School Profile

Created Tuesday, September 18, 2012

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School Information

School Information	District Name:	Pierce County Schools
School Information	School or Center Name:	Blackshear Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal	Name:	Dr. Tammy Theologus
Principal	Position:	Principal
Principal	Phone:	912-449-2088
Principal	Email:	theo@pierce.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Karen Duncan
School contact information	Position:	Instructional Coach
School contact information	Phone:	912-449-2088
School contact information	Email:	kduncan@pierce.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

55

FTE Enrollment

950

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___Tonya Johnson___

Position/Title of Fiscal Agent's Contact Person: Dir. of Curriculum, Instruction, & Assessment

Address: ___P.O. Box 349___

City: ___Blackshear, GA___   Zip: ___31516___

Telephone: (_912_) ___449-2044___   Fax: (_912_) ___449-2046___

E-mail:
___tonyajohnson@pierce.k12.ga.us___

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

___Terri DeLoach, Superintendent___
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

___10/23/12___
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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

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

 Terri DeLoach, Superintendent_____
Typed Name of Fiscal Agency Head and Position Title

 November 26, 2012_____
Date

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

 Tammy Theologus, Principal_____
Typed Name of Applicant's Authorized Agency Head and Position Title

 November 26, 2012_____
Date

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

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

_____
Date (if applicable)

Preliminary Application Requirements

Created Monday, October 29, 2012

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

General Application Information

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

- Yes

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

SRCL Grant Rubric

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

- Yes

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

Assessment Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

Created Wednesday, November 28, 2012

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 2

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Page 3

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

- Yes

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

- Yes

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

- Yes

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

- Yes

An expenditure in the amount of $582.50 to Dennis Michael Pack.

TITLE I On-site Review: In general, technical assistance for schoolwide planning is an allowable expense. However, a review of the District's approved Consolidated Application revealed Midway Elementary was not a Title I school in FY 2010. The check (#6059420) issued by the District to Dennis Michael Pack was dated March 8, 2010. Title I, Part A funds may only be expended for activities in the District's Title I schools; therefore, this expenditure is unallowable under Title I, Part A.

System's Response: The Director of Federal Programs will continue to follow the budget approval process as outlined by the Federal Programs Division of the Georgia Dept. of Ed. Details were outlined in the budget and submitted for approval. The expense was approved in the Consolidated Application and consequently the amount was expended at the local level. Pierce County will issue a repayment to the GaDOE in the amount of $582.50.

Brief History

Pierce County, located in southeast Georgia, is a rural community with a population of 18,770, and 18 percent is below the poverty line. The per capita income is $14,230. The school system, comprised of five schools, has a total student population of 3,746. These schools include Blackshear Elementary, Patterson Elementary, Midway Elementary, Pierce County Middle, and Pierce County High.

Although the Pierce County School System is highly impacted by poverty, 59.6 percent free and reduced lunch, the system lives by our motto *Excellence is Standard*. The district has made AYP for the past 6 years, led the Okefenokee RESA District in graduation rate and SAT scores, and received state and national recognition for academic achievements.

Demographics

School	Student	Black	White	Multi Racial	Hispanic	Other	Free and Reduced Lunch
Blackshear Elementary	846	13%	77%	2%	7%	1%	72.19%
Midway Elementary	486	2%	86%	2%	9%	1%	53.59%
Patterson Elementary	482	7%	80%	2%	10%	1%	59.92%
Pierce Middle	912	7%	85%	1%	6%	1%	61.98%
Pierce High	1,020	10%	84%	1%	4%	1%	50.44%

Current Priorities

Literacy requirements of the CCGPS are forcing the system to implement additional interventions in order for students to meet the demands of a more rigorous curriculum. Our school system has identified priorities to support the implementation of CCGPS as well as College and Career Readiness Standards.

Priority	Initiatives	School Implemented
Professional Learning	Professional Learning Communities	All
	Differentiation	
	Lexiles	
	Common/Benchmarks/Assessments	
	CCGPS Implementation	
Reading Fluency and Comprehension of Informational Text	SRA	All
	Success Maker	BES, MES, PES, PCMS
	Study Island	BES, MES, PES, PCMS
	Fast Forward	BES
	Reading Assistant	BES
	Reading Academy	PCMS
Writing across the Curriculum	My Access	PCMS, PCHS
	Lucy Calkins	All
	Writing to Command	BES, MES, PES
	Literacy Design Collaborative	PCMS, PCHS
CCGPS Implementation	Standards-based Planning	All
	CCGPS and CCR Webinars	All
	Math Design Collaborative	PCMS, PCHS

With the growing needs of students and dwindling budgets, in-house professional learning is vital to sustainability of system initiatives. As a result, each school has developed professional learning communities to achieve the expectations set by state and national curriculum.

Strategic Planning

The district plans for improvement by disaggregating data to determine areas of strength and weakness. Results from parent surveys are included when developing our district plan and goals. Each school incorporates the system goals but maintains site-based management. System and school goals include: 1) Raise the academic rigor and performance of all students, 2) Ensure

quality personnel in all positions, 3) Provide safe and orderly environments that support learning, 4) Develop and manage resources to maximize student learning, and 5) Increase stakeholder understanding, trust and support of the school system.

Current Management Structure

Our system operates around the premise of site-based management which allows school leaders to make decisions that are specific and targeted for their students. System support includes a team of district personnel dedicated to high academic success for students. The district office consists of Superintendent, Assistant Superintendent, Director of Student Services, Director of Federal Programs, K-8 Director of Curriculum, and 9-12 Director of Curriculum that also serves as Assistant Principal at the high school. The table below identifies the personnel who will be in charge of administration of the Striving Readers Grant.

District Management of Striving Readers Grant (SRG)

Department	Department Head	Task One	Task Two	Task Three
Financial	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
Technology	David Pittman	Recommend technology resources based on school needs	Inventory and track technology equipment purchased through grant	Support and maintain technology purchase through grant
Professional Learning	Tonya Johnson	Plan and coordinate professional learning activities for SRG Initiatives	Issue Professional Learning Units for staff participating in SRG activities	Monitor implementation of SRG initiatives
Curriculum and Instruction	Tonya Jonson and Dara Bennett	Ensure SRG initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS and CCR Standards	Evaluate effectiveness of SRG initiatives

School Management of Striving Readers Grant

At the school level the principal will be responsible for the overall management of the grant. The table below shows the plan for implementation of the grant.

Person Responsible	Task 1	Task 2	Task 3	Task 4
School Principal	Overall management of grant at the school level	Request purchase orders for resources needed	Document the receipt of purchased materials or services	Ensure SRG initiatives are carried out in the school
Curriculum AP or ILT	Ensure staff members participate in professional learning activities	Support and observe implementation of professional learning activities	Assist principal in selecting, purchasing, processing materials needed	Assist with CCGPS and CCR implementation
School Media Specialist	Support use of technology needed to implement	Select materials aligned with SRG and CCGPS for the media center	Encourage, facilitate reading, and support SRG initiatives	Inventory technology purchased
School Literacy Team	Align literacy needs with SRG	Recommend materials/services needed to implement school literacy plan	Evaluate effectiveness of strategies and materials used	Support the implementation of literacy plan

Past Instructional Initiatives
- Reading Recovery
- Reading First
- Ruby Payne Understanding Poverty
- GPS Implementation

Other instructional strategies that are part of our system's culture
- Learning Focused Schools
- Assessment for Learning
- Standards-Based Grading
- Modified Block Scheduling
- Extended Learning Time
- Least Restrictive Environment and Co-Teaching

- Reading and Writing Across Curriculum
- My Access
- Differentiation
- Response to Intervention
- SRA
- CCGPS Implementation

Literacy Curriculum

The current literacy curriculum in Pierce County is transitioning from roots in the GPS to fast and ever growing roots in CCGPS. Teachers are developing lessons and assessments that encompass the CCGPS and have embraced that literacy is the foundation for success. In order to prepare students for the rigorous expectations set by these standards, all schools have adopted a literacy plan that aligns to the beliefs and mission of the system plan. The areas addressed in the plan include 1) Engaged leadership; 2) Continuity of care and instruction; 3) On-going formative and summative assessments; 4) Best practices in literacy instruction; 5) System of tiered intervention; 6) Professional learning and resources.

Literacy Assessments

Assessment	Grades
Work Sampling Online	PreK
GKIDS, GRASP Universal Screeners	K
GRASP, District Benchmark Assessments	1-2
NNAT 2	2
GRASP, District Benchmark Assessments, CRCT	3-8
3, 5, and 8 Writing Assessments	3,5,8
9th EOCTs	9
American Lit. EOCT	11
PSAT	10
SAT	10-12
GHSWT	11

Need for Striving Reader Project

Pierce County Schools experienced cuts in state funding of $10.3 million over the past five years. In order to maintain excellence as our standard, we have taken extreme measures which include increasing local taxes twice in the past two years. In addition to tax increases, the BOE has reduced staff, increased class sizes, decreased funding for instructional supplies, reduced funds for maintenance and operations, implemented six calendar adjustment days, and decreased local supplements by 50 percent. Our system has not adopted textbooks in ten years. In addition, other print materials are in poor shape, limited, and many times, not aligned to the current standards. However, our teachers have managed to maintain our literacy program by supplementing supplies with their own money and accepting donations from community and parents. Now we are faced with a more rigorous curriculum that requires teachers to take students to the next level. If cuts continue as projected, our next option will be to cut parts of our instructional program that data has proven to be effective. Literacy is the cornerstone to learning and with the Striving Reader Project our system will be able to maintain effective initiatives already in place, as well as, seek other research-based practices that will promote on-going, sustainable literacy for all students.

Pierce County Schools – District Management Plan and Key Personnel

The Striving Reader Comprehensive Literacy Grant (SRCL) will be managed through the office of the Director of Curriculum, Instruction, and Assessment, Ms. Tonya Johnson. Ms. Johnson will coordinate grant implementation with the district technology department, financial department, and each school. Mr. LeVance Gay, Assistant Superintendent of Finance, heads the district financial department and will oversee the requesting and allocating of grant funds, purchase orders, and auditing the grant. Mr. David Pittman, Director of Technology, will assist and advise as needed the correlation technological needs. Mrs. Yvette Newton, Director of Federal Programs, will advise on federal programs regulations and guidelines. Ms. Johnson, the district curriculum director and professional learning coordinator, will manage the following: aligning instructional and technology resources with grant priorities, planning professional learning activities funded through the grant, issuing professional learning units, and aligning grant initiatives with CCGPS rollout. The following table identifies tasks and individuals needed to successfully implement the SRCL at the district level.

Department	Department Head	Tasks		
Financial	LeVance Gay	Request and allocate grant funds	Issuance of purchase orders	Audit grant
Technology	David Pittman	Recommend technology resources based on school needs	Inventory and tracking technology equipment purchased	Support and maintain technology purchased
Professional Learning	Tonya Johnson	Plan and coordinate professional learning activities for SRCL Initiatives	Issue Professional Learning Units for staff participating in SRLC activities	Monitor implementation of SRLC initiatives
Curriculum and Instruction	Tonya Jonson	Ensure SRCL initiatives align with district priorities	Coordinate alignment of curriculum documents and assessments with CCGPS	Evaluating effectiveness of SRLC initiatives

Pierce County Schools – District Management Plan and Key Personnel

The individuals listed in the previous table worked collaboratively with school teams to set goals and objectives when developing our system's strategic implementation plan and balanced scorecard. The schools' literacy plans were a continuation of this process. Needs assessments and root cause analyses were completed throughout the system, with all stakeholders involved in the analyzing of data and development of implementation plans. Throughout the process, literacy needs of students were at the forefront of all efforts. Leaders realized a substantial need to improve our literacy instruction at all grade levels. Most importantly, administrators and teacher leaders across the district realized the unequivocal need to move forward in the development of literacy plans that will enhance literacy instruction in our schools.

To ensure that the Striving Readers project is implemented successfully, constant communication of the goals, objectives, budget, and implementation will be on agendas at district and school level professional meetings. The following table portrays the make-up of district and school level teams that will safeguard the success of the Striving Readers project. The district office will maintain sign in sheets and agendas for these meetings.

Team	Personnel on Team	Meeting Frequency
District Administrative Team	Superintendent, Assistant Superintendent of Finance, Directors of Technology, Curriculum, Federal Programs, Testing, Special Education	Monthly
District and School Administrative Team	Those listed above, school principals, school psychologist	Monthly
System Literacy Team	Directors of Curriculum, School Level Instructional Coaches and/or teacher leaders, Superintendent	Monthly and twice monthly if needed
School Level Better Seeking Teams & Leadership Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed
School Literacy Teams	School Administration, Instructional Coaches, Teacher leaders	Monthly and twice monthly if needed

Regular, on-going meetings will be conducted between district and school teams to ensure goals and objectives are implemented as stated in each school's literacy plan. These meetings will also serve to monitor compliance of budgetary guidelines set forth by the SRCL Project.

Pierce County Schools – Experience of the Applicant

The Pierce County School District has a $30 million budget for the 2012-2013 school year. About 10 percent of each year's budget includes state and Federal funds to meet the needs of specific student populations, help keep parents and community engaged in student achievement, ensure proper nutrition programs, and enhance and extend the educational offerings to our students. Each of these programs has its own unique expenditure and procurement guidelines and is managed by a designated administrator in the district.

Administrators are trained on the requirements of their program(s) and work in concert with the finance department to ensure program guidelines are followed and proper internal controls and separation of duties are in place. Over the past three years, these funds have been expended by the district to benefit students without any material findings.

The need for instructional technology continues to accelerate despite no new funding to replace outdated equipment or buy newer interactive technology tools. Initially, the state provided lottery money to help Georgia school districts stay current. These funds ended six years ago and Pierce County has had to sustain these projects using local as well as Federal funds in an effort to remain current. The E-rate program has also allowed Pierce County to update our internal and external infrastructure and purchase modern technology services.

Past instructional initiatives such as My Access, Fast Forward, Reading Assistant, Science Research Associates (SRA), Reading Recovery, and Learning Focused Schools have been sustained primarily with state, federal and local funds. Our most valued method of sustainability is professional learning. We have maintained our instructional coaches and they offer professional learning for teachers on a variety of topics. For example, two coaches are Reading Recovery trained and provide teachers with strategies and interventions for struggling readers. While economic hardships are making it challenging to educate children in the 21st century, Pierce County continues to set high expectations for students and teachers and has accountability measures in place to gauge the attainment of these expectations.

The number of students attending Pierce County Schools has been growing for the past 10 years. The student population has increased by over 600 students, leading to the addition of wings at Blackshear Elementary and Pierce County Middle and building a new elementary school (Midway Elementary). These capital projects have been funded by local e-SPLOST and

state facilities funds. Currently, the district is using e-SPLOST and state facilities funds to replace outdated heating and cooling equipment, improve lighting, and make improvements to the existing campuses.

Other Initiatives

Facility/Capital Outlay Project	Funding	Project Duration
Midway Elementary ($7.3 million)	e-SPLOST and state capital outlay	18 months
Blackshear Elementary HV/AC ($900,000)	e-SPLOST and state capital outlay	7 months
Pierce Middle HV/AC ($800,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary HV/AC ($200,000)	e-SPLOST and state capital outlay	4 months
Patterson Elementary Bathroom Addition ($65,000)	e-SPLOST	3 months
Patterson Elementary Roof ($400,000)	e-SPLOST and state capital outlay	4 months
Pierce High ($3 million)	e-SPLOST	10 months
Pierce Middle Multi-Purpose Room ($550,000)	e-SPLOST and state capital outlay	5 months
Financial Software ($150,000)	Vendor Partner Grant and local	24 months
Telecommunications/E-Rate ($320,000)	federal and local	annually

The financial statements over the past three years do show a number of findings involving internal controls, separations of duties, reconciliation of the bank statements to the general ledger, and proper reporting of capital assets. All of these finding are directly related to data issues with our prior financial software, the data conversion process to our new system, and the implementation of the new financial software. All of these findings have been resolved.

Pierce County Schools – Blackshear Elementary- School Narrative

School History

Blackshear Elementary School (BES) is one of three elementary schools in Pierce County. BES opened in 1996 and now houses Pre-Kindergarten through fifth grade. Faculty and staff members at BES total 101 of which 75 are certified personnel. Of certified personnel, BES has two administrators, one counselor, two instructional coaches, one media specialist, and one half-time and two full-time speech therapists. In addition, there are 14 paraprofessionals and one school nurse. Our current student population is 848 including Pre-Kindergarten. There are 131 EIP students, 91 students in Special Education, and 17 gifted students. The percentage of total students participating in the free/reduced lunch program is 70.9%. Currently, the average mobility rate for BES is 32%. Although moving from school to school can directly affect a student's growth, socially and academically, BES made Adequate Yearly Progress (AYP) from 2005-2010. In fact, BES was a Title I Distinguished School in the 2008-2009 and 2009-2010 school years. Unfortunately, BES did not make AYP in 2010-2011 due to the math academic area for the subgroup students with disabilities. Then in 2011-2012, BES had lower CRC Reading achievement in grades 2, 3 and 4. Our current school improvement plan included literacy initiatives to the declining reading/ ELA scores and to assist with increasing achievement in our two subgroups students with disabilities and black males due to lagging scores.

School Leadership Team

The school leadership team is comprised of the administration, grade level chairs and key resource people. Better Seeking team meetings are held approximately once a month to build transparency in our ever-adapting climate and build self-governance when possible. There are 15 members of the Better Seeking Team including:

- Principal: Dr. Tammy Theologus
- Assistant Principal: Dr. Anita Harris
- Instructional Coach: Dr. Judy Bagby
- Instructional Coach: Karen Lee
- Counselor: Sherri Bowen
- Special Education Chair: Evan James
- Gifted Chair: Lisa Gillis

- Pre-K Representative: Katie Flynn
- GR K Representative: Ivy Mock
- GR 1 Representative: Kelli Allen
- GR 2 Representative: Teresa Clements
- GR 3 Representative: Adam Seifert
- GR 4 Representative: Rick Dixon
- GR 5 Representative: Brenda Polvadore

Our monthly meetings consist of data analysis (grade level benchmarking, universal screening data and report cards) and instructional initiatives (Extended Learning Time instruction, Fast Forward selection and Unit Writing) in an effort to increase student academic achievement.

Past Instructional and Current Instructional Initiatives

BES has implemented many instructional initiatives in the past ten years. Many of these initiatives are ongoing.

1. Learning Focused Schools (2001-2002) This program is still the umbrella for instructional practices at BES.
2. Assessment for Learning (2004-2005) This initiative was a county-wide initiative with two years coupled with on-going professional development.
3. Georgia Performance Standard Implementation (2009) BES supported this initiative with grade level planning days to unpack standards and write units.
4. Technology in Instruction (2011-2012) Most classrooms received short throw projectors to implement the use of technology during instructional activities and Extended Learning Time.
5. Implementation of Common Core Georgia Performance Standards (2012 - present) BES has incorporated six grade level planning days to analyze the common core and plan for instruction to complement the state's proposed units.
6. Fast Forward® and Reading Assistant (2012 – present) Brain-based research program that stimulates brain activity in an effort to increase attentiveness and approve reading comprehension and fluency.

7. Reading Fluency and Comprehension of informational text (2010 – present) SRA, Success Maker, Study Island are all instructional programs utilized to increase fluency and comprehension.

8. Extended Learning Time (2011- present) Forty minutes of instructional time designated for flex grouping and skill focused instruction. In 2010-2011, the major focus was math initiatives, but due to lagging fluency and reading scores most grade levels have altered the focus to literacy.

9. Math Intervention Programs (2011-present) The math intervention specialist provides additional instructional support during designated times for struggling math students.

10. Writing Across the Curriculum (2011-present) Incorporating Mark Diamond writing strategies in all content areas.

Professional Learning Needs

Each year the BES Leadership team and faculty look at the strengths and weaknesses of our student academic performances. Our data analysis and triangulation of the data helps to direct and guide which areas need to be addressed by professional learning. This analysis is ongoing and has to be flexible to address our constant changing needs of our teachers and students.

1. Professional Learning Committees (2005- present) Addressing instructional strategies that can increase reading fluency and comprehension in our students.

2. Differentiated Instruction (2012 – present) Providing teaching strategies that addresses the instructional needs of individual students through flex grouping.

3. Common/Benchmarks/Assessments (2011- present) County-wide collaboration on common benchmark assessments for all elementary schools.

4. Learning for CCGPS Implementation (2011-present) Following through with statewide professional development through state-wide webinars and school-wide planning.

5. LEXILE training (2012 – present) Promoting teacher competency using LEXILE format for text leveling and instructional planning.

Need for a Striving Readers Project

Being a Title I school with 70% free and reduced lunch student population indicates differentiated instruction needs to be addressed for all students to meet with success. Two years

ago BES was a Title I Distinguished School. We were meeting with success however, the past two years our scores have dipped in the subgroup areas of special education and black male population. Although BES has embraced effective research-based initiatives for our changing student population, this grant will enable BES to maintain and enhance current initiatives and to meet the literacy needs for our students. Research shows that students in poverty situations coupled with their home environment causes the home exposure opportunities for vocabulary and literature to decrease. Students arrive at school with limited or no opportunities for vocabulary enrichment, literature exposure, or rich communication interaction. Our historical data shows that with research-based strategies and intervention, BES can strengthen the foundation and increase the academic performance for all students. Presently, we are adjusting to the new curriculum and the increase in economic disadvantaged and special education population. That, compounded with the existing need to increase lexile levels and increase literacy rigor, creates a great sense of urgency.

Currently, teachers are immersed in the common core curriculum, Response to Intervention process and teacher evaluation portfolio. Though current initiatives are essential in our commitment to increasing achievement, additional resources are needed to better address the literacy needs of the students. The county's current economic status and budget restraints have limited our ability to secure the necessary resources needed to significantly improve student's literacy skills. For example, increased calendar adjustment days (6), the lack of new textbook leveled readers, and increased class sizes have impacted student achievement. Additionally, the Reading Recovery program has been discontinued, due to lack of funding. This initiative was not only helping individual students with literacy and fluency, the Reading Recovery teachers were assisting our first grade teachers with literacy groups and providing additional instructional support. This grant would enable us to seek out and implement high-quality research-based instructional practices that would enhance and supplement the use of best practices for improving literacy skills.

Building Block 1: Engaged Leadership

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

Attending the Georgia Leadership Institute of School Improvement (GLISI) in 2008, research shows that the school leadership team should model instructional leadership. To facilitate this philosophy Pierce County has provided BES with two highly trained Instructional Lead Coaches (one with a doctorate and one Reading Recovery trained). Our literacy coaches are invaluable in assisting teachers to provide effective instruction as proposed by the "Why" p 144.

Administration and Instructional Lead Coaches (ILCs) at Blackshear Elementary took an instructional leadership role by attending and participating in the implementation of GPS and "unpacking the standards" in 2008. Several initiatives and procedures are now set up to embrace and improve literacy at the elementary level as proposed by the "How" document. At this time several of our initiatives are at the planning/implementing stages and with the SRLG BES will continue into the expanding and sustaining stages.

- State-Sponsored Webinars- Administration and ILCs also participate with the teachers in Webinars and face-to-face sessions during the transition to CCGPS. ILCs follow-up with teachers in assisting with unit development addressing rigor in literacy and writing.
- Research-based Instructional Strategies- ILCs are specifically focused on building the literacy instruction of our faculty, thereby enhancing the literacy of students. During the professional learning provided by the ILCs, follow-up artifacts are requested from the teachers showing they are implementing the research-based instructional strategies.
- Literacy Professional Learning – ILCs in conjunction with specialists have presented research-based literacy instructional strategies. During the professional learning, they assist with the development of the ELA units and pacing guides in an effort to sustain the direct literacy instruction, as well as the differentiated literacy instruction in the units. As indicated by the "How" implementation stage, the ILCs serve as a model by studying literacy research and best practices, sharing professional resources, facilitating professional discussions, and training team leaders at each grade level as facilitators. At BES Literacy Professional Learning is a priority. We need to ensure that continued

excellence in professional learning by continuing to analyze data and adjusting professional learning according to BES's instructional needs. Our changing student population has caused a great sense of urgency to sharpen our differentiation practices in literacy.

- Monitoring Student Academic Progress: The participation in the development of the units and pacing provides opportunities for the leadership team and ILCs to identify the strengths and weaknesses of our teachers' literacy instruction.

- Informal and Formal Observations: The administrators and ILCs regularly conduct informal monitoring and formal observations during literacy instruction to monitor the use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices. This affords us opportunities to recognize and celebrate the strengths in our school's literacy instruction, as well as identify the areas of weakness. The observations also help the ILCs to collaborate with teachers in an effort to plan and implement appropriate strategies. Without observations, administration and ILCs could not adjust the professional learning to meet the instructional needs.

- Protected Planning Time – The master schedule reflects that all grade levels have a common daily planning time. Building-level professional planning occurs during or after school only on Mondays in an effort to protect the teachers' planning time. Our school calendar allows for three to four days a week protected "planning" for the grade levels for literacy and teacher collaboration to plan their CCGPS instruction. Additionally, each elementary school has six full planning days for grade level planning. Teachers use those days to incorporate rigor and differentiation in literary units.

B. Action: Organize a Literacy Leadership Team

The BES Literacy team has analyzed the "Why" document of the Georgia K - 12 Literacy plan and developed and organized a formal literacy leadership team. The leadership team consists of faculty members from various grade levels with different strengths in reading instruction. The committee will add members from community/government leaders and parents.

The new literacy team consists of
        Dr. Tammy Theologus: Principal
        Dr. Anita Harris: Assistant Principal
        Dr. Judy Bagby: Instructional Lead Coach

Karen Lee: Instructional Lead Coach
Becky Ferre: Kindergarten Teacher
Kathy Paul: First Grade Teacher
Debbi Thornton: Second Grade Teacher
Natasha Carter: Third Grade Teacher
Amanda Moody: Fourth Grade Teacher
Kelly Overstreet: Fifth Grade Teacher
Linda Minchew: Parent: Community Leader

Literacy Vision: Our vision at BES is to "Build Elite Scholars" and this vision can only be accomplished when every student performs at or above grade level. We agree with Georgia's goal for all students to become self-sustaining, lifelong learners and contributors to their communities. To achieve this goal, literacy skills have to be embedded and emphasized in each content area in all grade levels. After studying the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 and the "Why" document, the shared literacy vision strives to develop students' ability to speak, listen, read, and write in order to communicate effectively; think and respond critically, and access, use , and produce information in all content areas. This vision resonates with the urgency of a literacy focus at BES. All students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs. This need is paramount with most of our students due to the lack of vocabulary exposure and/or literary exposure in the home environment. Thus BES is committed to building a rigorous, standards-based curriculum to ensure a successful foundation in literacy.

Analyze Data. The Balanced Scorecard contains multiple forms of student, school and grade level achievement data, from the CRCT, including student subgroups, and teacher, school, and system level data. The RTI process includes School-wide screeners administered three times a year, parent conferences, and the implementation of interventions. This information assists with the measurement of the student's progress with their own learning pace. Benchmarks and Lexile levels are examined three times a year to check the student's academic progress. Throughout the year, the results of GRASP probes are analyzed to evaluate the effectiveness of differentiated interventions. The CRCT data is analyzed to determine the effectiveness of teaching strategies and different initiatives, and to measure students' level of proficiency of the standards. Benchmarks, unit tests, and universal screenings are also used to monitor, measure, and evaluate students' progress.

<u>Set Priorities</u>: With the help of this data, SMART (Specific Measurable Attainable Reachable Targets) goals were formulated by each teacher, grade level and school level in the area of Reading and ELA. Then, the literacy committee developed the list of prioritized recommendations and goals to reach the improvement goals. The school wide SMART goals for BES are to increase student performance in grades 1-5 on the Reading portion of the CRCT from 88% to 92%. To reach the goals, emphasis will be placed on providing Professional Development to help teachers conduct effective literacy groups; analyze data to plan and guide instruction, and to implement creative, effective literacy groups.

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

After not making Adequate Yearly Progress (needs assessment revealed reading and math scores dropping), an extended learning time was implemented in our 2011 – 2012 master schedule. This ELT initiative began as a school-wide ELT beginning the first 30 minutes of the day. This initiative reflects the research as indicated in the "How" document that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. At BES we are starting with 40 minutes and plan to increase that time. In 2011-2012 several interactive short throws were installed, which enhanced our ELT differentiation in engaging activities. This year, the ELT is dispersed throughout the day in an effort to make maximum use of our reading intervention specialists and our new literacy initiative "Fast ForWord". In an effort to sustain the ELT initiative yet utilize our reading specialists and our new reading program "Fast ForWord" at each grade level, our master schedule reflects ELT at different times for each grade level. Fast ForWord is a brain-researched based literacy program to promote literacy by assisting our struggling readers. Due to our large special education and ELL populations, teachers are willing to adjust their schedule as the need arises. The master schedules below depict how teachers protect literacy instruction at all grade levels.

The administrative team has developed master schedules to maximize instructional time.

K-3 dedicated a 90-120 minute allocated block for literacy instruction.

Kindergarten Schedule for 2012-2013

Time of Day	Duties/Responsibilities	Int. Time
7:50 - 7:55	Homeroom and Announcements	0
7:55-8:15	**Block I – ELA**	20
8:15-9:15	**Block II- Math**	
9:15-10:50	**Continue Block I- ELA/Phonics/ Literacy Centers**	100
10:55-11:25	Lunch	30
11:25-11:40	Recess	15
11:40-11:55	**Continue Block I- ELA/ Story Time**	15
11:55-12:40	Planning (PE, Music, Lab)	45
12:50-1:30	**Continue Block I- ELA/ Writing**	40
1:30-2:20	**Block III- Sci / SS/ Assessments/ Review**	50
2:30	Dismissal	

1st Grade Schedule for 2012-2013

Time of Day	Duties/Responsibilities	Int. Time
7:50 - 7:55	Homeroom/ Announcements	
7:55-8:20	**Block I - Math**	25
8:20-9:05	Planning (PE, Music, Lab)	45
9:05-10:50	**Block II – Reading / ELA/ Literacy Centers**	105
11:00-11:30	Lunch	30
11:30-11:45	**Block III – Sci / SS**	15
11:45-12:20	ELT	35
12:30-12:45	**Continue Block III – Sci / SS**	15
12:45-1:00	Recess	15
1:00-2:25	**Continue Block I - Math**	85
2:30	Dismissal	

Second Grade

Time of Day	Duties/Responsibilities	Int. Time
7:50 – 7:55	Homeroom/ Announcements	
7:55- 9:15	**Block I – Reading / ELA**	80
9:15-10:00	Planning (PE, Music, Lab)	45
10:00-11:25	**Block II- ELA / Sci / SS**	85
11:25-11:55	Lunch	30
12:00-12:15	Recess	15
12:20-12:55	**Block III- Math**	35
12:55-1:35	ELT	40
1:35-2:20	**Continue Block III – Math**	45
2:30	Dismissal	

3rd Grade Schedule

Time of Day	Duties/Responsibilities	Int. Time
7:50 - 7:55	Homeroom/ Announcements	
7:55 - 8:30	ELT	35
8:30 - 9:50	**Block I – Math**	60
9:50-10:10	**Block II – Sci / SS)**	30
10:10-10:55	Planning (PE, Music, Lab)	45
10:55-11:55	**Block III – ELA/ Literacy Groups**	60
11:55-12:25	Lunch	
12:25-12:40	Recess	15
12:40-1:20	**Continue Block III – ELA/ Literacy Groups**	100
2:30	Dismissal	

- Grades 4-5 receive 2-4 hours of literacy instruction across language arts and in content area classes.

4th Grade Schedule for 2012-2013

Time of Day	Duties/Responsibilities	Int. Time
7:50 - 7:55	Homeroom/ Announcements	
7:55 – 9:15	**Block I – Reading / ELA**	80
9:15-9:55	**Block II – Science / ELA Supports reading and writing**	40
9:55-11:20	**Continue Block I – Reading / ELA**	85
11:20-12:05	**Block III – Math**	45
12:05-12:35	Lunch	30
12:35-12:50	Recess	15
12:50-1:35	Planning (PE, Music, Lab)	45
1:40-2:20	**Block IV – Social Studies / ELA Supports reading and writing**	40
2:30	Dismissal	

5th Grade Schedule for 2012-2013

Time of Day	Duties/Responsibilities	Int. Time
7:50 - 7:55	Homeroom/ Announcements	
7:55 – 9:15	**Block I – Reading / ELA**	70
9:15-9:55	ELT- Reading/Math	40
9:55-11:20	**Block II – Science / ELA Supports reading and writing**	85
11:20-12:20	**Block III - Math**	60
12:20-12:50	Lunch	30
12:50-1:05	Recess	15
1:05-1:35	**Block IV – Social Studies / ELA Supports reading and writing**	30
1:35-2:20	Planning (PE, Music, Lab)	45
2:30	Dismissal	

Teachers have common grade level planning time each day, in addition to their six grade level planning days throughout the school year. During those planning times, the grade level collaborates and plans instruction that supports integrating literacy across all content areas. They also analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized

recommendations and goals for improvement. This listing should guide our professional development implemented by the ILCs in an effort to promote effective literacy instruction tailored specifically for BES.

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

After our exposure to the Webinars concerning ELA, our faculty and administration realized that building the blocks for literacy were permeated throughout the learning process in all subject areas. In an effort to get all teachers on board, professional development was conducted at BES to emphasize differentiation (especially as it relates to literacy) and Lexiles (which is the tool needed for efficient reading differentiation). The Instructional Lead Coaches and administrators observe literacy centers in all academic classes throughout the year. Peer observations are a vital part of professional development and implementing best practices to improve student literacy skills.

With the increased rigor of the common core, many teachers struggled when developing and implementing literacy centers. As a result, more professional development is needed to support and assist all teachers in becoming proficient in planning and implementing literacy instruction that will improve students' academic performance in literacy and all academic areas. The BES teachers accept the sense of responsibility and are receptive to the professional development.

E. Action: Optimize literacy instruction across all content areas

The teachers at BES have common grade level planning times each day as well as specific grade level planning days that allow them time to collaborate on specific units that integrate literacy in all subject areas as articulated within CCGPS. Common, systematic procedures for teaching academic vocabulary in all subjects are written into the daily lesson plans within the unit in each content area.

The CCGPS units provided by the GADOE are the basis for curriculum instruction at BES. Lesson plans written by the teachers at BES have incorporated the use of literacy readers suggested by the state units. Due to budget restraints, teachers were not able to purchase the

number of books needed to properly implement the CCPGS. Funds from the Striving Readers' Grant would be used to purchase more leveled readers to be used for direct instruction. Unit plans include the use of informational text in English language arts classes as well as incorporating writing instruction across all subject areas. Each 3rd- 5th Grade Teacher is responsible for a portion of the school-wide writing initiative at BES. Each writing genre uses the adopted writing rubric that is aligned with the CCGPS. The writing rubric clearly defines expectation and goals for performance of students at each grade level. However, grades K-2 need to develop a more consistent writing rubric.

All teachers are participating in a Professional Development course on how to Lexile reading passages. Teachers are receiving training on how to use Lexile levels in order to select the appropriate text levels for students and grade levels. Teachers learn how to identify, convert, and measure Lexile scores. Funds from the Striving Readers' Grant will be used to purchase resources to better assess and identify students' Lexile level and to purchase a variety of books and leveled readers with appropriate Lexile levels.

The professional development has also increased teacher awareness in the effective usage of text complexity for the varying grade levels as required by CCGPS and for the varying reading levels of individual students. Performance tasks in the content areas, such as social studies, science and ELA, are designed to strengthen all students' writing ability and comprehension level. Writing tasks such as short research projects, cause and effect paragraphs, math solution paragraphs and supporting opinions are all examples of performance tasks that assist in increasing students' academic performance, reading levels and writing skills. Also, as indicated in the "How" document, teachers need to identify and develop a systematic procedure for teaching academic vocabulary in all subject.

Although teachers have incorporated the use of literature in all content areas, professional development is needed to ensure rigor and initiate a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.

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.**

BES will form a community advisory board which participates in developing and implementing a strong school improvement plan with a focus on literacy. School Council, PTO and the Parent Involvement Committee will be a part of the school improvement process. Parents complete surveys and attend parent involvement meetings in order to have input and give feedback. Our mentoring / tutoring program is staffed with parent volunteers. Our media specialist assists our Parent Involvement Committee and our Climate Committee in communicating and promoting the goals of literacy throughout the community at large through the newspaper, online media and traditional media. In addition, our academic successes are publically celebrated at school and through traditional media. For example: Veteran's Day Writing Contest Winners presented on Veteran's Day and students who receive rewards for the nine-week grading period are presented their rewards on "Pawsome" Recognition Day.

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.)**

1. <u>Cross-disciplinary teams for literacy instruction:</u> Having the expectation of shared responsibility for literacy across the curriculum (How p29) is fostered by collaborative planning. Thereby, with the emphasis of higher order thinking skills and rigor, the need for vertical planning resulting in cross-disciplinary literacy instruction is vital. Funds from this grant will be used to pay for substitutes so teachers can collaborate to differentiate instruction, promote active engagement and teach key areas of literacy and writing instruction.

2. <u>Protocols for team meetings:</u> BES reviews and follows the Norms and Covenants established by the faculty and administration in conjunction with Pierce County Schools Norms and covenants each meeting.

3. <u>Scheduled time for teams to meet for regular collaboration and examination of student data/work:</u>

   - Grade level teachers and ILCs meet monthly to collaborate and write units for CCGPS.

- Grade level planning for an entire day occurs six times a year for teachers to write units, collaborate, screen data, conduct benchmark analysis, form ELT grouping and develop literacy center activities.

- The Better Seeking Team meets four times a year to discuss student data including identifying SMART goals (specific, measurable, student achievement goals) aligned with grade level expectations to be shared by teachers in all subjects.

- The Literacy Team meets four times a year to address consistency of literacy instruction. This team will adjust the grade level instruction after data analysis has been performed. This team promotes vertical conversation and whole-school initiatives.

4. Team roles, protocols, and expectations are clearly articulated: Agendas for meetings and Norms and Covenants are followed. Professional learning artifacts and follow- up reflections will be established to incorporate professional learning into actual instructional strategies.

5. The components of the professional learning model www.plc.infor are understood and in place: The Better Seeking Team and Literacy Committee are spearheading the components of the professional learning model in an effort to support viable , sustainable professional learning, improve teacher instruction and ultimately promote student achievement. The Why p 141.

6. Specific, measurable student achievement goals (SMART goals) aligned with grade-level expectations are shared by teachers in all subjects: BES develops SMART goals at the beginning of each year after triangulating screener information and CRCT data. Each grade level has input and assists with the reflection and development considering our Balanced Scorecard from the previous year.

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

1. During ELT, the reading intervention specialists use Fast ForWord and Reading Assistant to provide additional support for students who are significantly below grade level in reading. Additionally, the Literacy Task Force Recommends an ongoing professional learning literacy

network in order to ensure the effectiveness of the literacy initiative (Why p.142) ; thereby, all teachers are considered reading teachers in grades K-5 and in turn receive professional development on various methods and instructional strategies to use in the classroom. Peer observation is used as a form of professional development to provide teachers opportunities to observe effective literacy strategies. Third and Fifth Grade Teachers use the state-wide, adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. With the help of the SRLG we can adopt and implement a much needed writing program and rubric for grades K-2. A school-wide K-5 consistent writing program is needed to assist with rigor and expectations. The Georgia definition of literacy encompasses the ability to access, use and produce "multiple" forms of media, information, and knowledge in all content areas at all grade levels (Why p31) at BES we have installed short-throw interactive projectors in over half of our classrooms (GR 2nd -5th) to provide the technology access a teacher needs to meet this goal. However we need to sustain this initiative and offer more professional development to assist our teachers in accessing the varied resources available to them. This need is highlighted due to our economic situation causing us not to adopt new textbooks for several years. Also, we need to finish our initiative and furnish short-throw projectors in the rest of the classrooms. This grant could help get all types of literacy (print, non-print, online, blogs, wikis, and social media) to infuse into all content areas throughout the day. We are acquiring types of technology such as interactive short-throws and have purchased state adopted classroom novels; however, due to economic concerns BES falls short.

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

One focus area that needs to be strengthened is the collaboration with supporting out-of-school agencies and organizations within the community. This year the Parent Teacher Organization has been promoted and strengthened. The PTO's efforts to pull in out-of-school agencies and businesses to promote education out in the community, is a great start. The initiatives listed are activities that are scheduled for this year:

1. Various models of coordinating "wrap-around" services need to be studied by the Parent Teacher Organization to see which type of process best fits the needs of BES: (e.g., Community Schools, http://dhs.georgia.gov/portal/site/DHS-DFCS). Parent involvement

is addressed through a Family Involvement Coordinator at the District level housed at
BES. Parent Involvement Committees at each school discuss how funds should be
appropriated for the success of the students and for the communication between
stakeholders and the school.

Volunteer and mentor programs are in place for students at BES to receive tutoring in
their areas of need and to offer support and encouragement. Developing relationships
with at-risk students is the primary purpose of mentor program.

2. Avenues of communication (both virtual and face-to-face) are active with key personnel
   in out-of-school organizations and governmental agencies that support students and
   families: Our Pierce County Social worker is housed at BES, due to our huge need. Our
   Pierce County Social worker, Ms. Jennifer Johnson, and our Pierce County Parent
   Involvement Liaison, Ms. Christa Larson, keep our communication lines open to agencies
   such as DFACS, Community Outreach, Monroe Foundation and local businesses. The
   BES Parent Teacher Organization assists with keeping us abreast on local concerns and
   helps us with relaying information to our commun

3. A comprehensive system of learning supports to enhance motivation and capability of the
   critical mass of stakeholders is in place: BES has a Parent Involvement Committee and a
   School Council. Both Committees are dedicated to the enhancement of our school's
   success through student achievement. BES needs a comprehensive system of learning
   supports to enhance motivation and capability of the critical mass of stakeholders.

4. Technologies are utilized to more creatively and effectively support stakeholder
   engagement, i.e., blogs, Twitter, webpages and electronic newsletters: BES has a website
   from SchoolinSites. The website is used to highlight school activities and is updated
   weekly to highlight the activities and events of the school. NotifyMe® is an e-mail or text
   service that stakeholders have to subscribe to. The media specialist or administration can
   send e-mails and texts to subscribed stakeholders about upcoming events. The local
   newspapers are contacted with special events that are occurring or have occurred at the
   school. The media specialist and grade levels write the articles and sends them to the

local news outlets. We us Google translator and TransAct for official forms and or information sharing so we can explore the other avenues.

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

BES uses a variety of ongoing formative and summative assessments to make informed decisions about the instructional needs and interventions of our students. BES has implemented the Assessment for Learning process and uses a variety of assessments to help identify areas of improvement and to plan for effective instruction and interventions.

Currently, Blackshear Elementary uses the following formative and summative assessments to measure students' literacy skills, to guide instruction, and to identify and plan effective instruction and interventions:

GRASP	Lexia (Kdg.)
GKIDS(Kdg.)	SuccessMaker
STAR Reading/Math	Running Records/Probes
Unit Tests	Weekly Assessments
Performance Tasks	Fast Forward
CRCT	Georgia OAS Assessment (1st & 2nd Grades)
Georgia Writing Assessments (4th-5th Grades)	9 Week Assessments (KG)
Benchmarks	NNAT2 (2nd Grade)

With the implementation of the CCGPS, BES will research and examine a variety of universal screening and diagnostic tools, including technology-based programs, that will provide immediate, descriptive feedback and data that will help teachers measure and identify the level of proficiency of students' literacy skills. The assessment tools will also help teachers plan effective lessons and strategies for all readers.

All grade levels administer the common benchmark assessments that are developed by the Curriculum Director and the elementary and middle school instructional coaches. Currently, the benchmark test items are all multiple choice. All teachers have been trained to administer

formative and summative assessments. However, to better align the benchmarks to the CCGPS and to increase rigor and higher-order thinking skills, additional resources and training is needed to help teachers and instructional coaches develop assessments that provide opportunities for students to demonstrate a more in-depth level of their knowledge and comprehension of literacy skills and standards.

Blackshear Elementary has a plan in place to collect, analyze, disseminate and store data. Once teachers or instructional coaches administer and analyze data collected from universal screenings and progress monitoring, the results are disseminated to classroom teachers, the resource teachers, the instructional coaches and administrators. Depending on the type of assessment, the instructional coaches, intervention specialists, or testing coordinator store assessment results in the testing vault or locked filing cabinets.

At the end of each school year, the testing calendar for district and state assessments is set by the Curriculum Director and the System wide Testing Coordinator. Weekly assessments and progress monitoring assessments are set by the school administrators, the testing coordinator and the instructional coaches.

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

All students in Pre-Kindergarten through fifth grade are screened and progress monitored. The Work Sample Online (WSO) is used daily to measure and monitor Pre-Kindergarten students, while students in Kindergarten through 5th grade at BES are administered the GRASP three times a year to measure students' academic growth. Based on the RTI Tier level, the intervention specialist and instructional coaches progress monitor students weekly and/or bi-weekly to monitor progress and measure the effectiveness of the intervention. Additionally, students who participate in the Fast ForWord initiative are assessed daily at the end of each activity. Once the program identifies students who need immediate interventions, the intervention specialists intervene appropriately.

Formative assessments administered at BES include unit assessments, running records, weekly literacy tests, and quizzes, Accelerated Reader tests, STAR Reading and GRASP probes. Teachers use the data to create literacy groups, develop a focus for ELT groups, to determine the appropriate intervention Tier in the Response to Intervention process and to measure the

effectiveness of their teaching strategies. Though common benchmarks are administered three times a year, the questions are in one format. Additional professional development and training are needed to help teachers create questions that align with the CCGPS.

BES will research and select effective technology infrastructure supporting the administration and storage of local and state mandated assessments, such as the CRCT, Georgia Online Assessment system (OAS), and online benchmark assessments. Currently, when all first and second grade students take the Georgia OAS Mock CRCT, computers often freeze, which prevents students from finishing the test, or causes their response to be deleted from the program. The appropriate technology infrastructure and storage space will reduce the chance of student data being deleted from the program.

Teachers have been receiving professional development on how to implement differentiated instruction and use various intervention materials to improve student literacy skills. However, additional resources are needed to address students who continue to make minimal progress. Though the reading intervention specialists, one instructional coach and the assistant principal have been trained on the Fast Forward reading initiative, additional training is needed to assist students in receiving immediate and effective interventions.

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

In some cases, problems found in literacy screenings are followed up by diagnostic assessments used to guide placement and/or inform instruction in intervention programs. Upon completion of screenings and progress monitoring probes, such as GRASP and LEXIA, the intervention specialists and/or the instructional coaches analyze the data; meet with the classroom teacher to make decisions about interventions and/or placement in intervention programs (i.e., Fast ForWord, RTI, and EIP).

Teachers at BES use assessment data to identify deficiencies in literacy skills. The data is used to determine the appropriate resources needed and/or to guide placement in intervention programs that help students master literacy standards. Due to the budget restraints and a decrease in staff, there are limited diagnostic assessments and intervention resources available that accurately identify and address the key components of literacy standards. Blackshear Elementary will

research, examine, and select a technology-based diagnostic tool that isolates components of skills needed for mastery of literacy standards. Though Fast ForWord is used as an intervention and diagnostic assessment, additional tools are needed that will include multiple-entry points and diagnostic assessments that will avoid a one-size-fits-all approach.

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

At the end of the school year, teachers analyze the CRCT data to establish a baseline for improvement and to determine the instructional needs and academic placement of students. During preplanning, a more in depth analysis of the data is conducted by the school administrators; instructional coaches, classroom teachers, as well as grade level groups and the school's leadership team (Better Seeking Team).

At the beginning of the school year, the school administrators conduct a faculty meeting to review and explain the results and trends of the CRCT. Then, teachers meet as a grade level to identify strengths and areas of improvement; to target and plan for instruction; and to identify and implement school initiatives. They also use the data to identify a focus for ELT groups. Additionally, the data is disaggregated to identify the progress of subgroups. Informed decisions are made to determine the necessary instruction and interventions needed to address the areas of weakness for each group.

Based on the results of the CRCT, school-wide strengths and areas of improvement are identified and used to create school-wide, grade level and individual SMART goals. Additionally, the school improvement plan is revised to articulate the implementation of school-wide initiatives and strategies that will improve the instructional program for all students. BES will need additional professional development days in order to effectively and accurately analyze data, research and examine research-based and best practices in literacy instruction to improve instruction and student achievement.

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

Blackshear Elementary will continue to schedule meetings and teacher planning and professional development days that will allow teachers to identify and make decisions about the instructional

needs of students. Currently, teachers and leadership teams meet regularly to review, analyze, disseminate and make informed decisions about literacy instruction and interventions.

Building Block 4. Best Practices in Literacy Instruction

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

The administrative team, as well as the teachers at BES, is committed to providing direct, explicit literacy instruction with the implementing of the CCGPS.

1. Core Program – The CCGPS is used to provide instruction that exposes all students to rigor and relevant literacy skills. Though teachers have been provided with a variety of leveled texts and resources to implement and teach the standards, there is still a need for additional literacy resources, books, and professional learning to effectively teach direct and explicit literacy instruction for all students.

2. Examination of Student Data – Student data is examined regularly to guide instruction and to identify the academic needs of the students. Data from the CRCT, benchmarks, universal screening and unit tests assist in developing school initiatives and setting SMART goals.

3. Administration conducts classroom observations – Administrators at BES visit classrooms regularly to conduct informal and formal observations to monitor current practice in literacy instruction. The administrators will use the Georgia Literacy Instruction Checklist to better gauge literacy instruction.

4. Daily literacy block for K – 3 – All students in grades K – 3 receive whole group instruction is word identification, vocabulary, and comprehension. Additionally, students receive differentiation instruction during small group instruction during the literacy block.

5. Literacy within the content areas – All students receive literacy instruction in all content areas. Though teachers integrate literacy skills in other content areas, additional professional learning is needed to enhance the integration of literacy skills across the curriculum.

6. Professional Learning – As stated in the "Why" document, the most effective resources are human resources when addressing the needs of students and teachers in various content areas. Though teachers have received professional learning on differentiation and Lexile leveling, additional professional training is needed to better incorporate literacy skills in all content areas.

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

According to the "Why" document, the demands for writing in the 21st century are increasing in schools and the workplace. Students at BES are allotted opportunities to write across the curriculum.

1. Writing Instruction with CCGPS – The implementation of the CCGPS and the pacing guide assures that students write in all content areas, vertically and horizontally.

2. Coordinated Plan for Writing across the Curriculum – BES teachers provide writing in all subject areas. However, a coordinated plan for writing needs to be developed to include explicit instruction, as well as guided and independent practice in all content areas.

3. Professional Learning – Several classroom teachers have been trained in the Writing to Command Attention program. All special education teachers have been trained in Kansas Writing. There is still a need for professional training for all teachers to be trained on best practices in writing across the curriculum. Though teachers integrate technology in writing instruction, additional training is needed to help teachers to better plan and enhance technology in writing.

4. Consistent Writing Instruction – Teachers will provide writing instruction a minimum of one day each week. Students will receive instruction on how to write narrative, persuasive and informational texts. The "Why" document outlines recommendations for improving reading comprehension through written expression. Therefore, BES teachers will provide instruction that allows students to cite relevant and reliable textual evidence, write coherent informational text, and develop real or imaginary experiences to explore content area topics.

5. Use of Technology – Though technology is used daily to provide instruction, there is a need for addition professional learning and technology that will enable students to produce, publish and communicate across the curriculum.

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

1. 90 – 120 minutes Literacy Block – As shown in Building Block 1, K – 2 students received 90 – 120 minutes of literacy instruction each day.

2. Two – Four hours of Literacy Instruction – The schedule in Building Block 1 shows that students in grades 3 – 5 receive 2 – 4 hours of literacy instruction. Because those grades are departmentalized students receive literacy instruction in all content areas.

3. Leverage of Instructional Time – Teachers use leveled readers to integrate literacy in other content areas. However, more resources that are aligned with the standards are needed to better integrate literacy in the upper grades.

4. Self-Selection of reading material – Once the reading level has been identified, students are given opportunities to select their reading material. To motivate and sustain their interest and engagement in reading, an incentive program has been developed for students who reach their reading goal.

5. Effective teaching practices – Teachers at BES are committed to using effective teaching strategies that help students understand and connect learning to real-life experiences. Effective strategies include scaffolding, collaboration among peers and linking prior knowledge to new content.

6. Creative Use of Technology – As stated in the "Why" document, indicators must learn to rethink instruction to leverage their students' fascination with technology. Though teachers currently use technology to engage students during instruction, more technology is needed to provide opportunities for all students to engage in learning via technology.

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

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

One of the components necessary for an efficient RTI process is the use of data for decision making at each step (Why p124). Protocols are set in place for identifying students in the RTI process at BES. The triangulation of data, GRASP universal screening tool, benchmarks and teacher assessments, helps to determine the initial tier of the students in the RTI process, as well as, the monitoring of those tiers. At the beginning of the year, the universal screening data along with the historical data helps to confirm the RTI tier of each and every student within the first three weeks. The data is analyzed by each grade level and used to determine the flex grouping of the students. This flexible grouping is used during Extended Learning Time daily in an effort to administer an intervention which should accelerate, strengthen or remediate specific skills.

Using Screening , progress monitoring, and curriculum based assessments to influence instructional decisions regarding flexible 4-tier service options for RTI (How, p34) stresses the important role of ongoing current data collection. Progress monitoring occurs biweekly or weekly depending on the RTI tier. This data is reviewed at least monthly to check the efficiency of the intervention in place. If the student is progressing, the intervention stays in place until the next screening. If the student is not progressing, the intervention is revisited to see if the frequency or duration needs to be increased. Depending on the individual circumstance, the intervention might be changed on an as needed basis in an ongoing effort to see what intervention might work for that individual child.

Pierce County has adopted county-wide RTI forms and protocols for consistency. This consistency has increased our monitoring and awareness. Checklists and timetables are in place for each tier. An Intervention Specialist meets with the grade levels on a monthly basis to support the process as well as monitor the process. Also, informal observations occur during the extended learning time as well as the literacy time to ensure fidelity.

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

Tier 1 Interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback (Why, p126). These interventions are engrained in our daily delivery of the CCGPS.

At BES, we have the Prosper system that reports the data from benchmarks and/or teacher made assessments in several different formats that assist teachers in analyzing the data. An item analysis determines the instructional areas of greatest need (vocabulary, comprehension, etc.) for the grade level as well as individual student need. Our GRASP probing assists with the detection of decoding and fluency needs. Our classroom assessments helps with the written expression needs along with all the prior mentioned skills.

An Instructional Lead Coach is assigned the duty of using a checklist to review all the grade levels' lesson plans/units. If there appears to be gaps, the ILC is available as a resource to assist and guide the grade level. Another Instructional Lead Coach has the assignment of focusing on literacy groups/literacy differentiation in the classroom. Our current local professional development focuses on literacy including direct, explicit instructional strategies, RTI resources, and differentiation for students with special learning needs. The Instructional Lead Coach not only asks for artifacts after each professional learning segment, but she also observes the literacy center time to ensure & monitor that the instructional strategies are taking place in the classroom.

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

In the aforementioned professional learning, appropriate supplemental and intervention materials are reviewed and analyzed. In 2009-2010 the entire faculty received Reading First Training to assist in sharpening each teacher's diagnostic skills if the student was not meeting with success in Tier I. In addition to that expertise, BES has seven Reading Recovery trained teachers on campus serving as classroom teachers or available as resource for teachers. Also we currently have a professional development in which our teachers and our instructional assistants are receiving differentiation training specifically addressing literacy skills and Lexile in the classroom setting at the Tier II level.

In 2009-2010 the administrative team and the Better Seeking Team has participated in GLISI training. At the professional development, data analysis such as setting SMART goals and data interpretation was covered. Those skills are revisited each and every year through our CRCT Data Analysis and our Benchmark Analysis. In addition, Pierce County has offered professional development covering progress monitoring involving GRASP. Through these workshops and trainings, charting and graphing individual student and grade level progress was covered. This assessment training assisted in achieving a school-wide understanding of assessment data and anticipated levels of student mastery during the school year. Progress or lack of progress that was dictated by the data was related to the response to intervention process. Establishing the proper way of interpreting progress monitoring and GRASP screening data helps a teacher and the student support team determine appropriate RTI tiers.

At the present time collaborative discussion and planning between content area teachers and interventionists occur, but this process needs to go a step further and build them into the school calendar to ensure that this process is scheduled and consistent and in place.

Scheduling, progress monitoring, data collection classroom space and professional learning are all in place to ensure the effectiveness of interventions. Classroom schedules reflect the intervention time, such as literacy group times and extended learning time to ensure consistency. The three intervention specialists are veteran teachers that exceeded in their area of expertise (Ex: Reading Intervention Specialists are both Reading Recovery trained).

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

Beginning with the onset of the Response to Intervention process, professional development has been ongoing to explain and clarify the new procedures and processes of RTI. Tier I and II are normally within the teacher's environment, thereby within their control. Tier III has been the most difficult Tier to implement effectively due to the nature of intensity and duration.

With the transfer rate being over 30%, quite a few of our students going through the RTI process have absentee issues or they transfer into our school thereby transfer in with gaps in the process. Also, changes in forms and procedures have caused ambiguity for some teachers as reflected in

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our needs assessment. In addition to everything that occurs in Tier I and Tier II data teams (expand to include school psychologist, ESOL teacher, SLP and/or administrator) to discuss and verify implementation of Tier I and Tier II (How, p46). Data teams meet at least once a month to discuss student progress based on daily interventions; however scheduling and common meeting times have been an obstacle. Presently our intervention specialists are assisting with Tier III interventions. The intervention specialists are using programs and research-based program protocols that assist with fidelity. The Tier III interventions are delivered daily during a protected extended learning time. These programs, Fast Forward and Reading Assistant diagnose reading weaknesses and build literacy skills. Tier III progress monitoring data is used to assist the RTI team in determining if the student needs to be referred for special services.

This year BES was able to implement a researched brain-based computer intervention program, Fast Forward and Reading Assistant. This new intervention has two intervention specialists that have been trained in the program and the appropriate intervention protocols on how to address a student's lack of progress in the daily intervention setting.

Next year, we plan to address more struggling readers through the Reading Assistant program after additional teachers are trained and the technology can be used in classrooms or through the mobile labs (if SRLG is granted).

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

After trying the interventions in Tiers I, II and III; if a student is still not progressing at an appropriate pace, this student is referred to a specialized program which promotes a specific intervention tailored to address the students' inability to achieve curriculum mastery. Although specialized programs can enhance student learning, there exists a fine balance in pulling the student for intervention, yet maintaining access to the common core program. Thereby, the special education inclusion model and the push-in model for ESOL are always implemented first. Only if this process is not successful in meeting the student's needs is pull out or a more restrictive environment considered.

Some initiatives to ensure that this process is efficient and effective, includes maximizing school schedules, selecting specific teachers, and promoting teacher and administrator professional development. Pierce County has afforded professional development opportunities concerning maximizing special program funding, while promoting the least restrictive environment (How, p47).

At BES the regular academic teachers with effective test results are recruited to support the delivery of instruction for students in the inclusion model with special education as well as ESOL. Due to our rapid expansion of our special education population, we have had four new hires in the special education department within the last three years. Our county has supported these new hires by affording them several professional development opportunities addressing differentiated instruction, positive behavior interventions, IEP writing, data analysis, progress monitoring and other special education processes. They are also afforded the same planning period as their grade level peers whenever possible to promote discussion about integrating accommodations and modifications without "watering down" the curriculum.

ESOL and gifted teachers participate in continuous professional development to ensure strict alignment with delivery of CCGPS even in resource settings. Also, our regular academic teachers are encouraged to add gifted certification to their certification to promote rigor and acceleration in instruction. In 2011-2012 six teachers volunteered for this endeavor. All regular academic teachers get additional professional development promoting differentiation instruction to address the literacy needs of the special education, EL and gifted student population.

Our master schedule is a dynamic flexible schedule that is adjusted on a daily basis to consider the constant changing needs of the students. Special education and ESOL is scheduled and considered first. Our strongest teachers are recruited to instruct our most challenged and struggling students.

Building Block 6. Improved Instruction through Professional Learning

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

New teachers in Pierce County complete teacher induction training that is offered by our Board of Education in conjunction with our local RESA. This training is held one week prior to pre-planning each year. The program goal is to familiarize any new teacher to Pierce County, establish a relationship with a mentor, and to clarify job expectations. There exists a need to incorporate and emphasize literacy. This investment in human resources is more influential than any material resources (Why, p142) and has the greatest impact on students achievement.

Teacher preparation is revisited to reflect needs that ILCs report to the district after the several informal observations.

B. Action: Provide Professional Learning for in-service personnel

1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on the practice (How p48). In an effort to safeguard the teaching day, all professional learning is planned around the elective time slot one day a week. If additional time is necessary the professional learning activity takes place after school. These protected days allow grade level teachers time to discuss their grade level and to understand the needs of their students, design meaningful activities that will address those needs and develop assessments which monitor student progress to ensure learning. These days are valued and the time is used to develop the curriculum, instruction, and assessments that benefit the students.

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

3. The collaborative development of common formative and summative assessments, as well as analyzing and interpreting results are key. Grade level teachers collaboratively develop and use common formative and summative assessments to measure students' academic performance. As a team, they make decisions regarding the common benchmark and unit assessments. Benchmark assessments, checklists, rubrics, authentic assessments, project based assessments, observations, and student work samples are also used to monitor and assess student progress. Teachers and administrators work collaboratively to analyze Benchmark Assessments by using a computerized scanner, to disaggregate data and implement innovative strategies to differentiate learning for all students. The principal, assistant principal and instructional coaches will continue to work collaboratively with teachers, students and parents to ensure the instructional needs of all students are met. All data is compared internally to show differences or gaps between ethnic groups, regular education students and students with disabilities, as well as, economically disadvantaged and those not economically disadvantaged. This data is particularly useful in improving our program processes. It helps us select appropriate materials, select or drop programs, develop schedules and map out professional learning for the system as a whole.

4. At BES the core curriculum program that drives our instruction is the Common Core Georgia Performance Standards. As the CCGPS were implemented, teachers participated in professional learning throughout the year based on the needs revealed by student data. The BES faculty participates in the Professional Learning Webinars developed by the Georgia Department of Education in all subject areas. Watching these webinars and writing reflections ensure that our students have the same opportunities and skills that all students are learning. The webinars strengthens our teachers' content knowledge, pedagogical skills, and contextualizes the tests that will prepare their students as 21st Century learners.

5. Informal observations are a valuable tool used by Instructional leaders to collect and analyze data that is collected during a walkthrough observation. The information is

shared with the individual teachers as well as the administration. The informal observations enable us to learn more about the instruction and learning that is taking place within Blackshear Elementary. The information allows teacher and administration to focus on the learning process as well as provides the foundation for decision making within the curriculum and instruction. The feedback that informal observations provide enables the faculty and administration the opportunity to reflect on the instructional practices in the classroom, student engagement, and lessons differentiation. Using informal observations for walkthroughs is making a difference in the classroom instruction. Depending on what the walkthrough is focused on, standard based classroom instruction, student interaction, or differentiation, the teachers and administrators are more aware of what is taking place in the classroom and school. The Instructional Coaches at BES play a major role in supporting the administrators and faculty, in addition to providing and developing the professional learning. The ILCs, with the approval of the principals and staff development coordinator at the central office, plan and present the majority of the professional development. They are able to adapt each session for the specific needs of the grad level or school in general.

The Instructional Coaches at BES play a major role in supporting the administrators and faculty, in addition to providing and developing the professional learning. The ILCs with the approval of the principals and staff development coordinator at the central office, plan and present the majority of the professional development. They are able to adapt each session for the specific needs of the grad level or school in general.

6. The focus this year has centered on differentiated learning strategies along with the practical use and application of Lexiles. The goal of this professional learning is for participants to be committed to continuous improvement in the use of differentiated instructional strategies and to advance student achievement as related to the BES goals. This professional learning promotes the additional support teachers need in order to help the individual student's learning through greater awareness of specific

learning styles. It also encourages collaboration with peers to develop and share differentiated instructional strategies.

C. **Action: Although our current professional development is vital to incorporating the necessary initiatives in the Georgia Struggling Reader Literacy Plan, at Bes we need further professional development to further enhance our instruction.**

For example:

- Maximizing the effect of excellent instruction by videotaping model classrooms implementing CCGPS models
- Videotaping instructional sequences to be posted on line
- Identifying instructional opportunities from evolving technologies
- Providing support to content area teachers in the area of literacy instruction within their discipline (Why, p159).

Pierce County Schools – Blackshear Elementary - Needs Assessment

BES conducted the Georgia Literacy Plan Needs Assessment for Literacy to assess and evaluate strengths and weaknesses. A total of 38 K-5 teachers were given the survey. The literacy team analyzed the results to identify the school's overall strengths and weaknesses in the area of literacy instruction. The data chart below indicates the implementation level of literacy at BES, and identifies the areas of improvement that is needed to enhance literacy instruction.

Building Block 1. Engaged Leadership	Fully Operational	Operational	Emergent	Not Addressed
Administrator demonstrates commitment to learn about and support evidence-based literacy instruction	0%	66%	34%	0%
A literacy leadership team organized by the administrator or other leaders in the community is active	0%	0%	0%	100%
The use of time and personnel is leveraged through scheduling and collaborative planning.	0%	18%	50%	32%
A school culture exists in which teachers across content areas accepts responsibility for literacy instruction as articulated in CCGPS	0%	84%	16%	0%
Literacy instruction is optimized in content areas.	0%	84%	16%	0%
The community at large supports schools and teachers in the development of college and career ready students as articulated in the CCGPS.	0%	0%	0%	100%

BES is primarily operational in the area of engaged leadership. The administration participates in literacy professional learning and has formed a literacy leadership team. The team will use the "Why", "What", and "How" documents to tailor initiatives to improve literacy instruction.

Building Block 2. Continuity of Instruction	Fully Operational	Operational	Emergent	Not Addressed
Active collaborative teams ensure a consistent literacy focus across curriculum	0%	34%	0%	66%
Teachers provide literacy instruction across curriculum	0%	13%	37%	50%
Out-of-school agencies and organizations collaborate to support literacy within the community	0%	13%	0%	87%

Pierce County Schools – Blackshear Elementary - Needs Assessment

The results of the survey show that continuity of instruction is an area of weakness. Though teachers provide literacy instruction and collaborate regularly, there continues to be a need for more training on how to teach literacy across the curriculum. Additional training, time, resources and support from other agencies are needed to maintain a focus for teaching literacy in all content areas.

Building Block 3. Ongoing Formative and Summative Assessments	Fully Operational	Operational	Emergent	Not Addressed
An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	50%	0%	32%	18%
A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction	63%	37%	0%	0%
Problems found in screenings are further analyzed with diagnostic assessment	0%	63%	37%	0%
Summative data is used to make programming decisions as well as to monitor individual student progress	16%	45%	39%	0%
A clearly articulated strategy for using data to improve teaching and learning is followed	16%	58%	29%	0%

Ongoing and formative assessments are strengths at BES. Results of various assessments are used to monitor student progress and guide instruction. Teachers also use data to determine appropriate interventions and instructional strategies.

Building Block 4. Best Practices in Literacy Instruction	Fully Operational	Operational	Emergent	Not Addressed
All students receive direct instruction in reading	0%	21%	29%	50%
All student receive effective writing instruction across the curriculum	16%	16%	69%	0%
Extended time is provided for literacy instruction	0%	0%	0%	100%
Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school	16%	47%	0%	37%

Based on the results of the survey, there continues to be a need for professional learning on how to provide direct instruction in reading and across the curriculum. Though extended learning time is implemented daily, more time is needed to provide explicit instruction in reading and writing in all content areas.

Building Block 5. System of Tiered Intervention for all students	Fully Operational	Operational	Emergent	Not Addressed
Information developed from the school-based data teams is used to inform RTI process	0%	87%	13%	0%
Tier I Instruction based upon the CCGPS in grades K–12 is provided to all students in all classrooms	34%	0%	66%	0%
Tier 2 needs-based interventions are provided for targeted students	16%	16%	68%	0%
In Tier 3, Student Support Team and Data Team monitor progress jointly.				
Tier 4 specially designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS	100%	0%	0%	0%

Currently, a system-wide RTI process is in place for students. Though the RTI team meets regularly to determine appropriate interventions for students in Tier 2 and Tier 3, teachers need additional resources and/or instructional strategies for students who do not make adequate progress with current interventions. According to the "What" document, Tier 3 students require additional steps if they fail to respond to the interventions.

Building Block 6. Improved Instruction through Professional Learning	Fully Operational	Operational	Emergent	Not Addressed
Preservice education prepares new teachers for all aspects of literacy instruction including literacy in the content areas.	0%	68%	16%	16%
In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	0%	29%	71%	0%

The faculty participates in ongoing professional learning. However, there continues to be a need for additional training in literacy instruction. Though teachers, administrators and instructional coaches have received training in the implementation of the CCGPS, differentiated instruction, and Lexile leveling, additional professional development in writing across the curriculum, as well writing instruction.

Concerns

Data from the needs assessment identified three areas of concern. They are: (1) Literacy Instruction, (2) Writing Across the Curriculum, and (3) Professional Learning. With the implementation of the CCGPS, there has been an increase in the number of students who are not proficient in literacy skills. Teachers are using limited resources to plan and implement research-based strategies to close the achievement gap in literacy.

Because students enter school below grade level, integrating literacy and writing in other content areas continues to be a challenge for teachers at all grade levels. Though teachers have used integrated technology during literacy instruction to engage students and improve literacy skills, there is still a need for professional training on how to effectively implement writing as part of daily literacy instruction.

The instructional coaches have provided collaborative planning and professional training on differentiation, Lexile leveling and unit planning to help teachers maintain rigor and relevance when teaching the CCGPS. However, additional training is needed in (1) integrating technology in literacy and writing instruction, (2) teaching reading and writing in other content areas, and (3) differentiating instruction to address the individual needs of all students.

Root Causes

The literacy team met to discuss the concerns of literacy instruction at BES. The team determined that the root causes were the lack of instructional resources, the limited amount of reading text levels, limited technology, adequate training and sufficient planning time to prepare for best-practices.

Blackshear Elementary Analysis and Identification of Student and Teacher Data

Blackshear Elementary analyzes a variety of data to measure and monitor student achievement in grades Kindergarten through Fifth. The data is also used to identify areas of improvement. The results of the assessments are used to assist in the revision of the school improvement plan and school initiatives.

The data in Table 1 depicts BES Kindergarten students' Early Learning Readiness as measured by the Georgia Kindergarten Inventory of Developing Skills (GKIDS). Mathematics is an area of strength for kindergarten students, specifically in the domain of Data Analysis. The data indicates that additional instruction and support is needed in developing writing skills.

Table 1
GKIDS, May 2012
(Disaggregated data not available)

Content Area/Strand	Mean % Elements Meets/Exceeds
English/Language Arts	**83.3%**
Reading	82.1%
Writing	75.1%
Listening/Speaking/Viewing	92.7%
Mathematics	**89.9%**
Numbers and Operations	83.4%
Measurement	95.5%
Geometry	92.1%
Data Analysis	98.6%
Approaches to Learning	**72.2%**
Curiosity and Initiative	83.3%
Creativity and Problem Solving	58.3%
Attention/Engagement	74.3%
Personal/Social Development	**86.5%**
Personal	87.2%
Social	86.1%

For the past two years, first and second grade students were administered the Georgia Instructional Assessment, a mock CRCT. Table 2 shows students' level of mastery of the Georgia Performance Standard (GPS). As indicated in the table, 91% of first and second grade students met or exceeded the standards in reading. However, there continues to be deficiencies in English Language Arts in both first and second grades.

Table 2
Georgia Online Instructional Assessment, Spring 2012
(Disaggregated data not available)

	All Students	
	Did Not Meet	Meets/Exceeds
Grade 1		
Reading	9%	91%
English/Language Arts	24%	76%
Grade 2		
Reading	9%	91%
English/Language Arts	19%	81%

In grades three through five, students are administered the Georgia Criterion-Referenced Competency Test. The data in Table 3 reflects students' level of proficiency in Reading and English Language Arts. As shown in the table, ELA was a strength for students in grades 3-5. The data in grades three and four indicate that white students continue to score significantly better in reading and ELA than African-American students and students with disabilities. In grade five, the percentage of African-American students who did not meet the standard in reading were significantly higher than white students and students with disabilities. Based on this data, additional instructional support and research-based interventions in literacy are needed to narrow the achievement gap and to improve their academic performance.

Table 3
Criterion-Reference Competency Test (CRCT), Spring 2012

	All Students		White		Black		Hispanic		SWD		Male		Female	
	DNM	Met/Ex	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
3rd Grade														
Reading	13%	88%	13%	87%	14%	85%	TF	TF	40%	60%	15%	85%	9%	90%
ELA	10%	91%	8%	83%	21%	79%	TF	TF	50%	50%	10%	90%	9%	90%
4th Grade														
Reading	13%	87%	10%	89%	25%	75%	10%	90%	36%	64%	19%	81%	6%	95%
ELA	9%	90%	6%	94%	33%	67%	0%	100%	33%	67%	13%	87%	6%	94%
5th Grade														
Reading	13%	87%	10%	91%	33%	67%	TF	TF	17%	83%	16%	84%	9%	91%
ELA	5%	95%	5%	95%	0%	100%	TF	TF	17%	83%	8%	92%	1%	99%

Third grade students are administered the Georgia Grade 3 Writing Assessment. This assessment measures students' level of proficiency in four writing genres and four areas of writing. Third grade

teachers collect samples of students' writing throughout the school year and rate students writing level based on state provided guidelines. An analysis of the data in Tables 4 indicates that third grade students scored better in the genre of persuasive writing than in other genres of writing. Additionally, those same students did not meet the standard in Informational writing, which explains the need for additional instruction in informational writing and in the areas of organization and conventions

Table 4
Georgia Grade 3 Writing Assessment, Spring 2012
(Disaggregated data not available)

| | Areas of Writing | | | | | | | |
| | Ideas | | Organization | | Style | | Conventions | |
Genres	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
Informational	39%	61%	**51%**	**49%**	46%	54%	48%	52%
Persuasive	22%	77%	41%	60%	38%	62%	32%	67%
Narrative	26%	73%	39%	61%	33%	67%	29%	72%
Response to Literature	27%	73%	29%	71%	33%	67%	36%	64%

Fifth grade students are administered the Georgia Fifth Grade Writing Assessment. Students are assessed on three genres and four areas of writing. Trained raters evaluate and score the papers on a scale of 1 to 5 for each domain. In Table 5, the area of strength in genres was narrative writing and "idea" was the area of strength in the writing domain. Though 80% of fifth grade students met the writing standards, additional instruction is needed in persuasive writing and conventions. Additionally, half of the students with disabilities did not meet the writing standard, which is evident that more resources and writing instruction is needed to develop and increase their writing skills.

Table 5
Georgia Grade 5 Writing Assessment, Spring 2012

| | Genres | | | |
	All Students with Scorable Papers	Persuasive	Informational	Narrative
Writing Domains				
Idea	2.9	**2.6**	2.8	3.2
Organization	2.9	2.8	3.0	3.1
Style	2.9	2.8	3.0	3.0
Conventions	**2.7**	**2.7**	2.7	2.8

| Student Performance Summary | | | | | | | | | | | | | |
| All Students | | White | | Black | | Hispanic | | SWD | | Male | | Female | |
DNM	Met/Ex	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
20%	80%	21%	79%	25%	75%	TF	TF	52%	48%	28%	73%	12%	88%

Blackshear Elementary School is committed to meeting the instructional needs of all students. There are 101 faculty and staff members. Table 6 reflects the diverse years of experience and levels of degrees of the BES staff. The retention rate for teacher at BES is less than 7%. The principal has been in her position for 9 years, while the assistant principal has been in her current position for 7 years.

Table 6
Teacher Experience 2012-2013

Years of Experience/ Level of Degree	Number
0-5 Years	6
6-10 Years	14
11-15 Years	13
16-20 Years	15
21-25 Years	5
26-30 Years	5
Over 30 Years	2
Master's Degree	32
Specialist Degree	17
Doctorate Degree	3
Leadership Certification	6
Reading Certification	6
Gifted Certification	3
ESOL Certification	1

BES uses a variety of traditional and non-traditional methods to inform and disseminate assessment to parents and the community. In addition to sending letters home explaining each child's individual performance on various assessments, all stakeholders are informed through the following communication tools: (1) local newspapers, (2) state, district and school websites, (3) school council meetings, (4) PTO/Parent Involvement Committee meeting, (5) Instructional Fair Night, and (6) school improvement meeting. Data posters are posted in the hallways for parents and visitors to view when visiting BES.

Teachers and the leadership team analyze test data to guide instruction, measure student achievement, and evaluate the effectiveness of teaching strategies and interventions. Data is also used to identify deficiencies and to determine appropriate resources, interventions and instructional strategies to improve students' academic performance.

All certified teachers administer state, district and school level assessments. The testing coordinator and school administrators monitor the administration of those assessments, and will monitor any new assessment required to implement and measure SRCL. The faculty will adhere

to the procedures and requirements established by SRCL, and will engage in any professional learning needed to meet SRG goals.

Blackshear Elementary Analysis and Identification of Student and Teacher Data

Blackshear Elementary analyzes a variety of data to measure and monitor student achievement in grades Kindergarten through Fifth. The data is also used to identify areas of improvement. The results of the assessments are used to assist in the revision of the school improvement plan and school initiatives.

The data in Table 1 depicts BES Kindergarten students' Early Learning Readiness as measured by the Georgia Kindergarten Inventory of Developing Skills (GKIDS). Mathematics is an area of strength for kindergarten students, specifically in the domain of Data Analysis. The data indicates that additional instruction and support is needed in developing writing skills.

Table 1
GKIDS, May 2012
(Disaggregated data not available)

Content Area/Strand	Mean % Elements Meets/Exceeds
English/Language Arts	**83.3%**
Reading	82.1%
Writing	75.1%
Listening/Speaking/Viewing	92.7%
Mathematics	**89.9%**
Numbers and Operations	83.4%
Measurement	95.5%
Geometry	92.1%
Data Analysis	98.6%
Approaches to Learning	**72.2%**
Curiosity and Initiative	83.3%
Creativity and Problem Solving	58.3%
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Table 3
Criterion-Reference Competency Test (CRCT), Spring 2012

	All Students		White		Black		Hispanic		SWD		Male		Female	
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Table 4
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(Disaggregated data not available)

	Areas of Writing							
	Ideas		Organization		Style		Conventions	
Genres	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.	DNM	Met/Ex.
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Student Performance Summary													
All Students		White		Black		Hispanic		SWD		Male		Female	
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26-30 Years	5
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Specialist Degree	17
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to the procedures and requirements established by SRCL, and will engage in any professional learning needed to meet SRG goals.

Pierce County Schools – Blackshear Elementary – Project Plan

BES will implement the Striving Reader Literacy Grant by addressing the results of our needs assessment, concerns, and root cause analysis. These goals are aligned to "The Why", "The What", and "The How" documents of the Georgia Literacy plan. Many of these objectives are in place but need to be expounded upon and implemented across the curriculum. BES lacks the funding needed to add additional programs and resources to implement the literacy standards in the CCGPS and CCR.

a. Goal 1: Students at Blackshear Elementary School will receive "gold standard" literacy instruction and will be college and career ready when they graduate from the Pierce County school district.	
b. Objectives	- Use technology as a teaching and learning tool for literacy and writing; provide professional development related to reading and writing in the content areas. - All teachers will implement literacy and writing instruction across the curriculum as articulated in the CCGPS and CCR. - Provide professional learning that integrates differentiation in literacy instruction so all students can receive "gold standard" literacy instruction to address their individual academic needs. - Provide professional development on intervention strategies for Tier 2 and Tier 3 literacy instruction.
c. Evidence	- Administrative and peer awareness walks focusing on best practices in literacy instruction using the Georgia Literacy Instruction Observation Checklist. - Qualitative data acquired from student and teacher surveys - Quantitative data from assessment scores such as CRCT, Lexile levels, GRASP screening, annual writing assessments and benchmarks. - Sign-in sheets, agendas, and minutes from collaborative meetings and professional development
d. Instructional Schedule	**Instructional Schedule** - Provide 90-120 minutes of literacy instruction in the content areas for grades K-3. - Provide a minimum of 2 hours of literacy instruction in the content areas for grades 4-5. - Provide at least 30 minutes of extended learning time daily to afford differentiated literacy instruction for all students to address their instructional needs.
e. RTI model with tiered instruction by grade level	**Tiered Instruction /RTI Process** - Students in Tier 2 receive differentiated interventions through literacy centers in the classroom and/or flexible grouping through grade-level daily extended learning time. - Students in Tier 3 receive literacy interventions through Fast Forward, a brain and research-based technology program. - Students in Tier 4 receive special education services and ESOL services. Students with learning disabilities in reading receive SRA intervention.

	• Students in Tier 2, 3, and 4 are all progress monitored and interventions are adjusted at the appropriate time if needed.
f. Support Personnel/Who will address the needs	• Administrators • Teachers • Media Specialists • Instructional Assistants • Instructional Coaches • Technology Support/Media Specialist
g. Current Practices	• Implementing CCGPS and CCR • Developing initiatives for literacy-focused instruction across all content areas • Emerging differentiated instruction practices • Emerging focus on acquisition of content and literacy vocabulary • Emerging focus on consistent instructional strategies in writing
h. Funding Sources	• Current Practices are being funded through QBE, Title and local funds.
i. Sample Schedule	• Students are scheduled into interventions as described in **d** and **e**.
j. Research-based practices ("What" and "Why" document)	• Implement BES Literacy Plan aligned with the "What", "How" and "Why" documents • Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom ("What" document p. 7) • Collaborative planning to embed literacy instruction in all areas of a student's education according to "The Why" document(p. 57) • Consistent monitoring of shared literacy strategies and instructional routines by administrators and teachers as set forth in the "Why" document (p. 55) • Professional learning targeted on literacy strategies within the content areas according to "The What" document

a. Goal 2: All students at BES will receive literacy instruction to meet and/or exceed the rigor of CCGPS and CCRS as measured by the CRCT Reading, ELA, Math, Science and Social Studies.	
b. Objectives	• Provide students with leveled reading texts across all content areas • Provide professional development in explicit literacy strategies that supports reading in all content areas • Provide classrooms and media with multiple modes of nonfiction text aligned to CCGPS • Provide access to 21st Century technology resources • Improve student reading fluency and comprehension skills so that all students exit their grade level meeting or exceeding requirements on standardized assessments

c. Evidence	- CRCT Scores - Lexile Levels of Reading Texts - Common Benchmark Assessment Data - Written and verbal responses - Walkthrough Informal Observation Checklist
d. Instructional Schedule	Refer to the Instructional Schedule and RTI process described in goal 1
e. RTI model (with tiered instruction by grade level	Refer to Goal 1
f. Support Personnel	Refer to Goal 1
g. Current Practices	- Progress monitoring - Common Assessments - Disaggregating data - Examining student work - First year implementing CCGPS and CCR - Standards-based planning - Webinars provided by GaDOE
h. Funding Sources	Current Practices are being funded through QBE, Title and local funds
i. Sample Schedules	Students are scheduled into interventions as described in **d** and **e** in Goal 1.
j. Research-based practices ("What" and "Why" document)	- Provide professional learning in all aspects of literacy instruction - Use technology to include digital age literacy, inventive thinking, effective communication and high productivity ("Why" pg 51) - Provide time for students to read and to comprehend meaningful, complex literary and informational texts - Structure content area reading assignments - Differentiate fluency and comprehension instruction based on students' needs - Use appropriate assessments *of* and *for* learning

a. Goal 3: All BES students will perform at meets and/or exceeds standards in writing as measured by the 5th Grade Writing Test.	
b. Objectives	• Implement BES Literacy Plan aligned with What, How and Why documents • Implement a systematic writing process across all content areas • Provide professional development in writing instruction to maintain consistency among students across all grade levels and content areas • Provide technology to support the instruction of writing in all content areas • Provide a systematic intervention system for students whose writing predictor assessments indicate probable failure of the Writing Test
c. Evidence	• Georgia 5th Grade Writing Test Results • CCGPS units across all content areas • Writing predictor scores/ benchmarks • Walkthrough Reflections of the Georgia Literacy Instruction Observation Checklist • Student Writing samples • Common course team/common assessment data
d. Instructional Schedule **e.** RTI model (with tiered instruction by grade level	• Refer to Goal 1
f. Support Personnel/Who will address the needs	• Refer to Goal 1
g. Current Practices	• Disaggregating data • Examining student work • First year implementing CCGPS and CCR • Standards-based planning
h. Funding Sources	• Limited Title I funds
i. Sample Schedules	• Students are scheduled into interventions as described in **d** and **e** in Goal 1.
j. Research-based practices (What and Why documents)	• Implement BES Literacy Plan aligned with What, How and Why documents • Use technology to allow students to access information in a variety of formats (Why 2E.3 p. 49) • Provide students with multiple writing opportunities for genre-specific tasks across the curriculum • Implement use of a school wide writing rubric aligned with CCGPS as stated in ("What" p. 7)

	• Differentiate writing instruction • Use a writing rubric comparable to Georgia 5th Grade Writing Test

The Blackshear Elementary Leadership Team will assess the implementation of the Striving Reader project plan, procedures, goals, and objectives. The goals in this section were developed after assimilating the information obtained from the root cause analysis and needs assessment.

BES Assessment and Data Analysis Plan

BES uses a variety of ongoing formative and summative assessments to make informed decisions about the instructional needs and interventions of our students. BES has implemented the Assessment FOR Learning process and uses a variety of assessments to help identify areas of improvement and to plan for effective instruction and interventions.

a) BES Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
Work Sampling Online	Pre-Kdg.	Measure/Monitor	Social	Daily
Lexia	Kindergarten	Screening/Progress Monitor	Phonemic Awareness, Letters, Fluency	3 times a year
GRASP	Kdg.-5th	Screening/Progress Monitor	Letters, Phonics, Fluency, Comprehension, Sight Words	3 times a year weekly/bi-weekly when progress monitoring
STAR Reading	1st – 5th	Screening/Progress Monitor	Fluency, Vocabulary	3 times a year
Countywide Common Benchmarks	Kdg.-5th	Measure/Monitor academic growth, mastery of standards and guide instruction	Comprehension, Literary Skills, Vocabulary, Grammar	3 times a year
GKIDS	Kindergarten	Measure/Monitor growth, mastery of standards and guide instruction	Reading, Writing, Listening, Speaking and Viewing	3 times a year
Georgia Online Assessment	1st & 2nd	Measure mastery of standards	Comprehension, Literary Skills, Vocabulary, Grammar	1 time a year
CRCT	3rd-5th	Measure mastery of standards	Comprehension, Vocabulary,	1 time a year
ACCESS	1st-5th ELL	Screening	Language	1 time a year

Fast Forward Tracker	2nd-5th	Monitor/Measure growth, guide intervention	Phonemic Awareness, Comprehension, Fluency, Language	Daily
Georgia Writing Assessment	3rd and 5th	Measure mastery of Writing Standards	Writing Skills	1 time a year
Weekly Assessments/Unit Tests	Kdg-5th	Measure mastery of standard and guide instruction	Content	Weekly/Bi-weekly

b) Comparison of Current Assessment protocol with SRCL Assessment Plan

Since the current assessment protocol is closely aligned with the SRCL, Blackshear Elementary will not have to discontinue any of the current assessments.

c) How the New Assessments Will Be Implemented into the Current Assessment Schedule

BES will continue to use its current assessments to measure and monitor students' proficiency in literacy skills. The assessments listed in the chart above will be used to assist in identifying areas of deficiencies in literacy, to measure and monitor growth, and to determine appropriate instructional strategies and/or interventions to implement in order to improve achievement. Thus, the current assessment schedule will remain the same.

d) Current Assessments that Might be Discontinued as a Result of SRCL.

All of the assessments that are currently scheduled will not be discontinued. The assessments align with the recommended assessment protocol of SRCL.

e) Professional Learning Needs

Teachers have already been trained on how to administer the current assessments. The instructional coaches and intervention specialist will assist those teachers who may need additional support with administering, scoring and recording assessment data. Though teachers know how to administer and record current assessment data, they will participate in additional professional learning of any new assessment tools. They will also use current assessment tools more effectively. BES will engage in any professional learning that will be needed to meet SRG goals.

f) How Data is Presented to Parents

Student assessment data is shared with parents and stakeholders during parent/teacher conferences and during grade level meetings. The school leadership team analyzes and presents the results at PTO meetings, Instructional Fair Night, and during School Council meetings. The data is also posted in the data room, as well as on the bulletin boards in the hallway. Parents and other stakeholders can view results on the school and the GADOE website.

g) How Data Will be Used to Develop Instructional Strategies

Blackshear Elementary uses test data to guide classroom instruction, to measure student achievement progress, and to evaluate the effectiveness of teaching strategies and interventions. Teachers, as well as the leadership team, collect and analyze data. Also, the data is used to identify deficiencies, to target and plan for instruction, and to determine appropriate resources, interventions and instructional strategies to implement in order to improve student achievement.

h) Who Will Perform the Assessments

All certified teachers administer all state, district, and school level assessments. The testing coordinator and the school administrators monitor the administration of these assessments. They will also monitor any new assessment required to implement and measure SRCL. The faculty will adhere to the procedures and requirements established by SRCL. BES will engage in any new assessment required to implement and measure SRCL.

A) Additional Resources Needed to Ensure Student Engagement

Table 1 Resources and Funding Alignment

Resources	General Description of How Resources will Improve Literacy	Funding Alignment
Professional Learning	Teacher training in • Instructional technology • A Research-based writing program Professional Learning for Literacy and writing instruction is critical especially at the elementary level. Training is also needed on integrating strategies and technology into literacy instruction and differentiation.	SRCL Grant, Title, Local Budget
Instructional Technology: Classroom set of Tablets	Devices can be used in the classroom to increase student interactivity with lessons and encourage engagement with topics.	Title I, QBE, & SRCL Grant
Instructional Technology: Laptops	Mobile laptop lab to allow teachers the ability to collaborate learning with students. Engage students in writing activities and research tools for immediate instructional support in the classroom.	Title I , QBE & SRCL Grant
Interactive boards, projectors	To engage students in interactive, integrated technology and real time assessment tools.	Title I, QBE, & SRCL Grant
Digital Resources	Digital databases and online textbooks to encourage student engagement in learning.	SRCL Grant & QBE Media Budget
Print and Non-Print Resources	Resources across the curriculum to supplement the CCGPS standards	QBE Media Budget & SRCL Grant
Reading Program for struggling readers	FAST Forward, SRA Continuing the reading programs and renewal costs for Reading Assistant to enhance reading skills for elementary students that struggle with reading.	SRCL Grant
Student/Learner Response System	Enable students to: • Become active participants interacting with digital content in real time. • Engage students in the lesson and allow teachers informal assessment/feedback.	SRCL Grant, Title I (1 Per Grade Level)
Trade Books	Aid teachers in: • Modeling reading fluency and comprehension strategies • Providing students with a variety of texts • Meeting the instructional needs and levels of all students	SRCL Grant, Title I

Leveled Readers	Aid teachers in: • Providing students with a greater variety of books in each level • Supporting students with a smaller range of books to build strong reading skills which can be transferred to a broader range of reading materials	SRCL Grant, Title I
Media Center Titles	Aid the Media Specialist in: • Increasing the quantity of books (including audio books) available within reading levels • Balancing the percentage of fiction and nonfiction titles • Improving the age of the current collection • Increasing student interest in reading through the availability of newer, popular titles • Increasing the number of Accelerated Reader quizzes available to students in order to promote and encourage reading	SRCL Grant, Title I, QBE
Classroom Books	Aid teachers in: • Providing students with access to a variety of books in the classroom • Supporting student literacy by purchasing books ranging in levels of difficulty • Building upon reading opportunities in the classroom that low socioeconomic families usually cannot provide	SRCL Grant, Title I
Common Core Flip Books, Coach Books	Aid teachers in: • Developing CCGPS Units • Developing CCGPS correlated assessments	SRCL Grant, Title I
Laser Printers, Color Copier	Aid teachers in: • Developing CCGPS Units • Developing CCGPS correlated assessments	SRCL Grant

B) Activities to support literacy

Blackshear Elementary faculty recognizes the need for all teachers and all classrooms to implement activities that support literacy and writing. Currently, the school is limited in materials and technology needed to support a total school literacy project, but with additional funding the school is ready to become a well-coordinated school that promotes literacy as the main focus across all content areas.

- Writing every day in every class
- Reading across the curriculum
- Vocabulary and fluency in all content areas
- Technology enriched lessons

C) Shared resources

BES has two computer labs; however, one lab is occupied all day with the Fast Forward Intervention and the second lab is occupied with our Computer Elective class. Thereby, content classes do not have a lab availability. BES teachers do a great job maximizing the limited resources available to them. Below is a list of shared resources:

- Literature novels
- Copy machines
- Scantron & Prosper Assessment Software

D) Library resources

The BES Media Center has the following resources:

- 30 computers with Internet access
- 2 circulation computers
- 1 circulation printer, three laser printers (one with color)
- 1 SMART board/ multimedia cart
- video distribution system
- DVD players, periodicals, professional learning resources, big books, books with audio cassette tapes, instructional DVDs and videos, educational websites, Accelerated Reader program, and Essential Skills software.

- 12,009 titles with an average of 3,700 checkouts per month. Approximately 58% of collection is Fiction, 33% is Nonfiction, 5% of the collection consists of audio books and book sets, and 4% are instructional videos. The average age of the collection is 1994.

E) Activities to support classroom practices

BES faculty feels the following classroom practices would provide support for students to develop and/or improve literacy skills:

- Research based instructional strategies
- Writing in all content areas
- Reading across the curriculum
- Literacy instruction including vocabulary, comprehension, fluency, and writing
- Differentiated instruction
- Progress monitoring
- Formative & summative assessments
- Benchmark testing
- Reading support interventions programs such as Fast ForWord and SRA

F) Additional Strategies

BES has implemented Learning Focused Schools strategies as a way to develop a common language around best practices for instruction. Since that time, the strategies below have also been added to ensure student success:

- Standard based classrooms strategies
- Computer based instructional strategies
- Differentiated Instruction

G) Current classroom resources

BES has limited classroom resources; however, usage is maximized. The following is a list of resources BES classrooms currently have:

- Interactive boards and projectors in 19 out of 39 homeroom classrooms
- Teacher computer

- 4 student computers (1 host and 3 clients supported on the virtual system; therefore they do not support complex interactive technology programs)
- Document cameras in 24 of 39 homeroom classrooms

H) Alignment Plan for SRCL and other funding.

BES will use Title 1 funds, QBE funds and Striving Reader Literacy Grant funds to implement the project plan. Pierce County School System leverages all available funds for instruction purposes; however, budget cuts have limited the resources we are able to purchase. Professional learning monies have not been available for us to integrate the programs and technology that we currently have in place. Therefore, we will use some grant money to provide teachers that have technology in their classroom with needed training and purchase technology and training for classrooms without technology. We only have a limited numbers of rooms that have 21st century technology. (Refer to Table #1)

I) Proposed Technology Purchases

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology based reading and writing intervention program would meet the individual needs of students and provide differentiated instruction. Students are engaged in instruction when technology is used. With the current trend to move towards PARCC implementation, assessing on the computer should be introduced in the classroom. Students and teachers need computerized resources and assessments to adequately prepare students for these high stake assessments.

Technology is an essential tool in enhancing the learning experience. Effective use must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Student's motivation to learn is increased when using technology. In order for our students to be college and career ready, they students must be trained in using technology. BES understands the importance of incorporating technology with instruction and the need to continue progressing in this direction in order to keep up with educational trends. Using technology will help students acquire skills needed to be successful in our technological world.

Pierce County Schools – Blackshear Elementary - Professional Learning

Professional Learning Strategies Identified on the Basis of Documented Needs

A & B Professional Learning activities staff attended in the past year

The chart below lists the professional learning activity for BES. All professional learning is developed around a needs assessment survey. This allows teachers input into what is needed and the type of professional learning activity they will attend.

Professional Learning Activities	% of Staff
CCGPS state webinars	100%
Standards Based Planning	100%
CRCT Data Analysis	100%
Benchmark Data Analysis	100%
Response to Intervention (RTI)	100%
Access / WIDA for ELL	1%
Homeless/Bulling/Child Abuse	100%
Lexile Training and Strategies	100%
Lexile Classroom Observation Follow-up	100%
Differentiated Learning Strategies	100%
Differentiated Learning Observation Follow-up	100%
Literacy Center Collaborative	100%
Observations of Literacy Groups	100%
FastForWord Training	19%
Department of Education ELA institute	2%
SRA Language for Learning	13%
ELA Precision Review Writing K-5	8%
CCGPS Unit Assessment Writing Grades 1-2	4%
CCGPS Unit Assessment Writing Grades 3-9	5%

Co-Teaching Training – Tina Anderson	19%
ELA Precision Review: 3-5	5%
ELA Precision Review: K-2	5%
LDS Training	100%
Writing to Command Attn. – Mark Diamond	10%
CPI Training	33%
ESOL Conference	1%
GAA Collection I Portfolio Review	5%
Promoting Academic Success for English Learners (Redelivery)	100%
Special Education Lead Teacher Planning	1%
SuccessMaker Training SRA Training Kansas Writing Training	19%

C. A Detailed List of On-going Professional Learning

As stated in the "Why" document, pg. 141, the goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. To promote the effectiveness of the Georgia Literacy Initiative professional development will be the linchpin. BES literacy initiative is progressing, however with the assistance of the SRLG additional professional development will assist us in sustaining improvement initiatives in place and promoting additional literacy initiatives.

1. CCGPS Implementation: As CCGPSs are implemented, teachers are participating in professional learning throughout the year based on the needs revealed by student data. The faculty and paraprofessionals are participating in the webinars developed by the Georgia Department of Education in all grades K-5 in ELA and Math. These webinars strengthen our teachers' content knowledge and pedagogical skills.

2. <u>Lexile Framework</u>: This school year our major literacy professional development delivered by the ILCs focused on literacy and The Lexile Framework ® for Reading. As stated in the "Why" document pg. 153, Lexile Framework includes Phase One: Understanding, Phase Two: Application and Phase Three: Continuity. This Lexile Professional Development was attended by 100% of the faculty and paraprofessionals.

3. <u>Literacy Plan Implementation</u>: At this point at BES needs to focus on Continuity (Ongoing) in greater depth this year and next year. As recommended in the Why p. 154, the focus needs to include:

> Maximizing the effect of excellent instruction by
>> 1. Establishing model classrooms and providing opportunities for teachers to visit it
>> 2. Videotaping instructional sequences to be posted online
>> 3. Developing a library of excellent instructional videos to be accessed through GSO.org
>
> Identifying instructional opportunities from evolving technologies
>
> Providing professional learning in the area of assessment
>
> Providing support to content area teachers in the area of literacy instruction within their discipline

D. Programmatic Professional Learning Needs Identified in Needs Assessment

The results of the Struggling Reader Literacy Needs Assessment instrument coupled with the Better Seeking Team input and Literacy Team input revealed these areas of focus for 2012-2013:

> Collaborating during Common Grade Level Planning and examining student work
>
> Exploring and integrating technology for multi-media exposure and specific effective differentiation
>
> Developing a clear consistent RTI tier intervention progression after analyzing and triangulating student data
>
> Strengthening classroom literacy centers (literacy differentiation)
>
> Developing a writing program/process to integrate in every content area

E. In an effort to determine if professional development was adequate and effective, several types of data are needed.

Progress Monitoring students' fluency and comprehension after the students have received the literacy interventions stressed in the professional development should reflect that the interventions and instructional strategies are working.

RTI Tiers should be proportionate in BES if the interventions and Extended Learning Time was addressing the students' weaknesses.

Informal Observations are a valuable tool used by administrators, Instructional coaches and peer teachers to gather and analyze data that is collected during a walkthrough observation. The feedback informal observations provides, enables the faculty and administration the opportunity to reflect on classroom instructional practices, student engagement and lessons' differentiation. Using informal observations for walkthroughs is making a difference in classroom instruction at

Inspecting Student Artifacts and student writings need to be analyzed and assessed using a consistent grade level rubric.

Needs Assessment Surveys will be administered to teachers (example: Struggling Reader Literacy Needs Assessment Survey) to see if teachers perceive improvement in the areas they felt were weaknesses. The professional development needs to result in clarity and improvement in the designated weak areas.

F. Professional learning plan tied to stated goals and objectives and

G. Method of Measuring effectiveness that can be tied back to the goals and objectives

Goal 1: All students at BES will receive effective literacy instruction from trained teachers using highly effective teaching strategies and methods of delivery.

Professional learning that is needed to achieve this goal one includes the following for all teachers:

Common Grade Level Planning

Literacy Instruction in the content areas (emphasizing differentiation)

CCGPS training and support

Computerized literacy intervention program training

DIBELS and IPI training

Method of measuring effectiveness of goal one of the BES Literacy Plan

Units including Differentiation

Informal Observations

Analyzing Student Data (benchmarks, CRCT)

Reading across the curriculum

Progress Monitoring

Goal 2: All students at BES will meet and or exceed the rigor of the Common Core Georgia Performance Standards as measured by the CRCT and 5th Grade Writing Assessment.

Professional Learning that is needed to achieve goal two includes the following for all teachers:

Writing Program Instruction in all the content areas

Literacy Instruction in the content areas

CCGPS training and support

Inspecting Student Artifacts

Method of measuring effectiveness of goal two of the BES Literacy Plan

Grades 3 - 5 Writing Test Scores

Writing across the curriculum

Informal Observations

Goal 3: All students and teachers will have the appropriate Tier 2 and Tier 3 literacy interventions needed for the RTI process

Professional learning that is needed to achieve goal three includes the following for all teachers:

RTI Training: Clear and Consistent Tier Intervention

Differentiation Training in Literacy and Writing

Computerized literacy intervention program training

Methods of measuring effectiveness of goal three of the BES Literacy Plan

20% or below of students in Tiers 2 or above in the RTI process

RTI Data : Progress monitoring reflecting success

System-wide benchmark assessments

Pierce County Schools – Blackshear Elementary School – Sustainability Plan

Area to be Sustained	Sustainability Plan
a) Extending the Assessments Protocol	Blackshear Elementary understands the urgency to utilize assessment data to foster sustained improvement. Assessment protocols are in place to ensure assessment data is used and progress monitoring is completed as required by Response to Intervention guidelines. The only new assessment that SRCL requires beyond what is already in place at BES is DIBELS. BES will initiate this assessment and sustain this program by purchasing the computer based DIBELS program that is a onetime payment. BES will be able to cover upgrades for DIBELS through Title and local money.
b) Plan for Developing Community Partnerships and/or Other Sources to Assist with Funding	Blackshear Elementary is a small school in rural southeast Georgia with limited community resources that assist with funding initiatives. Pierce County has Title, QBE, and local money that can be allotted to assist with funding initiatives beyond the grant.
c) A clear, detailed plan discussing sustainability addressing plans for the following:	Expanding Lessons Learned (See h) Extending the Assessment Protocols (See a) Training for New System Employees (See d) Sustaining Technology (See g) On-going Professional Learning (See f)
d) Training New System Employees/Teachers After Funding has Ended	The Pierce County School system has a district wide new teacher induction program that provides professional learning for initiatives in the system and at each school. Each new teacher at BES also has a mentor that provides assistance with instructional initiatives. Funding for professional learning for new teachers to implement school initiatives will be provided through system professional learning funds.
e) How Print Materials are to be Replaced When Necessary	Funding will be available to replace print materials when necessary at BES. QBE money, as well as Title money, can be spent to purchase the needed materials. Media QBE money is almost totally spent on print materials. This will allow for sustainability of print materials purchased through the grant.

f) Ongoing Professional Learning	Blackshear Elementary has in place a system of providing job-embedded professional development during the school day. Professional learning programs such as DIBELS Next and IPI that are purchased through the grant will be sustained using system professional development funds. Pierce County Schools keep a record of all professional learning and professional learning units (PLUs) earned by each staff member. This provides a clear picture of the professional learning received by each staff member and allows for planning professional development around teacher need. The system has professional learning funds that are used only for professional learning and BES can use these funds to sustain professional learning for all staff as well as initial training for new staff. In addition, BES has an assistant principal in charge of curriculum and instruction that will be used to redeliver training when appropriate.
g) Sustaining Technology	Pierce County has a system wide Technology Director and BES has a full time Technology Specialist. This specialist will maintain all equipment and software purchased through the grant. In addition the county has E-SPLOST funds that are used for sustaining technology.
h) Expanding Lessons Learned	Lessons learned throughout the SRCL will be used to promote continuous improvement at BES. All data obtained throughout the grant will be used to update and improve the BES Literacy Plan.

Pierce County Schools – Blackshear Elementary – Budget Summary

BES Estimated Budget Summary

The following is a detailed list of the estimated budget for BES to implement the BES Literacy plan. This budget is intended to show the resources needed over the three year cycle of the SRCL and will not all be spent in year one. The BES school literacy leadership team will follow the needs assessment and goals of the literacy plan to determine the implementation timeline.

Item	Description/Use	Quantity	Total Estimated Cost
Dibels Reading Inventory	Literacy Assessment Program		$5,000.00
Professional Learning for Dibels	Teachers will need training on the Dibels program- 2 days	65 x2	$10,140.00
Informal Phonics Inventory (IPI)	Required by SRLG		$2,000.00
Computer Based Reading Program, Professional Learning, & Materials for the programs Fast Forward & Reading Assistant	Maintain Fast ForWord & Reading Assistant increasing usage in classroom by teachers	Renewal	$5,000.00
Interactive Boards	Interactive boards will be used for literacy instruction	45	$132,750.00 ($2950/ea.)
Portable Tablet Labs	30 tablets with mobile cart for taking to classroom/ Teachers need technology to implement hands-on literacy instruction and literacy groups	2 sets	$30,000.00 ($500/ea.)
Portable Laptop Labs	30 laptops with mobile cart for taking to classroom - Assist with research writing - Assist with grade level planning - Assist with student access to computer based programs for instruction: Reading Assistant, Fast ForWord, SuccessMaker and Study Island	2 sets	$42,000.00 ($700/ea.)
Professional Learning for Integrating Technology in Literacy Instruction	Teachers need training on how to integrate technology into literacy instruction/ Teachers attending GA Technology Conference		$5,070.00

Professional Development for Literacy Instruction (Continued)	3 Professional Learning Days for integrating literacy instruction		$15,210.00
Writing Program Selection, Purchase & Professional Development	Adopt school-wide writing program/ Purchase Materials/ Training Mark Diamond: Writing to Command Attention!		$2,000.00 materials $5,070.00 training
Student Response System		5	$5,000.00 ($1000.00 each)
Laser Printers		5	$1,075.00 ($215 each)
Color laser printer		1	$1400.00
Computer lab	Gives access to technology for a class to complete a project or assignment, engage in online activities, etc.	32	$10,920.00 ($570.00 each host computer and $345.00 for 3 virtual computers with monitor, keyboard, and mouse)
Teacher computer in media lab	Allows teachers to plan instruction for computer lab activities	1	$570.00
Laptops	Available for teacher use at professional development on or off campus	5	$3,450.00 ($690.00 each)
Headphones		50	$1,250.00
Digital camera		1	$500.00
DVD camcorder with tripod	Teachers can video themselves or others and reflect on their instruction	2	$1,100.00
Color copier (Canon IR 5235)		1	$6,700.00
Black copier for media center (Canon IR 2525)		1	$2,700.00
Consumable Technology Resources and Supplies	Supplies for Technology such as bulbs, toner, etc.		$4,000.00
CCGPS Planning Days	Substitute for Planning Days	6 Planning Days	$30,420.00

Pierce County Schools – Blackshear Elementary – Budget Summary

Printed Novels, Nonfiction Texts, CCGPS Textbooks	Books to use for instruction for CCGPS instruction		$40,000.00
Tumblebooks 1-year Subscription	Provides animated picture books online to engage students in reading	1	$499.00 per year
Essential Skills: Reading Comprehension Level 1	Improves student comprehension through computerized activities	1 site license	$689.00
Ebooks	Provides access to literacy online		$1,500.00
Media center titles	Provides student access to a variety of fiction and nonfiction titles in media center		$15,000.00
Leveled Readers			$10,000.00
Weekly Reader 1-year subscription	Encourages literacy with students on a weekly basis and provides online activities to support literacy	850 students	$4,250.00 ($5.00 per student)
Accelerated Reader Enterprise (1-year subscription)	Provides students with vocabulary and reading practice	850 students	$5,500.00 per year
Teacher Stipend	CCGPS Summer Planning Days	3 Planning Days	$15, 210.00

Total = 415,973.00