School Profile

Created Monday, November 10, 2014

Page 1

School Information

System Name:	Effingham County
School or Center Name:	Guyton Elementary
System ID	651
School ID	0190

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Charlotte Connelly
Position:	Principal
Phone:	(912) 772-3384
Email:	cconnelly@effingham.K12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Brenda Barrow
Position:	Assistant Prinicipal/Instructional Supervisor
Phone:	(912) 772-3384
Email:	bbarrow@effingham.K12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

62

FTE Enrollment

722

Grant Assurances

Created Tuesday, December 02, 2014

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

Preliminary Application Requirements

Created Tuesday, November 11, 2014
Updated Tuesday, December 02, 2014

Page 1

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

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. <u>Employee Relationships</u>

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III.   **Incorporation of Clauses**

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

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

Randy Shearouse, Superintendent
Typed Name of Fiscal Agency Head and Position Title

_____11/11/14_____
Date

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

Randy Shearouse, Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

_____11/11/14_____
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)

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: <u>Judith Shuman</u>
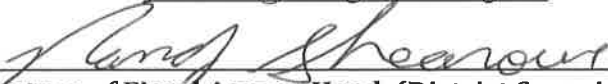
Position/Title of Fiscal Agent's Contact Person: <u>Student & Professional Learning Coordinator</u>

Address: <u>405 N. Ash St.</u>

City: <u>Springfield</u>   Zip: <u>31329</u>

Telephone: <u>(912) 754-5508</u>   Fax: <u>(912)754-5637</u>

E-mail: <u>jshuman@effingham.k12.ga.us</u>

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

<u>Randy Shearouse</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____
Date (required)

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately $107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A. Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	$10,000
Smaller Learning Communities	High	2008-2013	$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	$518,820
Effingham College & Career Academy	High	2007	$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B. Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. Sustainability of Past Initiatives

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over $2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. Initiatives Implemented Internally

ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

District Narrative

Brief History of the System

First settled in 1734 by protestant German exiles, Effingham County was established in 1777. With approximately 53, 293 residents, Effingham County has been among the nation's top 100 fastest growing counties prior to the recession. The Effingham County School System is currently the 32nd largest in Georgia. Newcomers are attracted to Effingham County's family-oriented communities and the district's reputation for providing a quality education in safe, state-of-the-art facilities. Annually Effingham spends approximately $700 less per pupil than the state average while maintaining a full 180-day school calendar. The district is currently ranked 133rd out of 180 school districts in the state in terms of the value of local revenue collected relative to the number of students it serves. Despite the inability of the district to generate sufficient tax dollars per child as compared to other systems in the state, the Effingham County School System maintains above average results and provides a robust, engaging, and comprehensive educational program. The Center for American Progress includes Effingham as one of only 20 Georgia school districts that provide the lowest cost and highest achievement.

System Demographics

	Total Students	Black	Hispanic	White	Other
Effingham County High	1836	22%	4%	67%	7%
South Effingham High	1522	9%	4%	82%	5%
Effingham County Middle	811	25%	3%	67%	5%
Ebenezer Middle	796	18%	7%	70%	5%
South Effingham Middle	980	6%	5%	86%	3%
Blandford Elementary	682	19%	10%	64%	7%
Ebenezer Elementary	617	11%	5%	80%	4%
Guyton Elementary	652	16%	4%	73%	7%
Marlow Elementary	679	4%	5%	87%	4%
Rincon Elementary	638	24%	8%	62%	6%
Sandhill Elementary	537	6%	4%	86%	4%
South Effingham Elementary	713	9%	7%	77%	7%

Springfield Elementary	**599**	**28%**	**5%**	**64%**	**3%**
System	**11062**	**15%**	**5%**	**72%**	**8%**

Special Populations:

- Special Education – 16.1%
- ESOL – .8%
- Homeless - .3%
- Gifted – 10.3%
- PreK – 23 Classrooms
- Pre-School (Migrant/Sp Ed) – 52 students

The current overall free and reduced lunch rate for the system is 44.2%.   Five of the thirteen schools are Title I eligible. The Effingham College & Career Academy opened in 2010 and serves students from both high schools.

Current Priorities

The Effingham County School District is committed to providing rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post secondary success.

- Increase graduation rates
- Provide opportunities which maximize potential for learning and minimize achievement gaps
- Establish challenging growth targets and provide instruction that enhance, extends or expands student learning
- Use writing as a tool for learning and assessment in all content areas
- Deep understanding and systematic implementation of CCGPS

Strategic Planning

Strategic Planning Goals	
Safe Environment	Provide a safe and nurturing environment for all learners and district employees.
Maintenance of Quality Workforce	Maintain a quality work-force with the goal of all teachers and paraprofessionals obtaining Highly Qualified status.
Facility Strategic Planning	Maintain quality school facilities and insure strategic facility planning to meet the needs of the district's continuing growth
Career and Work-force Readinesss	Continue to improve the graduation rate and enhance opportunities for students in Career Technical Agriculture Education
Improvement of Instruction	Work toward providing subject area specialists in English, Math, Science and Social Studies.
School Improvement	Support schools in maintaining scores above the state average on the College and Career Ready Performance Index (CCRPI)

Current Management Structure

CCSS Superintendent	
Principals	
Elementary • Blandford • Ebenezer • Guyton • Marlow • Rincon • Sand Hill • South Effingham • Springfield	**Middle** • Ebenezer • Effingham County • South Effingham **Secondary** • Effingham County • South Effingham • Effingham College & Career Academy

Assistant Superintendent of Instruction and Technology
• Student and Professional Learning Coordinator
    o Elementary Curriculum & K-12 Gifted Asst. Coordinator
    o Student Intervention and Support
• Assessment Coordinator
• Information Systems Coordinator
    o Information Systems Asst. Coordinator
• Information Technology Coordinator
• Special Programs Coordinator
• Exceptional Students Coordinator
    o Asst. Coordinator for Exceptional Children
    o IEP/Eligibility Program Manager
• CTAE Coordinator	

Past Instructional Initiatives

Initiative	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ELA											
Implementation of CCGPS ELA							▓	▓	▓	▓	▓
ELA 6-12 Language Arts Adoption						▓					▓
iRead adoption (K-2)											▓
Balanced Literacy Block								▓	▓	▓	▓
Reading Recovery (Gr.1)	▓	▓	▓	▓							
Comprehensive Intervention Model									▓	▓	
Georgia Center for Assessment Training - Writing					▓		▓				
Literacy Coaches (# of coaches)						1	1	1	1	.5	
Reading First					▓	▓	▓	▓	▓	▓	▓
Write from the Beginning					▓	▓	▓	▓	▓	▓	▓
Write for the Future						▓	▓	▓	▓	▓	▓
Scholastic Reading 180 & System 44 (Gr 8-6)									▓	▓	▓
Scholastic Reading 180 & System 44 (Gr 9)										▓	▓
Words Their Way										▓	▓
GaDOE Summer Academy										▓	
Reading Rockets for Paraprofessionals										▓	▓

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Guided Reading				X							
Scheduling for Literacy								X	X		
ASSESSMENTS	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Cold Read Assessments										X	X
Benchmark Assessments				X	X	X	X	X	X	X	X
OAS				X	X	X	X	X	X	X	X
LEOCT(high school)	X	X	X	X							
ESOL	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Camp Can Do											
iReady											
ESOL Endorsement	X	X	X	X	X	X	X	X	X	X	X
General	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
High School Academic Coaches					X	X	X	X	X	X	X
Standards Based Classrooms						X	X	X	X	X	X
Smaller Learning Communities (high school)					X	X	X	X	X		
Ken O'Conner Grading Study					X	X	X				
Thinking Maps					X	X	X	X	X	X	X
Six Elements of an Effective Math Lesson	X	X	X	X	X	X	X	X	X	X	X
Gifted Endorsement							X			X	X
Co-Teaching and Inclusion				X	X	X	X	X	X	X	X
21st Century Classrooms					X	X	X	X	X	X	X
Bring Your Own Technology										X	X
Interactive Notebooks						X	X	X	X	X	X
Literacy Design Collaborative								X	X	X	X
Document Based Questions								X	X	X	X
Literacy Strategies in the Content Areas								X		X	
Using Data to Inform Instruction							X	X	X	X	X
SLDS										X	X
SLO Development											X
Implementation of CCGPS Mathematics							X	X	X	X	X
Social Studies Resource Adoption								X			
Science Resource Adoption					X						
Formative Instructional Practices										X	X
TKES/LKES										X	X

Literacy Curriculum

ECSD's literacy curriculum is driven by the CCGPS. Locally developed units are currently being used in ELA classrooms. High schools adopted Pearson's Literature series in 2014 and middle schools adopted Scholastic's Code X series. Elementary schools adopted Scholastic's iRead for grades K-2 as a supplemental resource but are still making a core choice for grades K-5.

Literacy Assessments Used District-wide

	Beginning of Year	Middle of Year	End of Year
K	• GKIDS Baseline • Fry Words (quarterly) • DIBELS 6th Ed.	• GKIDS(quarterly) • Fry Words (quarterly) • DIBELS 6th Ed.	• GKIDS • Fry Words (quarterly) • DIBELS 6th Ed.
K-5	*Words Their Way* Spelling Inventory		*Words Their Way* Spelling Inventory
1-5	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)

Instructional plans are determined based on results from literacy assessments listed above. Teachers choose from various assessments from Reading First resources for Phonological Awareness, Phonics, Fluency, and Comprehension as needed.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of sufficient varied materials to meet the explicit needs all students
- Lack of a reliable and vertically applicable tool to assess reading levels and record growth over time
- Absence of robust professional development
- Weakness in utilization of reliable data to drive instruction

As stated in the Why document (page 26), "Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement." Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistent support of previous instructional initiatives, rising assessment expectations, TKES/LKES, and Georgia Milestones, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the mission for excellence.

District Management Plan and Key Personnel

The decision for the Effingham County School District (ECSD) to apply for Georgia's Striving Reader Comprehensive Literacy Grant was a collaborative one made only after careful consideration and discourse. Through face-to face meetings as well as electronic and document sharing tools, the district and school grant writing teams have already established communication modes that will continue throughout the duration of the grant. As with any initiative that ECSD undertakes, we are committed to implementing and monitoring the grant with an ongoing goal of sustaining all initiatives once funding from the grant has ceased. The office of Student and Professional Learning will supervise the implementation, monitoring, and reporting on goals and objectives for the project at the district level.

The following chart indicates those individuals responsible for grant administration at the district level:

District Department	Individual/Position	Tasks
Curriculum and Instruction	Judith Shuman, Student and Professional Learning Coordinator	Grant Administrator – Oversee implementation/reporting
	Dr. Melodie Fulcher, Asst. Coordinator for K-5 Curriculum & K-12 Gifted Dr. Greg Arnsdorff, Asst. Superintendent for Instruction & Technology Kristie Long, Student Intervention & Support Specialist	Coordination of district-wide initiatives; support for gifted education; support for intervention and ESOL services
Business Services	Ron Wilson, CFO Kathy Morgan, Purchasing Agent	Budget approval Payments
Technology	Jeff Lariscy, Information Technology Coordinator Gregg Miles & Justin Keith, Instructional Technology Specialists	Support for technology
Special Education	Stacy Boyett, Exceptional Students Coordinator	Support for special education

The following individuals will manage day-to-day operations:

Site	Individual/Position
Guyton Elementary School	Charla Connelly, Principal Brenda Barrow, Instructional Supervisor
Marlow Elementary School	Wallace Blackstock, Principal Lori Dasher, Instructional Supervisor
South Effingham Elementary School	Anna Barton, Principal Stacy Bolton, Instructional Supervisor
Effingham County Middle School	William Hughes, Principal Lyn Long, Instructional Supervisor

The decision to apply for the SRCL grant was a collaborative one. District and school personnel learned about requirements together and made the decision to move forward. Just as with the decision to apply and the work throughout the application process, the grant implementation will be a collaborative effort. Although not every school in the district could apply for the grant, each school is committed to the same literacy priorities and as such will bring a complementary perspective to the grant implementation. Teachers at each site have expressed a desire for job-embedded professional learning and are committed to participation. The district key personnel will be leading on-going professional collaboration and discourse among both grant-recipient and non-grant recipient schools in order to promote and sustain district goals. The district and school level literacy teams have made developing and implementing a viable and purposeful literacy plan their priority. ECSD has participated in a wide variety of initiatives in recent years; however, the implementation of a literacy plan is both long over-due and critical for us to continue to provide students with the skills needed to be successful in their post secondary endeavors. ECSD embraces this opportunity.

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately $107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A. Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	$10,000
Smaller Learning Communities	High	2008-2013	$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	$518,820
Effingham College & Career Academy	High	2007	$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B. Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. Sustainability of Past Initiatives

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over $2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. Initiatives Implemented Internally

ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

Guyton Elementary School SRCL Grant

School History

From 1956 until desegregation in 1970, Guyton's students were schooled at either Guyton Elementary which housed kindergarten, first, second and third grade or Effingham County Training School which housed grades fourth, fifth, and sixth.   In 1988 the unification of the Guyton Upper Campus and Guyton Elementary Lower Campus was accomplished with the construction of the current Guyton Elementary School (GES). Additional instructional areas were incorporated during 1999 and again in 2003 to complete the facility as it are today.

The current Guyton Elementary School (GES) facility is located in the heart of Guyton, GA, about 30 miles from the city of Savannah. According to the 2012 census, Guyton is a rural community with a population of 1,696. The median age is 33, and the median household income is $38,735. The community's ethnicity is 62% white and 36% black.

GES. one of eight elementary schools in Effingham County, serves Pre-K through fifth grade with a current enrollment of 717 students, 373 males and 344 females. Compared to the rest of the county, GES has significantly higher percentages of students with disabilities and students with low socioeconomic statuses. Currently, 58.28% of our students receive free or reduced lunch, which qualifies GES as a Title 1 Schoolwide School. There are 194(27%) students in Special Education, 33 (4.6%) students identified as EIP, 16 (2.2%) students with a 504, 51 (7%) students in Gifted/Talented, and 59 (8.2%) students in Speech. GES uses GA's Response to Intervention (RTI) process, and presently has 31 students in Tier 2 and 18 students in Tier 3. The ethnic composition of GES is 73% white, 17% black, 4% Hispanic, and 5% with two or more races. The class size is 20.3, and the student-teacher ratio is 1:20.

Administration and Teacher Leadership Team:

Principal, Charlotte Connelly, Assistant Principal, Paula McCormick, and Instructional Supervisor, Brenda Barrow lead GES. Our administration is committed to maximizing instructional time and focused on a collaborative, data-driven process to meet the needs of all students. Because of the focus and support of the leadership at GES, many changes have been made in recent years to promote teaching, collaboration, and the maximum potential for all learners. GES has an incredibly progressive schedule model created by Dr. Robert Lynn Canady. The block schedule eliminates transition time and creates an extra 45-minute Intervention/Extension time within the school day. In addition, the schedule also works with the Encore teachers on a 10-day rotation, which allows homeroom teachers to receive an extended planning (1 hour and 45-min., as opposed to the daily 45-min. planning) once every 10 days. This unique schedule allows for maximum teaching time, built-in intervention and extension time, and time for teacher collaboration and analysis of data.

GES leadership has developed a variety of teams in which to delegate responsibility and enhance and inform instruction. The teams are as follows: School Leadership/Improvement Team, Grant Writing Team, Data team, School Council, and a Literacy Team.

The GES School Leadership Team continues to involve all reasonable stakeholders in the school improvement process. On the team, there is a grade level representative, one person to serve as the liaison for the Encore Staff (Music, Art, P.E., Technology, Media, etc.), administrative staff, parents, and community/business members. As part of the continual improvement process, representatives bring suggestions, recommendations, and requests before the School Improvement team for discussion. The administrative team, which includes the Principal, Assistant Principal, Instructional Supervisor/AP and Guidance Counselor, is an integral component of the School Improvement Team. The improvement team works in a cooperative effort to evaluate data from multiple sources as provided by the GES Data Team, determine strengths and weaknesses from the previous year, and revise the improvement plan. The team makes decisions, sets goals, and guides the implementation of the improvement plan. The ultimate goal is the plan offers continued support for all students in the areas of academic achievement, social growth and development, and college and career readiness.

Past and Current instructional initiatives

Many instructional initiatives have been implemented in recent years at GES. Although some initiatives have worked well when teachers were sufficiently trained, other initiatives have lacked sustainability with the absence of training. With initiative changes, curriculum changes, and the arrival of new teachers, GES is in need of a comprehensive, balanced literacy program where all teachers have the professional learning required to teach. To address the needs of all types of learners, the following past and current instructional initiatives were implemented:

Past instructional initiatives:
- *Thinking Maps*
- Differentiated Instruction
- ELA unit writing, revision, and redelivery
- Standards-Based Classrooms
- Write from the Beginning
- Word Study
- Student Interactive Notebooks
- Gator Groups
- Data Notebooks
- DIBELS
- ELA Benchmarks
- Classworks
- Language for Thinking

- Starfall
- SRA Corrective Reading
- Reading Recovery

Current instructional initiatives:
- Data Notebooks *
- Differentiated Instruction
- Making Great Readers
- iRead
- Gator Groups *
- Co-teaching/inclusion
- Common planning
- Intervention/Extension
- Response to Intervention
- DIBELS and DIBELS Next
- Data Team
- Literacy Team
- Book Adventure
- ReadnQuiz
- Starfall
- Guided Reading
- Reading Recovery
- Writing across content areas
- Co-teaching/Inclusion

*Data Notebooks:
GES is in its fifth year of collecting and analyzing school-wide and student data. Data Notebooks continue to be a vital source of information for reflection, excellent teaching practices, and remediation. Although data notebooks differ according to subjects taught and student needs, administrators provide general checklists of data to be included in the notebook. Items may include: pretest, unit item analysis, differentiation planning, benchmarks, and formative assessments. Data is discussed between teachers in their weekly meetings, and with administrators during extended planning.

*Gator Groups:
Every classroom teacher, Special Education teacher, and Reading Recovery teacher conducts a Gator Group in the mornings during homeroom time from 8:00-8:30. The groups focus on math, reading/ELA, or writing, and they are designed to accelerate or remediate learning and address the tiers of intervention. The students in the groups fluctuate depending on their changing needs and the reflection of data. Teachers keep attendance logs and a log of instructional objectives taught.

Professional Learning Needs

- SRI and training to accompany this program (GES currently has no program to monitor reading comprehension or Lexile levels)
- Balanced Literacy model
- Writing in content areas
- A systematic, explicit sequence of literacy instruction
- Research-based best literacy practices for reading and writing across content areas and grade levels
- Development of formative and summative assessments to monitor learning
- Identification and implementation of a core literacy program
- Development of a redelivery model within the school community to strengthen professional learning.

Need for striving readers project

Due to the socioeconomic status and high percentages of students with disabilities at GES, most students have tremendous obstacles to overcome in order to be successful in the classroom. The Striving Readers Comprehensive Literacy grant is necessary at GES in order to progress forward in literacy. This is definitely an area of weakness for us. According to the Needs Assessment survey, 70% of teachers expressed that fewer than 40% of students came to them with reading mastery of the prior grade. Teachers used previous years CRCT data, and classroom assessments to make this determination. Our staff needs standards-based and motivating professional learning for the facilitation of mastery of literacy skills. More importantly, our students need to receive the benefit of well-equipped, quality educators who are confident in their ability to teach literacy.

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Surveys/Participants

Effingham County developed a Needs Assessment Survey for Guyton to utilize. This survey was comprised of 32 questions related to literacy, e.g. literacy, literature, differentiation, writing, materials/resources, teaching time, language, reading and writing in content areas, and the use of data. It was administered in September of 2014 to all certified staff, GT, regular education teachers, and special education teachers. Results were compiled and analyzed. In preparation for the grant and in response to the survey, a literacy team was formed to review all the applicable data to determine areas of concern.

Assessments Used

Assessment	Description
Effingham County's Needs Assessment Survey	32 questions related to literacy
Student Test Data	CRCT Readiness Indicators (on-track and commendable) 5th grade Writing Scores Grades 1 and 2 End of Year Tests DIBELS
School Improvement Plan	A data-based plan written to provide school with Goals and Objectives for the school year
SLDS data	Provides historical data of students including Assessments, Attendance, Enrollment, Courses, and Grades
AdvancEd data	A research-based protocol for districts committed to systemic, systematic, and sustainable continuous improvement

Disaggregated Data
The data has helped us reach conclusions regarding academic achievement.

Grade	Strengths	Subgroups that showed an increase in performance	Subgroups that showed a significant decrease in performance
K	• Basic Early Literacy Skills, All		
1	• Reading, All • Math, All		
2	• Reading , All • Math, All		
3	• Reading-Commendable, Students with disabilities • Grade 3: ELA, all & regular education students	• ELA, Regular Education, black, and white students, and SWD	• Reading-On-track, SWD • Reading- Commendable, all, regular education and black students
4	• ELA, regular education students		• ELA-On-Track, black students and SWD • Reading-Commendable, white students
5	• Reading-On-Track, white students • ELA-On-Track, regular education students and white students	• Writing, white students • Writing exceeds • Social Studies, all	• Writing, black students • Writing, SWD • Science, Economically disadvantaged

 Root Cause Analysis/Areas of Concerns
Through the analysis of the Needs Assessment Survey results and other data collected, the literacy team has identified the following needs and the root causes:

- Continued commitment from school leadership to learn about and support literacy instruction
- Establish a school Literacy Team
- Focus on research-based literacy instruction for leadership

Building Block 1: Engaged Leadership		
Areas of Concern	Root Cause	Steps taken
❖ Literacy Leadership Team	❖ Lack of focus on literacy	❖ Literacy Team Formed
❖ Lack of Professional Learning for administration	❖ Lack of funding in PD	❖ Professional development money available
❖ Lack of Vertical Planning Scheduled	❖ Lack of Time in Schedule	❖ Vertical alignment meetings scheduled
❖ Lack of consistency of Literacy Instruction across the grade levels	❖ ELA Adoption incomplete	❖ Maximize literacy instruction time
❖ Minimal Community Involvement	❖ Lack of plan to communicate with the community about literacy	❖ Schedule Night time activities that encourage families to read

Building Block 2: Continuity of Instruction		
Areas of Concerns	Root Causes	Steps Taken
❖ Grade Level Meetings occur, but very few are about Literacy	❖ Lack of Literacy Focus	❖ Extended Planning time scheduled for literacy collaboration among teachers
❖ Lesson Plans lack differentiation	❖ Lack of training	❖ Book study on differentiation ❖ Shared lesson plans via school P Drive
❖ Lack of vertical planning	❖ Lack of Time in Schedule	❖ Vertical alignment meetings scheduled by School Administrators
❖ Lack of relationships with out of school agencies and organizations	❖ Lack of concern for the value of literacy	❖ Invite local Authors to school ❖ Create Fun incentives for Reading utilizing out of school agencies and organizations

Building Block 3: Ongoing Formative/Summative Assessments		
Areas of Concerns	Root Causes	Steps Taken
❖ Limited data for determining students book level and lexile	❖ Lack of diagnostic tools	❖ None taken at this time– will be implemented as a result of literacy grant
❖ Proficiency in the use and understanding of evidence based monitoring tools	❖ Lack of understanding	❖ Collaboration with Intervention specialists
❖ No research based literacy diagnostic tests for grades k-5	❖ Lack of funding	❖ A Formative and Summative Assessment calendar is utilized based on state and local guidelines to monitor student progress throughout the year

Building Block 4: Best Practices in Literacy Instruction		
Areas of Concerns	Root Causes	Steps Taken
❖ Inconsistent Literacy instruction	❖ Teachers lack knowledge for implementation to be consistent	❖ Teacher made units created in alignment to local and state Common Core standards
❖ No research based literacy program in place	❖ Lack of funds	❖ ELA Adoption
❖ Lack of Writing instruction across all content areas	❖ Math, Science, and Social Studies Teachers lack training in writing	❖ Researching for best practices and how to incorporate writing across the curriculum.
❖ Professional learning (see Block 6 for more details)	❖ Lack of professional learning	❖ Participate in professional Development (see Block 6 for more details)

Building Block 5: System of Tiered Intervention (RTI) for ALL Students		
Areas of Concerns	Root Causes	Steps Taken
❖ Lack of Literacy Interventions for grades 3 through 5	❖ Lack of funding to purchase updated intervention materials and diagnostic assessments	❖ Creating a central location for resources for teacher to use for targeted interventions in their classrooms
❖ Expanding intervention resources to better suit specific student needs.	❖ Lack of funding and research based methods	❖ Provide professional learning on direct, explicit instructional strategies that build student word identification, fluency, vocabulary, comprehension, and writing skills.
❖ collaboration between special education teachers and classroom teachers is limited	❖ typically self contained in the special education classroom	❖ Implementation of collaboration and co teaching models

Building Block 6: Improved Learning Through Professional Development		
Areas of Concerns	Root Causes	Steps Taken
❖ Lack of Professional Development in the following areas: • Reading skills • Guided Reading Fluency • Teaching Reading Comprehension • Differentiated Instruction • Vocabulary Development • Writing • Creating Higher Order Thinking Skills	❖ There has not been enough literacy-specific professional development due to lack of funds	❖ Schedule professional development
❖ Method to monitor instruction	❖ Lack of focus on literary instruction	❖ provide site based support for administration, faculty, and staff by instructional coach
❖ Lack of ongoing professional peer collaboration on	❖ lack of scheduled time to observe and implement	❖ Monitor teacher instruction with

literacy strategies and assessment		limited tools,(i.e. TKES, 3 minute walkthroughs)

School Literacy Plan

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

Why is it important?
According to The Georgia Literacy Task Force, the role of leadership in developing literacy cannot be overstated. Strengthening leadership at all levels is necessary to the implementation of a successful literacy program. Leadership does not only come from principals, teacher leaders who have a well developed understanding of teaching reading and writing are also vital for the successful implementation of a literacy program (p. 156, The Why).

The principal at GES understands and is committed to improving literacy instruction and student achievement across grade levels and disciplines. According to our needs assessment, the staff at GES showed a high level of concern for a shared literacy vision, which is owned by school leadership, staff members, students, parents, and community. Leadership recognizes a strong need for quality-research based professional development as a key strategy for supporting significant improvements.

What we are doing...
- Time is scheduled and protected for Literacy Leadership team so that teachers can collaborate.
- Staff receives job-embedded professional learning based on student data and teacher needs.
- Consultants are sought to meet our areas of need.
- Expectations are established for all staff to implement best practices derived from professional learning.

Planning:
- Participate in professional learning in literacy leadership to support classroom instruction.
- Create a shared literacy vision for the school and community.
- Commitment to learning vertical literacy expectations.
- Plan for ongoing data collection and analysis to inform program development and improvement.
- Literacy Leadership Team will ensure that stakeholders understand literacy goals and their roles in meeting these goals.
- Develop and share a brochure or chart mapping community resources for families.
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices.

Expanding:
- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly.
- Analyze multiple forms of data, including results of a literacy instruction observation checklist, to develop a list of prioritized recommendations and goals for improvement.
- Provide specific topics for bi-weekly collaborative grade level meetings.

Sustaining:
- Ensure continued growth through professional learning by providing learning opportunities for new staff to receive necessary support in becoming acquainted with programs, materials, and

previously learned strategies.
- Develop a pipeline of leaders by identifying and training leaders for succession.
- Make hiring decisions collaboratively based upon literacy goals.

B. Action: Organize a Literacy Leadership Team

Why is it important?
Our Literacy Plan includes teacher leaders and administrators. According to p. 143 of "The Why" document, "A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning network." The staff at GES understands the necessity of a strong Literacy Leadership Team in order to develop and maintain a strong literacy vision. The goal of our school's literacy plan is to ensure that all students have the means to be successful lifelong learners. We recognize the need for improvement in all areas of literacy. "Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in school," (p. 156, The Why).

What we are doing...
- Participate on District and School Literacy Leadership Team.
- Time is scheduled for Literacy Leadership team to meet and plan.
- Effective data analysis procedures are understood and practiced.
- Students are identified for intervention or support.
- A system of communication is established for sharing information with stakeholders.

Planning:
- Create a shared literacy vision for the school and community aligned with state literacy plan.
- Plan for ongoing data collection and analysis to inform program development and improvement.
- Literacy Leadership Team will ensure that stakeholders understand literacy goals and their roles in meeting these goals.
- Develop and share a brochure or chart mapping community resources for families.
- Identify and allocate additional funding sources to support literacy.
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas.

Expanding:
- Analyze multiple forms of data, including results of a literacy instruction observation checklist and student achievement data, to meet individual teacher needs through follow-up assistance and professional learning.
- Develop a list of prioritized recommendations and goals for improvement.
- Share student achievement gains with parents and local community through community open houses, newspaper articles, website, podcast, and blogs.
- The literacy team will: rewrite / refocus School Improvement Plan goals, objectives, and actions according to student achievement results.
- Add stakeholders and community partners to be a part of the literacy team.

Sustaining:
- Define priorities and allocate needed resources to sustain them over time.
- Continue to analyze formative and summative assessment results and refine literacy goals based on the CCGPS.

- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement.
- Pursue external funding sources to support literacy.
- Share student achievement gains with stakeholders through online media and traditional outlets.

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

Why is it important?
We recognize that there is a strong correlation between proper time management and student achievement. "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time," (p. 58, The Why). "The most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction," (p. 58, The Why). This time requirement increases in the upper grades – "literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework."

What we are currently doing…
- A 90-120-minute block is allocated for balanced literacy instruction in all grades for all students.
- The "Canady Schedule Model" is implemented for maximum instructional time.
- Collaborative planning is scheduled for grade-level teams within and across the curriculum.
- Professional learning is shared or re-delivered at staff meetings and common planning times.

Planning:
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons.
- Use technology to provide professional learning to new and continuing teachers.
- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times using prepared agendas and action summaries for all meetings.
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time.
- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes.

Expanding:
- Video classrooms for self-evaluations, peer observations, sharing literacy expertise, etc. within and among schools.
- Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity.)
- Maintain anecdotal notes and data portfolios to showcase student and content area successes.
- Encourage teachers to share stories of success in the community, both online and through traditional outlets.

Sustaining:
- Ensure that teams meet for collaborative planning and examining student data/work during

	scheduled times.
•	Dedicated time for grade level teams and support personnel to consistently meet for collaborative planning and data analysis (currently meeting 2 times per ten day rotation).

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

Why is it important?

There is a need for explicit literacy instruction to be addressed in all content areas at GES. We recognize that all teachers do play a vital role in teaching reading skills needed in every aspect of life. "Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers," (p. 26-27, The Why). "The need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy," (p. 27, The Why).

What we are currently doing…
- Science and social studies content is integrated into the reading and writing CCGPS units.
- An infrastructure is maintained to support literacy (accountability, data collection and evaluation across content areas).
- Minimal literacy resources are provided for parents and caregivers in the school.
- Websites are provided for parents and caregivers to strengthen literacy.

Planning:
- Utilize all staff to support literacy instruction.
- Develop strategies for maintaining momentum and progress of a learning support system.
- Provide additional family-focused services and outreach that engage families in literacy programs and services.
- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Engage in professional learning with a focus on facilitation of group process and teaming

Expanding:
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs or after-school programs.
- Implement Reading Strategy Nights at school to enhance literacy learning.
- Creating a Literacy Hotline where parents can call for literacy help.
- Establish a literacy tutoring system for every student who needs additional support from both within the school and from the community.
- Utilize social media to communicate and promote the goals of literacy across the curriculum (e.g., Twitter, Facebook, Google+, etc.).
- Expand literacy resources for parents and caregivers in the school.
- Enlist literacy learning in outside organizations (e.g., Girl Scouts, Reading Room, Boy Scouts, Primetime, etc.).

Guyton Elementary School   School Literacy Plan   4

Sustaining:
- Improve infrastructure to support literacy (accountability, data collection and evaluation across organizations).
- Maintain focus (fiscal and instructional) on literacy development even when faced with competing initiatives.

E. Action: Optimize literacy instruction across all content areas

Why is this important?

It is imperative that explicit literacy instruction should be implemented across all content areas. "Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language," (p. 32, The Why). The integrations of literacy skills into the content areas has been made even more explicit in the CCGPS, which holds educators across all content areas accountable for teaching literary instruction (p. 2, The Why).

What we are doing…
- CCGPS integrates literacy instruction and skill development in all subject areas.
- Writing opportunities are required in all content areas.

Planning:
- Enhance School Improvement Plan to incorporate literacy in all content areas.
- Evaluate and monitor effective instructional strategies through:
  o Formal and informal observations
  o Lesson Plans
  o Walkthroughs
  o Student work samples
- Provide all content area teachers with the resources necessary to offer a variety of reading and writing materials.
- Give students opportunities to demonstrate their ability to read and write.
- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Ensure instruction in and opportunities for:
  o Writing opinion pieces on topics or texts, supporting a point of view with reasons and information.
  o Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly.
  o Writing narratives to develop real or imaginary experiences.
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

Expanding:
- Create a common grade level writing rubric so that clear expectations and performance goals are

met.
- Provide students with research-based resources to help support student learning of the CCGPS standards.
- Showcase exemplar samples of student work in the areas of reading and writing.
- Create choice boards in reading materials and writing topics.
- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas
- Provide professional learning on:
  - Incorporating the use of literature in content areas
  - Use of informational text in English language arts classes
  - Writing instruction (narrative, opinion, and informational) in all subject areas
  - Supporting opinions with reasons and information
  - Determining author bias or point of view
  - Text complexity that is appropriate to grade level
  - Use of technology to adjusting text complexity to the needs of individual students
  - Guiding students to conduct short research projects that use several sources
  - Teaching students to identify and navigate the text structures most common to a particular content area
    (e.g., social studies, cause and effect; science, problem/solution)
- Expand meaningful opportunities for students to write, speak, and listen
- Expand the types of writing across the subject areas

Sustaining:
- Host family nights to engage parents in activities that demonstrate literacy.
- Ensure that students are given the opportunity to read and write in all content areas.

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

Why is this important?
Community involvement is crucial in assisting schools with creating productive citizens. Members of the community assist teachers through mentoring, after school programs, and volunteer teacher assistants. "All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy," (p. 31, The Why).

What we are doing…
- Stakeholders are included in School Council and in the School Leadership Team.
- Tutors and mentors are utilized for targeted students.

Planning:
- Create a shared vision for literacy for the school and community, making the vision tangible and visible.

Expanding:
- Foster relationships among schools, post secondary education institutions, the workforce, families, and communities by including them in decision-making and by sharing information.
- Create a literacy website that models reading and writing strategies.

- Reinstate Young Authors for modeling and rewarding writing.
- Expand on the Parent Resource Center.
- Coach mentors in Literacy Strategies for assisting our students with reading needs.

Sustaining:
- Pursue additional funding sources for specialized literacy staff and materials.

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

Why is it important?
All stakeholders, including educators, media specialists, parents, and students are responsible for literacy. All teachers, administration, media specialists, must be competent advocates for promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. Strategic literacy instruction integrated in to all curriculum areas is critical for the development of students' ability to use language. Continuous use of assessment data, strategic and targeted instruction and/or intervention will improve the language abilities of all learners (p. 31, The Why).

What we are currently doing?
- Administration has established an expectation of shared responsibility for literacy across the curriculum.
- Time is scheduled for teams to meet for collaboration and examination of student work/data.
- Literacy is integrated into all content areas.
- Lesson Plans are shared with collaborators.
- Writing is required in all content areas, using technology when possible.
- Reading and writing assignments provide variety in type, media, and genre.

Planning:
- Provide review sessions for entire faculty to learn about CCGPS for literacy in social studies and science.
- Study a variety of strategies for incorporating writing in all content area.
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure.
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Develop meaningful opportunities for students to write, speak, and listen using social media for face-to-face and online options.
- Plan a literacy celebration for the entire school.

Expanding:
- Schedule professional learning for school-wide vertical alignment.
- Establish guidelines, protocols, and expectations for vertical alignment.
- Continue to research effective strategies for differentiating instruction, promoting active

engagement, and teaching key areas of literacy and writing instruction.
- Collaborate with team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible.
- Assess effectiveness of teams and alter team members to ensure optimal effectiveness on student learning.
- Utilize online options to provide ongoing sharing options to conduct peer observations and share literacy expertise.
- Discuss exemplary samples with students to model features of quality writing.
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding.
- Integrate appropriate comprehension strategies into instruction in all subject areas.
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic.
- Expand the types of writing across the subject areas to include songs, manuals, captions, word problems, e-mails, ads, and instructions.

Sustaining:
- Stay abreast of effective strategies for literacy instruction.
- Maintain opportunities for students to write, speak, and listen using face-to-face and online options through social media.
- Host family nights that engage parents in activities that demonstrate importance of literacy proficiency.
- Continue with peer observations.

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

Why it is important?
All students interact with a plethora of text that comes in a variety of forms:
- o Non Fiction (biographical materials, scientific writings, technical information)
- o Fiction (novels, short stories, plays, and poems)
- o Text Features (illustrations, pictures, headings, titles, graphs)

The CCGPS expects students to read and analyze a wide range of print and non-print materials that foster the ability to read closely, think critically, find textual evidence to support assertion, and to make text connections. Because the CCGPS values reading skill and sophistication equally, what students are asked to read becomes a major determiner of competency, (p. 50, The Why). Students will be required to understand how to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole, (p. 85, The Why).

What we are doing...
- The concepts and skills students need to meet expectations are identified in CCGPS.
- Text structures most frequently used in each content area are studied.
- Students are provided differentiated instruction.
- Some professional development has been provided for teachers in the areas of modeling writing and assessing writing.
- Student data is examined to determine current percentage of successful students in literacy areas.
- Teachers collaboratively plan to implement jointly adopted literacy instruction.

Planning:
- Identify direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge.
- Continue professional learning on the implementation of technology in literacy.
- Research and identify best practices to implement literacy instruction in all content areas.
- Meet to discuss progress of lessons, validity of assessments, and necessary changes.
- Use data from the universal screening process to identify general weaknesses in instruction for Tier I and struggling students.
- Proactively communicate with students, parents, and teachers.

Expanding:
- Provide professional learning to teachers in all grade levels on how to integrate literacy engagement strategies in the classroom.
- Extend and update professional development for modeling and assessing writing.
- Examine student data to focus on instructional areas of greatest need (phonics, fluency, vocabulary, comprehension, written expression).
- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist.
- Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills.
- Establish protocols to teach and monitor teachers' effective questioning and feedback skills.
- Ensure adequate time for implementing flexible grouping based on students' learning needs.
- Develop and support professional learning communities and evaluate effectiveness.

Sustaining:
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet individual student's needs.
- Ensure that communication between teachers and administrators is ongoing and effective (p. 11-12, The What); (p.43-45.The How).

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

Why is it important?
Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members, (pg. 32, The Why). The Leadership Team at GES believes that engaging our out-of-school agencies and organizations to support our students' literacy will benefit not only our students, but also our community.

What we are currently doing…
- Avenues of communication with key personnel in out-of-school organizations and governmental agencies that support students and families are active.
- Some learning supports in the community that target student improvement are contacted and enlisted for tutoring, mentoring, and out of school programming.
- Communication through conferencing, texting, email, and phone calls between teachers and out-of-school providers has been established.

Planning:
- Provide author visits and storyteller programs.
- Collaborate with the Effingham County Library to provide services for our students.
- Map available resources related to support services throughout community, highlighting where gaps occur.
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources.
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts.
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.

Expanding:
- Develop strategies for maintaining momentum and progress of a learning support system.
- Expand tutoring system for every student who needs additional support.
- Provide online and face-to-face family-focused services and outreach that engage families in literacy programs/services.
- Ask local bookstores to donate books to the school (p. 7, The What); (p. 32-33, The How).
- Include academic supports (tutoring, co-curricular activities), and extended learning opportunities (summer programs, online tutoring programs, after-school, Saturday academies) to enhance literacy learning.

Sustaining:
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives.
- Continue to focus proactively on broad issues that may prevent students from learning.
- Pursue additional funding sources for specialized literacy staff and materials.

Building Block 3. Ongoing formative and summative assessments

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

Why is it important?
The use of formative assessments, as The Why emphasizes, should be used to drive instructional strategies in the classroom. The strategies used by the teacher should be adjusted according to the results of the formative assessments. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback" (p. 98, The Why). "Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement," (p. 97, The Why).

Effective reading and writing instruction requires both summative and formative assessments. According to the Center on Instruction 2009, three crucial timing categorizations exist:

- Beginning of the year: to determine the level of intervention needed to assist individual students, and an informal diagnostic assessment helps the educator plan and focus on various interventions
- Throughout the year: to adjust the instruction for a continual cycle for student improvement
- End of the year: a summative assessment provides the information regarding grade level expectations (p. 16, Torgesen & Miller, 2009)

What we are currently doing…
- An assessment calendar is established and followed.
- Teachers have received professional learning to understand the purpose of formative assessment and how it differs from summative assessment.
- A process for selecting appropriate interventions for struggling readers is in place.
- Assessment and intervention materials aligned with students' needs have been identified and are purchased as funds become available.
- Staff members are trained to administer assessments to ensure standardized procedures and accurate data recording.
- Administering assessments, inputting, and analyzing data is performed according to an established timeline and protocol.
- Results of assessments are evaluated in order to adjust expectations and instruction in all classrooms.
- We administer the Primary Spelling Inventory, Oral Reading Fluency, and Dibels as screeners, but we do not consistently use them school-wide to prescribe instruction.
- Intervention materials are available and personnel are trained in the implementation of these materials.
- Initial implementation of a data collection plan for storing, analyzing, and disseminating assessment results is in place.

Planning:
- Provide assessment measures that help identify high achieving/advanced learners who would benefit from enrichment activities.
- Develop procedures and expectations for staff to review and analyze assessment results.
- Make a data collection plan for storing, analyzing, and disseminating assessment results.

Expanding:
- Effective screening and diagnostic tools to identify achievement levels of all students need to be selected and administered.
- Common grade level assessments will be created and used for classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay, and implementation of assessments using classroom technology).
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based).

Sustaining:
- Continue the implementation of a data collection plan for storing, analyzing, and disseminating assessment results (p. 34, The How).
- Continue to research and select effective screening, progress monitoring, and diagnostic

> tools to identify readiness levels of all students.
> - Continue to provide consistent expectations across classrooms, teachers, and grade levels by identifying or developing common curriculum-based assessments (formal, informal, performance based).

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

Why is it important?

The Literacy Task Force recommends the need for a universal screener at all ages and grades. Additionally, there is a need for coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level. Teachers need intense professional learning on administering the screeners and then how to both interpret the data and determine the best course of instructional action (p. 4, The Why).

What we are currently doing…
- The instructional levels of all students are screened and progressed monitored with some evidence- based tools.
- Current student data is analyzed in teacher teams to develop and adjust instructional plans.
- Universal screeners, progress monitoring, and curriculum-based assessments are used to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
- An assessment calendar includes times for administration of universal screenings and the personnel responsible are utilized.
- Assessments are administered according to the established timeline and protocol.
- Results from universal screeners and progress monitoring are used to establish flexible groupings.
- A testing coordinator is responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines.

Planning:
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.
- Become more proficient in the use of evidence-based progress monitoring tools (p.36, The How).
- Provide timely, descriptive feedback to students with opportunities to assess their own learning.

Expanding:
- Align instructional materials with students' needs.
- Expand use of technology to share relevant student progress data with parents/guardians in an easily-interpreted, user-friendly format.

Sustaining:
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording.
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction.

- Make data-driven budget decisions aligned with literacy priority (p.8, The What); (p. 36, The How).

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

Why is it important?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction (p. 5, p. 94-95, The Why). Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements (p. 102, The Why).

What we are currently doing…
- Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach (p.8, The What).
- At-risk students who are identified by screenings receive diagnostic assessments.
- Results of the diagnostics are used for student placement within an intervention and to adjust instruction.
- The Primary Spelling Inventory is utilized to identify current phonics knowledge and target instruction to match student needs.

Planning:
- Expand use of technology to differentiate learning within content areas.
- Research and implement research-based diagnostic assessments to guide placement and/or inform instruction in intervention programs (p. 37, The How).
- Diagnostic assessments that isolate the component skills needed for mastery of literacy standards are utilized.

Expanding:
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Provide additional professional learning in the area of diagnostic testing.
- Use technology to differentiate learning within content areas.

Sustaining:
- Continue interventions (K-5) which include diagnostic assessments and multiple entry points to avoid a one-size-fits-all approach.
- Recognize and celebrate individual students' incremental improvements toward reaching literacy Goals (p. 8-9, The What); (p. 37, The How).

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

Why is it important?
The Why document includes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify

appropriate instructional strategies," (p. 96, The Why). Analyzing summative data and student work to monitor student progress and identifying needed program and instruction adjustments will allow teachers "to support deeper student literacy and understanding in the content-area reading," (Lewis et al., 2007).

What we are currently doing…
- Previous year's outcome assessments are analyzed to determine school wide strengths and weaknesses to pinpoint areas of need.
- Summative assessments are scheduled and administered (GA Milestones, County Cold Read Assessments) and serve as a baseline for improvement.
- Common assessments are used to measure progress toward standards.
- Data is disaggregated to ensure progress of subgroups.
- Data is used to ensure that students are appropriately placed in specific programs.
- Writing assessments from the previous year are analyzed to form differentiated remediation groups.
- Assessment data is analyzed to identify teachers who need support.

Planning:
- Discuss assessment results with students to set individual goals.
- Include specific times on the school calendar for analyzing summative assessment data.
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments.
- During teacher meetings, focus discussions on possible changes to improve the instructional program.

Expanding:
- Using online training options, offer professional learning on strategies to address specific skills identified as areas of need.
- Apply protocols for examining student assessments and evaluating student progress.
- Share and analyze student work samples to inform instruction during collaborative planning.
- Plan lessons, re-teaching, and intervention activities that target areas of need using summative data.
- Increase the consistent discussion of assessment results with students to set individual reading goals.
- Create common unit assessments.
- Based on analysis of summative assessment data:
  - Evaluate the effectiveness of programs and policies
  - Redefine school improvement goals
  - Adjust curriculum alignment to eliminate gaps
- Recognize and celebrate individual student's significant improvements and attaining designated standards of achievement (p.9, The What,); (p. 37, The How).

Sustaining:
- Continue use of summative assessments to identify programmatic and instructional needs.
- Continue to align CCGPS with assessments for our students.

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

Why is it important?
Administrative recommendations: establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school; and develop and maintain a district-wide data system," (p. 120-121, The Why). It is important to analyze data so that we can assess student learning, identify areas of need, and plan instruction accordingly. Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. Schools should identify common formative assessments and a common protocol for analyzing and recording student progress (p. 6, The Why).

What we are currently doing…
- Expectations have been established for staff to review and analyze assessment results.
- Teachers use the (SLDS) Statewide Longitudinal Data System to access student test scores.
- The use of data to improve instruction and student learning is a focus.
- A school-wide protocol for reviewing and analyzing assessment results has been developed
- A protocol is established for making decisions to identify the instructional needs of students.

Planning:
- Communicate the expectations and protocol for meetings by data team members.
- Train new teachers in data driven instruction.
- Provide teachers with the training and time to analyze the data to determine the need for intervention.

Expanding:
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers.

Sustaining:
- Identify participants for data team at school and system level.
  - o Define roles and responsibilities for team members.
  - o Schedule collaborative planning time for data meetings.
  - o Establish protocols for team meetings.
- Continue to build collaborative data meetings into the monthly calendar.
- Continue to train new members of the team in the expectations and function of the established protocols.

Building Block 4. Best Practices in Literacy Instruction

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

Why is it important?
"According to the Report of the National Reading Panel, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension," (p. 64, The Why). "Explicit and systematic instruction in the five essential components must be provided," (p. 65, The Why). These components should be the basis for any core literacy program if students are to become successful readers.

Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:
- Direct instruction, modeling, and practice in reading comprehension strategies
- Structuring of content area instruction and reading assignments to make them more accessible to students
- Selection of texts for students to read in a way that builds motivation and persistence
- Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn
- Use and availability of diverse texts
- Use of writing to extend and reinforce reading
- Use of technology to reinforce skills and keep students motivated (p. 6, The Why)

What we are currently doing...
- Student data is examined to identify areas of instruction with greatest needs.
- Administration uses TKES to compile and examine classroom observation data to gauge current practice in literacy instruction.
- A daily literacy block is in place in K-5, which includes whole-group explicit instruction in word identification, vocabulary, comprehension, as well as small groups for differentiation.
- Professional learning on differentiated instructional options for literacy assignments is being planned and developed.
- Instruction includes use of foundational skills and needs-based instruction across all grade levels.
- The use of the "Daily Five" and literacy workstations as an instructional framework is implemented in some grade levels.

Planning:
- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
- Allocate which aspects of literacy instruction students are to receive in each subject area.
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area.
- Provide extended time for literacy instruction.
- Review teacher and student data to improve instruction.
- Share effective differentiated lessons and differentiation strategies in teacher meetings.

- Provide professional learning on research-based differentiated instructional strategies that support diverse needs.

Expanding:
- Provide training to all pertinent staff in the use of the core program.
- Provide professional learning on explicit instruction of literary skills.
  - Select appropriate text for strategy instruction.
  - Tell students specific strategies to be learned and why.
  - Model how each strategy is used.
  - Guided and independent practice with feedback.
  - Discussion of when and where strategies are to be applied.
- Collaborate with and obtain additional support from other educators on differentiated instruction.
- Provide accommodations for students with exceptionalities according to their needs and talents.
- Provide families access to resources that differentiate support for student.
- Research and identify strategies that are consistent with our CCGPS standards and provide best practices instruction.
- Provide professional learning to staff to ensure that the identified best practices are competently and consistently implemented throughout the school.
- Provide training for an on-site teacher working with teachers as a "coach."

Sustaining:
- Continue analyzing data to determine the impact of teaching strategies on student achievement.
- Continue to provide ongoing training to all staff in the use of the core program and best practices.
- Provide support to new teachers on differentiated instruction for all learners.
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources, (p. 9, The What); (p. 40-41, The How).

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

Why is it important?
Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative (p. 2, The Why).

The National Commission on Writing research found that "people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion," (p. 44, The Why). Also stated in this research: "Corporations with greatest employment growth potential assess writing during hiring," (p. 45, The Why). It is our goal to teach writing in conjunction with reading, speaking, listening, and language in all content areas as an "interdisciplinary approach to literacy," (p. 27, Why).

What we are currently doing…

- Writing is included in the literacy block following the guidelines of the ELA CCGPS units.
- Student writing is assessed using rubrics.
- Writing is taught using the stages in the process of writing.
- Teachers are encouraged to incorporate writing in all content areas.
- A consultant in grades K-5 provides some writing instruction strategies.
- Writing in ELA classes occurs at least once a week, and includes:
    - use of reliable textual evidence in developing arguments
    - coherent writing of informational and explanatory texts.
    - Writing narratives to develop experiences and explore content area topics.
- Provide professional learning on best practices in writing instruction in all subject areas.

Planning:
- Research and identify strategies and frameworks that will provide consistent implementation of best practices in writing instruction.
- Create and implement a plan that describes how technology will be used for production, publishing, and communication across the curriculum.
- Design a vertically and horizontally articulated writing plan consistent with CCGPS that teaches:
    - Research based strategies to guide writing instruction
    - Writing narratives, informational, and persuasive pieces to develop experiences and explore content area topics
    - Develop the programs and secure materials materials necessary to implement the plan at each level

Expanding:
- Implement a coordinated plan for writing instruction across all subject areas to include: Explicit instruction; Guided practice; Independent practice; Modeling
- Provide professional learning on best practices in writing instruction in all subject areas.
- Implement the use of technology for production, publishing, and communications across the curriculum.

Sustaining:
- Maintain materials and resources necessary to sustain effective writing instruction across the curriculum (p. 10, The What); (p. 42, The How)

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

Why is it important?
Research from Guthrie and Humenick based on improving students' motivation to read included four recommendations: "providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading," (p. 51, The Why). In addition, "incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement," (p. 53, The Why).

What we are currently doing…
- Students have easy access to the media to self-select reading material.

- Students use classroom libraries to choose books of interest.
- Teachers embed relevance in academic assignments.
- Students are provided the opportunity to work collaboratively with their peers.
- Daily independent reading of student-chosen materials is implemented in all classrooms.
- Reading logs are used to verify student reading for incentives.

Planning:
- Provide students with opportunities to self-select topics for research.
- Explore ways for teachers to use peer collaboration within the context of literature circles and cross-age interactions.
- Leverage the creative use of technology within to promote engagement and relevance.
- Scaffold students' background knowledge and competency in navigating content area texts.
- Use incentive programs that are voluntary, not tied to grades, and connected to reading.
- Continue to seek opportunities to encourage students who are unmotivated to read.
- Obtain the necessary technology and digital media for student use to enhance the curriculum and engage students.

Expanding:
- Utilize an interest inventory so students can self-select topics on which to read.
- Expand reading activities to have a tie to the community.
- Provide hands-on learning activities that bring the materials read to life.
- Involve secondary students as role models for the elementary school students.
- Expand media center resources for students.

Sustaining:
- Create a community partnership that engages students and stakeholders in meaningful collaborative activities (p. 11, The What); (p. 41, The How).

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.)

Why is it important?
"Responding to student performance is a critical element of all classroom learning environments. Response to Intervention (RTI) is a practice of instructional and behavioral interventions designed to improve the skills of struggling underachieving students (p. 125, The Why). Through the use of data, it addresses the needs of all students through a 4 Tier process that includes scientific and research-based strategies aimed at improving student achievement.
The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to

student success," (p. 126, The Why).

What we are currently doing…
- Utilize Oral Reading Fluency (ORF) Screener for student fluency.
- Results of formative assessments are used to monitor student progress.
- 90 minutes of literacy instruction is in place through the use of the "Canady Schedule Model".
- All teachers continually monitor data of their students using a data notebook.
- Teachers and administrators analyze data and identify the students who are underperforming and at-risk.
- Protocols are in place to identify students and place them in the appropriate intervention.
- All teachers have been trained on the Student Achievement Pyramid of Intervention.
- Achievement data is disaggregated by subgroups and studied to determine possible weaknesses in curriculum, instruction, and assessment.
- Interventions are monitored and occur regularly and with fidelity.
- Standardized protocols are developed for the collection of critical information to determine students' literacy competence in various content areas and response to interventions.
- Grade-level RTI meetings are scheduled and provide necessary resources to cover classes.
- Processes for monitoring the implementation of research-based interventions at the building level are developed.
- Interventionists are trained on interventions used and data collection.
- Student data is utilized to support the exit of students from Tier 3.

Planning:
- Determine percentage of students currently being served in each tier at each grade level.
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation.

Expanding:
- Provide professional development on SRI and DIBELS Next and other assessments chosen.
- Provide library of resources to help regular education teachers with in-class interventions.
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

Sustaining:
- Continue to monitor the implementation of interventions.
- Continue to collect data and progress monitor students.

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

Why is it important?

In an effective Tier 1 general education classroom, "teachers routinely address student needs and environmental factors to create the optimal learning environment," (p. 126, The Why). This optimal learning environment includes expert standards-based instruction, differentiation of instruction with flexible grouping, multiple means of learning and demonstration of learning, universal screenings and progress monitoring of learning through multiple formative assessments (p. 132, The Why).

What we are currently doing...
- Data notebooks are maintained.
- CCGPS and data guide instruction.
- Student data is examined to determine current percentage of successful students in literacy areas.
- Teachers collaboratively plan to implement jointly adopted literacy instruction.
- Teachers use common formative assessments to ensure consistent expectations across classrooms.
- Teachers regularly meet to discuss progress of lessons, validity of assessments, and plan necessary changes.
- Data from the universal screening process is used to identify general weaknesses in instruction and/or curriculum for Tier I and struggling students.
- Proactive communication among students, teachers and parents is expected and documented.
- Staff development has occurred on various differentiation techniques.

Planning:
- Continue to ensure the use of Tier 1 data-driven differentiation in all classrooms and in all subject areas.
- Use pre-tests to assess student knowledge and place students in learning groups.
- Team Teaching and inclusion of students with special needs.
- Plan collaboratively within grade levels.
- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery.

Expanding:
- Examine efficacy of co-teaching models.
- Plan vertically across grade levels.
- Provide professional development on direct, explicit instructional strategies in writing, reading comprehension, and reading fluency.

- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Ensure adequate time for implementing flexible grouping based on students' learning needs
- Develop and support professional learning communities and evaluate effectiveness.

Sustaining:
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet individual student's needs.
- Ensure that communication between teachers and administrators is ongoing and effective (p. 11-12, The What); (p. 43-45, The How).

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

Why is it important?
As student data shows the need for additional support for student learning, Tier 2 interventions to address specific learning needs are put into practice, along with progress monitoring tools, which gauge progression toward mastery of specific goals (p. 126, 133, The Why). "Professional learning in intervention strategies must be aligned to the needs of the students," (p. 124, The Why).

What we are currently doing...
- School-wide and system-wide protocol is followed when moving students into and within Tier 2.
- Data is monitored and analyzed for students in Tier 2.
- Meetings are held regularly for students in Tier 2.
- Time is scheduled for students to participate in Tier 2 Interventions without loss of instructional time.
- Students are provided with Tier 2 interventions individually or within small group instruction.
- Documentation is collected on students' progress in interventions and used to determine success of intervention.
- Teachers are provided training on updated requirements in the RTI process.
- Proactive communication among students, teachers, and parents is expected and documented.
- Protocols are used to ensure consistent progress monitoring, data collection, and reporting.
- Student movement is monitored between Tier 1 and Tier 2.

Planning:
- School-wide training on Tiers of Interventions
- Plan and provide professional learning for interventionist on: analyzing data, appropriate use of supplemental and intervention materials, and charting data and graphing progress

- Provide professional learning to ensure school-wide understanding of assessment data and expected levels of student mastery.

Expanding:
- Schedule for collaboration between the teacher and the interventionist.
- Monitor effectiveness of standard intervention protocols.
- Ensure adequate time for planning and implementing interventions.
- Provide sufficient resources (time, training cost, materials and implementation of interventions).
- Study how schools successful in closing the achievement gap have effected change.

Sustaining:
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Continue to document and analyze data points to monitor student response to intervention (p. 12, The What); (p. 45-46, The How).

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

Why is it important?
The Why document (pages 134 and 127) emphasizes the importance of the data team confirming the fidelity of implementation of interventions and aggressively monitoring the student's response to these intense interventions.

What we are currently doing…
In addition to everything that occurs at Tier 1 and Tier 2:
- The staff has received training on SST processes and procedures.
- Teachers meet with the school SST coordinator and other support personnel to discuss students who fail to respond to interventions to determine next steps.
- After the appropriate amount of time, if the student is not successfully progressing with the interventions being implemented, the RTI Team moves our students into the Tier3/SST process.
- Implementation of proven interventions is verified.
- Interventionist maintains fidelity to intervention protocol prior to referral.
- Tier3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
- Interventions are delivered 1:1–1:3 during a protected time daily by a trained interventionist.
- Data points are documented to monitor student response to daily intervention.
- Tier 3 includes proven interventions that address behavior or academic concerns.

Planning:
- Provide more training for staff to update them on changes to RTI Process and Interventions available.

Expanding:
- Evaluate intervention plans based on student data to determine appropopriateness for the student.

Sustaining:
Continue to ensure that:
- Students move into and out of Tier 2 and Tier 3.
- Data is used to support response to intervention.
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole.
- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions (p. 12, The What); (p.46-47, The How).

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

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Why is it important?
The Why document (page 134) states that Tier 4 is developed for students needing additional support and who meet eligibility criteria for special program placement, including gifted, ESOL, and special education. A continuum of services should be outlined to meet specific student needs.

What we are currently doing…
- School schedules are developed to ensure a least restrictive environment (LRE).
- Administrators are familiar with funding formulas affecting students in special programming.
- Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.
- Teachers work together in an inclusive, collaborative environment to ensure student success.
- Special education and EL teachers meet, plan, and discuss students' progress regularly with general education teachers.
- Monitor the planning, delivery and assessment for students with special learning needs

Planning:
- Ensure that student data supports the exit of students from Tier 4.
- Ensure that fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.
- Achievement data will be disaggregated by subgroups and studied to determine possible weaknesses in curriculum, instruction, and assessment.
- Yearly goals will be aligned with state performance targets as outlined in the College and Career Ready Performance Index to ensure closing of achievement gaps (p. 13, The What); (p. 47, The How).

Expanding:

- Effective co-teaching models will be implemented to meet the needs of all students in the general education classroom setting.

Building Block 6. Improved Instruction through Professional Learning

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

Why is it important?
The key to reading achievement in schools is to provide a well-prepared and knowledgeable teacher in every classroom (IRA, 2007). As you can see, it is imperative that all teachers are properly trained so that students receive the quality instruction needed to progress in literacy. The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading (p. 150, The Why).

What are we doing …
- GES works with Georgia Southern University pre-service teachers, educating them in the current standards and research-based instruction strategies. Student-teacher compliance with training requirements and PSC expectations is verified.
- In order to ensure that pre-service education prepares new teachers for the challenges of the classroom, GES provides a mentor teacher and orientation for new teachers.
- Each new teacher is a member of a grade level team. They meet bi-weekly for collaborative planning.

Planning:
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions (p. 13, What; p. 48, The How).
- Provide new teachers extra support and professional learning opportunities in effectively differentiating learning for all students, including students with exceptionalities (p. 40, The How).
- Strengthen mentoring programs by assigning high-quality/ veteran teachers.
- Provide explicit instruction on how to use effective teaching strategies.

Expanding:
- Build wikis, develop a library of excellent instructional videos, and/or develop other forms of online archives of professional development to ensure that new teachers have resources for professional learning.
- Establish a model classroom and providing opportunities for teachers to visit (p. 154, GLP, The Why).

Sustaining:
- Continue to provide new teachers extra support and professional learning opportunities in effectively differentiating learning for all students, including students with exceptionalities (p. 40, The How).
- Continue to monitor and support the integration of disciplinary literacy

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

Why is it important?
The need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience. The goal of professional learning is to support viable, sustainable, professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (p. 140-141, The Why).

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

What we are doing?
- A plan is developed for professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.
- The school calendar includes protected time for teachers to collaboratively analyze data, share their expertise, study the CCGPS standards, plan lessons, examine student work, and reflect on best practices.
- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
- Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
- Intervention providers receive program-specific training before the beginning of the year to prepare for implementation.
- Some or all of the following personnel participate in all professional learning opportunities:
- Time is scheduled during common planning time for teachers to collaboratively share expertise, study the standards, plan lessons, and reflect on practice with grade level peers.
- Teacher surveys and administrative observations are used to target professional learning needs.
- Teachers participate in ongoing professional learning in the CCGPS at the school /county level.
- Teachers' instruction is monitored through classroom observations/ walkthroughs using TKES.
- Experienced teachers are partnered with pre-service and beginning teachers.

Planning:
- Provide training by experts in the area of literacy.
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs.

- Continue to monitor teachers' instruction through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning (p. 13, The What; p. 48-49, The How).
- Meet in collaborative teams to support teachers in using literacy strategies effectively.
- Provide opportunities for teachers to observe, practice, and evaluate reading instruction and techniques.
- Teachers are encouraged to develop a professional growth plan based on a self-assessment of professional learning needs.

Expanding:
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
- Provide funding for teachers to get materials and training needed for literacy instruction.
- Encourage every teacher to develop a professional growth plan based on self-assessment of professional learning needs.
- Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school (p. 13, The What); (p. 48-49, The How).
- Use checklists tied to professional learning when conducting classroom observations/walkthroughs to ensure clear expectations and to provide specific feedback on student learning.
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, and videos that teachers can access for professional growth.

Sustaining:
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.
- Ensure that new personnel receive professional development in the areas of literacy that have been taught in previous trainings.

Analysis and Identification of Student and Teacher Data

Percent of On-Track and Commendable Scores Disaggregated: Based on 2013-2014 CRCT Data with New Cut Scores

3rd rdg	Guyton On-track 2013	Guyton On-track 2014	County On-track 2014	State On-track 2014	3rd ELA	Guyton On-track 2013	Guyton On-track 2014	County On-track 2014	State On-track 2014
All	75	70.2	77.6	67.4	All	64.9	69.2	73.0	61.0
Regular	76	72	80.0	69.6	Regular	74.7	75.6	78.5	63.7
SWD	71.4	63.6	66.7	43.8	SWD	38.5	45.4	49.7	34.0
Black	53.9	50.1	63.3	53.2	Black	42.9	56.3	60.8	47.4
White	79.8	76	81.3	80.9	White	68	70.9	75.0	73.4

4th rdg	Guyton On-track 2013	Guyton On-track 2014	County On-track 2014	State On-track 2014	4th ELA	Guyton On-track 2013	Guyton On-track 2014	County On-track 2014	State On-track 2014
All	80.4	67	79.8	70.3	All	77.6	64.1	73.7	62.1
Regular	82.3	73.3	85.4	73.1	Regular	82.3	76	78.2	65.0
SWD	69.2	48	54.1	42.7	SWD	53.4	32.1	51.1	33.7
Black	65	53	64.4	57.3	Black	66.7	44.5	62.2	48.1
White	83.8	74	82.3	81.3	White	79.7	72	76.1	74.0

5th rdg	Guyton On-track 2013	Guyton On-track 2014	County On-track 2014	State On-track 2014	5th ELA	Guyton On-track 2013	Guyton On-track 2014	County On-track 2014	State On-track 2014
All	67	67	76.5	68.3	All	76.1	76.4	81.3	71.4
Regular	77.6	70.1	80.5	71.0	Regular	83.6	82.8	86.9	74.6
SWD	40.7	46.2	51.5	40.6	SWD	56	40	48.2	39.2
Black	59.1	60	64.6	54.6	Black	71.4	60	74.1	59.9
White	71.4	70	78.2	80.6	White	80.6	81.9	83.0	81.2

End-of-Year Assessment: Grades 1 and 2: 2013 and 2014 Comparison

Grade One	READING				MATH			
	2013		**2014**		**2013**		**2014**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
DNM	12	12.6	6	6.0	11	11.6	10	10.0
Meets	70	73.7	77	77.0	52	54.7	65	65.0
Exceeds	13	13.7	17	17.0	32	33.7	25	25.0
# Students	95		100		95		100	
Meets + Exceeds	83	87.4	94	94.0	84	88.4	94	94.0

Grade Two	READING				MATH			
	2013		**2014**		**2013**		**2014**	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
DNM	4	4.0	18	18.0	8	8.0	6	6.0
Meets	59	59.0	71	71.0	51	51.0	56	56.0
Exceeds	37	37.0	11	11.0	41	41.0	38	38.0
# Students	100		100		100		100	
Meets + Exceeds	96	96.0	82	82.0	92	92.0	94.0	94.0

Georgia Writing Assessment Grade 5

	2012 meets	2012 exceeds	2013 meets	2013 exceeds	2014 meets	2014 exceeds
All	75	6	66	6	69	10
SWD	47	0	44	0	43	0
Black	64	4	70	4	60	4
White	78	7	65	6	72	13

Review of 2013-2014 Goals

All	Goal	Guyton's 2014 Proficiency Rate	Met Yes	No	Percent Change
Writing	72% to 94.3%	79%		X	inc 7%
Science - CRCT 3-5	46.4% to 50.8%	45.3%		X	dec 1.1
ELA - CRCT 3-5	All 3-5 exceeding 40.4% to 46.2%	33.7%		X	dec 6.7%

Sub-Group	Goal	2014 Proficiency Rate	Met Yes	No	Percent Change
Math - SWD	87.4% to 88.1% Actual: 79.0%	79%		X	dec 8.4
Writing- Black	grade 5 meeting or exceeding 74.0% to 78.2%	64%		X	dec 10%
Writing - White	White grade 5 meeting or exceeding 71.0% to 87.2%	85%		X	inc 14%
Writing - SWD	SWD grade 5 meeting or exceeding 44.0% to 58.1%	43%		X	dec 1%
Science - ED	ED 3-5 meeting or exceeding 87.5% to 93.8%	82.1%		X	dec 5.4%
Social Studies - SWD	3-5 meeting or exceeding 82.0% to 91.0%	74.3%		X	dec 7.7%
Social Studies - ED	88.1% to 94.0%	88.8%		X	inc .7%

Exceeds Goals		2014 Proficiency Rate	MET		Percent Change
			Yes	No	
Mathematics	All 3-5 exceeding 50.7% to 55.1%	43.6%		X	dec 11.4%
Writing	All grade 5 exceeding 6% to 12.6%	10%		X	inc 4%
READING	All 3-5 exceeding 49.5% to 54.4	43.8%		X	Dec 5.7%
ELA	All 3-5 exceeding 40.4% to 46.2%	33.7%		X	dec 6.7%
SCIENCE	All 3-5 exceeding 46.4% to 50.8%	45.3%		X	dec 1.1%
SOCIAL STUDIES	All 3-5 exceeding 34.1% to 40.0%	34.6%		X	inc .5%

Guyton's Teacher Needs Assessment Survey			
	Agree	Disagree	Does not apply
Adequate materials for teaching literacy	26%	70%	5%
Adequate literature and informational texts	13%	70%	20%
Adequate materials for differentiation	13%	77%	10%
Adequate materials for language instruction	33%	56%	28%
Adequate materials for teaching writing	3%	87%	10%
Adequate materials for teaching phonics	15%	49%	36%
Confident in ability to group students	56%	44%	
Confident in teaching reading comprehension	13%	74%	13%
Confident in ability to craft higher order thinking questions when teaching reading	26%	46%	28%
Confident in ability to use Lexile Levels as a tool	26%	59%	15%
Confident in ability to integrate literacy skills into all content areas and subjects	46%	41%	10%

Confident in ability to effectively use technology	74%	21%	8%

Strengths and weaknesses based on prescribed assessments

Strengths	Weaknesses

1. The percentage of students on track or commendable on the CRCT in Reading grades 3-5 was 68%.
2. The percentage of students on track or commendable on the CRCT in ELA grades 3-5 was 41%%.
2. Areas for which commendable is 20% or more:
   a. Reading: Grade 3, white
   b. ELA: Grade 5, regular education
	1. Areas for which the CRCT results showed a significant decrease
	   Grade 3: Reading-On-track, SWD
	   Grade 3: Reading- Commendable, all, regular education and black students
	   Grade 4: ELA-On-Track, black students and SWD
	   Grade 4: Reading-Commendable, white students
	   Grade 5: writing, black students
	   Grade 5: writing, SWD
	
	2. Minimal formative data for grades K-5

Teacher Data

A dedicated and highly qualified staff serves the students at GES. The staff consists of 3 administrators, 33 regular education teachers, 25 paraprofessionals, 5 encore teachers (2 P.E., 1 Music, 1 Computer/Media, and 1 Art), a media specialist, a guidance counselor, a school psychologist, and a school nurse. To meet the needs of GES' exceptional students, there are 3 speech and language pathologists, an interventionist, a Gifted and Talented teacher, 4 Reading Recovery teachers, a PSI teacher, and 11 Special Education teachers. Additional personnel include: 4 office staff members, 9 lunchroom staff members, 5 Quality Cleaning employees, and a maintenance man. Among our 49 teachers (regular ed., special ed., and encore), 26 (53%) have master's degrees, 9 have specialist's degrees, and 2 have doctoral degrees.

Teacher Retention Data
The retention rates for the last three school years were as follows: 2012-2013: 86%, 2013-2014: 84%, and 2014-2015: 94%.

Goals and Objectives from School Improvement Plan 2014-2015

1. **Improve all student achievement in math:**
   - Continue small groups with math focus
   - Use technology to enhance math instruction
   - Emphasize critical features of CCGPS Math standards
2. **Improve all student achievement in Science**
   - Use technology to enhance Science instruction
   - Emphasize critical features of CCGPS Science standards
   - Increase Science achievement through Reading
3. **Improve Math achievement with Students with Disabilities and Black students.**
   - Continue small math groups with focus on SWD and Black students
   - Use technology to enhance math instruction for SWD and Black students
   - Emphasize critical features of CCGPS Math standards with SWD and Black students
4. **Improve Reading achievement with Students with Disabilities and Black students**
   - Improve student Reading fluency
   - Improve student Reading comprehension
   - Emphasize critical features of CCGPS Reading standards with SWD and Black students
   - Emphasize critical features of CCGPS Reading standards through interventions with SWD and Black students
5. **Enhance student achievement in Math**
   - Continue small groups with math focus
   - Use technology to extend math instruction
6. **Improve student achievement in Writing**
   - Emphasize writing across all content areas
   - Continue small groups with writing focus
   - Practice writing with technology

Professional Learning

Professional development plays a critical role in the sustainability of any instruction. We will include teachers, administrators, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in various professional development activities. These activities are designed to address the root causes of our identified needs. Teachers have been afforded the opportunity to participate in county-led initiatives in both English/Language Arts and Math. With the amount of time teachers had to be away from instruction, the school planned limited professional development activities. All monies for professional learning were utilized more at the county level for CCGPS initiatives. During the 2013-2014 school year, the majority of the regular and special education teachers participated in a Book Study on differentiation of instruction. A few paraprofessionals were interested in learning more about differentiation and joined the staff in the study.

At the beginning of the 2014-15 school year, the district allocated a small amount of professional learning funds to utilize at the school's discretion. In many cases, teachers who participate in conferences and workshops will be expected to return to school and re-deliver the information to other staff members. Administrators will look for evidence of the newly acquired strategies being implemented during walk-throughs, formal observations, and in lesson plans. In addition, there are numerous professional learning opportunities for teachers and paraprofessionals within the district and through the local RESA.

Project Plan – Procedures, Goals, Objectives & Support

Goals, Objectives, Measurement Tools, Persons Responsible, and Timeline

Goal 1: The school leadership will be committed to the mission of literacy improvements at GES by meeting the following objectives (The What, Building Block 1):				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Form and maintain a literacy team that will be expanded to include parent and community representatives	-School Admin	On-going	-Agenda -Meeting Minutes -Sign-in Sheet	NA
Enlist members of the community and outside agencies to support literacy within the school	-School Admin	On-going	-Number of community members participating	NA
Schedule protected time for vertical planning of literacy instruction	-School Admin	Fall 2015	-Agenda -Meeting Minutes -Sign-in Sheet	NA
Schedule protected time in daily schedule for literacy instruction	-School Admin	Ongoing	-Canady Schedule	NA
Participate in professional learning such as but not limited to Literacy and best practices in writing	School Admin	Ongoing		SRCLG

Goal 2: Implement a high quality literacy program that is clear and organized and provides for effective reading instruction through the following objectives(The How, Building Block 2):				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Collaboratively design units that are based on CCGPS ELA Standards and include differentiated activities that the entire ELA staff will follow	-School Admin -All ELA Teachers -Literacy Team	Summer 2015 – Summer 2016	-Lesson Plans -Walk-Throughs -Percent of student's passing Unit Assessments	-E-SPLOST -SRCLG -PL Funds
Create and implement a Literacy Resource Room	-Media Specialist -Title 1 Floating Teacher -Title 1 Parent Liaison	Fall 2016 On-going	-Percent of teachers and parents that utilize room	-Title 1 -SRCLG

Incorporate writing in all subject areas using technology	-All content area teachers	Spring 2015 On-going	-Lesson plans -Student Writing samples	-Tech. Funds -Title 1 -PTO
Literacy Instruction will be taught for no less than 90 minutes per day	-ELA Teachers	Ongoing	-Lesson plans	NA

Goal 3: Implement the use of ongoing, frequent, and multiple formative measures that will be used as diagnostic and monitoring tools to plan for instruction through the following objectives (The WHY, Section 5):				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Implement diagnostic tool for determining a more accurate Lexile level for students	-Instructional Supervisor	Spring 2015 On-going	-Data Notebooks	-SRCLG
Design and administer common ELA Unit Assessments aligned with ELA CCGPS	-ELA Teachers -School Admin -Literacy Team	Design Summer 2016; Implement Fall 2016	-Percent of students showing improvements on Unit Assessments	-SRCLG
Train Test Examiners on how to implement diagnostic assessment tools	-Instructional Supervisor -School Admin	Spring 2015 On-going	-Sign-in Sheet	-Prof. Learning Funds -SRCLG
Train teachers on how to administer diagnostic classroom assessments	-Instructional Supervisor -School Admin	Fall 2015 Pre-Planning On-going	-Agenda -Meeting Minutes -Sign-in Sheet	NA
Implement literacy diagnostic classroom assessments	-Instructional Supervisor -School Admin -All ELA Teachers	Fall 2015 On-going	-Data Notebooks	-Title 1 -SRCLG

Goal 4: Ensure that the best practices in literacy instruction are used in all content area classrooms through the following objectives(The What, Building Block 4):				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Train and implement an effective, well-organized, research-based writing program with the use of technology	-All content area teachers	Fall 2017 Ongoing	-Lesson Plans -Student Writing samples	-SRCLG
Train and implement the expansion of reading skills and strategies such as Guided Reading	-Title 1 Floating Teacher - Reading Recovery Teacher Leader	Fall 2014 – On-going	-Agenda -Meeting Minutes -Sign-in Sheet -Professional Learning Logs -Collaboration folders	-Media Budget -Title 1 -PTO -Principal's budget - Instructional budget
Implement Teacher Resource Room	-Media Specialist -Title 1 Floating Teacher -Title 1 Parent Liaison	Fall 2016 On-going	-Percent of teachers and parents that utilize room	-Title 1 -SRCLG

Goal 5: Provide Tier instruction for students with literacy needs through the following objectives:				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Implement interventions to better suit student needs of students in grades 3-5	-Assistant Principal -SST Coordinator	Ongoing	-Percent of students showing improvement in Reading will increase	-SRCLG -System Funds -Title 1
Collaborate between specialists and regular education teachers	-All Staff	Ongoing	-Agenda -Meeting Minutes -Sign-in Sheet -Collaboration folders	NA

Goal 6: Improve instruction for all students through the Professional Development of all staff through the following objectives:				
Objectives	Person Responsible	Timeline	Effectiveness Indicators	Funding Sources
Participate in Professional Development in reading skills and strategies such as vocabulary development, Guided Reading, comprehension etc.	-Teachers -School Admin	Spring 2015 Ongoing	-Sign-in Sheet -Professional Learning Logs -Collaboration folders -TKES -Walkthroughs -Lesson Plans	-PL Funds -SRCLG -Title 1
Participate in Professional Development in writing skills and strategies	-Teachers -School Admin	Spring 2015 Ongoing	-Sign-in Sheet -Professional Learning Logs -Collaboration folders -TKES -Walkthroughs -Lesson Plans	-PL Funds -SRCLG -Title 1
Participate in Professional Development in differentiation and higher-order thinking skills	-Teachers -School Admin	Spring 2015 Ongoing	-Sign-in Sheet -Professional Learning Logs -Collaboration folders -TKES -Walkthroughs -Lesson Plans	-PL Funds -SRCLG -Title 1

RTI Model

The Pyramid of Interventions at GES is directed by Effingham County to help educators determine if students are progressing as expected or if students need additional help to be successful in school. It is a proactive approach that does not wait for students to fail before intervening. It focuses on identifying students who are struggling and then providing layers of intensive interventions and progress monitoring.

Tier 1 provides effective instruction in every classroom for every student based on the CCGPS and GPS. It is not limited to academic content areas, but also includes developmental domains such as speech, behavior, and social development.

Tier 2 provides pre-planned interventions for students who are not successful in Tier 1. The interventions often include small group and computer based instruction. GES maintains an intervention team that works to monitor interventions and student progress.

Tier 3 is guided by a Student Support Team. If students continue to make inadequate progress in Tiers 1 & 2, educators and parents meet to determine more individual and intensive interventions.   A limited amount of diagnostic testing may be recommended to target specific weakness and determine appropriate interventions.   Students who are still unsuccessful may be referred for special education and related services.

Tier 4 provides specially designed instruction for students who need additional support and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education, and special education. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs.

Canady Master Schedule

2014-2015 Master Schedule

	7:45-8:30	8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15-1:00	1:00-1:45	1:45-2:30	2:30-3:15
Kindergarten	HR /Early Literacy Groups (ELGs), including writing			Lunch/Recess 10:30-11:30		Math		Encore	I/E 1:45-2:15	Science/Social Studies
Grade 1	HR /Early Literacy Groups (ELGs)/Math				I/E 10:45-11:15	Lunch/Recess 11:15-12:15	Encore	Math	Repeat AM ELGs, Literacy, including writing/Sc/SS	
Grade 2 2-2 teacher teams	Block I				I/E 10:15-10:45	Encore	Lunch/Recess 11:45-12:45		Block II	
Grade 2 1 Teacher	Block I				I/E 10:15-10:45	Encore	Lunch/Recess 11:45-12:45		Block II	
Grade 3 1-2 teacher team	HR	Block I		Encore	Lunch/Recess 10:45-11:30	Block I	Block II			I/E
Grade 3 1-3 teacher team	HR	Block I		Encore	Lunch/Recess 10:45-11:30	Block II		Block III		I/E
Grade 4 1-3 teacher team	HR	I/E	Encore			Lunch/Recess 11:30-12:15	Block II		Block III	
Grade 4 1-2 person team	HR	I/E	Encore	Block I		Lunch/Recess 11:30-12:15	Block I		Block II	
Grade 5 1-2 person team	HR	Encore	Block I			Block II	Lunch/Recess 12:15-1:0	I/E	Block II	
Grade 5 1-3 person team	HR	Encore	Block I		Block II		Lunch/Recess 12:15-1:00	I/E	Block III	
	2nd-5th Grades-Block I or Block II (Change end of semester) 3rd-5th Grades- Block I, Block II, or Block III (Change every 12 weeks)									
Encore		5th	4th	3rd	2nd	Lunch	1st	K	Extended Planning 1:45-3:00	

<u>Homeroom</u>: 7:45 - 8:30 -3rd, 4th & 5th Grades will participate in Gator Groups, Math Club, Mini-Me's, Chorus and Computer Lab.
<u>Extended Planning</u>: K-Day 2, 1st-Day 3, 2nd-Day 4, 3rd-Day 7, 4th-Day 8, & 5th-Day 9 beginning at 1:45-3:00.
<u>Encore</u>= Art/Music/PE/Computer/Media
<u>I/E</u> = Intervention/Extension

The Canady Schedule Model is a unique school scheduling system that creates an extra 45-minute Intervention/Extension time within the school day. This allows for students to receive RTI services without the loss of academic time. In addition, in grades 2 through 5 teams have been created. This means that students are rotated through core academic subjects (Math, ELA, and Science/Social Studies) every 90 minutes. This model ensures that students are receiving a 90 minutes of ELA time each school day. This unique schedule allows for maximum teaching time, built-in intervention and extension time, and time for teacher collaboration and analysis of data.

Effingham County School District: Guyton Elementary School

Assessment/Data Analysis

Current Assessments

Assessment	Persons Responsible	Grade Level	Purpose	Frequency
GKIDs	Kindergarten Teachers	Kindergarten	Mastery of Skills	Throughout the school year
DIBELS, 6th Edition	Trained Testing Examiners	Kindergarten	Letter Naming Fluency, Initial Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency	3 x per year
ORF	Trained Testing Examiners	1st – 5th	Oral Reading Fluency	3 x per year
GA Milestones Assessment	Classroom Teachers	3rd – 5th	Mastery of ELA, Math, Science, and Social Studies Standards	1 x per year
County Cold Read Assessments	Classroom Teachers	1st – 5th	Reading Comprehension	1 x per marking period
DRA Testing	Trained Testing Examiners	K-2	Instructional Reading Level for Guided Reading	Throughout the school year
ACCESS	ESOL Teacher	K - 5	ESOL	As needed
GAA (Georgia Alternative Assessment)	Special Education Teachers	K, 3rd, 5th (Only available for these grade levels)	Students who are not able to participate in GA Milestones	Throughout the school year
EAA (Effingham Alternative Assessment)	Special Education Teachers	1st, 2nd (Only available for these grade levels)	Students who are not able to participate in GA Milestones	Throughout the school year
Student Learning Objectives (SLO)	Teachers, Encore Teachers	K-3rd Grade	Pre- and post-assessment to measure student growth	2 x per year
Words Their Way Spelling Inventory	ELA Teachers	K – 5	To determine students' spelling stage	2-3 x per year; as needed (not given

				consistently across grade levels)
Fry Word Inventory	ELA Teachers	K – 5	To determine students' sight word recognition fluency	2-3 x per year; as needed (not given consistently across grade levels)

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Current Assessments	SRCL Assessments	Changes to assessment Frequency
GKIDs	GKIDs	None
DIBELS	DIBELS NEXT	None
ORF	ORF	None
DRA	DRA	None
GA Milestones	GA Milestones	None
County Cold Reads	County Cold Reads	None
ACCESS	ACCESS	None
GAA	GAA	None
SLOs	SLOs	None
Words Their Way Spelling Inventory	Words Their Way Spelling Inventory	3 x per year
Fry Word Inventory	Fry Word Inventory	3 x per year data will be recorded in Data Notebooks
	Scholastic Reading Inventory (SRI)	3 x per year given by trained test examiners
	ELA Unit Assessments	4 x per year, at the end of every ELA Unit

No assessments will be discontinued.

Implementation of New assessments with Current Assessments

GES will continue to follow the county protocol for administering assessments and state tests will continue as mandated. Currently, Words Their Way Spelling Inventory and the Fry Word Inventory are not given consistently across all grade levels. This will change under the SRCL Grant. In addition, ELA Unit Assessments will be created, the SRI will be included as a diagnostic tool, and DIBELS NEXT will replace DIBELS. Data from these assessments will be analyzed during RTI meetings and collaborative grade level meetings.

It will be recorded in Data Notebooks and help teachers differentiate instruction in their classrooms.

Professional Learning Needs for SRCL Assessment Implementation

SRCL Assessments	Professional Learning Needed
GKIDs	None
DIBELS NEXT	School Administrators and Testing Examiners will have to be trained. All teachers will have training on the test components and how to analyze the data from the diagnostic tool.
ORF	Refresher training will be provided to all Testing Examiners to ensure fidelity.
GA Milestones	As more information becomes available, school administration and all teachers will receive training on how to assess the students and how to interpret the data that the test will
County Cold Read Assessments	Refresher training will be provided to all ELA teachers
ACCESS	Refresher training will be provided to the ESOL teacher as needed
GAA	Refresher training will be provided to all Special Education Teachers as needed
SLOs	School Administrators and Teachers will receive training on test administration and analysis of data.
Words Their Way Spelling Inventory	Refresher training will be provided to all ELA teachers
Fry Word Inventory	Refresher training will be provided to K-1 ELA teachers. 2nd -5th Grade ELA Teachers will have to be trained
Scholastic Reading Inventory (SRI)	School Administrators and Testing Examiners will have to be trained. All teachers will have training on the test components and how to analyze the data from the diagnostic tool.
ELA Unit Assessments	Training will be provided to all ELA teachers

Communication of Data to Parents and Other Stakeholders

Frequent and Ongoing communication with parents and other stakeholders is strongly encouraged at GES. The administrators and staff realize that establishing a relationship

with parents and stakeholders is essential in helping children succeed in school. Individual student data will be provided to parents in the following manner:
- Parent-Teacher Conferences
- Testing Reports sent home
- RTI meetings
- Individual Conferences as requested
- School Progress Reports and Report Cards

The results of school-wide data will be made available to parents through:
- School Council Meetings
- Gator Performance Night Meetings
- Literacy Team Meetings
- School Leadership Team Meetings
- School Website and other media
- Title Parent Meetings

Use of Data

GES has been analyzing and interpreting data on a daily basis for the past five years. Each teacher is required to maintain a Data Notebook, which has become an important source of information for reflection on teaching practices, examining differentiated needs within the classroom, and for providing remediation and enrichment to students. In addition, data is discussed frequently between teachers in their required weekly grade-level meetings, in RTI meetings, and with school administrators during extended planning meetings.   As part of the SRCL Grant, data will continue to be used to drive the instructional program at GES.

The data collected from the various assessments listed above will be used to:

- Make or modify instructional decisions (The Why, Section 5)
- Identify a student's strengths and weaknesses
- Determine level of classroom differentiation
- Place students in RTI
- Monitor literacy instruction
- Identify areas where professional development is needed
- Monitor student progress toward School Goals

Resources, Strategies, and Materials

Resources, Strategies, and Materials including technology to support the Literacy Plan

Needed Resources	Shared Resources	Library Resources	Classroom Resources
- Literacy instructional materials - Instructional ELA Units - Professional Learning - Stipends - Substitutes - Travel expenses - Materials - Consultant fees - Assessment Implementation training - Summer Program Expenses - Transportation - Materials - Personnel - DIBELS NEXT - Scholastic Reading Inventory - Literary and Informational Texts for classrooms and library - Parent Resource Center Materials - Teacher Resource Center Materials - Intervention Materials - Training on Interventions - Non-fiction	- Computer Lab - Chromebook Cart - DRA Kits (K-5) - Teacher Resource Books	- Few Audio books - Limited Guided Reading Materials - Listening Centers - Library Books - Reference Materials (outdated) 56 Class sets of Novels - Parent Resource Cabinet - Big Books - Professional Literature	- Interwrite System - IPEVO - Starfall - More Starfall - iRead - Brain Pop, Brain Pop Jr. - At least 1 Classroom Computer - Technology support - United Streaming - Phonics/ Spelling inventories - Reading First Kits - Making Great Readers (K-1) - Thinking Maps - ESGI Software (K) - Pebble Go - Write from the Beginning

texts(Media Center) • Writing Instructional Resources			

Library Resources

Our Media Center currently houses 15,684 materials, many of which are outdated or in need of restoration. Out of this number, only 8,849 are student books. In recent years, the focus has been on simply replacing lost or damaged books. In the next few years, more literary and informational texts need to be purchased to keep students interest and better match CCGPS and GPS.

Activities that support Literacy Intervention	Activities that support Classroom Practices	Additional Strategies Needed
• Road to the Code • Reading First Kits • Headspout • SRA Early Intervention • Reading Recovery • SRA Corrective Decoding • SRA Corrective Comprehension • Comprehension Upgrade • CIM_ Guided Reading Plus (Grades 1-2) • PALS Reading • Language for Thinking • Language for Learning • Reading and Language Assistance • Gator Groups • Earobics	• On-going formative and summative assessment of students • Data analyzes • Writing Rubrics • iRead • Making Great Readers Program • Word Study Program • Classworks • ReadNQuiz • Book Adventure • Mini-Me's • Student Interactive Notebooks • Collaboration and Inclusion	• Guided Reading Training (Grades 3-5) • Writing Instruction • Vocabulary Development • Reading Skills • Higher Order Thinking Skills • Differentiation • Data Analysis • Co-teaching • Incorporating the use of literature in content areas • Use of informational text in English language arts classes • Writing instruction (narrative, opinion, and informational) in all subject areas • Text complexity that is appropriate to grade level

		• Use of technology to adjusting text complexity to the needs of individual students
		• Guiding students to conduct short research projects that use several sources
		• Teaching students to identify and navigate the text structures most common to a particular content area

Alignment Plan

Goal	SRCL Funding	Other Funding
Goal 1: The school leadership will be committed to the mission of literacy improvements at GES	• Professional Learning for Administrators on Literacy Topics	
Goal 2: Implement a high quality literacy program that is clear and organized and provides for effective reading instruction	• Units Design and Implementation • Literacy Resource Room Materials and Set-Up • Writing Instruction Program	• Technology Components- Technology Funds and Title 1 • Literacy Materials – Title 1 and Media Funds
Goal 3: Implement the use of ongoing, frequent, and multiple formative measures that will be used as diagnostic and monitoring tools to plan for instruction	• SRI Implementation and Training • DIBELS NEXT Implementation and Training	• Data Notebooks – School Budget
Goal 4: Ensure that the best practices in literacy instruction are used in all content area classrooms	• Writing Instruction Program Training and Materials • Professional Development on Reading Skills and Strategies • Teacher Resource Room	• Resource Room Materials – Media Budget and Title 1

	Materials and Set-Up	
Goal 5: Provide Tier instruction for students with literacy needs	• Additional Interventions	• System Funds

Goal 6: Improve instruction for all students through the Professional Development of all staff	• Professional Development on
	    ○ All new Assessments
	    ○ Reading Skills and Strategies
	    ○ Writing Instruction
		• Professional Development on
		    ○ Guided Reading
		    ○ Differentiation
		    ○ Co-teaching

Professional Learning

Professional Learning Activities from Past School Year (2013-2014)

Professional Learning Topics	Percent of Staff Attending	Delivery Format	Facilitator/Provider
6 Elements of Math	>1%	Off-Campus County Meeting	Susan Halligan
Differentiated Instruction Book Study	100%	Extended Planning Time	School Administrators
Mendez	1%	On-Campus Meeting	Instructional Supervisor
Words Their Way	1%	Off-Campus County Meeting	Office of Student and Professional Learning
How to Use Poetry to teach Writing Workshop	>1%	Workshop	Outside Organization (paid for by teacher)
Word Study	2%	Off-Campus County Meeting	Office of Student and Professional Learning
Reading First Instruction	1%	Off-Campus County Meeting	Office of Student and Professional Learning
CPI Training	1%	Off-Campus County Training	Special Education Department

Over the past few years, professional learning funds were targeted toward a few county initiatives such as Word Study, iRead training, and ELA Resource Adoptions. Overall, there was a lack of funds in the budget for professional learning. During the 2014-2015 school year, however, more money has been reallocated for professional learning to meet the needs of the teachers.

Professional learning is aimed at improving teacher instruction and ultimately promoting student achievement (The Why, Section 7). "Effective professional learning is linked to higher student achievement," (The Why, Section 7). Due to professional learning being an area of concern, the SRCL Grant Writing Team has created the following goal: Improve instruction for all students through the Professional Development of all staff through the following objectives (The Why, Section 7).

On-Going Professional Learning

Professional Learning Topics	Time Frame	Delivery Format	Participants
Grade level Collaborative meetings	2 x per 10 days	Grade Level Meetings	Grade Level Teachers
RTI	1x per year	Grade Level Meetings	Grade Level Teachers
Guided Reading	1x per 10 days	Grade Level Meetings	All ELA teachers K-2
Collaborative/ Co-Teaching Project	2014-2015 School Year	County Workshops through RESA	1- 3rd, 4th, & 5th grade special education teacher 1- 3rd, 4th, & 5th grade regular education teacher

Professional Learning Needs

- SRI and training to accompany this program
- DIBELS NEXT and training to accompany this program
- Balanced Literacy model
- Writing in content areas
- A systematic, explicit sequence of literacy instruction
- Research-based best literacy practices for reading and writing across content areas and grade levels
- Development of formative and summative assessments to monitor learning
- Identification and implementation of a core literacy program
- Co-teaching/Inclusion
- Differentiated Instruction
- ELA unit writing, revision, and redelivery
- GA Milestones

Evaluation of Professional Learning

- Participant feedback
- Faculty Surveys
- Lesson Plans
- Classroom Observations
- Administrative Walk-throughs
- Student Achievement Data in ELA

Professional Learning Plan from SRCL Goals and Objectives

Professional Learning Topics	Literacy Plan Building Block	Literacy Plan Goal	Measure of Effectiveness
- DIBELS NEXT - SRI - County Cold Reads - Words Their Way Spelling Inventory - Fry Word Inventory - ELA Unit Assessments	Building Block 3	Goal 3	- Data Notebooks - Percent of students showing improvements - RTI Data
Writing skills and strategies in all Content areas	Building Block 2, 3, & 4	Goal 2 & 4	- Lesson Plans - Student Writing Samples - Ga Milestones
Reading skills and strategies such as vocabulary development, Guided Reading, comprehension etc.	Building Blocks 2, 3, 4, & 6	Goal 4 & 6	- Professional Learning Logs - Lesson Plans - Walkthroughs - Classroom Observations - Student Data - Ga Milestones
Differentiation and higher-order thinking skills	Building Block 4	Goal 6	- Lesson Plans - Walkthroughs - Classroom Observations
Vertical Grade Level Meetings	Building Block 1 and 2	Goal 1	- Agenda - Sign-in Sheet - Meeting Minutes
Diagnostic Testing and Use of Data	Building Block 3	Goal 3	- Data Notebooks - RTI Meetings - Lesson Plans - Student Achievement Data
Collaboration and Co-teaching	Building Block 5	Goal 5	- Lesson Plans - Walkthroughs - Classroom Observations - Student Data

All school administrators, teachers, and support staff will be involved in the Professional Learning.

Sustainability Plan

Sustainability Plan

GES is committed to continuing the literacy improvements that the SRCL grant will provide. The Literacy Team will review the expectations of the grant annually with all staff and community stakeholders. Upon termination of the grant funds, funding will be provided by Federal, State, and Local funds, as well as PTO funding and the school's instructional budget.

Extending & Expanding Assessment Protocol	- SRI and DIBELS NEXT will continue after the grant period to monitor student fluency and comprehension. - Continue to use effective screening and diagnostic tools to identify achievement levels of all students. - The Instructional Supervisor and Grade Level Partners will train new teachers and new testing examiners. - Continue to analyze formative and summative assessment results and refine literacy goals based on the CCGPS. - Make data-driven budget decisions aligned with literacy priorities. - Continue use of summative assessments to identify programmatic and instructional needs. - Continue to align our assessments with CCGPS for our students.
Expanding Lessons Learned	- Host family nights and other evening activities to engage parents in activities that demonstrate literacy. - Stay abreast of effective strategies for literacy instruction and share with new staff. - Provide families access to Parent Resource Center - Ensure that grade level teams meet for collaborative planning and examining student data/work during scheduled times. - Dedicated time for grade level teams and support personnel to consistently meet for collaborative planning and data analysis (currently meeting 2 times per ten day rotation). - Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet individual student's

	needs. • Ensure that communication between teachers and administrators is ongoing and effective. • Continue to have Literacy Team meet and provide turn around training for other staff members. • Collaborate with other schools to share literacy plans and effective literacy strategies • Share student achievement gains with other schools within the district
Training New Employees	• Ensure continued growth through professional learning by providing learning opportunities for new staff to receive necessary support in becoming acquainted with programs, materials, and previously learned strategies. • Utilize peer observations. • Train new teachers on all formative and summative assessments and how to interpret the data from these assessments. • Literacy Team Members will provide training for new staff members.
Maintaining & Sustaining Technology	• Provide additional resources with Technology Budget through the School's Technology Plan. • The equipment purchased will be maintained by the Technology Office. • Principal's budget and fundraisers to renew site licenses
Ongoing & Extending Professional Learning	• Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording. • Identify and train participants for data team • Continue to build collaborative data meetings into the monthly calendar. • Continue to train new members of the team in the expectations and function of the established protocols. • Provide professional learning on best practices in writing instruction in all subject areas. • Revisit professional learning options to utilize experts within the school to develop and support colleagues.
Professional Learning for New	• Provide new teachers extra support and

| Teachers | professional learning opportunities in effectively differentiating learning for all students, including students with exceptionalities. |
| | • Ensure that new personnel receive professional development in the areas of literacy that have been taught in previous trainings. |

B. Developing Community Partnerships

- Share student achievement gains with stakeholders through online media and traditional outlets.
- Foster relationships among schools, post secondary education institutions, the workforce, families, and communities by including them in decision-making and by sharing information.
- Create a community partnership that engages students and stakeholders in meaningful collaborative activities

D. Replacement of Print Materials

- Printed materials will be replaced through the Instructional and Principal's budget.

Budget Summary

Through the writing of the SRCL Grant, findings confirmed a critical need to strengthen current literacy instruction in all grade levels to meet the rigorous demands of CCGPS. Funds from the grant will be used to implement a high quality literacy program, implement the use of ongoing, frequent, and multiple formative measures, ensure that the best practices in literacy instruction are used in all content area classrooms, provide Tier instruction for students with literacy needs, and improve instruction for all students through the professional development of all staff.

Curriculum Needs:

- Literacy instructional materials
- Instructional ELA Units
- DIBELS NEXT
- Scholastic Reading Inventory
- Literary and Informational Texts for classrooms and library
- Non-fiction texts (Media Center)
- Writing Instructional Resources
- ELA Unit Implementation

Intervention Needs:

- Intervention Materials for Grades 3-5
- Training on Interventions

Professional Learning Needs:

- SRI and training to accompany this program
- DIBELS NEXT and training to accompany this program
- Balanced Literacy model
- Writing skills and strategies in all Content areas
- A systematic, explicit sequence of literacy instruction
- Research-based best literacy practices for reading and writing across content areas and grade levels
- Development of formative and summative assessments to monitor learning
- Identification and implementation of a core literacy program
- Co-teaching/Inclusion
- Differentiated Instruction
- ELA unit writing, revision, and redelivery

- Training on County Cold Read Assessments, Words Their Way Spelling Inventory, Fry Word Inventory
- Reading skills and strategies such as vocabulary development, Guided Reading, comprehension etc.
- Diagnostic Testing and Use of Data
- Collaboration and Co-teaching

Extended Day Programs:

- Summer Program Expenses including Transportation, Materials, Supplies, and Personnel

Stipends will be paid to school personnel who work beyond their contract time and who are involved in the following areas:

- Summer Program
- Professional Development
- Unit Designs
- Parent and Teacher Resource Room Creation and Maintenance

Miscellaneous Items:

- Parent Resource Center Materials
- Teacher Resource Center Materials