Delivery (Attendance)
Cross Grade Level Collaboration	On-going vertical team book study groups	Workshop (97%)
SIOP	On-going training on 8 components	Workshop, Videos (100%)
CCGPS	Gaining a deeper understanding of the Common Core Curriculum	Webinars
Word Journeys	Follow up training on program implementation	Workshop (100%)
School Improvement/Design Team	Monthly meetings focusing on needs of the students/staff/school	Workshop (100%)
Writer's Workshop	On-going training to implement Writer's Workshop	Workshop, Videos (99%)
Activ-Inspire & Technology	Follow up meetings based on teacher need	Workshop (100%)
Literacy Collaborative Awareness Sessions (K/1st)	Training provided at central level.	Workshop (100%)

The programmatic professional learning needs identified in the needs assessment include the following:

- Guided Reading
- Current PD by District Level Title I Instructional Coaches
- DIBELs Next training
- Explicit instructional reading strategies in: phonics, phonemic awareness, fluency, word study and comprehension training.
- Writing across the curriculum
- Facilitator training

Process for Determining PD

The Literacy Team gathers data regarding PD. Annual survey data, teacher observation TKES data, PD Feedback Forms, Summative and formative assessment Data, and School Walk-Through and Observation Checklist Data are used to determine future PD.

The following chart summarizes professional learning for our *FLIGHT Plan*:

VIII. Pleasant Grove School Professional Learning

Topic	Participants	Facilitator	Purpose	Targeted Objectives
DIBELs Next administration/analysis training	**K-3 teachers**	**District Instructional Coach (IC)**	Improved use of Formative/Summative Assessments to drive instructional and programming decisions at the grade and school level	Objective 7 .
SRI Scholastic Reading Inventory administration/analysis training	**3-5 teachers**	**IC**		
Scholastic Guided Reading PD	**K-5**	**IC**	Provide materials and training for Guiding Reading small group instruction	Objective 1,2,4,5,7,8
Reading Strategies PD	**K-5**	**IC**	Ensure cohesive and complete understanding of five areas of a comprehensive literacy plan through professional development and collaborative team planning.	Objective 1,2,3,4,5,8
Vocabulary Instruction	**K-5**	**Literacy Team**	School-wide book study using Beck's "Bringing Words to Life")	Objective 1,2,5
PD promoting digital literacy and use of technology	**K-5**	**IC**	Using technology to support writing to implement 21st Century Computer Literacy Skills	Objective 3,6

VIII. Pleasant Grove School Professional Learning

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Topic	Participants	Facilitator	Purpose	Targeted Objectives
Word Journeys Core Phonics Surveys Word Study Phonemic Awareness training	**K-5**	**IC**	Ensure consistent and cohesive usage of current resources for Phonics, Phonemic Awareness, and Word Study	Objective 2,3,4,5
Writers' Workshop Training	**K-5**	**IC**	Support intensive writing across the curriculum	Objective 2,3,6,8
Teacher Team Facilitator Training	**Principal, Asst. Principal, Lead Teacher for each grade level**	**External Provider**	Train facilitators to effectively lead collaboration for school and grade level teams incorporating tested protocol	Objective 1,7,8
Protocols for looking at Student Data	**K-5**	**Literacy Team, External Provider**	Establish a data Protocol to be used in guiding instruction for grade level and vertical collaborative teams.	Objective 3,7,8
Protocols for looking at Student Work	**K-5**	**Literacy Team, External Provider**	Establish and utilize protocols for looking at student work, especially writing, K-5 in collaborative teams to ensure common expectations	Objective 6,8

Whitfield County Schools

Topic	Participants	Facilitator	Purpose	Targeted Objectives
Intervention Training	**Interventionists**	IC	Acquire additional intervention materials for areas of need and provide necessary professional development for fidelity of instruction	. Objective 1-8
Web-based writing program with essay grader training	**4-5 Teachers**	**External Provider**	Train teachers to use online tool and interpret reports to provide personalized support	Objective 2,3,6,7

Measuring Effectiveness

In the Georgia Literacy Plan (GLP), professional learning is linked to higher student achievement and overall school success (The "Why", 7A). Clearly, student achievement data will be central to our measure of effectiveness for PD. Other data will also be used to determine PD effectiveness and to inform implementation at each stage of our *FLIGHT Plan* including:

- Classroom observations conducted by administrators, instructional specialist (Central Level) using the Georgia Literacy Instruction Observation Checklist, GLOC
- Peer observations using the GLOC
- Regular review of lesson plans and grade level planning summaries
- Teacher logins and reflections on PD360 professional learning website
- Weekly grade level collaboration meetings provide an opportunity for teachers to reflect on and refine their instruction related to interdisciplinary units.

Our *FLIGHT Plan* concurs, "Teacher Data (Surveys and interest inventories; teacher observations) as well as student data to target professional learning needs (GLP-The "How", 2012)."

IX. Pleasant Grove Sustainability

Sustainability has been a major focus of our **FLIGHT Plan**. Pleasant Grove Elementary School as a part of Whitfield County Schools (WCS) will sustain programming beyond the grant period from sources including WCS general operating funds, Title I funds, and the local business community. Both PGE and District Administration are committed to the successful implementation and subsequent sustainability to support ongoing FLIGHT Plans.

WCS teachers, administrators, and staff are dedicated to the philosophy that students *take flight* by learning to read and reading to learn, resulting in college and career ready citizens soaring to new heights. Teachers and administrators believe in the importance of ongoing professional development to improve Response to Intervention, disciplinary literacy, effective reading/writing instruction, professional learning communities, and data analysis to improve student achievement. Our sustainability plan supports our priority to provide a comprehensive literacy initiative with a focus on intensive writing detailed in this application.

WCS has been actively involved in planning this grant application with the goal of expanding lessons learned, awarded grant resources, and professional learning to all campuses. The following table summarizes our sustainability plan.

Extending the Assessment Protocol	• Purchase assessments with a one-time charge • Purchase paper/pencil assessment • Utilize local, state, and federal funds to continue formative and summative assessments
Developing Community Partnerships	• Continue to cultivate relationships with business and organization as resources to help provide funding.
Sustaining FLIGHT Plans	• District and Campus Instructional Coaches (IC) will participate in all trainings to become an in-district resource for all teachers and to insure that all lessons learned through professional development are implemented with fidelity. A train-the-trainer method will be utilized to continue robust fiscal management, and ensure that incoming new personnel are appropriately trained. • Capacity-building lessons learned will be in place supporting ongoing collaboration to examine data and plan for instruction. • A culture of collaborating will not require funding to continue seeking stakeholder input, and collaborating with other schools in the LEA. • The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget. • Training for new employees will be conducted by the IC and participating grant recipient teachers. • IC will also provide coaching/assistance to all teachers to assist in full implementation of lessons learned.

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	- A plan to replenish technology resources, including site licenses will be developed. - Practices learned through the needs assessment to examine data and determine areas in which improvement is needed will be redelivered by IC as needed.
Training New Teachers	- New teachers will be assigned a proven teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom. - New teachers will be assimilated into effectively working teacher teams to collaborate for instructional improvement - Trainings will be offered throughout the school year ensuring new teachers' benefit from *FLIGHT Plan*.
Replacing Print Materials	- Print materials will have library binding to ensure durability. - Funds from Title I, community partners, local and state support, the Whitfield Education Foundation innovative teaching grants, other grants, and fundraisers will be used to replenish print materials after the grant period. - A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels and student interest. - An annual inventory of print materials will be conducted in order to determine areas of need.

X. Pleasant Grove School Budget Summary

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		FY 2014	FY2015	FY2016	FY2017	FY2018	Total
Supplies Materials	Initial Start-Up, supplies and materials for trainings and miscellaneous supplies	$ 3,000.00	$ 2,000.00	$ 2,000.00	$ 1,000.00	$ 500.00	$ 8,500.00
Curriculum & Assessment Materials	Materials needed for cohesive implementation of Writers Workshop mini lessons aligned with CCGPS scope and sequence; Elements of Reading Vocabulary materials; Materials necessary for implementing guided reading small group instruction; Phonics, Phonemic Awareness, Word Study materials; Additional RTI intervention materials for areas of need; Trade books for classroom reading and writing; DIBELS Next (k-3) and SRI (3-5) Materials and license.	$ 30,000.00	$ 7,500.00	$ 5,000.00	$ 5,000.00	$ 2,500.00	$ 50,000.00
Instructional Technology	Software /hardware and subscription services needed to integrate technology into production of writing in all PGE classrooms; electronic literacy/ tablet devices needed for integrating technology into Literacy response practices as appropriate at all grade levels.	$ 30,000.00	$ 7,500.00	$ 5,000.00	$ 5,000.00	$ 2,000.00	$ 49,500.00

X. Pleasant Grove School Budget Summary

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Books for Classroom Libraries, Book Rooms, Media Center	Appropriate multi-level texts that address content standards and student interest and additional materials needed to establish a literature rich environment in all classrooms, establish a book room for school wide use.	$ 15,000.00	$ 10,000.00	$ 2,500.00	$ 2,500.00	$ 2,000.00	$ 32,000.00
Professional Library	Materials will be purchased to support professional learning and professional study.	$ 1,000.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 3,000.00
Contractual Professional Learning	Consultants and Presenters needed for professional development to ensure cohesive and compete understanding of five areas of a comprehensive literacy plan, digital literacy, and protocols for data and student work review.	$ 10,975.00	$ 4,225.00	$ 2,175.00	$ 1,475.00	$ 1,075.00	$ 19,925.00
Stipends or Substitute	Stipend for teachers and facilitators to provide additional days of professional learning and collaboration outside the school day/year or provide substitutes to release teachers during the school day.	$ 25,000.00	$ 15,000.00	$ 7,500.00	$ 5,000.00	$ 3,500.00	$ 56,000.00
Total Direct Costs	**(459.69 per pupil)**	$ 109,500.00	$ 44,500.00	$ 23,500.00	$ 19,500.00	$ 11,500.00	$ 208,500.00
Total Cost		$ 114,975.00	$ 46,725.00	$ 24,675.00	$ 20,475.00	$ 12,075.00	$ 218,925.00

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