School Profile

Created Friday, October 31, 2014

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School Information

System Name:	Franklin County
School or Center Name:	Royston Elementary
System ID	659
School ID	1052

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Dr. David Gailer
Position:	Principal
Phone:	706-245-9252
Email:	dgailer@franklin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Shea Wilson
Position:	Academic Coach
Phone:	706-245-9252
Email:	SWILSON@FRANKLIN.K12.GA.US

Grades represented in the building

 example pre-k to 6

K-5

Number of Teachers in School

34

FTE Enrollment

541

Grant Assurances

Created Thursday, December 04, 2014

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Friday, October 31, 2014
Updated Wednesday, December 03, 2014

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

      • any person owning more than 20% interest in the Applicant
      • the Applicant's corporate officers
      • board members
      • senior managers
      • any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or

action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
   1. Disqualify the Applicant, or
   2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

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

b. **Employee Relationships**
   i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
      1. The names of all Subject Individuals who:
         a. Participated in preparation of proposals for award; or
         b. Are planned to be used during performance; or
         c. Are used during performance; and
   ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
      1. The award; or

2. Their retention by the Applicant; and
3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. **Incorporation of Clauses**

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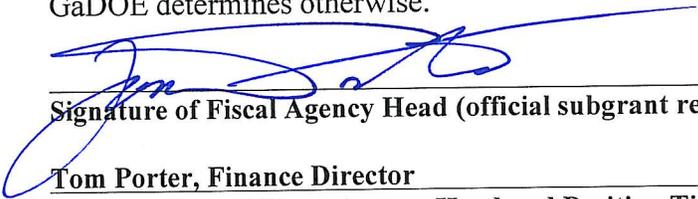
_____
Signature of Fiscal Agency Head (official subgrant recipient)

Tom Porter, Finance Director
Printed Name of Fiscal Agency Head and Position Title

December 4, 2014
Date

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

Dr. Ruth O'Dell, Superintendent
Printed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2014
Date

Brief History:
Franklin County is home to approximately 20,000 individuals living in a 266.4 square mile area. The county's citizens earn livelihoods primarily from farming and industry causing the per capita income to be $21,590, which is only 79% of the state's average. Approximately 20% of Franklin County's youth are living in poverty. The unemployment rate is 9.5%. The adult literacy rate is 20% compared to the state rate of 12%. Almost half (45.9%) of all adults, ages 25 and older did not complete high school. This situation has been perpetuated by low high school completion rates. The graduation rate for Franklin County has increased from 58.9% in 2008 to 86.4% in 2014.

System Demographics:
FCSS serves approximately 3600 students. There are 279 teachers and 30 administrators. There are three elementary schools, one middle school, and one high school. In 2013-2014, economic constraints precipitated the restructuring of four elementary schools into three schools, causing redistricting to occur and a change in configuration for the schools. Four elementary schools in FY 13 were too small to earn the minimal funding from the State of Georgia, causing an economic burden. The political climate of community schools would not support closing the oldest of the schools. Two schools (Carnesville and Central Franklin) were consolidated to save funds.

The free/reduced lunch rate is 61.6%. The elementary and middle schools are School-Wide Title I Program schools.

Student population:

White	Black	Asian	Hispanic
81.85%	10.51%	1.01%	6.63%

Current Priorities

Professional Learning Communities (PLCs) - approach to ensure standards based practices through the guidance of the Franklin County Classroom Model.

Implementation of state standards –Teams collaborate in designing units, creating common assessments, and implementing research based strategies.

RTI Revamp – the creation of a district level administrator to manage the RtI and PoI process provides a systematic approach for student support.

BYOT – support of student engagement and learning through the use of "Bring your Own Technology Initiative.

Strategic Planning

The five-year strategic plan was developed with input from the Board of Education, Leadership Teams, teachers, parents, community members, and students.

The Mission of the Franklin County School System is to educate and prepare all of our students to meet the highest state and national standards and the expectations of a continuously changing world.

Our Guiding Principles:
- *Doing whatever it takes for all students to graduate and be college-and work- ready and productive, critical-thinking, problem-solving citizens in the 21st century and beyond.*
- *Doing whatever it takes to realize, enhance, and even change the potential of every child.*
- *Doing whatever it takes to actively collaborate with colleagues to grow professionally, hold each other accountable for results, and support one another in a professional learning community.*
- *Doing whatever it takes to provide rigorous, relevant, differentiated instruction that meets the needs of all students.*
- *Doing whatever it takes to engage all stakeholders (students, teachers, parents, community) in the continuous improvement of our schools and system.*

District Goals:

Strategic Goal I: Design rigorous, relevant, and engaging learning environments that advance the learning and independence of all students.

Strategic Goal II: Develop school and district cultures that invite the loyalty and engagement of parents and community stakeholders.

Strategic Goal III: Ensure that the district has resources and provides services that support its purpose and direction and the success of all students.

Strategic Goal IV: Design and support the growth of the school system as a professional learning community and staff it with high performing personnel.

School improvement teams consisting of teachers, administrators, and other key personnel guide the process in data analysis, feedback from stakeholders (teachers, parents, students), and review the current initiatives to ensure continuous improvement is occurring. The school improvement plans incorporate strategies and interventions outlined in the Title I School-wide Plans.

Current Management Structure:

The Franklin County BOE consists of five members and employs the Superintendent to lead the district's improvement processes. A Central Office team consists of the Assistant Superintendent for Teaching, Learning, and Student Services, the Assistant Superintendent for CCRPI and Facilities, Directors for Special Education, Student Services, Finance, Operations, Transportation, School Nutrition, Technology, and Maintenance.

Monthly leadership team meetings focus on the strategic goals and professional learning. Leadership Team consists of district administrators, directors, principals, assistant principals, and academic coaches.

Additionally, monthly meetings of the Teacher Advisory Council (TAC) provide support for school improvement initiatives. The TLSS department consists of the Assistant Superintendent

for TLSS, Special Education Director, Student Services Director, Response to Intervention Director (49%), School Psychologists, School Social Worker, Parent Mentor, Diagnostician, and Alternative School (Summit Academy) Program Director and also meets monthly. The Assistant Superintendent for TLSS also meets twice monthly with the school-based Academic Coach team.

The Parent Advisory Council (PAC) and Student Advisory Council (SAC) meet quarterly to gather input. Additionally, the Chamber of Commerce Education Committee meets monthly to provide support and input from the community.

Past Instructional Initiatives:

Learning Focused Schools
Framework for Poverty
Differentiation
Student Longitudinal Data System
Reading First
21st Century After School Program Grant
Franklin County Model for Standards-Based Classroom Instruction

Literacy Curriculum and Assessments Used District-Wide:

K-5 – Renaissance Learning (STAR Early Literacy, STAR Reading, Accelerated Reader)
        GKIDS
        Milestones EOG Assessments (3-5)
        Georgia Alternate Assessment (GAA)
        ACCESS (English Learners)
        Study Island
        CCGPS Frameworks

6 – 8 - Scholastic Reading Inventory (SRI)
        Milestones EOG Assessments (6-8)
        GAA
        ACCESS

9 –12 - Scholastic Reading Inventory (SRI)
        Milestones EOC Assessments
        GAA
        Scholastic Read 180 (SWD and struggling readers)
        ACCESS
        End of Pathway Assessments (CTAE)

Need for a Striving Reader Project:

As the state standards have become more rigorous and literacy focused, the need to strengthen literacy in FCSS has become paramount. Although we see improvement in test scores, we do not

see the same with Lexile scores. 98% of students are meeting minimal grade level standards on the CRCT Reading assessment (2014); only about 68% reach the stretch band (CCRPI). Even though we have seen a steep increase in CRCT Reading and EOCT ELA scores, our writing scores are stagnant. The gap between students who are operating at high independent reading levels widens as students increase in grade levels. The ability to read, write, and comprehend at high levels, especially in jobs which require the employee to navigate technical manuals has also caused us to examine the current state of student's literacy skills in Franklin County. The Why document (p. 28) illustrates the need for a highly literate work force, indicating that those who are not able to write and communicate at high levels will not be hired or considered for promotions. The state standards also indicate a high level of literacy instruction and academic rigor in all content areas. No longer is "literacy" the property of the ELA or reading teachers. The Anchor Standards and the Literacy Standards for Science, Math, Social Studies, History, and Technical Subjects rightly place the importance of teaching literacy skills in every content class. Good reading skills are tools for communication, and should become habit rather than a particular lesson; or a culture of literacy throughout the school district (The Why, p. 32).

In addition to using the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* and the "What" document to identify needs and root causes, the Literacy Teams also analyzed student achievement data, TKES data, school improvement goals, and other climate data. Data indicates very small differences in economically disadvantaged students and all students. The biggest gaps occur between all students and students with disabilities. Closing the achievement gaps will ensure that students graduate college and career ready (The Why, p. 3).

District Management Plan and Key Personnel:

In order to ensure effective coordination and implementation of SCRL grants across all school levels, the Assistant Superintendent for TLSS will be designated to serve as the primary liaison between the schools, district office and GADOE.   The table below provides an overview of the individuals, by position, who will be responsible for various aspects of the grants.

Management Plan and Key Personnel

Grant Management	Person/Position Responsible	Key Responsibilities	Supervisor
System-Wide Coordination/Management	Cyndee Phillips, Assistant Superintendent for Teaching, Learning, & Student Services (TLSS)	• Ensures implementation of grant initiatives • Monitors literacy instruction • Problem solves issues • Compiles reports for monitoring • Manages grant budget items approval	Dr. Ruth O'Dell, Superintendent
Purchasing	Tom Porter, Finance Director	• Receive/process school purchase orders (approved budget items) • Up-to-date expenditure reports	Dr. Ruth O'Dell, Superintendent
Site-Level Coordination	• CES – Jennifer Gaines, Principal & Jennifer Underwood Academic Coach • LES – Darrell McDowell, Principal & Kasey Haley, Academic Coach • RES – David Gailer, Principal & Shea Wilson, Academic Coach • FCMS – Lucy Floyd, Principal & Thesa	• Director/Project coordinator on all matters pertaining to the grant at the school level • Convenes School Literacy Team to discuss grant implementation and evaluation, study and analyze data • Supervise and monitor evidence based literacy instruction in all classrooms	Dr. Ruth O'Dell, Superintendent Cyndee Phillips, Assistant Superintendent for TLSS

	Beatenbough, Academic Coach • FCHS – Brad Roberts, Principal & Tracy Hendrix, Academic Coach		
Professional Learning	• Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley)	• PL team will coordinate and schedule professional learning activities per the grant proposal • Track PLUs (attendance sheets, evaluations, implementation of strategies)	Cyndee Phillips, Assistant Superintendent for TLSS
Technology Coordination	• Andrew Fowler, Director of Technology • Cyndee Phillips, Assistant Superintendent for TLSS	• District coordination of technology services and technical assistance for implementation of grant initiatives (SRI, DIBELS Next)	Cyndee Phillips, Assistant Superintendent for TLSS
Assessment Coordination	• Cyndee Phillips, Assistant Superintendent for TLSS • Academic Coach Team (Jennifer Underwood, Tracy Hendrix, Thesa Beatenbough, Shea Wilson, Kasey Haley)	• Identify, purchase, and implement both formative assessments and summative assessments per the approved grant guidelines • Schedules and monitors assessments	Cyndee Phillips, Assistant Superintendent for TLSS

Understanding of Grant Personnel Regarding Goals, Objectives, and Implementation Plan:

The personnel listed in the chart above have been active participants in the development of the grant from its initial intent to apply. The process of writing the grant has been a district and

school initiative, utilizing the PLC process to guide the School-Based Literacy Teams to develop the goals and objectives of the grant through a collaborative process. Coordination to ensure the district's strategic plan and goals was provided by the leadership of the principals, academic coach team, and district personnel. There was a concerted effort to ensure alignment of the grant initiatives to the district's strategic plan.

Processes are currently in place to guide the management of the grant's initiatives, including fiscal responsibility, sound assessment implementation/monitoring, and fidelity to the K-12 Literacy Plan, developed in collaboration with School-Based and District Literacy Teams. The process provides transparency and accountability for the district employees, the school board, and the citizens of Franklin County.

Experience of the Applicant:

The FCSS has a history of sound fiscal management. The Georgia Department of Audits conducts a system audit each year and our district does not have any findings.

Audit Table

Fiscal Year	Project Title	Funded Amount	Audit Findings
2011	Special Ed-Preschool (CFDA #84.173)	$41,434.50	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	$ 789,857.14	No Findings
	Education Job Fund (CFDA# 84.410)	$ 778,374.00	No Findings
	Title I-A, ARRA (CFDA#84.389)	$ 121,614.30	No Findings
	Title I-A Improving Acad. Ach. (CFDA#84.010)	$1,230,467.80	No Findings
2012	Child Nutrition Cluster (CFDA 10.553, 10.555)		No Findings
2013	Special Ed-Preschool (CFDA #84.173)	$47,253.34	No Findings
	Special Ed-VIB Flow through (CFDA #84.027)	$ 924,533.01	No Findings

Capacity for Financial Management:

As evidenced by past audit results and federal cross-functional monitoring, FCSS has an effective and efficient internal controls system for financial stability. The system has a finance director, payroll clerk, accounts payable/receivable clerk, and an additional clerk who balances the checking accounts. The finance department is responsible for ensuring all expenditures are appropriate and within the program guidelines as budgeted. Prior approval through a requisition/purchase order system is required for purchases, and must fall within the spending guidelines of the program for approval of the grant manager and finance director. The superintendent reviews the monthly budget reports and signs off on the grants accounting.

Sustainability of Past Initiatives:

The system has been successful in sustaining several major grants. We received the following federal program grants:

	FRANKLIN COUNTY SCHOOL SYSTEM	
	GRANT FUNDS RECEIVED	
	(Title IV-B) 21st Century Grant	(Title I-B1) Reading First Grant
FY2004	$-	$665,469.37
FY2005	$-	$664,360.00
FY2006	$-	$756,759.00
FY2007	$-	$589,876.00
FY2008	$-	$-
FY2009	$328,092.54	$-
FY2010	$206,594.43	$-

FY2011	$236,930.80	$-
TOTALS	$771,617.77	$2,676,464.37

Past initiatives continue to influence current and future district-wide initiatives. For example, the Reading First Grant (2004 – 2007) provided us with the basic literacy plan for K-3 teachers. Despite a downturn in the economy, we were able to sustain and add to our Academic Coach team (previous Literacy Coaches for K-3). We now have academic coaches at all levels. Teachers have and will continue to benefit from the job-imbedded professional learning provided by this team. The additional support provided by the 21st Century After School Grant to struggling students in our district continued through our Project DELTA (District Extended Learning Time Assistance) program. We utilized local and federal Title VI-B funds to continue to provide after school tutoring and added within the school day additional tutoring for struggling students. These are just samples of the types of forward thinking and fidelity to implementation and sustainably of grant initiatives.

Internally Funded Initiatives:

The FCSS has been successful in the implementation of several local initiatives. The citizens of the county have entrusted us with the management of four ESPLOSTS, totaling about $80 million dollars over the past twelve years. In addition, the district has locally funded many initiatives through the tax base, including the Renaissance Learning Suite (STAR Reading, STAR Math, STAR Early Literacy, and Accelerated Reader), Study Island, GRASP, and Grad Point. The district also focuses on the professional learning community through implementation of the Franklin County Classroom Model for Standards Based Instruction by continuously monitoring assessment for learning strategies and how to emphasize the important "work" of our school district. This resulted in professional learning through Solution Tree, Lucy Calkins Units of Study for Writer's Workshop, and Georgia Leadership Institute for School Improvement (GLISI).

School Narrative

Royston Elementary School (RES) is located in Royston, Georgia and serves students in grade K-5.   Enrollment fluctuates between 530 and 550 students with an ethnic/racial makeup as follows: 74% White, 12% Black, 8% Hispanic, 4% Multi-Racial, and 1% Asian (53% females, 47% males). Approximately 24% of the student body is enrolled in compensatory programs: Special Education 10%, Gifted 3%, and EIP (Early Intervention Program) 11%. Sixty-seven (67) percent of our students qualify for federally funded free or reduced price meals. The teacher student ratio is an average of 1 to 21 for homeroom teachers and an average of 1 to 15 for EIP, Gifted, and Special Education. There are 42 certified staff and 15 classified staff. The specific number of staff by positions is shown in the table below.

RES Positions and Numbers

Positions(s)	Number
Principal	1
Assistant Principal	1
Counselor	1
Academic Coach	1
Instructional Technology Specialist (Split between 2 schools)	1
Media Specialist	1
Computer Parapro	1
P.E.	1
Art (Split between 2 schools)	1
Music	1
Kindergarten	4
1st grade	4
2nd grade	5
3rd grade	5
4th grade	4
5th grade	4
Instructional parapros	7
Bookkeeper	1
Secretary	1
Opportunity Room parapro	1
Gifted	1
EIP	1

Classrooms are equipped with Smartboards and all teachers have document cameras and at least one iPad or Mini iPad. All classrooms have a range of 3-5 student computers, some being Mac and some PC. There is one computer lab with 30 computers available for students during a class rotation. Wireless internet access is available throughout the school.

RES is supported by a strong PTO (Parent Teacher Organization). This organization of parents and community leaders and workers are very involved in planning extracurricular and fund raising events. PTO and the RES staff and leadership need to begin to share the vision for academic excellence and work together in supporting our school literacy vision.

Past Instructional Initiatives

- Brain Based Learning (system)
- Implementation of GPS
- Learner Focused Schools (system)
- AFL (Assessment For Learning) (system)
- Framework for Poverty
- Student Longitudinal Data System (ongoing)
- Reading First
- Standards Based Classrooms - Franklin County Classroom Model (ongoing)

Current Instructional Initiatives

- Implementation of CCGPS
- Response to Intervention strategies (Tier 2 and 3)
- Lucy Calkins Writing Units (K-5)
- SMP (Standards of Mathematical Practice) study
- BYOD (Bring Your Own Device) early stages
- PLC (Professional Learning Communities)
- Mindset Training
- Study Island
- Renaissance Learning: Accelerated Reader, Star Early Literacy, Star Reading, Star Math
- RTI Revamp
- Career Clusters/Pathways

Administrative and Teacher Leadership Team

The school leadership team holds meetings once a month at minimum to facilitate the development of the SIP (School Improvement Plan) and monitor, assess, and amend the plan as needed. The monthly meetings consist of items addressing the district goals that are closely aligned to our school goals. Data Analysis and Professional Learning are the primary topics of discussion.

The composition of the team is as follows:

Team Member	Position
Dr. David Gailer	Principal
Bryan Burns	Assistant Principal
Shea Wilson	Academic Coach
Nikki Wiggins	Kindergarten Teacher
Robyn Moon	1st grade Teacher
Clare Ray	2nd grade Teacher
Lauren Royston	3rd grade Teacher
Angela McGarity	4th grade Teacher
Debbie Maxwell	5th grade Teacher
Tracy Starrett	Special Education Teacher

Professional Learning Needs

Based on the analysis of our literacy needs assessment and student achievement data, and reflection of teacher commentary, professional learning is needed in the following areas:

- Scope and sequence to ensure all students are receiving systematic instruction K-5 in reading and writing
- Direct, explicit instruction in reading and writing which would include strategies for Early Literacy - Five Components (phonemic awareness, phonics, vocabulary, fluency, and comprehension), Adolescent Literacy, and Differentiation strategies
- Using lexile levels in conjunction with goal setting
- Writing across the curriculum
- Using technology to enhance instruction and increase engagement
- Administering and analyzing writing checklists, benchmark assessments, and exemplars
- Comprehensive system of tiered interventions including screener and diagnostics (DIBELS Next and SRI)

Need for a Striving Reader Project

It is evident from the data (see Analysis of student/teacher data) that our students are not achieving at the literacy level they would need to have in order to become the citizens of the future we would like them to be. To begin to change this, research shows that we must frequently assess literacy levels for each student using both formative and summative measures, motivate students to read and write across the curriculum, engage them in the process of reading and writing, and systematically provide them with research based and proven instruction that results in each individual's literacy growth.

Our faculty needs professional learning, extended planning time for effective

collaboration, and guidance from administration and academic coach as new strategies are implemented.

Classrooms need nonfiction, content based materials, and a comprehensive leveled reader system to teach literacy effectively to all students.

The Striving Readers' Grant would provide a strong foundation to support effective literacy instruction.

Needs Assessment, Concerns, and Root Cause Analysis

Description of Needs Assessment Process

The Royston Elementary Literacy Leadership Team reviewed and discussed the Georgia Literacy Plan Needs Assessment (GLPNA) instrument during two meetings to discuss all aspects of the instrument.

73% of our faculty (35 staff members) including content area teachers, special education teachers, gifted, EIP, and specials (CAMP) visited the media center to complete the survey. Our school is also involved in SACS review. Many of the questions on the surveys that parents and students completed for that process supplied information that was closely aligned with that already included in the GLPNA survey. We chose to use that general information rather than administer another survey. Data from TKES, SLDS, CCRPI and all assessments currently administered to our students were also considered.

Staff Survey

Self-contained classroom teachers from K-4, core subject teachers from 5th grade, Gifted, EIP, Media, and specials teachers from computer lab, art, music, and PE completed the survey. The LLT conducted an analysis of compiled responses, and identified items reflecting highest percentage of need.   *Emergent* and *Not Addressed* categories were combined to determine degree of need in each of the Building Block areas.   The table below contains the reflected area of need for each Building Block, the concern demonstrated by survey responses, and what we believe to be the root cause of that concern.

Analysis of staff survey

BUILDING BLOCK	AREAS OF NEED	CONCERNS	ROOT CAUSES
Building Block 1: Engaged Leadership	**(B)** A school literacy team organized by the administrator is active. **(85%)**	**(B)** The School Literacy Leadership Team does not include all stakeholders and partners. (What, p. 5, 1B.1b, c, d)	**(B)** Community stakeholders not been included. **(B)** Literacy vision not developed or communicated.
	(D) School culture	**(D)** Targeted,	**(D)** Disciplinary

	exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS) **(100%)**	sustained professional learning has focused on ELA and not yet incorporated into content areas. Students need effective instructional practices that include disciplinary literacy across content areas. (What, p. 6, 1D1, 2)	Literacy is a thinking shift about what is required for instruction in reading and writing in the content areas.
	(F) The community at large supports schools and teachers in the development of college-and-career ready students as articulated in the CCGPS. **(100%)**	**(F)** A community council, community learning supports, and social media are not utilized to communicate and promote literacy goals throughout the community. (What, p. 7, 1F1, 2, 3)	**(F)** Community literacy council not formed. **(F)** Literacy perceived as the responsibility of the school.
Building Block 2: Continuity of Instruction	**(A)** Active collaborative teams ensure a consistent literacy focus across the curriculum. **(100%)**	**(A)** RES is a K-5 school self-contained in all grades except 5th. The LLT felt that responses on this item were a matter of perception of the term "cross disciplinary" rather than a weakness as reflected on the survey.	
	(B) Teachers provide literacy instruction across the curriculum **(89%)**	**(B)** Areas of concern for literacy instruction across the curriculum: - Carefully articulated scope and sequence - Utilization of all available media for	**(B)** Limited access to a core program that was adopted over a decade ago. **(B)** Support for

		teacher collaboration - Commonly adopted writing rubric aligned to CCGPS - All types of literacy infused into all content areas throughout the day (What, p. 7, 2B1, 2, 3, 4, 5)	implementation of Common Core and a "rich curriculum of…. texts" is limited by knowledge of appropriate materials available. Professional development is needed in how to use appropriate materials supporting articulated scope and sequence for a **balanced** literacy program. **(B)** School wide utilization of scope and sequence is not systematic. **(B)** Literacy across all media (print, non-print online, blog, wiki, social media) requires access to enough technology to support integration.
	(C) Out-of-school agencies and organizations collaborate to support literacy within the community. **(100%)**	**(C)** Comprehensive system enhancing motivation and capability of stakeholders is not in place. [The What, p. 8,	**(C)** No collaborative system of community support for literacy exists.

		2C3 Technology is not available to effectively engage stakeholders. (What, p. 7, 1F3)	
Building Block 3: On-going Formative and Summative Assessments	**(D)** Summative data is used to make programming decisions as well as to monitor individual student progress. **(45%)**	**(D)** Review and analysis of assessments results to identify needed program and instructional adjustments is not systematic. (What, p. 9, 3D2) **(D)** During teacher team meetings the discussion is on more effective instruction for students, does not systematically focus on changes that can improve the program for all students. (What, p. 9, 3D3)	**(D)** Systematic utilization of data is not impacting all programmatic decisions to make instruction effective for all students.

| Building Block 4: Best Practices in Literacy Instruction | (A)1. All students receive direct, explicit instruction in reading (K-8) **(100%)** | (A)1. Students not receiving instruction in reading that is based on a carefully articulated scope and sequence of skills integrated into a rich curriculum of literary and informational texts. (What, p.9, 4A1) | (A)1. Common Core delivery in FC schools does not provide a clear scope and sequence of skills that builds student abilities as needed for literacy.

(A)1. Professional learning in direct, explicit instruction needs to be revisted and applied to Common Core. |
|---|---|---|---|
| | **(B)** All students receive effective writing instruction across the curriculum. **(100%)** | **(B)** A plan for writing instruction consistent with CCGPS that is articulated vertically and horizontally with all subject areas and participation in professional learning on best practices in writing instruction in all content areas is not in place. (What, p. 10, 4B1, 2, 3, 4) | **(B)** Teachers need more professional development in the area of writing.

(B) Protected writing time has not been a focus of literacy instruction. |
| | | **(B)** The use of technology for production, publishing, and communication across the curriculum. (What, p. 10, 4B5) | **(B)** The lack of production and technology tools and access to a specific time to share the ones we do have limits their use. |
| | **(C)** Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school. (**81%**) | **(C)** Students do not appear interested and engaged in literacy as they progress through the grades. (What, p.11) | **(C)** Lack of rich classroom libraries in 4th and 5th.

(C) Technology tools reflecting the literacy of |

Building Block 5: System of Tiered Intervention (RTI) for all students	**(B)** Tier 1 instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms. **(92%)**	**(B)** Ongoing professional learning in current literacy instruction practice and assessment of that instruction has been more of a focus in Tiers 2 and 3. (What, p. 11, 5B2, 3)	**(B)** Core program needed to provide continuity through an articulated scope and sequence across all grade levels.
		(B) Professional Learning on strategies for differentiated instruction is needed (Why, p.132)	**(B)** Systematic plan not utilized for administering formative assessments and analyzing student work in Tier 1
	(C) Tier 2 needs-based interventions are provided for targeted students. **(100%)**	**(C)** Classroom teachers are serving as interventionists, but are not participating in professional learning on specific instructional and diagnostic strategies to maximize progress. (What, p. 12, 5C1, 2, 3, 4)	**(C)** Tier 2 instruction is expected to be done by the classroom teacher. Classroom teachers do not have the training or time to deliver everything that is needed to every student without intervention support help.
	(D) In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly. **(100%)**	**(D)** Professional learning on SST processes and procedures as outlined in the GaDOE manual and guidance is needed to verify implementation of proven interventions and insure delivery	**(D)** Monitoring of implementation, data analysis, and meeting times for professional development for POI have been scheduled, but

		with fidelity. Meetings need to be more regular and more data points need to be included in analysis of data. (What, p. 12, 5D1, 2, 3)	not consistently met. **(D)** Data Team is not clearly defined.
Building Block 6: Improved Instruction through Professional Learning	**(A)** Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. **(96%)**	**(A)** New teachers are not being prepared for all aspects of literacy instruction (What, p.13)	**(A)** Newly certified, recently hired teachers indicate that reading instruction classes may have occurred early in their educational careers and did not include literacy within the content area.
	(B) In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. **(100%)**	**(B)** RES teachers are not receiving on-going professional development in all aspects of literacy instruction, especially disciplinary literacy in the content areas (What, p. 13)	**(B)** Understanding of the term "disciplinary literacy" and its application in K-5 is not common, intentional instruction in that area is missing. Teachers need professional learning in this area in order to be effective.

Literacy Plan

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

Why is this important?

"Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literary achievement" (Why, p. 141). "Leaders at all levels recognize professional development as the key strategy for supporting significant improvements" (Why, p. 144). The administration of RES recognizes the importance of professional learning in the area of literacy and is committed to providing the faculty, including themselves, with professional development on research-based best practices and to support implementation of such practices.

What are we currently doing?

On the Georgia Literacy Plan Needs Assessment (GLPNA) 89% of the staff completing the survey indicated that the administration is committed to learning and providing professional learning in the area of literacy. The administrators will continue to:

- Schedule protected time for professional learning during the school week and during professional learning days.
- Work with the Academic Coach to provide professional learning based on teacher and student needs.
- Demonstrate the importance of learning by studying the best practices, facilitating and/or participating in professional learning activities and discussions.

How will we move forward?
- The administrator will study the research based guidelines for literacy instruction set forth in "The Why" document. (How, p. 20)
- The administrator will schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional strategies (How, p. 20)

B. Action: Organize a Literacy Leadership Team

Why is this important?

"A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning network" (Why, p. 143) The Literacy Leadership Team is important because it will be the team that ensures the development, implementation and success of the Literacy Plan.

What are we currently doing?
RES has a newly developed Literacy Leadership Team comprised of:

> Dr. David Gailer, Principal
> Bryan Burns, Assistant Principal
> Shea Wilson, Academic Coach
> Elizabeth Foster, Media Specialist
> Robyn Moon, First Grade Teacher
> Renee Varner, Fifth Grade Teacher

At the time the GLPNA was completed only 15% of the those completing it knew the school had developed a Literacy Leadership Team.

How will we move forward?
A representative from the RES Literacy Leadership Team will participate on the District Literacy Leadership Team.
The present RES Literacy Leadership Team led by the administrator will:

- expand the Literacy Leadership Team to include a representative from each grade level, a Special Education teacher and an English Language Learners Teacher.
- identify stakeholders and partners to serve as part of the leadership team to ensure representation from:
  - faculty
  - the feeder pattern for RES (i.e. preschools, daycares, middle schools, high schools, technical schools, universities)
  - community leaders
  - parents
- create a shared literacy vision for the school and community aligned with the state literacy plan.
- Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement
- Conduct meetings of the expanded RES Literacy Leadership Team composed of community stakeholders, afterschool providers, school faculty, and parents.
- Communicate RES literacy goals to stakeholders and outline their roles in meeting these goals (How, p. 21, What, p. 5)

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning (K-5).

Why is this important?
"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" (Why, p. 58). Throughout "The Why", "The What" and "The How" it is implied that the school is involved in a collaborative process.

What are we currently doing?

Currently all grades have a minimum of 115 minutes of literacy instruction during the day. 82% of respondents on the GLPNA indicated that RES uses time and personnel effectively through scheduling and collaborative planning.

How will we move forward?
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Use technology to provide professional learning to new and continuing teachers.

(How, p. 22, 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.

Why is this important?
"Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas… Students acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers" (Why, p. 26).

What are we currently doing?
Due to "extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas" (Why, p. 27), one of the goals in our current school improvement plan is for students to read and write every day in every content area.

How will we move forward?
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
- Develop a plan for how literacy instruction will be delivered across the content areas.
- Select or develop a walk-through and/or observation form to ensure consistency of effective literacy instructional practices.

E. Action: Optimize literacy instruction across all content areas.

Why is this important?
"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" (Why, pg 48).

What are we currently doing?
RES has recently provided professional learning on the anchor standards for Reading Literature and Reading Informational Text. Current goals of our school improvement plan include increasing the percentage of students reaching each stretch band for Lexile scores and providing opportunity for every student to write every day in every content area.

How will we move forward?
- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (How, p. 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.

Why is this important?
Throughout the Why document, especially section one, the importance of involving the community is implied. There are various community organizations who can support and provide resources and support to the school in order to improve literacy instruction.

What are we currently doing?
Currently our efforts to involve the community in a shared literacy vision have been limited. Community activities reflect a strong desire to support our school, but we need that shared literacy vision for direction.

- RES has provided some form of literacy activity (PTO sponsored storyteller event, Veteran's Day Program that involved students writing and delivering speeches) for the community.
- The Royston Public Library and RES Media Center have collaborated to promote the summer reading program.
- Our faculty has supported the FERST Foundation home library program for children birth to five (How, p. 28) by payroll deduction for sponsorships.

How will we move forward?
- Create a shared literacy vision for the school and community, making it tangible and visible
- Identify and contact learning supports in the community that target student improvement.
- Contact potential members and schedule at least two meetings annually (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.)

Why is this important?
The school leadership will continue to provide a common planning time for faculty and will "provide knowledge and skills to collaborate" (Why, pg. 143) productively.

According to the GLNAP, 82% of RES faculty feel that a consistent literacy focus across the curriculum is needed.

What are we currently doing?
- Developing the awareness with administration that there are gaps that need to be identified and addressed in literacy instruction.
- Teams meet regularly for collaborative planning
- Administration establishes an expectation for shared responsibility for literacy and continually observes collaborative team meetings for evidence of productive meetings.

How will we move forward?
- Establish vertical teams through the expansion of the Literacy Leadership Team for peer observations to aid in the communication of literacy from grade to grade, ensuring that gaps are being addressed.
- Protect the scheduled collaborative meeting times that are in place.
- Make sure team roles and protocols are being used consistently and effectively (http://www.lasw.org/methods.html) by preparing agendas and summaries used for team meetings. (What, p. 7 and How, p. 29)
- Educate faculty on the components of the professional learning community model to make sure they are understood and are being used consistently (www.allthingsplc.info)
- Research, plan, and implement effective strategies for instruction in Early and Adolescent Literacy.
- Continue with professional learning in the areas of literacy and writing and celebrate successes in those areas.

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

Why is this important?
It is important that we identify the concepts and skills students need to meet the expectations of the CCGPS. To do this we need to "provide professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction." (Why, p. 37)

What are we currently doing?
- Teams are currently meeting to discuss CCGPS and are involved with studying the standards related to literacy and writing.
- Teams are engaged in analyzing CCGPS standards to develop learning targets.
- Teachers are beginning training in Lucy Calkins, Writers Workshop

How will we move forward?
- Evaluate current practices in all classrooms to determine strengths in literacy instruction (Literacy Instruction Checklist or some other instrument)
- Evaluate and monitor lexile levels and assist students in setting goals relative to lexile stretch bands
- Continue to monitor the use of instructional strategies to improve literacy.
- Provide professional learning on CCGPS for literacy in Social Studies, Science, and technology (How, p. 30)
- Investigate the use of a core program that will provide continuity (scope and sequence) across grade levels K-5 in literacy
- Provide classrooms with rich literature and informational texts that can be used to enhance a core program in the area of vocabulary, fluency and comprehension.
- Provide Professional Learning to revisit the Seven Habits of An Effective Reader (How, p. 41-43)
- Use conferencing to assist students in focusing on their own improvement.
- Host family literacy nights that engage parents in activities that demonstrate the importance and need for more rigor in literacy.
- Maintain the use of the five essential components of effective early reading instruction grades K-3 and for grades 4-5 research *Reading Next* program elements (Why, p. 64-67)
- Research best instructional practices on how to deliver instruction to SWD and ELL

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

Why is this important?
"Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities." (Why, p. 31) RES faculty believes that it is necessary to involve community organizations in educating, promoting, and improving literacy. Collaboration with out-of-school agencies and organizations was identified at 100% on the GLPNA as not addressed.

What are we currently doing?
- This is an area that has been basically non-existent for "coordinated support".
- We have community programs that target student improvement independent of the school.

- We have an active Mentor Program for students at RES with a coordinator that matches students with mentors.
- We have a relationship with the Royston Public Library. They promote their summer reading program for RES students.
- Homeless and migrant students receive extra support in literacy through tutoring services.
- Franklin County High School Students come and read as guest readers during "Teen Read Week"
- Classrooms participate in the Pizza Hut Book-it Program and Read to Succeed Six Flags Program to promote recreational reading
- Royston area churches donate student supplies at the beginning of the year.
- Royston Franklin Springs Pilot Club does fingerprinting with our Kindergarten students.
- The Franklin County Fire Department does lessons with K and 1st grade during Fire Prevention Week

How will we move forward?
- Expand the RES Literacy Leadership Team to include community stakeholders, foster a shared literacy vision, and establish collaboration with the community literacy agencies in the Royston area by establishing communication between school and out of school organizations and governmental agencies that support students and families. (How, p. 32)
- Ask local businesses to help heighten awareness about reading or literacy needs for today's work force to educate the community in the importance of literacy (How, p. 33)
- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction).
- Use technology to enhance communication between school and stakeholders.

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.

Why is this important?
According to "The Why" document, effective instruction requires formative assessments which are appropriately timed. Results of formative assessments should alter strategies used by the teacher. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback." (Torgesen & Miller, 2009, p. 24) (Why, p. 98). Continuous improvement is the goal of the formative assessment process.

What are we currently doing? (What, p. 8)
- 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 a specific timeline for administration and persons responsible has been developed. STAR Reading, STAR Math, and STAR Early Literacy tests are administered three times during the school year.
- Assessment results are used to guide instructional decisions at all tier levels

How will we move forward? (How, p. 34, 35)
- Evaluate the results of assessments in order to adjust expectations and instruction in all classrooms
- Develop a more prescriptive process for selecting appropriate interventions for struggling readers
- Identify, evaluate, and purchase additional assessment and intervention materials aligned with students' needs. Train staff in use of materials.

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

Why is this important?
According to "The Why" document (Why p. 101), the screening of basic literacy skills "multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it" is of vital importance to literacy acquisition.

What are we currently doing? (What, p. 8)
According to GLNAP, 60% of teachers felt we are operational in having a system of ongoing formative and summative assessment to determine need for interventions and the effectiveness of instruction. 33% answered fully operational.

- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier options for Response to Intervention (RTI).

How will we move forward? (How, p. 34-35)
- Upgrade technology infrastructure, if necessary to support assessment administration and dissemination of results.
- Provide Intervention materials aligned with student needs and staff training.

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

Why is this important?

The "Why" document states (p. 102) "Once a pool of students is identified as at risk, continued progress monitoring in WIF can improve the accuracy of the initial screening results."

GLNAP results show 63% of teachers felt RES is fully operational in further analyzing weaknesses found in literacy screenings. 33% indicated RES is operational in this area.

What are we currently doing? (What p. 9)
- A district protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.
- Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards. (Phonemic awareness, phonics, fluency, comprehension)

How will we move forward? (How, p. 37)
- Use results of the diagnostics for student placement within an intervention and to adjust instruction.
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
- Use technology to differentiate learning within content areas (e.g., use Lexiles to match student to text, provide practice opportunities to strengthen areas of weakness: support students whose disabilities may preclude them from acquiring information through reading.
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals.

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

Why is this important?

Included in "The Why" document is an assessment plan which will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies." (Why, p. 96)

On GLPNA survey results, RES teachers reported a widely varying range of perceived proficiency levels.

What are we currently doing? (What, p. 9)
- 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.
- State mandated standardized tests are administered in grades 3,4,5
- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.
- Data is disaggregated to ensure the progress of subgroups.

How will we move forward? (How, p. 37-38)
- Discuss assessment results with students to set individual goals.
- Plan lessons, re-teaching, and intervention activities that target areas of need.

E. Develop a clearly articulated strategy for using data to improve teaching and learning

Why is this important?
In "The Why" document p.120-121, five recommendations are given in order to maximize the use of data to improve teaching and learning.

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

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

What are we currently doing?
- Administrator presents results of summative data to teachers and leads analysis of the results at the beginning of each school year.
- Administrator presents summative data results to parents and other stakeholders early in the school year.

How will we move forward?
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers.
- Develop a protocol for making decisions to identify instructional needs of students.
- Schedule collaborative planning time for data meetings at a minimum of once month.

Building Block 4. Best Practices in Literacy

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

Why is this important?
"Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five components must be provided." (Why, p. 65) The Foundational Skills in the CCGPS have been "expanded through 5th grade acknowledging that students in those higher elementary grades continue to need support in decoding and fluency for increasingly more complex vocabulary and text. (Why, p. 64)

A majority of respondents to the GLPNA felt that our school was at the operational level in screening assessments, daily schedules, and ELA literacy instruction. Surveys indicated that the core program does not provide a strong basis for instruction in all aspects of literacy, and that disciplinary literacy should be a focus for professional development. Particulars for professional development in "The What" document, p. 10, highlight the Reading Habits of the Mind that were integrated in Reading First training and are a base for Common Core Standards.

What are we currently doing? (How, p. 40)
- Students are assessed to identify most needed areas of instruction (phonological awareness, word identification, fluency, vocabulary, word study and comprehension.)
- Daily schedules in K-5 include a literacy block which includes the following for all students:
  - Whole group explicit instruction in word identification, vocabulary, and comprehension
  - Differentiation in small groups

How will we move forward? (How, p. 40)
- Enhance formative assessments to more thoroughly identify needed areas of instruction.
- Strengthen use of a core program that provides continuity based on a carefully articulated scope and sequence that is integrated into a rich curriculum of literary and informational texts.
- The school will conduct classroom observations using an assessment tool to gauge current practice in literacy instruction (e.g. Literacy Instruction Checklist, the FCRR Literacy Walkthrough, or some other instrument.)
- Faculty participates in professional learning on the tenets of explicit instruction
  - Use of data to inform instructional decisions and explicit teaching
  - Selection of appropriate text for strategy instruction
  - Telling students specific strategies to be learned and why
  - Modeling of how strategy is used
  - Guided and independent practice with feedback
  - Discussion of when and where strategies are to be applied
  - Differentiating instruction

B. Action: Provide effective writing instruction across the curriculum for all students

Why is this important?
College and Career Ready Standards have been developed in order to prepare the children of today for the world they will enter at high school graduation which will require strong writing skills for their success. The National Commission on Writing research found that "people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion." (Why, p. 44) "Corporations with greatest employment growth potential assess writing during hiring." (Why, p. 45)
According to the GLPNA 100% of our faculty feel that we are at an Emergent level due to the fact that a plan has been identified, but is just beginning development.

What are we currently doing?
- This school year (2014-15) began with an expectation that students would write across all subject areas, but the systematic and explicit plan needed development.
- Book study of the Lucy Calkins revision of Writers Workshop integrating Common Core
- Identifying needed resources

How will we move forward? (The What, p. 10) (The How, p. 42)
- Implement a vertically and horizontally articulated plan for instruction in writing consistent with CCGPS.
- Implement a Writing Plan that covers all subject areas and includes explicit instruction, guided practice, independent practice, and formative assessment.
- All subject area teachers participate in professional learning on best practices in writing instruction in all content areas.
- Implementation of strategies will be monitored through Observation Checklist.
- In every class at least one day a week, teachers provide instruction in and opportunities for one of the following:
  - Developing an argument citing relevant and reliable textual evidence
  - Writing coherent informational or explanatory texts
  - Writing narratives to develop real or imaginary experiences to explore content area topics
- Technology is used for production, publishing, and communication across the curriculum.

C. Action: Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

Why is this important?

The Georgia Literacy Team has taken the stance that motivation through interest and engagement is an area that requires unique focus. "Deci and Ryan identified the need for a sense of autonomy, relatedness, and competence as being key to the development of intrinsic motivation (Deci & Ryan, 1985, 1992). (The Why, p. 53) Restated, students will learn and retain learning when the learning is important to them personally.

GLPNA results reflect an 81% need in this area. Faculty needs up to date and engaging materials and professional learning in this area.

What are we currently doing?
- STAR/Accelerated Reader is utilized to provide students with "motivation and self-directed learning, which includes building motivation to read and learn and provide students with instruction and supports needed for independent learning tasks they will face after graduation." (Why, p. 66)
- Literature Circle Groups are choosing from a variety of available texts based on combined personal interest, and a Lexile range that would be comfortable for the entire group.
- Access to literature is leveraged by using Nonfiction Book Boxes in grades K, 1, and 2 which contain at least one nonfiction book for each student in the class
- Access to literature is leveraged by providing an on-site check out system for books from the school media center in Kindergarten so that children are supplied with new books on a daily basis.
- An explicit and systematic AR certification process is used to encourage independent student selection of books that are more lengthy and complex allowing them to develop and be rewarded as independent readers.
- A 3-5 BYOD project is under consideration and pilot implementation.

How will we move forward?
- We need to reevaluate our current reading incentive program to make incentives "minimal, voluntary, not tied to grades, and used with students who are unmotivated to read rather than those already excited about reading." (How, p. 41)
- Extend Literature Circles and Independent Reading Book Clubs to help students discover the purpose and benefits of reading, create opportunities for students to see themselves as successful readers, provide reading choices, and provide students with the opportunity to learn by collaborating with their peers. (Why, p. 54)
- Provide opportunities to use technology to increase motivation by offering choice in reading medium that includes digital as well as print resources.

Building Block 5. System of Tiered Intervention (RTI) for all students

A. Action: Information developed from the school-based data teams is used to inform RTI process

Why is this important?
"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 students success" (Why, p. 126)

What are we currently doing?
RES has a universal screening process (STAR) in place where students are screened three times per year. Our school-based data team is comprised of the Principal, Assistant Principal, Academic Coach and Teachers. To determine early intervention and remediation needs, all students are screened at the beginning of each school year, mid-year and end of year. The screeners are used on an on-going basis for students at the Tier II and Tier III levels to monitor progress on assigned interventions. We currently serve the following number of students in each level:
- Tier II - 89 students (17%)
- Tier III - 34 students (6.5%)
- Tier IV - 60 students (11.5%)

Of the Tier II and Tier III students, 57% have been in the RTI process for more than one year.

How will we move forward?
- Evaluate current screeners and diagnostics being utilized.
- Evaluate the process for identifying individual needs based on the screener and diagnostics.
- Evaluate interventions being used.

B. Action: Provide Tier 1 instruction based upon the CCGPS in grades K-5 in all classrooms (See Sections IV. A & B)

Why is this important?
In an effective Tier 1 general education classroom, "teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback." (Why, p. 126). This optimal learning environment includes expert standard-based instruction, differentiation of instruction with flexible grouping, multiple means of learning and demonstration of learning, universal screenings and progress monitoring of learning through multiple formative assessments (Why, p. 132)

What are we currently doing?

Tier I is General Education/Standards Based Regular Classroom Instruction for all students. Tier I includes feedback, differentiation, curriculum intervention and re-teaching for all students. In order to better organize RTI paperwork and documentation as students enter new tiers, folders are made to reflect the following classifications:

- Tier II: yellow
- Tier III: red
- Tier IV: green
- The use of flexible grouping, differentiated instruction and word walls are evident in some classrooms.
- Some teachers are utilizing the ELA frameworks to ensure that CCGPS is being implemented.
- Student data is available for teachers; however, the current screener does not provide the level of data that teachers feel would best guide their instruction.
- An assessment tool that encompasses all areas of reading will be studied.

How will we move forward?
- We plan to ensure school-wide understanding of the assessment tool to be chosen using ongoing professional learning in order to increase the percentage of students performing at mastery level.
- We also plan to increase teacher knowledge regarding best practices, such as differentiated instructional strategies that build students' word identification, fluency, vocabulary, comprehension and writing skills to expand the rigor of our current ELA units (How, p. 44).

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

Why is this important?
In order to move a student into Tier II, the indicators from the universal screener and classroom assignments/assessments must show a need for interventions. Evidence-based interventions are selected and implemented for at least 8 weeks before meeting to discuss student progress. Progress monitoring is conducted twice/month, graphed and documented. The teacher survey shows that this is an area of need because the school has no interventionist. Classroom teachers are responsible for RTI.

What are we currently doing?
Tier II interventions currently being used at RES include the following:
- Road to the Code
- Early Intervention Program (EIP)
- McKenna and Walpole
- Guided Reading
- Quick Reads
- Study Island

How will we move forward?
- Teachers need to use specific researched based practices during interventions to address the group's reading needs while keeping a focus on CCGPS, grade level expectations in the content areas, and transfer of learning to the general classroom.
- Develop a clearly articulated RTI model that includes screeners, progress monitoring, and interventions that are aligned, implemented, and assessed with fidelity.

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

Why is this important?
The Tier III (SST teams) should be tailoring to the individual needs of students based on data-driven evidence and should be aggressively monitoring the student's response to the intervention and the transfer of learning to the general education classroom. Currently, RES has a limited number of intervention resources for Tier III that are different from those used in Tier II.

What are we doing now?
The Assistant Principal schedules and facilitates the Tier III meetings. To move a student to Tier III, 8 to 10 weeks of consistent interventions (20-30 minutes/3 times a week) and progress monitoring must have occurred every other week. Interventions are determined and implemented.

The following Tier III interventions are currently in use:
- McKenna and Walpole
- Rewards
- Study Island
- Guided Reading
- Quick Reads
- Road to the Code

Basically, RES is using the same intervention 5 times/ week instead of three times/ week that was given in Tier II.

How will we move forward?
- At the Tier III level, teams will be expanded to include the school psychologist, EL teacher, parents, school counselor, behavior interventionist and other personnel (as needed).
- We will seek to expand research-based interventions that are designed to meet the individual student's needs as reflected in diagnostic student assessment data.
- We will enhance the district menu of evidence-based practices to provide instructors with appropriate interventions based on specific areas of need.

E. Action: Provide specially designed learning in Tier 4 that is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.

Why is this important?

For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs" (The Why, p. 134).

What are we doing now?

RES currently serves students on tier 4 who qualify for special education, gifted or ESOL services.

- ESOL or ELL students are served in the regular education classroom. They are placed in a homeroom with a teacher who has an ESOL endorsement. The Assistant Principal oversees the assessment and delivery of services.
- Students with Disabilities are served in a variety of settings ranging from consultation to resource settings, depending upon the students needs. Students with IEPs are assigned to a case manager.
- Gifted students are pulled out and served in self-contained setting for 2 periods per day.

How will we move forward?

- Special Education teachers, gifted teacher and EL teachers will participate in professional learning communities to ensure strict alignment of CCGPS, even in separate settings (The How, p. 47).

Building Block 6. Improved Instruction through Professional Learning

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

Why is this important?
RES strives to keep communication tight between teachers and leaders from neighboring institutions and teachers and leaders at the school. (Why p. 151). At RES, pre-service teachers participate in practicum and internship experiences within the school on a regular basis. Administrators and teachers make a conscious effort to evaluate the performance of pre-service teachers with supervising teachers, college observers and college professors. Feedback is communicated to pre-service teacher through evaluations and observations.

What are we doing now?
- Pre-service teachers receive coursework in methodology relative to content area knowledge.
- Teacher, pre-service teacher, and college professor observe and communicate with each other in regards to pre-service teachers performance.
- Post-college graduates are placed in classes with experienced and knowledgeable teacher leaders in an effort to provide opportunities for the job embedded experience in both practicums and student teaching experiences.
- Extend professional learning experiences at the school level for all practicum students and student teachers.
- Mentor Induction Program for Teachers - Assigns mentor to beginning teacher. The teacher is responsible for communicating the school operations and the instructional frameworks of the school. This communication between the teacher and beginning teacher is fluid throughout the year.

How will we move forward?
- The Franklin County School System will begin to share with colleges and universities the district's emphasis on literacy instruction and the importance of a literacy focus across the curriculum during pre-service education programs.
- The district will explain how literacy instruction is integrated into specific classes and the impact that it has on student success.
- Provide learning institutions with specific goals and initiatives regarding literacy at RES (How, p. 48).
- Communicate with colleges and universities the tools used to gauge current practice in literacy instruction (e.g. Georgia Literacy Instruction Observation Checklist).
- Continue to monitor and support the integration of Early Literacy Instruction and Adolescent Literacy Instruction for all preservice education (How, p. 48).

B. Action: Provide ongoing professional learning for all in-service personnel in all aspects of literacy instruction

Why is this important?

"According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (Why, p. 142). "Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers" (Why, p. 144). Long-term and ongoing professional development regarding effective literacy practices is key in improving literacy achievement (Why, p. 67).

Based on our summative assessment data, our faculty has been successful in providing students with enough reading skills to pass the Reading CRCT; however, in a comparison between the expectations for Georgia CRCT and national expectations for meeting and exceeding reading based on Lexiles, Royston Elementary is experiencing a discrepancy between these measures.   Professional learning opportunities and training must center around the marriage of effective instructional strategies based on assessments and the current alignment of instruction to the Georgia Performance Standards (Why, p. 98).

Through a needs assessment survey (GLPNA) with the teachers at RES, 63% of the teachers feel there has been no formal professional learning in disciplinary literacy in the content areas. Professional learning must focus on the Basic Literacy instruction and Intermediate Literacy for students to meet and achieve the expected lexile levels in order to be college and career ready as indicated by Georgia Common Core Standards.

What are we doing now?
- Schedule and protect time during the school day for teachers to collaboratively analyze data, study the standards, plan lessons, examine student work, and reflect practices (How, p. 48).
- Meet in collaborative teams (including preservice teachers currently working in the school) to support teachers in teaching CCGPS.
- Teachers participate in professional learning in the CCGPS based on the needs reflected in our district and school data.
- Utilize an instructional coach to provide site-based support for staff (How, p. 49).
- Administrators, faculty and staff have received some training in administering, analyzing, and interpreting results of assessments in terms of literacy using STAR, Phonics Inventories, McKenna and Walpole Differentiated Instruction, and Fluency.
- All teachers develop professional growth plans based on a self-assessment.
- Some or all of the following personnel participate in professional learning opportunities:
    - Paraprofessionals

- ○ Support staff
- ○ Pre-service teachers working at the school
- ○ Administrators
- ○ Teachers

How will we move forward?
As we learn and develop as learning partners with our students and our knowledge of the reading and writing of the world today we may revise our literacy plan to meet needs.

- Administrators and/or building leaders will conduct classroom observations (e.g., Literacy Instruction Checklist) using an assessment tool to gauge current practices in literacy instruction (What, p. 10). Classroom observations and walkthroughs will ensure clear expectations and provide specific feedback to teachers on student learning (How, p. 49). This data will provide information about strategies and instruction in reading and writing at Tier 1.
- Teachers will develop professional growth plans based on a self-assessment of professional learning needs (How, p. 49).
- Teachers will participate in ongoing professional learning to support strategies for literacy instruction involving the five components of Early Literacy and Adolescent Literacy (How, p. 48). "Effective professional learning is linked to higher student achievement" (Why, p.49).
- Teachers will participate in professional learning using lexile levels and setting goals with students.
- Teachers will participate in professional learning using modules from Georgia's Striving Readers Literacy Plan website www.comprehensivereadingsolutions.com as well as a list of sites for online professional libararies that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth (How, p. 49).
- Teachers will participate in professional learning on research based strategies to teach vocabulary.
- Provide program-specific training in core programs which would include direct, explicit instruction in reading and writing, screener and diagnostic assessments (DIBELS Next and SRI), and interventions to prepare teachers and staff for administration and implementation (How, p. 49).
- Research and explore strategies to enhance 21st century literacy including technology and motivation
- Program specific professional learning each year for new and experienced teachers in reading and writing (e.g. Lucy Calkins Units of Study for Writing).
- Professional learning and on-going training including analysis of student work, using rubrics and checklists both horizontal and vertical, and administering and using the results of benchmark assessments.
- Meet in collaborative teams (including preservice teachers currently working

within the school) to support teachers in using literacy strategies effectively.
- Devise and develop summative and formative process to be used to identify if professional development was adequate and effective.
- Use data obtained through TKES observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring

Analysis of Student/Teacher Data

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is an assessment aligned to the state curriculum. Beginning with the 2013–2014 school year GKIDS was aligned to the CCGPS. Prior to this, GKIDS was aligned to the Georgia Performance Standards (GPS). The data indicates a downward trend in all areas of ELA. There was a decrease of 18.9 percent in Total ELA over the three-year period.

Table-1 GKIDS ELA - Percent meeting

GKIDS ELA				
GPS	**2012**	**2013**	**CCGPS**	**2014**
Reading	90.2	84.8	Reading	77.5
Writing	91.2	87.6	Writing	65.6
Listening/Speaking/Viewing	92.2	84.4	Listening/Speaking	73.6
			Language	60.5
ELA Total	90.8	83.6	Total	71.9
Approaches to Learning				
Curiosity/Initiative	97.9	84.0	Curiosity/Initiative	94.3
Creativity/Problem Solving	78.2	66.7	Creativity/Problem Solving	83.1
Attention/Engagement	85.5	80.0	Attention/Engagement	82.2
Approaches Total	87.0	77.2	Total	86.1

The Criterion Referenced Competency Test is a standardized state test aligned to the CCGPS. The data in tables 2-6 show an increase in students meeting/exceeding in Reading. The ELA scores have remained steady in fourth grade. A further analysis of the reading scores shows significantly lower scores in Information and Media Literacy compared to Literacy Comprehension and Reading Skills and Vocabulary Acquisition (tables 7-9). The Lexile scores as measured by the CRCT have shown an increase in the percentage of students reaching the target Lexile scores. (tables 10-11)

Table-2 3rd Grade CRCT Meets/Exceeds

Grade 3 CRCT	**2013**	**2014**
Reading	97%	100%
ELA	94%	96%
Math	85%	96%
Social Studies	93%	96%
Science	87%	86%

Table-3 4th Grade CRCT Meets/Exceeds

Grade 4 CRCT	2013	2014
Reading	96%	95%
ELA	94%	95%
Math	93%	86%
Social Studies	90%	79%
Science	88%	87%

Table-4 5th Grade CRCT Meets/Exceeds

Grade 5 CRCT	2013	2014
Reading	91%	98%
ELA	98%	89%
Math	87%	86%
Social Studies	94%	88%
Science	78%	78%

Table-5 CRCT Subgroups

Reading	2013			2014		
	DNM	M	E	DNM	M	E
All Students	5%	52%	43%	2%	45%	53%
SWD	9%	62%	29%	0%	85%	15%
Economically Disadvantaged	7%	57%	36%	4%	51%	45%
Black	6%	71%	23%	0%	80%	20%
White	6%	47%	47%	3%	41%	56%
Hispanic	0%	64%	36%	0%	39%	61%
Gifted	0%	8%	92%	0%	0%	100%
Female	4%	50%	46%	2%	45%	53%
Male	8%	54%	38%	3%	45%	52%

Table-6 CRCT Subgroups

ELA	2013			2014		
	DNM	M	E	DNM	M	E
All Students	4%	65%	31%	6%	63%	31%
SWD	19%	72%	9%	29%	62%	10%
Economically Disadvantaged	7%	72%	21%	10%	64%	26%
Black	13%	78%	9%	12%	85%	4%
White	4%	60%	36%	6%	59%	35%
Hispanic	0%	93%	7%	6%	72%	22%
Gifted	0%	8%	92%	0%	4%	96%

Female	4%	67%	29%	5%	62%	33%
Male	7%	62%	32%	9%	63%	28%

Table-7 3rd grade Reading Domains Percentages

Grade 3 Reading CRCT Domains	2013	2014
Literacy Comprehension	84	80
Information and Media Literacy	68	71
Skills and Vocabulary Acquisition	85	86

Table-8 4th Grade Reading Domains Percentages

Grade 4 Reading CRCT Domains	2013	2014
Literacy Comprehension	85	77
Information and Media Literacy	71	74
Skills and Vocabulary Acquisition	85	83

Table-9 5th Grade Reading Domains Percentages

Grade 5 Reading CRCT Domains	2013	2014
Literacy Comprehension	68	75
Information and Media Literacy	69	66
Skills and Vocabulary Acquisition	84	88

Table-10 Lexiles Averages

Average Lexile	2013	2014
3rd Grade (650 Target)	759	777
4th Grade (750 Target)	841	843
5th Grade (850 Target)	886	949

Table-11 Percent Below Lexile Target

CCRPI Target	2013	2014
3rd Grade (650 Target)	23%	56%
4th Grade (750 Target)	24%	60%
5th Grade (850 Target)	42%	60%

Each year fifth grade students complete a state writing assessment. The scores over the three year period have shown a lower percentage of students Meeting or exceeding on the Georgia Fifth Grade Writing Assessment. Ten percent fewer students passed the writing test in 2014 compared to 2012. Students with disabilities and Black Students score significantly below the other students. Conventions have shown the lowest score of the areas scored in all three years.

Table-12 Grade 5 Writing Assessment Pass Rate(percentage) by Subgroup and Gender

Grade 5 Writing Test	2012	2013	2014
All	90	84	80
SWD	--*	70	20
Black	77	68	50
White	93	85	86
Female	94	86	85
Male	87	80	74

Table-13 Grade 5 Writing Performance Scores (out of 5 possible points)

	Persuasive			Information			Narrative		
Year	2012	2013	2014	2012	2013	2014	2012	2013	2014
Ideas	3.1	3.0	2.7	3.0	2.8	2.8	3.7	3.3	3.5
Organization	3.1	3.1	2.8	3.0	2.8	2.8	3.6	3.3	3.4
Style	3.2	3.2	2.9	3.2	2.9	2.8	3.6	3.2	3.5
Conventions	2.9	3.0	2.7	2.8	2.5	2.5	3.2	2.8	3.0

Table-14 Third Grade Writing Assessment Percentages 2013

2013	Ideas			Organization			Style			Conventions		
	DNM	M	Exc	DNM	M	Exc	DNM	M	Exc	DNM	M	Exc
Informational	0	72	28	8	58	34	12	65	23	20	60	20
Persuasive	2	74	25	11	55	34	14	65	22	20	63	17

Narrative	2	66	32	12	52	35	12	57	31	22	55	23

Table-15 Third Grade Writing Assessment Percentages 2014

2014	Ideas			Organization			Style			Conventions		
	DNM	M	Exc	DNM	M	Exc	DNM	M	Exc	DNM	M	Exc
Informational	5	56	38	12	49	40	13	55	32	17	56	27
Persuasive	13	56	31	10	56	33	15	53	32	15	54	31
Narrative	6	49	45	9	46	45	10	46	44	15	47	37

Prior to 2014-15 there has not been a consistent administration of STAR Reading and STAR Early Literacy in grades K - 2. The entire population has not taken either assessment. While the administration is inconsistent, the data in tables 16 - 19 show a large percentage of students below the 25th percentile ranking. STAR Reading has been the Screener for RTI and the cut score has been the 25th percentile. This has resulted in providing interventions to a high percentage of students on Tiers 2 and 3 (24%). This may also be an indication of the instruction at Tier 1.

Table-16 STAR Reading Cross Sectional -Fall

Royston Elementary School - Cross Sectional

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Students Tested	🟩 40+ PR	🟦 25-39 PR	🟨 10-24 PR	🟥 1-9 PR
Grade 1	2014 - 2015 Grade 1		89	42% 37	18% 16	25% 22	16% 14
	2013 - 2014 Grade 1		4	25% 1	0% 0	0% 0	75% 3
	2012 - 2013 Grade 1		9	78% 7	22% 2	0% 0	0% 0
	2011 - 2012 Grade 1		72	38% 27	39% 28	17% 12	7% 5
Grade 2	2014 - 2015 Grade 2		99	46% 46	21% 21	17% 17	15% 15
	2013 - 2014 Grade 2		95	59% 56	13% 12	15% 14	14% 13
	2012 - 2013 Grade 2		71	52% 37	11% 8	20% 14	17% 12
	2011 - 2012 Grade 2		55	56% 31	15% 8	24% 13	5% 3
Grade 3	2014 - 2015 Grade 3		94	59% 55	20% 19	11% 10	11% 10
	2013 - 2014 Grade 3		88	59% 52	20% 18	13% 11	8% 7
	2012 - 2013 Grade 3		66	65% 43	11% 7	11% 7	14% 9
	2011 - 2012 Grade 3		73	60% 44	12% 9	14% 10	14% 10
Grade 4	2014 - 2015 Grade 4		79	71% 56	15% 12	11% 9	3% 2
	2013 - 2014 Grade 4		91	66% 60	12% 11	15% 14	7% 6
	2012 - 2013 Grade 4		67	70% 47	18% 12	10% 7	1% 1
	2011 - 2012 Grade 4		76	64% 49	14% 11	12% 9	9% 7
Grade 5	2014 - 2015 Grade 5		78	60% 47	22% 17	13% 10	5% 4
	2013 - 2014 Grade 5		86	65% 56	16% 14	8% 7	10% 9
	2012 - 2013 Grade 5		76	70% 53	12% 9	14% 11	4% 3
	2011 - 2012 Grade 5		56	73% 41	13% 7	7% 4	7% 4
	2014 - 2015 Grade 6		2	50% 1	0% 0	50% 1	0% 0

Table-17 STAR Reading Cross Sectional Spring

Royston Elementary School – Cross Sectional

Grade	School Year Apr 1 - May 31 (Spring)	Percent of Students by District Benchmark Category	Students Tested	🟩 40+ PR	🟦 25-39 PR	🟨 10-24 PR	🟥 1-9 PR
Grade 1	2014 - 2015 Grade 1		-	-	-	-	-
	2013 - 2014 Grade 1		97	58% 56	12% 12	15% 15	14% 14
	2012 - 2013 Grade 1		6	33% 2	17% 1	33% 2	17% 1
	2011 - 2012 Grade 1		73	70% 51	14% 10	11% 8	5% 4
Grade 2	2014 - 2015 Grade 2		-	-	-	-	-
	2013 - 2014 Grade 2		91	64% 58	19% 17	12% 11	4% 4
	2012 - 2013 Grade 2		25	32% 8	16% 4	32% 8	20% 5
	2011 - 2012 Grade 2		56	59% 33	16% 9	14% 8	11% 6
Grade 3	2014 - 2015 Grade 3		-	-	-	-	-
	2013 - 2014 Grade 3		79	76% 60	15% 12	6% 5	3% 2
	2012 - 2013 Grade 3		19	47% 9	21% 4	21% 4	11% 2
	2011 - 2012 Grade 3		70	69% 48	13% 9	14% 10	4% 3
Grade 4	2014 - 2015 Grade 4		-	-	-	-	-
	2013 - 2014 Grade 4		83	77% 64	11% 9	5% 4	7% 6
	2012 - 2013 Grade 4		16	56% 9	13% 2	25% 4	6% 1
	2011 - 2012 Grade 4		75	64% 48	16% 12	15% 11	5% 4
Grade 5	2014 - 2015 Grade 5		-	-	-	-	-
	2013 - 2014 Grade 5		85	68% 58	11% 9	13% 11	8% 7
	2012 - 2013 Grade 5		30	23% 7	30% 9	43% 13	3% 1
	2011 - 2012 Grade 5		58	59% 34	19% 11	16% 9	7% 4
Grade 6	No data for this grade						

Table-18 STAR Early Literacy Cross Sectional Fall

Royston Elementary School - Cross Sectional

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Students Tested	🟩 40+ PR	🟦 25-39 PR	🟨 10-24 PR	🟥 1-9 PR
Kindergarten	2014 - 2015 Kindergarten		88	42% 37	22% 19	16% 14	20% 18
	2013 - 2014 Kindergarten		7	43% 3	0% 0	29% 2	29% 2
	2012 - 2013 Kindergarten		71	58% 41	21% 15	14% 10	7% 5
	2011 - 2012 Kindergarten		-	-	-	-	-
Grade 1	2014 - 2015 Grade 1		89	48% 43	30% 27	11% 10	10% 9
	2013 - 2014 Grade 1		94	80% 75	10% 9	4% 4	6% 6
	2012 - 2013 Grade 1		80	78% 62	16% 13	6% 5	0% 0
	2011 - 2012 Grade 1		-	-	-	-	-

Table-19 STAR Early Literacy Cross Sectional Spring

Royston Elementary School - Cross Sectional

Grade	School Year Apr 1 - May 31 (Spring)	Percent of Students by District Benchmark Category	Students Tested	🟩 40+ PR	🟦 25-39 PR	🟨 10-24 PR	🟥 1-9 PR
Kindergarten	2014 - 2015 Kindergarten		-	-	-	-	-
	2013 - 2014 Kindergarten		83	92% 76	2% 2	2% 2	4% 3
	2012 - 2013 Kindergarten		7	71% 5	14% 1	0% 0	14% 1
	2011 - 2012 Kindergarten		79	87% 69	5% 4	5% 4	3% 2
Grade 1	2014 - 2015 Grade 1		-	-	-	-	-
	2013 - 2014 Grade 1		64	78% 50	11% 7	11% 7	0% 0
	2012 - 2013 Grade 1		12	58% 7	33% 4	8% 1	0% 0
	2011 - 2012 Grade 1		71	85% 60	6% 4	6% 4	4% 3

The attendance data in Table 21 indicates that the rate of absences has increased over the last three years. 49% of students missed more than five days of school in 2012 compared to 53% of students in 2014. This increased number of absences has had a negative impact on student achievement.

Table-20 Attendance Data

	2012	2013	2014
0-5 absences	59%	49%	47%
6-10 absences	26%	29%	29%
10-15 absences	9%	12%	14%
> 15 absences	6%	10%	10%

Table-21 Certified Staff

Experience	Number of Staff	Percent
0 years	2	5%
1-4 years	0	0%
5 years	2	5%
7 years	1	3%
10-15 years	9	22%
16-20 years	6	15%
21-25 years	7	17%
26-30 years	10	24%
>30 years	4	10%

Table-22 Staff Certification

Level	Number of Staff	Percent
level 4-Bachelor	8	19%
level 5-Masters	11	26%
level 6-Specialist	22	52%
level 7-Doctorate	1	2%

Project Plan - Procedures, Goals, Objectives, and Support

Goal 1: Consistently increase the percentage of students scoring at and above expectations in reading each year 2016 through 2019. (Building Block 2, 4) **Measured by Georgia Milestones, Lexile Scores, DIBELS Next, and SRI**
Based on identified needs (see Needs Assessment) ● **BB1D** ● **BB2A** ● **BB2B** ● **BB5B** ● **BB5C** ● **BB4A** ● **BB4C** ● **BB5B**

Current Best Practices:
- **Protected, dedicated 90-120 minute block is allocated for literacy instruction in grades K-5 (What, p. 10)**
- **Student data is examined regularly to identify areas of instruction with greatest need. (What, p. 9)**
- **There is a protected time for collaborative planning (What, p. 9)**
- **CCGPS instruction (Why, p. 85)**

Objectives	Evidence/Artifacts
Research and adopt a core program to provide continuity through a carefully articulated vertically and horizontally aligned scope and sequence (What, p. 10)	**Scope and Sequence checklist** **Core Program checklist**
Research, select, purchase needed instructional materials (What, p. 9)	**Scope and Sequence checklist** **Core Program checklist**
Adopt or develop an observation checklist to gauge current literacy practice in reading instruction (What, p. 10)	**Classroom Observation Data**
Provide professional learning on identified best practices/components of Early and Adolescent Literacy Instruction for all staff (Why, p. 141; How, p. 40, 41, 43)	**Professional learning log** **Classroom Observation Data**
Provide resources, strategies, and access to	**Classroom observations**

opportunities including technology that engage students and motivate them to read (Why, p. 59)	
Teachers will incorporate reading and writing across the content areas	Classroom Observation Tool
Provide professional learning on strategies for differentiated instruction	Professional learning log Classroom Observation Data

Goal 2: Consistently increase the percentage of students scoring at and above expectations in writing each year 2016-2019 (Building Block 4)

Measured by Benchmark Writing Tests, Georgia Milestones

Based on identified needs (see Needs Assessment)
- **BB1D**
- **BB2A**
- **BB2B**
- **BB4B**
- **BB4C**
- **BB5B**

Current Best Practices: Collaborative planning, Deconstructing standards, Use of student exemplar work, Writing Across the Curriculum increasing amount of time students are writing each day (Why, p. 46)

Objectives	Evidence/Artifacts
Adopt or develop an observation checklist to gauge current literacy practice in writing instruction (What, p. 10, 13)	**Classroom Observation Tool**
Provide professional learning on best practices for writing instruction across all content areas (What, p. 10)	**Professional learning log** **Classroom Observation Data**
Implement a research based core writing program that includes formative/summative writing assessments into the daily literacy block (What, p. 10; Why, p. 94-98)	**School schedule** **Lesson plans** **Classroom observations**
Design and implement CCGPS aligned plan for writing instruction that is communicated horizontally and vertically.	**Professional learning logs** **Lesson plans**
Ensure that a daily literacy block of 90-120 minutes includes explicit writing instruction, guided practice, independent practice for all students (What, p. 10)	**Classroom Schedules/Master schedule**
Provide resources, strategies, and access to opportunities including technology that engage students and motivate them to write (Why, p. 59)	**Classroom observations**

Teachers will incorporate reading and writing across the content areas	**Classroom Observation Tool**
Provide professional learning on strategies for differentiated instruction	**Professional learning log** **Classroom Observation Data**

Goal 3: Increase community involvement in literacy beginning in 2015.

Measured by Stakeholder Survey Data (see Needs Assessment)

- **BB1B**
- **BB1F**
- **BB2C**
- **BB6A**
- **BB6B**

Current Best Practices: School level Literacy Leadership Team is in place

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Objectives	Evidence/Artifacts
Expand the Literacy Leadership Team to include a representative from each grade, a Special Education teacher, and an English Language Learners Teacher.	**LIteracy Leadership Team List**
Create a shared literacy vision for the school and community aligned with the state literacy plan.	**Published copy of literacy vision**
Identify stakeholders and partners to be part of the leadership team to ensure representation from faculty, feeder pattern for RES (i.e. preschools, daycares, middle schools, high schools, technical schools, universities)**, community leaders, parents**	**List of stakeholders and Literacy Leadership Team List**
Convene the school Literacy Leadership Team with community stakeholders, daycare and afterschool providers, school faculty, and parents.	**Agenda and Minutes**

Ensure that we communicate clearly stated literacy goals to stakeholders and outline their roles in meeting these goals (How, p. 21; What, p. 5)	**Meeting Agenda and minutes**
Educate the community about the importance of literacy by asking businesses to collaborate in raising community awareness about reading or literacy topics. (How, p. 33)	**Newsletters and other forms of communication Meeting Agendas**
Establish a partnership with the Education Department of Emmanuel College	**communication documents**

Goal 4: Design a comprehensive and effective system or model of tiered interventions for all students beginning in 2015.

Measured by appropriate movement of students between tiers due to effective intervention.

Based on identified needs (see Needs Assessment)
- **BB3D**
- **BB5C**
- **BB5D**

Current Best Practices: CC Reading Foundational block in K-5 daily schedule, intervention groups, school RTI committee, system SST review process

Objectives	Evidence/Artifacts
Develop a process and identify tools for identifying at-risk students and their areas of difficulty in reading and writing.	**RTI Model**
Identify research based interventions for each area of reading and writing	**RTI Model**
Develop a process and identify tools for progress monitoring student progress	**RTI Model**
Provide interventionists with professional learning on the processes and tools for identifying, intervening and monitoring.	**Professional learning log**
Develop a process or criteria for students moving from one tier to another	**RTI Model**

I

Tiered Instruction
Our current RTI model is outlined in RES Literacy Plan, Building Block 5: B, C, D

Current Master Schedule
Kindergarten
8:00 - 8:50   Math
8:50 - 9:35   Reading
9:35 - 10:20   Reading Intervention
10:20 - 10:45   Writing

10:45 - 11:25	Lunch
11:25 - 12:10	Math Centers/Intervention
12:10 - 1:00	CAMP
1:15 - 1:40	Recess
1:40 - 2:25	Science
2:25 - 2:55	Snack/Story Time

1st Grade

8:00 - 8:55	Reading
8:55 - 9:40	Reading Intervention
9:40 - 10:20	Writing
10:25 - 11:10	ELA
11:10 - 11:50	Lunch
11:50 - 12:35	Math
12:35 - 1:00	Recess
1:00 - 1:50	CAMP
1:50 - 2:35	Math Intervention
2:35 - 3:20	Science/Social Studies

2nd Grade

8:00 - 8:45	Science/ Social Studies
8:45 - 9:35	Math
9:35 - 10:30	ELA
10:30 - 11:30	Reading
11:30 - 12:10	Lunch
12:10 - 12:35	Recess
12:35 - 1:20	Reading Intervention
1:20 - 2:05	Math Intervention
2:05 - 2:55	CAMP

3rd Grade

8:00 - 9:00	Reading
9:00 - 9:50	Reading Intervention
9:50 - 10:40	Math Intervention
10:40 - 11:30	CAMP
11:55 - 12:30	Lunch
12:30 - 1:20	Math
1:20 - 2:10	ELA
2:10 - 2:35	Recess
2:35 - 3:20	Science/ Social Studies

4th Grade

Time	Subject
8:00 - 8:50	Writing/ELA
8:55 - 9:55	Reading
9:55 - 10:45	CAMP
10:45 -11:30	Reading Intervention
11:30 - 12:15	Math Intervention
12:20 - 1:00	Lunch
1:00 - 1:50	Math Intervention
1:50 - 2:15	Recess
2:20 - 3:15	Science/Social Studies

5th Grade

Time	Subject
8:00 - 9:00	Reading or Math
9:00 - 9:50	CAMP
9:50 - 10:45	Science/Social Studies or Writing/ELA
10:45 - 11:45	Reading or Math
11:45 - 12:35	Science/Social Studies or Writing/ELA
12:35 - 1:10	Lunch
1:10 - 1:55	Reading and Math Intervention
1:55 - 2:40	Reading and Math Intervention
2:40 - 3:10	Recess

A. Assessment/Data Analysis Plan

Assessment	Who	Frequency	Skills Assessed	Assessment Use/Purpose
GKIDS	K – all students	Quarterly	CCGPS standards for ELA,Math, Approaches to Learning and Personal/Social Development	Measure of mastery of the curriculum
STAR Early Literacy	K, 1, 2 – all students	Three times per year for tier 1 (August, January, April) students, biweekly for tier 2, 3 and 4	Alphabetic principle, Concept of word, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, Comprehensio n	Universal Screener Progress Monitoring
STAR Reading	1, 2, 3, 4, 5 – all students	Three times per year for tier 1 (August, January, April) students, biweekly for tier 2, 3 and 4	Comprehension Vocabulary Estimated Oral Reading Fluency	Universal Screener Progress Monitoring
STAR Math	1, 2, 3, 4, 5 – all students	Three times per year for tier 1 (August, January, April) students, biweekly for tier 2, 3 and 4	Computation Fluency National Math Standards CCGPS	Universal Screener Progress Monitoring
Sight Word Inventory (Fry)	K, 1, 2, 3 All students	Given in the Fall and the Spring (shorter inventories throughout the year)	Word Identification on Fry list of sight words	Measure Mastery of sight words
Phonics Inventory	K, 1, 2, 3, 4, 5 Students identified on Universal	Following Universal screener and then as needed	foundational skills (phonemic awareness, phonics)	Measures understanding and awareness of phonics and

	Screener			phonemic awareness standards
ACCESS for ELL	Any student who receives ESOL services	Spring of each school year	Listening Speaking Reading Writing Oral Language Comprehension	Measure of Growth
5ᵗʰ Grade Georgia Writing Assessment	5 – all students	Spring of each school year until 2014	Writing skills in the areas of Ideas Organization Style Conventions	Measure master of writing standards

B. Present Assessments compared to SRCL Assessments

Currently our district requires STAR EL, STAR Reading and STAR Math three times per year (Fall, Winter, Spring). These assessments do not line up with the SRCL Assessment Plan.   We use the Harcourt Phonics Inventory as a diagnostic tool. This is not one of tools in the SRCL Assessment Plan.
We also use ACCESS as a screener for ELL students. This aligns to the SRCL Assessment Plan.
As Outcome Assessments we administer the state-mandated tests, CRCT, GKIDS, and the Georgia Writing Assessments. Beginning in 2015 we be administering the Georgia Milestones in the place of the CTCT and the Georgia Writing Assessment.

C. New Assessments

In order to better assess our students' strengths and weaknesses, RES will add some assessments from the SRCL Assessment Plan. DIBELS Next will be used in K-2 for a screener, progress monitoring and an outcome measure. Informal Phonics Inventory will be used as needed a diagnostic assessment in K-2. Scholastic Reading Inventory will be used for grades 3-5.

D. Discontinued Assessments

RES will discontinue the use of STAR Early Literacy and STAR Reading as a screener and Progress Monitoring tool. The data gained from DIBELS Next and SRI will provide the same and more information than these assessments.

E. Professional Learning Needs

In order to implement these new assessments we will provide training on the administration of SRI and DIBELS Next, reading and analyzing results in relation to differentiating instruction, creating meaningful intervention opportunities, and demonstrating accountability.

F. Presentation of assessment data

The results of the assessments are communicated or presented in a variety of methods and to a variety of stakeholders

The school leadership team uses GKIDS, CRCT, and Writing Assessment to identify areas of concern for the school improvement plan. This data is organized in a manner that is easy to understand and used to communicate in a variety of settings. The individual student results are communicated to parents through parent reports and during parent conferences when possible.

G. Assessment Use

RES will make informed decisions and determinations on multiple assessments including DIBELS Next and SRI; however, they should be considered when gaining insight for instructional decisions. RES will continue to use diagnostic assessments, formative, and summative assessments to gain a better understanding of student achievement. Analysis of data by teachers at the grade level will assist them in evaluating current instructional practices and resources, unit revisions, progress monitoring, setting and attaining goals, accelerating advanced learners, identifying struggling students, and developing interventions.

H. A plan detailing who will perform assessments and how it will be accomplished.

The Principal, Assistant Principal (testing coordinator), academic coach will ensure that each of the following assessments are administered following the state and district guidelines.

Assessment	Responsible Staff	Frequency
DIBELS Next	Classroom Teachers	3 times per year
Scholastic Reading Inventory	Classroom Teachers	3 times per year

Diagnostic Assessments (to be determined) -phonics inventory -sight word inventory	RTI/Classroom Teacher	Following Universal Screener and as needed
GA Milestones	Classroom Teacher	Spring of each year
ACCESS for ELL	ESOL Teachers	Spring of each year
GKIDS	Kindergarten Teachers	Quarterly

Resources, Strategies, and Materials to Support Literacy Plan

A. Resources Needed to Implement Literacy Plan (Existing and Proposed)

· Wireless connectivity infrastructure
· Classroom computers
· Computer lab computers
· Networkable printers
· Scanners
· Consumable materials - paper, toner, poster board, markers, etc.
· SRI (Scholastic Reading Inventory)
· DIBELS Next Data Management
· Core program
· Writer's Workshop materials
· Literacy Instruction Observation Checklist
· Early Literacy Instructional materials (phonemic awareness, phonics, fluency, vocabulary, comprehension)
· Adolescent Literacy Instructional materials (advanced word study, fluency, vocabulary, comprehension, and motivation)
· Research based literacy instructional materials to support core program
· Site based instructional specialist
· Consultant fees for professional learning on literacy strategies
· Substitute funding for professional learning
· Stipend for professional learning
· Print Science, Social Studies based texts on various levels and aligned to units of study
· Digital Science, Social Studies based texts on various levels and aligned to units of study
· Literary and informational texts in a variety of media, (Newspapers, magazines, brochures) and presented at various reading levels for classrooms and media center to engage student interest
· Leveled book program (book room with instructional tools with books)
· Classroom libraries
· Listening centers using current technology
· Instructional technology (hand held devices, tablets) available for "check out" from media center to promote creation and presentation skills, engagement, and motivation
· Instructional technology (mobile labs or center sets) available for "check out" from media center to promote research, writing, publishing, engagement, and motivation

· Research based intervention materials and/or software to include all content areas with necessary professional development to implement
· Assistive technology
· Trained intervention specialists

B. Activities that Support Literacy Intervention (Existing and Proposed)

· *STAR Early Literacy, STAR Reading, Accelerated Reading* assessments
· Use of diagnostic follow-up tools (Phonological Awareness Inventory, Informal Phonics Inventory, Decoding Inventory, Sight Word Inventories, Fluency probes, and Comprehension Check with passages and rubric)
· Universal screeners and data analysis
· Progress monitoring and data analysis
· Diagnostic assessments and data analysis
· Dedicated scheduled time for intervention
· Flexible, needs-based grouping
· RTI model for Tiers II and III
· Research based intervention materials
· Professional learning
· Mentor Program
· Homeless/Migrant Tutor Program

C. Shared Resources Available (Existing)

· Instructional units with resources on the local teacher server
· (8) Copy/Scan machines
· Media Center resources
· Class sets of novels
· Collection of multi copy books in a central book room (with no teaching resources included) used for guided instruction
· 5 copy book sets of paperback books for Literature Circles
· Software - Study Island (is this all grades???), Brain Pop and Brain Pop, Jr., Renaissance Learning
· (4) Student Response systems
· Teacher/student computers
· Computer lab
· SMART Interactive boards
· Media Center
· Principal
· Assistant Principal
· Counselor

- · Academic Coach
- · Media Specialist

D. List of Library Resources/Description of Library (Existing)

The RES Media Center currently houses approximately 15,585 books or 29.66 books per student for an average student enrollment of 534. Media Center resources include easy fiction, fiction, easy nonfiction, nonfiction, and reference books. Numbers of books per student are a little inflated due to the number of class sets and Common Core materials housed in the media center but not available for student browsing. The recommended age for library holdings, especially in the nonfiction sections, is three to five years due to the swift change in the world of today. Our collection has an average copyright date of 1997, seriously in need of updating. The average age of each component of the collection is shown in the chart below:
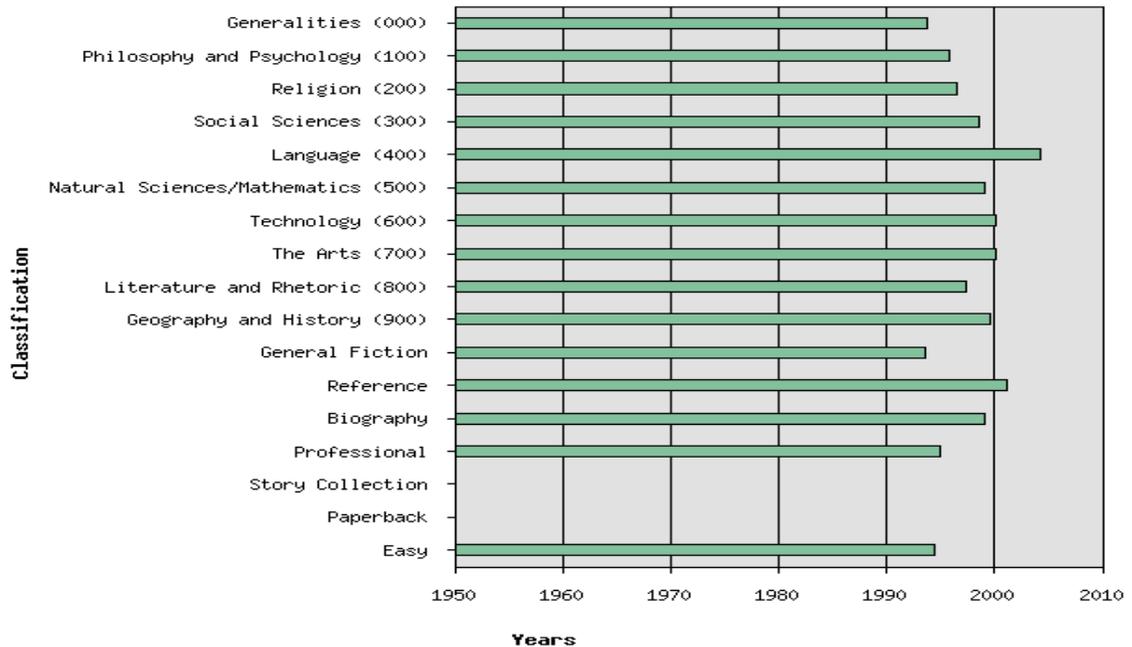
Media Center materials also include shared teacher resources for content area units, multimedia listening sets, audiobooks, periodicals, Literature Circle sets, class sets of novels, videos to support science and social studies units, big books, reference

materials, a digital camera, and a digital camcorder. A SmartBoard, PC laptop, document camera, online library catalog, and 12 computers are available and used for information retrieval, instruction, data collection, and testing.

Students check out an average of 450 items per day as they come to the Media Center with classes in K-1, and also on an as needed basis with teacher permission in K-5.

E. List of Activities that Support Classroom Practices (Existing)

- Standards-based classrooms (CCGPS)
- AFL (Assessment for Learning)
- Math/Reading Interventions
- POI programs
- Accelerated Reader
- EIP (Early Intervention Program)
- Gifted
- STAR reading and math
- STAR Early Literacy reading and math
- Extended Learning Time
- Professional Learning

F. Additional Strategies Needed to Support Student Success (Proposed)

- Literacy Team that includes parent and community stakeholders
- Shared community vision for literacy growth and achievement
- Student Recognition Committee to plan ways to celebrate literary successes
- Parent Literacy Events
- Technology tools to engage and motivate students
- Media/print classroom books
- Professional learning in:

Literacy Instruction
Screener administration, analysis, and implementation of data
Literacy interventions
Lexiles and goal setting
Strategies for reading and writing instruction

G. Current Classroom Resources (Existing)

SmartBoard with dedicated projector

Document Camera
Access to Wi-Fi
(2) Student computers
(1) iPad Mini
Teacher laptop
Curriculum guides
Harcourt series basals
Frameworks
Textbooks
Standards-based notebooks for teachers (Common core standards and learning targets for ELA and Math)
Novels/class sets of books (upon checkout)

H. Alignment Plan for SRCLG and Other Funding (Proposed)

We will continue to leverage funds local, state, and federal funds, to purchase materials to enhance literacy instruction and interventions, as permissible by state and federal funding requirements. SRCL funds will be used for the following:

- Literacy core materials to meet goals and objectives set forth in plan
- Professional training for teachers in all areas of literacy and writing including any new programs and/or technology purchases
- Purchase technology and software to enhance initiatives set forth in goals and objectives
- Purchase supplemental, evidence-based instructional materials/programs to improve reading and writing interventions
- Purchase of assessment materials to meet requirements of SRCL Grant

I.   Technology Purchases that Support RTI, Student Engagement, Instructional Practices, Writing, etc. (Proposed)

Research shows that use of technology overwhelmingly facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process (DIBELS Next and SRI) will allow for effective, immediate, and more efficient data to drive instructional decisions for our students at RES. Computer based software programs that focus on literacy skills, differentiation, helping students read more to read better and meet academic goals, provide tiered instruction, would greatly assist RES in meeting individual student needs. Having access to technology provides students with increased opportunities to act on information and demonstrate their understanding of the information to be present and understood.

Students become more motivated when instructional technology is utilized in the

classroom. Providing consistent opportunities to integrate technology will not only engage and motivate students in the learning process, but many forms of assistive technology will give more opportunities to students that struggle. The SRCL Grant funding will allow RES to include additional resources, materials, and components that would otherwise not be possible. RES's goals for implementing technology include but not limited to the following:

- Listening Centers
- Chrome books
- iPad minis
- software
- website subscriptions
- necessary technology for implementing assessments
- printers /scanners
- assistive technology

Professional Learning Strategies

A-B. Professional Learning in School Year 2013-2014

Royston Elementary experienced administration change for the 2013-2014 school year. The school was one of four elementary schools in Franklin County that had a new principal, assistant principal, counselor, and academic coach. Professional Learning activities during the 2013-2014 school year and the current school year were attended by all certified staff excluding Art, Music, Physical Education, and Media.

The following chart indicates professional learning RES staff participated in throughout the school year

PL Activity	% of Staff in Attendance
CCGPS Implementation	100%
Common Assessments (Reading and Math)	100%
PLC (Professional Learning Communitiies)	100%
Lexile Training	100%
Learning Targets	100%
Math Structures/Number Talks	100%
RTI Interventions - Math	100%
Speaking and Listening K-5 Literacy	100%

C. Ongoing/Current Professional Learning for the Academic School Year of 2014-2015

The following chart list opportunities for staff members to participate in ongoing and on-site professional development.

PL Activity	% of Staff in Attendance
Writer's Workshop Model	100%
Standards of Mathematical Practices (SMP's)	100%
POI Team Meetings	100%
Number Talks	100%
Math Structures – Using organizers for problem solving	100%
Increasing Lexile Levels	100%
TKES Orientation/Pre-Evaluation Conference	100%
Formative Instructional Practices (FIP) -Mastery Connect	Spring 2015 100%
SACS Planning/Review	100%
Common Core planning/units	100%
Road to Code Training – Phonemic Awareness Intervention	100% of Kindergarten Paraprofessionals

D. Programmatic Professional Learning Needs

- Foundational skills (five components of literacy instruction)
- Explicit comprehension and vocabulary across subjects
- Explicit writing instruction and assessments across subjects
- Administering, Interpreting and applying DIBELS Next
- Administering, Interpreting and applying SRI
- Analyzing lexile levels, selecting appropriate texts and setting goals
- Analyzing and teaching the Seven Habits of Effective Readers
- Increasing student motivation and engagement (adolescent instruction)
- Using technology to enhance instruction and increase engagement
- Differentiating instruction at Tier I
- Implementing research-based interventions to intervene with students in Tier II, III, and Tier IV

E & G. Process Used to Rate Professional Development (Aligned with Goals and Objectives)

　　　RES staff Needs Assessments, Concerns, and Root Cause Analysis results indicates that PL is needed to effectively meet the goals and objectives as listed in our literacy plan. Effectiveness of PL will be addressed by how well the opportunities met the stated goals and objectives set forth such as teacher surveys, classroom observations and feedback (literacy tool), summative/formative assessment data, and comprehensive reading solutions website. The goals for the RES Literacy and Project Plan are as described:

Goal 1: RES will consistently increase the percentage of students scoring at and above expectations in reading each year.

Goal 2: RES will consistently increase the percentage of students scoring at and above expectations in writing each year.

Goal 3: RES will increase community awareness and involvement in literacy.

Goal 4: RES will design a comprehensive system or model of tiered interventions for all students.

As we learn and develop as learning partners with our students and our knowledge of the reading and writing of the world today we may revise our literacy plan to meet needs.

F. Professional Learning Plan

Aligned with Goal	Objective	PL Activities	Evaluation/Evidence	Reference in Literacy Plan
1	Strategies for literacy instruction involving the Five components of Early Literacy	PD on the Five components of literacy: phonemic awareness phonics fluency vocabulary comprehension	● PLC documentation and minutes ● Walk-through observations ● Lesson and unit plans ● Summative assessment Data, DIBELS	Building Block 2B

			Next	
1	Strategies for Adolescent Literacy	PD on Adolescent advanced word study fluency vocabulary comprehension motivation (see below)	• PLC documentation and minutes • Walk-through observations • Lesson and unit plans • Student surveys	Building Block 2B
1	Continue to implement professional learning to support CCGPS	PD to support CCGPS learning targets common assessments unit planning	• PLC documentation and minutes • Walk-through observations • Lesson and unit plans Summative assessment Data, DIBELS Next	Building Block 6B
1	Provide professional learning on research based strategies to support teaching vocabulary	PD on strategies to support teaching vocabulary	• PLC documentation • Lesson and unit plans • Walk-through observations	Building Block 6B
1	Provide professional learning on opportunities to engage and motivate students to read	PD on understanding student motivation and strategies to increase motivation	• Data from student surveys • PLC documentation and minutes	Building Block 6B
1	Professional learning on using lexiles and student goal setting	PD on strategies for increasing lexile levels of students	• PLC documentation and minutes • summative data • formative data	Building Block 2B, 6B
1 & 2	Professional learning on explicit instruction in reading and writing	PD on Early and adolescent reading instruction (see above) and writer's workshop model	• PLC documentation and minutes	Building Block 4A, 6B
1 & 2	Utilize observation checklist to monitor implementation of best practices in	PD on best practices in literacy instruction (see above)	• PLC documentation and minutes • checklist data	Building Block 1A

	literacy instruction			
1 & 2	Integrate 21st century literacy strategies and technology to engage and motivate students	PD on uses of technology	• PLC documentation and minutes	Building Block 4C
2	Provide professional learning on effective writing instruction in all content areas	PD on effective writing instruction	• PLC documentation and minutes	Building Block 4B, 6B
2	Professional learning and on-going training including analysis of student work using writing checklists, writing benchmark assessments, and exemplars	PD on analyzing student work, checklists and benchmark writing assessments	• PLC documentation and minutes	Building Block 4B, 6B
4	Provide professional learning on strategies for differentiated instruction in reading and writing (Tier 1)	PD on differentiation	• PLC documentation and minutes	Building Block 5B, 6B
4	Provide professional learning on updated RTI processes and system of interventions for reading and writing (purchased, new or revised)(Tiers 2, 3, and 4)	PD on RTI processes and interventions	• PLC documentation and minutes • RTI progress monitoring data •	Building Block 5C, 5D, and 5E
4	Professional learning for implementing and applying the use of screeners and diagnostic assessments such as:	PD on universal screeners and diagnostic assessments	• PLC documentation and minutes	Building Block 5A, 6B

	DIBELS Next SRI			

Sustainability Plan

A. Extending assessment protocol beyond the grant period
- Formative and summative assessments will continue to be administered according to the system assessment schedule
- Assessment data will continue to be analyzed and used to drive instructional decisions
- District protocol for screeners and progress monitoring which will be used for the RTI process will continue to be in place to maintain continuity across the schools.
- Assessment licenses and material will be funded through federal, state and local funds

B. Developing community partnerships and other funding sources
- The Literacy Leadership Team will continue to involve all stakeholders in order to support literacy in all content areas
- PTO will continue to be involved and provide activities that promote literacy in the school and community
- Seek assistance and support from various community organizations to maintain an awareness of literacy

C. Sustainability
- The expectations of the SRCL grant will continue to be a focus of the School Improvement process and plan
- The academic coach will continue to offer support professional learning on the strategies for early literacy and adolescent literacy instruction, differentiation and assessments.
- The school and PTO will continue to host literacy events for the community and families focusing on the importance of literacy
- A check out and inventory system will be used to account for and maintain instructional materials

D. Replacement of print materials
- Federal, State and local funds will be used to replace printed materials as needed
- Inventory system will be used to identify needed materials

E. Extending professional learning
- Ongoing job-embedded professional learning on literacy will continue
- New teachers will continue to be assigned to a mentor teacher and components of the literacy program will be included in the induction process
- Professional learning will continue to be provided based on needs identified in classroom observation checklist
- As a part of a professional learning community teacher will continue to analyze data and plan effective literacy instruction

F. Sustaining Technology
- Grants, SPOST, state and local funds will be used to maintain, repair and replace technology.
- School technology specialist will monitor the condition of various pieces of technology through work orders

G. Expanding lesson learned
- The teachers will continue to discuss and learn from each other as they develop their capacity to operate as a professional learning community.
- Teachers will be encouraged to reflect and share on their own growth through vertical and horizontal collaboration (school and system)

Budget Summary

RES understands the importance of having a strong literacy program. In order to bring about such a program the school Literacy Leadership Team has developed a literacy plan, project plan and professional learning plan. These plans would require RES to acquire materials and provide professional learning for its faculty and staff. The funding that comes along with being awarded the SRCL grant would allow the school to begin the process of developing a literacy program that prepares our students for both college and career.

The SRCL grant would fund the materials and professional learning associated with transforming our literary instruction. We would be able to purchase a larger amount of materials and technology that might otherwise take a number of years using only QBE funds or school account funds. The SRCL grant funds along with funds from Title I, QBE, SPLOST and local funds will allow the school to make a quicker and more effective transformation in our instruction and assessment for our students. The fund provided by the Striving Reader Grant will be used to implement and support four project goals identified by the RES Literacy Team based on our needs assessment and data analysis:

Goal 1: RES will consistently increase the percentage of students scoring at and above expectations in reading each year.

Goal 2: RES will consistently increase the percentage of students scoring at and above expectations in writing each year.

Goal 3: RES will increase community awareness and involvement in literacy.

Goal 4: RES will design a comprehensive system or model of tiered interventions for all students.

Intensive professional learning for teachers and administrators will take place on effective reading and writing instruction (CCGPS) as well as a comprehensive scope and sequence K-5, collaborative administration and analysis of data from new assessments, and systematic RTI model for all students. If awarded the SRCL grant, our fund will be divided into two main categories - professional learning and resources.

Budget Items	Estimated Cost
Resources/Materials Assessment Materials	50%

● SRI ● DIBELS Next ● diagnostic assessments Instructional Materials ● Print materials ● Consumable materials Guided Reading/Leveled books (with instructional guides) ● Informational text ● Nonfiction books ● Writer's workshop ● Possible core program for ELA ● Supplies ● Literacy Intervention Materials/Program Instructional Technology and Software Equipment (not limited to) ● Software (assessments, interventions…) ● Licensing software for programs ● Website subscriptions ● Printers and cartridges ● Technology Hardware (tablets, laptops, desktop computers for labs, mobile computer labs) ● Structure for keeping materials/resources inventoried	
Professional Learning ● Teacher stipend for summer work ● Supplies for professional learning ● Registration/Travel expenses for conferences, workshops, and trainings ● Professional books ● Training cost for purchased materials, assessments, programs, and interventions - professional learning ● Outside expert/trainers ● Substitute pay for teacher release time	50%