

School Profile

Created Thursday, December 04, 2014

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School Information

System Name:	McIntosh County
School or Center Name:	Todd Grant Elementary
System ID	6981
School ID	0205

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Cassandra Noble
Position:	Principal
Phone:	912 437-6675
Email:	cnoble@mcintosh.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Pam Anglin
Position:	Teacher
Phone:	912 437-6675
Email:	panglin@mcintosh.k12.ga.us

Grades represented in the building

example pre-k to 6

k-3

Number of Teachers in School

43

FTE Enrollment

563

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

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.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. Remedies for Nondisclosure

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

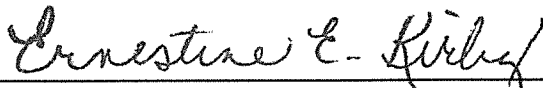
II. Disclosure of Conflict of Interest after Agreement Execution

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

Ernestine E. Kirby, Superintendent

Typed Name of Fiscal Agency Head and Position Title

December 4, 2014

Date



Signature of Applicant's Authorized Agency Head (required)

Merwan Massa, Director of Curriculum

Typed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2014

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Merwan Massa

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

Address: 200 Pine Street

City: Darien, Georgia Zip: 31305

Telephone: (912) 437-8914 Fax: (912) 437-2140

E-mail: m massa@mcintosh.k12.ga.us



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

Ernestine E. Kirby

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

December 4, 2014
Date (required)

District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will meet with the district literacy team to ensure that each member of the grant team understands his or her responsibilities and the grant's goals and objectives, each school's literacy plan, and to coordinate implementation.

Area of Responsibility	District Team Member
Purchasing: Initiate school purchase orders and manage school level grant activities	Cassandra Nobel, Principal Todd Grant Elementary Carolyn Smith, Principal Oak Intermediate and McIntosh County Middle School Terrance Haywood, Principal McIntosh County Academy
Finance: Approve grant budgets, submit completion reports and state required reports	Merwan Massa, Federal Programs Debra Vickers, Chief Financial Officer
Accounts Payable: Match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Debra Vickers, Chief Financial Officer
Payroll: Issues stipends for contract grant training	Shryl Washington, Payroll clerk
Managing school level grant activities with principals and school level literacy teams	Sandra Ryals, Instructional Coach Todd Grant Elementary Leslie Poppell, Instructional Coach Oak Grove Intermediate and McIntosh County Middle School Alicia Rosenbaum, Instructional Coach McIntosh County Academy Dr. Scott Barrow, AP McIntosh County Academy Scott Brooker, Instructional Coach, McIntosh County Middle School
Managing system level grant activities: Coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Merwan Massa, Federal Programs
Technology: Organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Ken Hydman, Technology Director

Special Education: Coordinating requirements and managing RTI strategies	Dr. Donna Manning
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Implementation Time

February – May 2015	Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software
June 2015	Plan monthly professional learning for 2015-2016 and submit annual grant report
June-July 2015	Install technology in classrooms and content area teachers attend summer grant institute
August 2015	Conduct training on new technology
January 2016	Mid-year literacy conference update
January – June 2016	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10.9.14 to discuss the Striving Reader Grant, the Needs Assessment process and “The Why,” “The What,” and “The How” documents. The system literacy team devised a plan to administer the Needs Assessment Survey at each school. The team then met each week to review each section of the grant application and provide feedback for further review and possible revision. The system literacy team will continue to meet each week to continue grant implementation planning so we will be ready to move forward once the grant is awarded.

The school literacy teams were formed and have been active and involved in the grant needs assessment and development of the literacy plans. Each school held meetings to have staff fill out the Needs Assessment Survey so everyone would have a voice in the literacy plan of the schools. The school literacy team began working on the literacy plan based on the needs assessment results. The school literacy teams will continue weekly on-going planning for implementation of the grant.

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Experience of the Applicant

a) Instructional Initiatives

Initiative	Status
Implementation of curriculum aligned to the CCGPS including course maps, content maps, skills and knowledge maps, assessments	Current
Implementation (RTI) procedures and practices.	Past
Implementation of common formative and summative assessments aligned to the GPS	Current
Implementation Learning Focused School Model of instruction	Past
Implementation Thinking Maps (visual organizers teaching students the eight thought processes, i.e., cause/effect, brainstorming, etc)	Current
Implementation of Marzano's Vocabulary development	Past
Using technology as an instructional tool for student achievement	Current
iPads for each teacher, Activ boards, iPad mobile cart at each school, at least one computer in each classroom, addition of computer labs etc.	Current
Differentiation of instruction/ tiered learning activities	Past
WIDA standards	Past
Poverty awareness training	Past
Successful Reader (4th and 5th)	Current
READ 180	
Achieve3000	Current

Write From the Beginning (K-8) writing program	Current
Write for the future (9-12)	Current
Accelerated reader (K-8)	Current
Harcourt Trophies reading series	Current

Three Years of State Audit Results

Audit Year	Finding	Outcome
FY11	None	N/A
FY12	None	N/A
FY13	None	N/A

b) Coordination of Resources and Control for Spending

The McIntosh County School District has a proven track record of being fiscally responsible. We have successfully implemented multiple federal, state, internal initiatives and private grants. Because we are a small school system with limited resources, we know we must work together and pool resources to best serve the needs of our students. Administrators wear many hats and perform many duties to keep the budget balanced.

c) Sustainability of Past Initiatives

We have sustained past initiatives by securing funding from a variety of sources: local taxes, state funds, federal funds, and grants. In order to continue the grant initiatives beyond the scope of grant funding, we plan to utilize those same resources.

d) Internal Initiatives Implemented Without Outside Funding support

There are several initiatives implemented in McIntosh County Schools without outside funding. They include: Data Director, Achieve3000, READ180, STAR Reader, Accelerated Reader and iStation. All of these initiative have been locally funded.

School History

Todd-Grant is a public rural elementary school. It was established in 1891 through the benefaction of Mr. Henry Todd, a local businessman, as a school for the African-American children of the community. Todd School relocated to its present campus in 1936 during the administration of Mr. James L Grant, Principal, and was renamed the Todd-Grant Industrial School serving grades 1-12. Following the integration of schools in 1970, Todd-Grant housed grades 3-7. Two other public schools served the county, McIntosh Academy for middle and high school students and the former Eulonia Primary School. In 1989 Eulonia Primary School was closed and grades K-2 joined the elementary grades at Todd-Grant Elementary. Since then, Oak Grove intermediate school was established housing grades 4-5. McIntosh County Middle School now serves grades 6-8. Todd-Grant Elementary is now the home of Pre-K through 3rd grade.

There are presently 53 classrooms located in the permanent buildings and a few useable portables. Todd-Grant is the counties only primary/elementary school. It currently enrolls approximately 600 students with a staff of approximately 35 teachers. Todd-Grant, as all of the schools in McIntosh County, is a learning focused school that teaches directly from the Georgia Common Core Performance Standards. It does offer connections classes including Music, Physical Education, Computer Lab, and Art. In addition to these classes, Todd-Grant students have access to the Evella S. Brown Media Center. The media center operates using a daily open library schedule encouraging Accelerated Reader use in grades K-3. The media center serves individual students, small groups, and large groups. Children at Todd Grant, in grades K-3 attend school from 8:00 AM to 2:55 PM daily.

Administrative and Teacher Leadership Team

Teacher Leadership Team (TLT). Todd-Grant Elementary School (TGES) has a TLT that will become the second tier of governance at the building level. The TLT is composed of the principal, academic coach, media specialist, a representative from each grade level, a special education representative and a paraprofessional. The team meets one to two times per month to discuss characteristics and best practices of leaders, school concerns, effective instructional practices, school wide issues, stakeholder involvement, and student data. Members of this team will serve as leaders and are responsible for seeking input from the staff they represent and communicating the actions of the team.

Name	Position/Role
Cassandra Noble	Principal
Sandra Ryals	Academic Instructional Coach
Melissa Gordon	Media Specialist
Janet Tucker	Preschool Teacher
Katie Walker	Kindergarten Teacher
Pamela Anglin	First Grade Teacher
Catrina Savoy	Second Grade Teacher
Christy Henson	Third Grade Teacher
Allison Ryals	Special Education Teacher
Tonya Simpson	Paraprofessional

Past and Current Instructional Initiatives

Todd Grant Elementary School believes that teachers must receive instructional support in order to maintain high levels of effectiveness. Therefore, over the past several years, the school has participated in numerous trainings and programs in an effort to provide teachers with the tools needed to boost student achievement and learning. Most of the endeavors are research and evidence based, with some of the most recent including:

- Implementation of curriculum aligned to the GPS including course maps, content maps, skills and knowledge maps, assessments. (2004-2009)
- Implementation (RTI) procedures and practices. (2008-present)
- Implementation of common formative and summative assessments aligned to the GPS. (2004-current)
- Implementation Learning Focused School Model of instruction. (2007-present)
- Implementation Thinking Maps. (visual organizers teaching students the 8 thought processes, ex cause/effect, brainstorming, etc) (2007-present)
- Implementation Marzano's Vocabulary development. (2007-present)
- Using technology as an instructional tool for student achievement - iPads for each teacher, activ boards, iPad mobile cart at each school, at least one computer in each classroom, addition of computer labs etc. (2010- present)
- Differentiation of instruction/ tiered learning activities - (2008-present)
- Poverty awareness training - Ruby Payne (2008-present)
- WIDA standards - ESOL - (2005-present)
- Write From the Beginning (k-5) and Write for the future (6-8) writing program (2008-present)
- Dr. Cupp Reading - core reading program in kindergarten and first, consists of sight word instruction, phonics, and reading comprehension (2005-2014). Also occasionally used at grades 2-5 as intervention.
- Accelerated reader (k-8) and successful reader. (4th and 5th)
- Harcourt Trophies reading series (1st - 5th grades) used as literature resource. (2006-ongoing)
- Full time instructional coach to support all content areas (2012-current)
- Common Core Georgia Performance Standards (2009-current)
- 6 Elements of an Effective Math Lesson
- Differentiated Instruction
- Differentiated Reading (2013-current)
- PBIS: Positive Behavior Intervention and Support (2013-current)
- Co-Teaching Training and Support (2008-current)
- TKES (2013-current)
- Regularly scheduled collaborative PLT meetings (2013-current)

All teachers are expected to implement and maintain the effective practices and strategies learned through previous and current trainings. In addition, our Instructional Coach acts as a liaison between these initiatives and classroom practice. The instructional coach, along with the principal, monitors daily instruction and provides feedback and targeted assistance designed to enhance and support the instructional capacity of teachers. Currently, in addition to maintaining effective practices from past initiatives, teachers are involved in the following professional learning:

- Embedded Instructional Support via the Instructional Coach
- Regularly Scheduled Collaborative PLT Meetings
- Thinking Maps
- Continued CCGPS Training and Support
- TKES
- Constructive Response

Professional Learning Needs

Due to the implementation of a new reading program, teachers are in need of enhanced training in the proper techniques of the program. Another need for our school is training in how to effectively differentiate instruction and successfully use cooperative learning strategies. In addition, our teachers could benefit from training in how to integrate reading and writing into all aspects of curriculum beyond just the language arts block. While past instructional initiatives have introduced literacy instruction to our teachers, these programs have lacked follow-up training and, therefore, have not been pervasively and consistently implemented. Others also have a need for professional learning in the area of creating literacy lessons for use with technology tools. Many of our teachers have Promethean Whiteboards but need training to effectively incorporate literacy into their lessons to get the most out of these tools. Also, teachers in all areas need to infuse the more rigorous and relevant CCGPS in their curriculum as well as instruction in creating meaningful assessments. As a result, professional learning in creating units which effectively integrate the CCGPS Literacy Standards in all subject areas would greatly benefit our teachers. Also, of vital importance to our school district is the ability to use the data we gather to better serve the needs of our struggling readers. Thus, professional development is needed to help our teachers and administrators analyze the data available for dissemination. When teachers can effectively analyze data, they are better able to provide the necessary intervention strategies and implement instruction which is tailored to the needs of the student. Once this data is gathered and analyzed, our school will be able to strengthen the RTI process and provide the support our most vulnerable students need most. Professional development in the area of progress monitoring will be essential to our schools ability to not only identify those who are struggling, but also support the progress of those who are receiving focused intervention to be sure we are using the most effective strategies.

Need for a Striving Readers Project

Reading is the foundation upon which all learning is based. For several years, the data has indicated that many of our students are below grade level in reading. According to the fall administration of the STAR Reading assessment, approximately 51% of kindergarten students are below benchmark in reading while approximately 26% of first graders, 40% of second graders, and 44% of third graders are below benchmark. We notice numbers of students making progress, but are aware that many of our at-risk students are still not meeting grade level requirements. Todd Grant teachers need researched-based programs that address students' literacy needs. There is a need to improve teachers' skills and strategies in how to teach writing and students' abilities to write on or above grade level expectations. The Striving Reader Grant will enable Todd Grant Elementary the ability to accomplish a school wide literacy initiative that will afford students and teachers the skills needed for success. We strongly believe that the Striving Readers Project would help us focus our efforts on literacy across all content areas, provide for systematic reading and writing instruction and assessments, and allow for needed training and resources that would result in increased achievement for all students and an increased instructional capacity for all teachers and staff; thereby, impacting the graduation rate and the number of students meeting and exceeding in reading/English language arts on the Georgia Milestones.

Needs Assessment, Concerns and Root Cause Analysis

a. /b. Description of Needs Assessment Process/Types or Styles of Surveys/Participants

All regular and special education teachers at Todd Grant Elementary School completed a literacy needs assessment to identify weaknesses in the literacy program. The following data was compiled from the literacy needs assessment that was conducted in the fall of 2014. The needs assessment was sent to all teachers (28), due to the literacy demands across content areas. The results from the literacy resources surveys and the professional learning survey are shown below:

Building Block 1. Engaged Leadership	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.</i>	64%	32%	4%	0%
<i>B. A school literacy leadership team organized by the administrator is active.</i>	14%	25%	18%	43%
<i>C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning</i>	21%	54%	18%	7%
<i>C.2 The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-12).</i>	21%	21%	25%	33%
<i>D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).</i>	21%	57%	22%	0%
<i>E. Literacy instruction is optimized in all content areas.</i>	25%	50%	21%	4%
<i>F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS).</i>	10%	14%	18%	58%
Building Block 2. Continuity of Instruction	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Active collaborative school teams ensure a consistent</i>	7%	36%	21%	36%

<i>literacy focus across the curriculum (See Engaged Leadership, 1. D, E).</i>				
<i>B. Teachers provide literacy instruction across the curriculum (See Engaged Leadership, 1. D, E).</i>	18%	43%	32%	7%
<i>C. Out-of-school agencies and organizations collaborate to support literacy within the community.</i>	0%	21%	25%	54%
Building Block 3. Ongoing Formative and Summative Assessments	Fully Operational	Operational	Emergent	Not Addressed
<i>A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</i>	57%	32%	11%	0%
<i>B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</i>	50%	43%	7%	0%
<i>C Problems found in literacy screenings are further analyzed with diagnostic assessment.</i>	21%	50%	1%	28%
<i>D. Summative data is used to make programming decisions as well as to monitor individual student progress.</i>	21%	46%	18%	15%
<i>E. A clearly articulated strategy for using data to</i>	25%	36%	36%	3%

<i>improve teaching and learning is followed.</i>				
Building Block 4. Best Practices in Literacy Instruction	Fully Operational	Operational	Emergent	Not Addressed
<i>A. All students receive direct, explicit instruction in reading.</i>	29%	32%	36%	3%
<i>A.2 All students receive direct, explicit instruction in reading.</i>	29%	36%	36%	3%
<i>A.3 All students receive direct, explicit instruction in reading</i>	43%	57%	0%	0%
<i>A.4 Extended time is provided for literacy instruction.</i>	32%	54%	14%	0%
<i>A.5 Extended time is provided for literacy instruction.</i>	39%	50%	11%	0%
<i>B.1. All students receive effective writing instruction across the curriculum.</i>	11%	43%	36%	10%
<i>B.2. All students receive effective writing instruction across the curriculum.</i>	14%	54%	18%	14%
<i>C. Teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school.</i>	18%	54%	14%	14%
Building Block 5. System of Tiered Intervention (RTI) for All Students	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Information developed from the school-based data teams is</i>	29%	36%	18%	17%

<i>used to inform RTI process</i>				
<i>B. Tier 1 Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.</i>	32%	25%	29%	14%
<i>C. Tier 2 needs-based interventions are provided for targeted students.</i>	18%	29%	32%	21%
<i>D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.</i>	18%	32%	25%	25%
<i>E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.</i>	14%	36%	18%	22%
Building Block 6. Improved Instruction through Professional Learning	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.</i>	4%	39%	11%	46%
<i>B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction</i>	18%	50%	29%	3%
Building Block 1. Engaged Leadership	Fully Operational	Operational	Emergent	Not Addressed

<i>A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.</i>	64%	32%	4%	0%
<i>B. A school literacy leadership team organized by the administrator is active.</i>	14%	25%	18%	43%
<i>C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning</i>	21%	54%	18%	7%
<i>C.2 The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-12).</i>	21%	21%	25%	33%
<i>D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).</i>	21%	57%	22%	0%
<i>E. Literacy instruction is optimized in all content areas.</i>	25%	50%	21%	4%
<i>F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common</i>	10%	14%	18%	58%

<i>Core Georgia Performance Standards (CCGPS).</i>				
Building Block 2. Continuity of Instruction	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Active collaborative school teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, 1. D, E).</i>	7%	36%	21%	36%
<i>B. Teachers provide literacy instruction across the curriculum (See Engaged Leadership, 1. D, E).</i>	18%	43%	32%	7%
<i>C. Out-of-school agencies and organizations collaborate to support literacy within the community.</i>	0%	21%	25%	54%
Building Block 3. Ongoing Formative and Summative Assessments	Fully Operational	Operational	Emergent	Not Addressed
<i>A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</i>	57%	32%	11%	0%
<i>B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of</i>	50%	43%	7%	0%

<i>interventions and to evaluate the effectiveness of instruction.</i>				
<i>C Problems found in literacy screenings are further analyzed with diagnostic assessment.</i>	21%	50%	1%	28%
<i>D. Summative data is used to make programming decisions as well as to monitor individual student progress.</i>	21%	46%	18%	15%
<i>E. A clearly articulated strategy for using data to improve teaching and learning is followed.</i>	25%	36%	36%	3%
Building Block 4. Best Practices in Literacy Instruction	Fully Operational	Operational	Emergent	Not Addressed
<i>A. All students receive direct, explicit instruction in reading.</i>	29%	32%	36%	3%
<i>A.2 All students receive direct, explicit instruction in reading.</i>	29%	36%	36%	3%
<i>A.3 All students receive direct, explicit instruction in reading</i>	43%	57%	0%	0%
<i>A.4 Extended time is provided for literacy instruction.</i>	32%	54%	14%	0%
<i>A.5 Extended time is provided for literacy instruction.</i>	39%	50%	11%	0%

<i>B.1. All students receive effective writing instruction across the curriculum.</i>	11%	43%	36%	10%
<i>B.2. All students receive effective writing instruction across the curriculum.</i>	14%	54%	18%	14%
<i>C. Teachers are intentional in efforts to develop and maintain interest and engagement as students' progress through school.</i>	18%	54%	14%	14%
Building Block 5. System of Tiered Intervention (RTI) for All Students	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Information developed from the school-based data teams is used to inform RTI process</i>	29%	36%	18%	17%
<i>B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.</i>	32%	25%	29%	14%
<i>C. Tier 2 needs-based interventions are provided for targeted students.</i>	18%	29%	32%	21%
<i>D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.</i>	18%	32%	25%	25%
<i>E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon</i>	14%	36%	18%	22%

<i>students' inability to access the CCGPS any other way.</i>				
Building Block 6. Improved Instruction through Professional Learning	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.</i>	4%	39%	11%	46%
<i>B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction</i>	18%	50%	29%	3%
Building Block 1. Engaged Leadership	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.</i>	64%	32%	4%	0%
<i>B. A school literacy leadership team organized by the administrator is active.</i>	14%	25%	18%	43%
<i>C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning</i>	21%	54%	18%	7%
<i>C.2 The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-</i>	21%	21%	25%	33%

12).				
<i>D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).</i>	21%	57%	22%	0%
<i>E. Literacy instruction is optimized in all content areas.</i>	25%	50%	21%	4%
<i>F. The community at large supports schools and teachers in the development of students who are college- and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS).</i>	10%	14%	18%	58%
Building Block 2. Continuity of Instruction	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Active collaborative school teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, 1. D, E).</i>	7%	36%	21%	36%
<i>B. Teachers provide literacy instruction across the curriculum (See Engaged Leadership, 1. D, E).</i>	18%	43%	32%	7%
<i>C. Out-of-school agencies and organizations collaborate to support literacy within the community.</i>	0%	21%	25%	54%

Building Block 3. Ongoing Formative and Summative Assessments	Fully Operational	Operational	Emergent	Not Addressed
<i>A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</i>	57%	32%	11%	0%
<i>B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</i>	50%	43%	7%	0%
<i>C Problems found in literacy screenings are further analyzed with diagnostic assessment.</i>	21%	50%	1%	28%
<i>D. Summative data is used to make programming decisions as well as to monitor individual student progress.</i>	21%	46%	18%	15%
<i>E. A clearly articulated strategy for using data to improve teaching and learning is followed.</i>	25%	36%	36%	3%
Building Block 4. Best Practices in Literacy Instruction	Fully Operational	Operational	Emergent	Not Addressed

<i>A. All students receive direct, explicit instruction in reading.</i>	29%	32%	36%	3%
<i>A.2 All students receive direct, explicit instruction in reading.</i>	29%	36%	36%	3%
<i>A.3 All students receive direct, explicit instruction in reading</i>	43%	57%	0%	0%
<i>A.4 Extended time is provided for literacy instruction.</i>	32%	54%	14%	0%
<i>A.5 Extended time is provided for literacy instruction.</i>	39%	50%	11%	0%
<i>B.1. All students receive effective writing instruction across the curriculum.</i>	11%	43%	36%	10%
<i>B.2. All students receive effective writing instruction across the curriculum.</i>	14%	54%	18%	14%
<i>C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.</i>	18%	54%	14%	14%
Building Block 5. System of Tiered Intervention (RTI) for All Students	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Information developed from the school-based data teams is used to inform RTI</i>	29%	36%	18%	17%

<i>process</i>				
<i>B. Tier 1 Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.</i>	32%	25%	29%	14%
<i>C. Tier 2 needs-based interventions are provided for targeted students.</i>	18%	29%	32%	21%
<i>D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.</i>	18%	32%	25%	25%
<i>E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.</i>	14%	36%	18%	22%
Building Block 6. Improved Instruction through Professional Learning	Fully Operational	Operational	Emergent	Not Addressed
<i>A. Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.</i>	4%	39%	11%	46%
<i>B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction</i>	18%	50%	29%	3%

d. Needs assessment process includes all teachers

The needs assessment process included all content and ancillary teachers:

All staff at TGES were asked to complete the needs assessment survey and go through the needs assessment process. 100% of the teachers and ancillary staff completed the GLPNA.

e. Data is disaggregated and identifies the specific age, grade levels, or content areas in which the concern originates:

Upon examination of the data that was collected, TGES has several areas of concern. Literacy instruction appears to be taught, albeit inconsistently, across ELA classes, and is rarely taught in the content areas. The primary grades receive the most explicit literacy instruction, but teachers appear to trade systematic, explicit phonics instruction for a whole language approach as the students progress in upper elementary (grades 3 – 5). As the Literacy Team examined “The What” document (in conjunction with the data collected), several concerns were noted. With the increased rigor in text complexity, student questioning, and state requirements, our team found that our primary students (K-2) are generally weak in foundational reading skills, fluency, and comprehension. Coupled with the abandoning of explicit instruction in upper grades (3-5) and an emphasis on whole language, our students simply aren’t being equipped with the skills necessary to keep up with the increasing standards.

The team also found that there were gaps in writing as well. Our state assessment and local data indicate trends through 5th grade showing many students are not meeting or exceeding expectations. This finding is supported by both our 5th grade CRCT and writing scores. Gaps are found in our economically disadvantaged and students with disabilities subgroups. By implementing a comprehensive literacy plan, TGES could realistically close the gap found in literacy and student achievement.

f. Areas of concern as they relate to the research-based practices found in the “What” document with steps the school has or has not taken to address the problem(s):

- According to the needs assessment survey, the teachers at Todd Grant Elementary have shown that there are definite weaknesses in our literacy program. 43% of teachers feel that there has been no action taken in the formation of a literacy team. 58% of teachers believe that there is a definite need for a community literacy council but it has not yet begun to take shape. A preliminary literacy team has been developed. However, more efforts need to be made to communicate with stakeholders. Additional members need to be recruited to build a more efficient literacy team. “What” p. 5
All stakeholders...are responsible for promoting literacy.
“Why” p. 31- “All teachers, media specialists, and administrators must be competent advocates of promoting literacy.”
- In the area of continuity of instruction, 36% of the teachers feel that there is no consistency of literacy focus across the curriculum and 54% believe that out of school agencies do not support literacy within the community. Currently, teachers are teaching their students how to write constructed responses to text based questions across the curriculum. However, we need additional professional development in the area of literacy across the curriculum. Efforts need to be made to partner with businesses to sponsor literacy based activities. “What” p. 5
“Why” p. 41- “Strategies for readers need to be taught...throughout all content areas.”

- As far as assessments, 28% feel that there are no diagnostic assessments to further analyze literacy problems and 38% think that the strategy for using data to improve teaching and learning is just emergent. Currently, our main diagnostic tool is the STAR Reading assessment. Research based diagnostic assessments need to be adopted and utilized. Professional development also needs to be offered to address analyzing data to improve teaching and learning. “What” p. 8
 “Why” p. 96 “Assessment materials should be aligned with student’s needs, and personnel must be adequately trained to administer testing, diagnose needs, and plan instruction.”
- In the subject of writing, 46% of Todd Grant teachers believe that a plan for writing instruction across all subject areas is not addressed or emergent. While students are writing constructed responses to text based questions and an attempt is being made at least once a month, there is no significant plan to address this issue more frequently. “What” p. 10
 “Why” p. 53 “Writing demands for the 21st century are increasing not only in schools, but in workplaces that demand effective communication skills. Georgia advocates strong writing skills throughout school.”
- RTI is a great concern. 43% of Todd Grant teachers feel that student or classroom data is not being analyzed to determine areas of greatest concern. Furthermore, 53% believe that the tier 2 interventions are not being provided by interventionists that are properly trained with adequate time and resources. 50% feel that interventionists are not given quality interventions with proper teacher-student ratio. Even though there is an RTI process in place, additional focus and support must be given to meeting the literacy needs of all students through the acquisition of leveled texts and other resources and strategies. All teachers and interventionists need to be properly trained in analyzing data effectively. Professional development needs to be offered to ensure the implementation of research-based interventions. Protocol also needs to be developed to ensure that interventions are occurring regularly and with fidelity. “What” p. 11-12
 “Why” p. 123 “Intervention strategies are systematic compilations of well-researched, evidence based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful.”
- Many teachers feel confident in their ability to provide literacy instruction, but would like additional training and support. Teachers participate in professional learning Tuesdays with the instructional coach during their plan time. Although literacy is addressed, it is not always the focus. Ongoing professional learning opportunities are needed for effective literacy instruction. Paraprofessionals also need additional training to assist in literary activities in the classroom. “What” p. 13
 “Why” p. 140 – In an increasingly competitive global economy ... teachers need to learn to teach in ways that promote critical thinking and higher order performance.
- Most teachers feel they do not have the needed resources in their classrooms to meet the needs of all students (computers, tablets, computer software or subscriptions, leveled reading material in a variety of genres, consumable supplies such as writing

materials, etc.). Due to decreased budgets and tough financial times, our teachers, classrooms, and media center are operating with less and less. The building of a new elementary school has made funding even more limited. Currently, teachers have access to guided reading selections through the media center, and they have 1-2 working computers in their classrooms. Additional leveled reading materials across the curriculum is vital in being able to differentiate instruction. Additional technology resources also need to be purchased to ensure that students are prepared for a technology-driven global economy.

“Why” p. 31 “The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels. That includes learning to evaluate the validity of the content on website; and familiarity with the vocabulary associated with technology.”

Literacy Plan

Building Block 1. Engaged Leadership

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

Administrators recognize the need for professional learning and encourage teachers to participate in learning opportunities when available. "The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom." (The Why, 150)

Planning

School leadership will:

- Study research-based guidelines, strategies, and resources for literacy instruction set forth in "The Why" document of the most current Georgia Literacy Plan. "The What"
- Participate in professional learning in literacy leadership in order to support classroom instruction as referred to in "The How and The What."
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of instructional strategies as referred to in "The How and The What."
- Provide continuous support for students by providing them with highly qualified teachers, media specialists, reading specialists who understand the needs of learners as stated in "The Why". (all teachers are "highly qualified," an instructional support coach is in place as proposed by "The Why" p 144)
- Be strategic about assigning teachers non-academic duties and scheduling activities during planning times as referred to in "The How".
- Schedule protected literacy and teacher collaboration time according to "The How and The What" documents.

Implementing

School leadership will:

- Provide literacy training and data-based professional learning which addresses student and teacher need "The How".
- Continue to provide job-embedded professional learning through the use of a school-based instructional support coach "The How".
- Provide time and support for staff to participate in peer-mentoring, professional learning communities, and grade-level meetings focused on student work as recommended by "The How."
- Provide teachers with needed personnel during reading instruction in order to more effectively differentiate instruction.
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning engagement and learning, as well as to ensure consistent use of effective instructional practices "The How."

- Monitor student academic progress through data analysis and formative assessment to provide opportunities to identify strengths and weaknesses of instructional practices. “The How”

Expanding

School leadership will:

- Ensure continued excellence in professional learning by continuing to analyze data and adjust professional learning accordingly. “The How”
- Continue to analyze student data and adjust professional learning as identified through the data.

Sustaining

School leadership will:

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support for the implementation of programs and previously learned strategies, as well as the use of resources. “The How”
- Develop a continuum of leaders by identifying and training staff members to act as teacher leaders. “The How”
- Make hiring decisions based on the goals outlined in the literacy plan and the school improvement plan. “The How”

B. Action: Organize a Literacy Leadership Team

Todd Grant Elementary School is in the emergent stage of forming a literacy leadership team. 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,” (The Why, 156)

Planning

The literacy team, led by the administrator will:

- Identify team members, which will include representation from all stakeholder groups. (administrator, instructional coach, one teacher from each content area and/or grade level, non-certified personnel, counselor, community leader, and parent) “The How” “The What”
- Create a shared literacy vision for the school and community aligned with the state literacy plan as referred to in “The How” and “The What”.
- Evaluate current practices in all classrooms by selecting or developing and using an observation or walkthrough tool to determine strengths in literacy and to identify needs for improvement as well as to ensure consistency of effective instructional practices (Georgia Literacy Observation Checklist or some other instrument). “The How”

- Schedule and protect time for Literacy Leadership Team to meet and plan. “The How”
- Determine what data needs to be analyzed to develop a list of prioritized recommendations and goals for improvement. (for example CRCT data including subgroups, informal reading inventory results, STAR testing results, end of unit assessments, SLOs, Literacy Instruction Observation Checklist) “The What”
- Determine what additional assessments are needed to provide adequate data for decision-making. “The How”
- Ensure that effective data analysis procedures and practices are understood and practiced. “The How”
- Incorporate research-based guidelines, strategies and resources for literacy instruction into practices and instruction. “The What”

Implementing

The literacy team, led by the administrator will:

- Communicate the purpose and goals of the Literacy Plan to staff and stakeholders.
- Ensure that staff and stakeholders know and understand their roles in meeting these goals. “The How”
- Identify and prioritize a list of students to be targeted for intervention or support. “The How”
- Ensure the use of research-based practices aligned with CCGPS by conducting walkthroughs. “The How”
- Meet regularly to review school-wide literacy practices and data from student assessments and walkthroughs.
- Provide continuous professional learning, with provision for subs/stipends, and support for staff to enhance current practices and to ensure staff is equipped to carry out the directives of the literacy plan.
- Plan for on-going data collection and analysis to inform program development and improvement. “The How”
- Purchase materials and resources needed to continue implementation of best literary practices, particularly resources to support differentiation for ESOL, Gifted, EIP students. (Resources and materials to promote literacy in all areas is needed)
- Purchase technology, including the supporting infrastructure, to enhance school literacy program.
- Establish a system of communication for sharing information with all partners (e-mails, newsletters, website) “The How”
- Establish a system of communication online between out-of-school organizations and teachers (YMCA after school programming, church groups) “The How”
- Utilize technology to maintain communication among team members. “The How”

Expanding

The literacy team, led by the administrator will:

- Revise the School Improvement Plan, as needed, to align with the goals of the literacy plan and based on student achievement data. “The How”

- Plan professional learning opportunities that address teacher needs as determined by the review of student achievement data. “The How”
- Identify and allocate additional funding sources to support literacy. “The How”
- Utilize literacy team or designees to assist in administering assessments.
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc. “The How”

Sustaining

The literacy team, led by the administrator will:

- Continue to analyze student assessment data to refine literacy goals. “The How”
- Remain focused on the goals and objectives of the School Improvement Plan and Literacy Plan. “The How”
- Continue to motivate staff to be productive and focused on student achievement.
- Encourage and foster strong leadership within the school and each grade level/team.
- Identify and allocate additional funding sources to support and sustain literacy. “The How”
- Define priorities and allocate needed resources to sustain over time. “The How”
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas. “The How”
- Inform the public and interested parties of school needs and successes in order to build and sustain continued support.

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

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,” (The Why, 58)

Planning

To maximize use of time and personnel, we will:

- Provide a protected, dedicated 90-120 minute block allocated for literacy instruction “The How” “The What”
- Ensure that any grade in which instruction is departmentalized, students receive 2-4 hours of literacy (reading and writing) instruction across language arts and in content area classes. “The How”
- Study flexible scheduling options and ensure that additional time for intervention is allocated daily. “The How” “The What”
- Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively. “The How”
- Ensure that literacy instruction occurs in all content areas. “The How” “The What”

- Identify and protect increased time for collaborative planning teams within and across content areas “The How” “The What”
- Identify and eliminate inefficient use of student and faculty time within the schedule. “The How” “The What”
- Protect and maximize instructional time daily.
- Establish protocols for collaborative planning meetings that guide collaborative planning and examination of student work/data.
- Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments “The How”
- Consider the utilization of the entire staff when developing a schedule for literacy instruction “The How”

Implementing

To maximize use of time and personnel, we will:

- Continue to schedule and monitor weekly grade level, collaborative planning meetings. “The How”
- Schedule and monitor content area, collaborative planning meetings that include all grade levels.
- Implement and monitor protocols for team meetings that guide collaborative planning and collaborative examination of student work/data. “The How” (agendas, action summaries, collaborative assessment conference, consultancy, tuning protocol- lasw.org)
- Utilize available resources for maximizing use of time in the existing schedule. “The How” (Reading.org and Mass2020.org)

Expanding

To maximize use of time and personnel, we will:

- Identify and use effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction. “The How”
- Analyze lessons and share effective instructional strategies by conducting and reflecting on peer observations. “The How”
- Analyze student assessment results to determine where instructional adjustments are needed. “The How”

Sustaining

To maximize use of time and personnel, we will:

- Use technology to provide professional learning to new and continuing teachers. “The How”
- Review and share professional learning at team and staff meetings. “The How”
- Use technology to collaborate with other schools in close proximity. “The How”
- Promote school awareness by sharing success stories in the community, through our school and district website, school newsletters, and local media. “The How”

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

There is a need for explicit literacy instruction to be addressed in all content areas at Todd Grant Elementary. 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," (The Why, 26 & 27).

Planning

We will:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement. (Literacy Instruction Checklist or other instrument) "The How"
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement. "The How"
- Study and share current research on disciplinary literacy in content areas. "The How"
- Plan targeted, sustained professional learning that ensures that teachers in all content areas have a deep understanding of literacy strategies and deep content knowledge as articulated in the CCPS. "The How" "The What"
- Identify and prioritize a list of students to be targeted for intervention or support. "The How"
- Select or develop a walk-through and/or observation form to monitor and ensure consistency of effective instructional practices. (Literacy Instruction Checklist) "The How" "The What"
- Ensure consistent use of effective instructional practices that include disciplinary literacy, literacy strategies, and active student engagement across content areas by using the selected monitoring tool. "The How"
- Be strategic about assigning teachers.

Implementing

We will:

- Utilize all staff to support literacy instruction. "The How" (currently connections teachers and support staff/paraprofessionals assist with K-1 small group reading instruction when not instructing in their own classrooms)
- Provide professional learning to develop the understanding that a comprehensive system of learning supports differ from a case-by-case approach and to enhance motivation and capability of stakeholders. "The How"
- Establish a work group that focuses specifically on how learning supports are used including all major resources. (school counselor, psychologists, nurse, social worker, attendance, health educators, special education staff, after-school program staff, bilingual and Title I coordinator, safe and drug free school staff, classroom teachers, non-certified staff, parents, older students, community representatives) "The How"

- Incorporate technologies to more creatively and effectively support stakeholder engagement. (blogs, Facebook)
- Design and implement infrastructure to provide guidance and support for students and families. “The How”

Expanding

We will:

- Develop and maintain infrastructure to support literacy. (accountability, data collection, evaluations) “The How”
- Develop strategies for maintaining momentum and progress of a learning support system. “The How”
- Enlist literacy learning in outside organizations. “The How”
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services. “The How”
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders. “The How”

Sustaining

We will:

- Maintain a focus on literacy development. “The How”
- Provide a literacy resource room for parents and caregivers in the school. “The How”
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy. “The How”
- Include academic supports such as tutoring, online learning opportunities, summer programs, and after-school programs. “The How”
- Utilize social media to communicate and promote the goals of literacy across the curriculum. (Twitter, Facebook) “The How”

E. Action: Optimize literacy instruction across all content areas

We recognize 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,” (The Why, 32).

Planning

To optimize literacy instruction across all content areas, we will:

Planning

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS, as well as for differentiated instruction through tiered tasks. “The How”
- Create a plan to integrate literacy in all subjects as articulated within the CCGPS. “The How” “The What”
- Provide professional learning on:

- Incorporating the use of literary texts in content areas. “The What”
- Use of informational text in language arts classes. “The What”
- Writing instruction (narrative, opinion, and informational) in all subject areas. “The What”
- Supporting opinions with reasons and information.
- Determining author bias or point of view.
- Selecting text complexity that is appropriate to grade level. “The What”
- Selecting text complexity that is adjusted to the needs of individual students. “The What”
- Guiding students to conduct short research projects that are grade-level appropriate
- Teaching students to:
 - Conduct short research projects that use several sources
 - Supporting opinions with reasons and information
 - Determining author bias or point of view
 - Identify and navigate the text structures most common to a particular content area (social studies, cause/effect; science, problem/solution) “The What”
- Develop a systematic procedure for teaching academic vocabulary in all subjects. (<http://www.u-46.org/roadmaps/files/vocabulary/acodvoc-over.pdf>) “The How” “The What”
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. “The How”

Implementing

To optimize literacy instruction across all content areas, we will:

- Ensure the use of research based strategies and appropriate resources to support student learning of the CCGPS. “The How”
- Ensure that writing is an integral part of daily lessons in all content areas by providing grade/content specific strategies. “The How” “The What”
- Ensure instruction and opportunities for writing opinion pieces, informative/explanatory text, and narratives that reflect grade level expectations for each. (informal and formal)
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS. “The How”
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom. “The How”
- Provide teachers with resources that enable them to provide a variety and choice in reading materials and writing topics. “The How”
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen. “The How”

- Provide training and resources for teachers of ELs to help them meet English language proficiency standards. “The How”
- Implement and monitor a systematic procedure for teaching academic vocabulary in all subjects. (<http://www.u-46.org/roadmaps/files/vocabulary/acadvoc-over.pdf>) “The How”
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. “The How”

Expanding

To optimize literacy instruction across all content areas, we will:

- Identify skills or knowledge that needs to be strengthened for students to reach standards proficiency. “The How”
- Monitor literacy instruction across the curriculum through:
 - formal and informal observations.
 - lesson plans.
 - walkthroughs.
 - student work samples.
- Share ways for teachers to guide students to focus on their own improvement. “The How”
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas. (self-questioning, summarizing, predicting, inferencing, graphic organizers) “The How”
- Encourage teachers to identify common themes where possible, across subject area, immersing students in content vocabulary connected to shared topics. “The How”

Sustaining

To optimize literacy instruction across all content areas, we will:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS. “The How”
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas. “The How”
- Expand meaningful opportunities for students to write, speak, and listen (contests, debates, speeches, creating videos) “The How”
- Expand they types of writing across the subject areas (songs, word problems, e-mails, ads, instructions, etc.) “The How”
- Differentiate literacy assignments by offering student choice. “The How” (<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
- Celebrate and publish good student writing products in a variety of formats. (school website, local newspaper, classroom and school library, etc.) “The How”
- Continue to analyze student data to identify areas of student need.
- Continue to provide support to teachers of ELs.
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy. “The How”

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.

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," (The Why, 31).

Planning

To enlist the community at large to support schools and teachers, we will:

- Create a shared vision for literacy for the school and community, making the vision tangible and visible (rewards for improvement in literacy, graphing scores, book clubs) "The How"
- Identify and contact learning supports in the community that target student improvement. (tutoring, mentoring, afterschool programs such as the YMCA) "The How" "The What"

Implementing

To enlist the community at large to support schools and teachers, we will:

- Enlist members of various participating entities to provide leadership by:
 - serving as mentors.
 - speaking to groups of students about literacy.
 - publicizing efforts within the community.
 - visiting classrooms to support teachers and students. "The How"
 - providing funding support.
- Involve community members in special events involving literacy.

Expanding

To enlist the community at large to support schools and teachers, we will:

- Investigate similar efforts in other communities which have demonstrated success. "The How"
- Actively support teachers in their efforts in schools. "The How"
- Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students. "The How"
- Utilize social media to communicate and promote the goals of literacy throughout the community at large. "The How" "The What"
- Periodically review the effectiveness of the school's literacy vision.

Sustaining

To enlist the community at large to support schools and teachers, we will:

- Celebrate academic successes publically through traditional and online media. “The How” “The What”
- Continue to focus proactively on broad issues that may prevent students from learning. “The How”
- Pursue additional funding sources to support the literacy plan and goals.
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities. “The How”
- Invite past alumni and community leaders to speak at special literacy events to emphasize the importance of literacy and education. “The How”

Building Block 2: Continuity of Instruction

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

Planning is a vital component of any focus of teaching literacy across the curriculum. Reading and writing skills taught in the ELA classroom could be taught in the content areas. However, without proper planning time, these skills will be isolated in the ELA classroom. “The schools will continue with the practice of common planning time and will provide educators with the knowledge and skills to collaborate,” (The Why, 143).

Planning

To ensure a consistent literacy focus across the curriculum, we will:

- Foster an expectation of shared responsibility for literacy across the curriculum. “The How”
- Design infrastructure for shared responsibility for development of literacy across the curriculum. “The How”
- Schedule time for teams to meet for regular collaboration and examination of student data/work. “The How” “The What”
- Establish protocols and expectations that guide the work of the teams. (<http://www.lasw.org/methods.html>) “The How” “The What”
- Articulate team roles, protocols, and expectations. “The What”

Implementing

To ensure a consistent literacy focus across the curriculum, we will:

- Plan and implement lessons that address the literacy needs of students.
- Meet in disciplinary teams for collaborative planning and examining student data/work. “The How” “The What”
- Prepare agendas for all meetings “The How”
- Use protocols to guide the examination of student work. (<http://www.lasw.org/index.html>) “The How”
- Conduct peer-observations of exemplary literacy lesson.
- Plan and implement lessons that address the literacy needs of students. “The How”

Expanding

To ensure a consistent literacy focus across the curriculum, we will:

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction. “The How”
- Study formative student assessment results and use the results to continue to adjust instruction. “The How”
- Assess effectiveness of team actions on student learning. “The How”
- Provide opportunities for teachers to share feedback and next steps as related to peer observations.

Sustaining

To ensure a consistent literacy focus across the curriculum, we will:

- Utilize online options to provide ongoing professional learning to new and continuing teachers. “The How”
- Share professional learning online and at team and staff meetings. “The How”
- Encourage teachers to share stories of success in the community and through school and teacher websites. “The How”
- Showcase evidence of student learning success on the school or class websites (writing assignments, improved test scores, awards or recognitions. “The How”

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

In order for teachers to effectively teach literacy in content areas, teachers need professional training. These training opportunities will provide teachers with the skills and strategies necessary for literacy rich content classrooms. An environment where students can learn how to read and comprehend nonfictional texts for themselves and take control of their own learning is crucial. Recommendation 2 of the Georgia Literacy Task Force includes the provision for “training all content teachers in each grade level to use effective instructional content-specific reading and writing strategies,” (The Why, 37).

Planning

To support teachers in providing literacy instruction across the curriculum, we will:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in all content areas. “The How”
- Identify the concepts and skills students need to meet expectations in CCGPS. “The How”
- Study research-based strategies and resources found in “The Why” document.
 - Five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension.
 - Acquiring knowledge, enhancing understanding, and constructing meaning.
 - Building comprehension skills.

- Motivation, varying degrees of instruction in reading in order to improve their reading abilities.

- Reading Next (Biancarosa & Snow, 2004)

- Study the English language proficiency standards resources, strategies, technologies, and accommodations for ELs. “The How”
- Identify the plan direct, explicit instructional strategies to teach vocabulary and background knowledge needed by students for each subject area.
(<http://www.myread.org/explicit.htm>) “The How”
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction. “The How”
- Study a variety of strategies for incorporating writing in all content areas.
(<http://apps.educationnorthwest.org/traits/lessonplans.php>) “The How”
- Discuss ways to infuse literacy throughout the day including the use of technology. “The How”

Implementing

To support teachers in providing literacy instruction across the curriculum, we will:

- Use research-based strategies to appropriate resources, such as from “The Why” document, to support student learning of the CCGPS. “The How”
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within the CCGPS. “The How”
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance. “The How” “The What”
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and hardcopy) “The How”
- Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible. “The How”
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure. (<http://www.u-46.org/roadmaps/files/vocabulary/acoadvoc-over.pdf>) “The How”
- Infuse all types of literacy throughout the day. (print, online, wikis, social media) “The How”
- Provide variety and choice in the types, media and genre of both reading and writing assignments. “The How”
- Coach, model, co-teach, observe, and give feedback to teachers through the use of an instructional coach.
- Implement appropriate strategies to help ELs meet proficiency standards. “The How”
- Make writing a required part of every class, using technology where possible. “The How”

Expanding

To support teachers in providing literacy instruction across the curriculum, we will:

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency. “The How”
- Monitor the use of instructional strategies to improve literacy through formal and informal observations. “The How”
- Share exemplary artifacts with students in order to model features of quality writing. “The How”
- Provide opportunities for students to experience a variety of genres in order to improve fluency, confidence, and understanding. “The How”
- Provide opportunities for students to develop content vocabulary connected across subjects.
- Integrate appropriate comprehension strategies into instruction in all subject areas. (self-questioning, summarizing, predicting, inferencing, graphic organizers) “The How”
- Share creative ideas to infuse literacy throughout the day. “The How”

Sustaining

To support teachers in providing literacy instruction across the curriculum, we will:

- Continue to research additional or alternative instructional strategies or modifications that may better facilitate student mastery of the CCGPS. “The How”
- Continue to research additional or alternative instructional strategies or modifications that may better facilitate EL student mastery of English language proficiency standards. “The How”
- Continue to learn effective strategies for literacy instruction.
- Differentiate assignments by offering student choice. “The How”
(<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
- Expand the types of writing across the subject areas (songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)
- Celebrate and publish good student writing in a variety of formats (school website, social media, local newspapers, classroom and school library)
- Plan a literacy celebration for the entire school.

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

The responsibility of teaching literacy skills cannot fall entirely on the school’s shoulders. The out of school agency support is vital in filling the gaps that the classroom may not fill. Unfilled gaps could lead to adults who cannot read or write. It is important for out of school agencies and organizations to invest in the literacy skills necessary to produce productive citizens. One of the Reading Next research-based program elements to improve literacy achievement is “a comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community” (The Why, 67).

Planning

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Continue to utilize and develop avenues of communication (virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families. “The How” “The What”
- Ensure the instructional coach continues to plan for and manage transitions for all students. “The How”
- Review and revise existing stakeholder needs assessment survey to ensure that it assists in identifying actual needs and matching resources to those identified. “The How”
- Evaluate all funding sources to determine what can be leveraged to support literacy efforts. “The How”
- Ensure that all appropriate stakeholders participate in critical planning and decision making activities. “The How”
- Communicate with out-of-school organizations to enhance and enrich activities for students. “The How”

Implementing

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Identify and contact learning supports in the community that target student improvement (tutoring, mentoring, after school programs) “The How”
- Incorporate technologies to more creatively and effectively support stakeholder engagement. “The How” “The What”
- Utilize all staff to support literacy instruction. “The How”
- Continue to translate school documents into other languages to assist parents.
- Establish a means of continual communication between teachers and out-of-school providers (texting, twitter, email, etc.) “The How”
- Design and implement infrastructure to provide guidance and support for students and families. “The How”

Expanding

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Develop and maintain infrastructure to support literacy. (accountability, data collection and evaluation across organizations) “The How”
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments. “The How”
- Develop strategies for maintaining momentum and progress of a learning support system. “The How”

- Provide for professional learning and resources that support literacy learning in outside organizations. “The How”
- Partner with community and faith-based groups to accommodate more students. “The How”
- Using technology, translate school documents into other languages to assist parents. “The How”
- Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services. “The How”

Sustaining

To collaborate with supporting out-of-school agencies and organizations within the community, we will:

- Maintain a focus on literacy development even when faced with competing initiatives. (fiscal and instructional) “The How”
- Continues to focus proactively on broad issues that may prevent students from learning. (health, nutrition, homelessness, drop-out, attendance) “The How”
- Pursue additional funding sources for specialized literacy staff and materials. “The How”
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, and after school and Saturday academies to enhance literacy learning. “The How”

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

Todd Grant Elementary recognizes the need for both summative and formative assessments. These assessments are crucial in determining literacy needs of students. Assessments need to be performed continuously throughout the year. The use of formative assessments, as The Why emphasizes, should be used to drive and affect 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” (The Why, p. 98). “Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement” (The Why, 97).

Planning

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students. “The How” “The What”

- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment. “The How”
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording. “The How” “The What”
- Identify and purchase assessment and intervention materials aligned with students’ needs. “The What”
- Develop a formative assessment calendar including a timeline for administration and people responsible. “The How” “The What”
- Make a data collection plan for storing, analyzing, and disseminating assessment results. “The What”
- Develop assessments that include a variety of formats (multiple choice, short answer, constructed response) “The How” “The What”
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities. “The How”
- Develop procedures and expectations for staff to analyze assessment results.

Implementing

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Administer assessments and input/analyze data according to the established. “The How”
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (graph progress) “The How”
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for RTI. “The How”
- Upgrade technology infrastructure to support assessment administration and dissemination of results. “The How”
- Evaluate assessment results and adjust expectations and instruction in classrooms. “The How”
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum based assessments. “The How”

Expanding

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Designate person(s) responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one. “The How”
- Analyze student data in teacher teams to develop and adjust instructional plans. “The How”

- Share relevant student progress data with parents and caregivers in a user-friendly format. “The How”

Sustaining

To establish an infrastructure for ongoing formative and summative assessments, we will:

- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities. “The How”
- Continue to purchase assessment and intervention materials aligned with students’ needs. “The How”
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording. “The How”
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students. “The How”
- Review, revise, and adhere to yearly assessment calendar based on local, state, and program guidelines including timeline for administration and person(s) responsible.
- Maintain procedures and expectations for staff to analyze assessment results.
- Adhere to data collection plan for storing, analyzing, and disseminating assessment results.

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

Since learning is a continuum and never ending process, assessment should be as well. It is imperative that teachers inform students of their strengths and weakness. Formative assessments with teacher feedback provide practice for students. The feedback is the key component and must be done in a timely manner. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback,” (The Why, 98).

Planning

To use universal screening and progress monitoring for formative assessment, we will:

- Identify literacy skills needed to master CCGPS in each content area. “The How”
- Obtain effective universal screening to measure literacy competencies. (phonemic awareness, phonics, oral reading fluency, written expression, vocabulary) “The How”
- Review effectiveness of current progress monitoring tools.
- Select or develop formative assessments to assess efficacy of classroom instruction. “The How”

Implementing

To use universal screening and progress monitoring for formative assessment, we will:

- Develop an assessment calendar to include universal screenings and progress monitoring, designating persons responsible. “The How”
- Administer assessments and input data according to the established timeline. “The How”
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (graphing their progress) “The How”

Expanding

To use universal screening and progress monitoring for formative assessment, we will:

- Assign person(s) responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines. “The How”
- Analyze student data in teacher teams to develop and adjust instructional plans. “The How”
- Share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format. “The How”

Sustaining

To use universal screening and progress monitoring for formative assessment, we will:

- Provide continued professional learning to staff who administer assessments. “The How”
- Acknowledge staff’s efforts to improve their use of assessment data to inform instruction. “The How”
- Make data-driven budget decision aligned with literacy as a priority. “The How”

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

Diagnostic assessments help to determine a student’s prior knowledge of a new concept. “Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements” (The Why, 102).

Planning

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Develop protocol that ensures students who are identified by screenings receive diagnostic assessment. “The How” “The What”
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards. “The How” “The What”
- Select interventions that include diagnostic assessments and multiple-entry points avoid a one-size-fits-all approach. “The How” “The What”

Implementing

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Administer diagnostic assessments, where possible and needed, that isolate the component skills needed for mastery of literacy standards.
- Use results of the diagnostics for student placement within an intervention and to adjust instruction. “The How”
- Use technology to differentiate learning within content areas. (use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; translate material into students’ first language when needed; support students with disabilities) “The How”

Expanding

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals. “The How”
- Share relevant student progress data with families in an easily interpreted format. “The How”
- Use technology for communicating data to the district literacy leadership team in a timely manner. “The How”

Sustaining

To use diagnostic assessment to analyze problems found in literacy screening, we will:

- Recognize and celebrate individual student’s incremental improvements toward teaching literacy goals. “The How”
- Recognize and celebrate the school’s progress toward its literacy goals.
- Maintain the use of diagnostic tools that isolate the component skills needed for mastery of literacy standards.

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

Todd Grant teachers recognize the need for summative assessments upon the completion of units and toward the end of the school year. Assessment is important to ensure that content has been mastered. These assessments can be used as diagnostic and monitoring tools to guide interventions. 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” (The Why, 96).

Planning

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results. “The How”
- Analyze assessment data to identify teachers who need support. “The How”

Implementing

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Use assessment data to assist teachers and students in setting learning goals. “The How”
- Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results. “The How”
- Administer summative assessments at scheduled intervals. “The How”
- Include specific times on the school calendar for analyzing summative assessment data. “The How” “The What”
- Review assessment results in order to identify needed program and instructional adjustments. “The How” “The What”
- During collaborative team meetings, focus discussions on changes that can be made to improve the instructional program for all students. “The How” “The What”

Expanding

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Offer professional learning on strategies to address specific skills identified as school wide or subject area weaknesses. “The How”
- Apply protocols for analyzing student assessments and evaluating student progress. “The How”
- Disaggregate data to ensure the progress of subgroups. “The How” “The What”
- Share and analyze student work samples as a way to inform instruction during collaborative planning. “The How”
- Plan lessons, re-teaching, and intervention activities that target areas of need. “The How”

Sustaining

To use summative data to make programming decisions as well as to monitor individual student progress, we will:

- Based on analysis of summative assessment data, continually:
 - Evaluate the effectiveness of programs and policies.
 - Redefine school improvement goals.
 - Adjust curriculum alignment to eliminate gaps.
 - Ensure that students are appropriately placed in specific programs.
- Recognize and celebrate individual student’s significant improvements and attaining designated standards of achievement. (school website, local media, school-wide events) “The How”
- Adjust curriculum alignment to eliminate gaps. “The How”
- Ensure that students are appropriately placed in specific programs. “The How”

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

Todd Grant Elementary is striving to become a data-driven school. Efforts by administrators and teachers are underway to ensure that data is used to improve teaching and learning. Data collected through formative and summative testing are used to make changes to instruction. With the implementation of DIBELS, data will be utilized to target specific reading needs of the students. "Classroom level recommendations are to make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations are establish a clear vision for school-wide data use and provide supports that foster a data-driven culture within the school," (The Why, 120).

Planning

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Identify participants for data teams and for specific grade bands. "The How"
- Develop a protocol for making instructional decisions based on the needs of students. "The How" "The What"
- Develop procedures and expectations for staff to review and analyze assessment results. "The How" "The What"
- Schedule collaborative planning time for data meetings that occur on a regular basis. "The How"
- Establish protocols for team meetings (<http://www.lasw.org/methods.html>) "The How" "The What"

Implementing

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Communicate the expectations for meetings. "The How"
- Teach data meeting protocol to the data team members. "The How"
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities. "The How"
- Implement protocol with fidelity. "The How"
- Provide teachers with training and time to analyze data to determine the need for intervention. "The How"

Expanding

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Review protocols for meetings and ensure fidelity of use. "The How"
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers. "The How"

Sustaining

To develop a clearly articulated strategy for using data to improve teaching and learning, we will:

- Continue to build collaborative data meetings into the monthly calendar. “The How”
- Ensure that the data storage and retrieval system is effective and efficient and is understood and used by all appropriate staff members. “The How” “The What”
- Continue to train new members of the meetings in the expectations and function of the established protocols. “The How”

Building Block 4. Best Practices in Literacy Instruction

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

Based on the Georgia Literacy Plan Needs Assessment only 65% of Todd Grant teachers reported that all students receive direct, explicit literacy instruction. “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” (The Why, 64). “Explicit and systematic instruction in the five essential components must be provided” (The Why, 65).

Planning

To provide direct, explicit literacy instruction for all students, we will:

- 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. “The How” “The What”
- Examine student data to identify areas of instruction with the greatest needs (phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement) “The How” “The What”
- Compile and examine classroom observation data to identify, monitor, and gauge effective literacy instruction. “The What”
- Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area. “The How”
- Plan and provide professional learning on differentiated instructional options for literacy assignments. “The How”

Implementing

To provide direct, explicit literacy instruction for all students, we will:

- Provide training to all pertinent staff in the use of the core program. “The How”
- Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions and explicit teaching.
 - Selection of appropriate text for strategy instruction.
 - Telling students specific strategies to be learned and why.

- Modeling of how a strategy is used.
 - Providing guided and independent practice with feedback.
 - Differentiating instruction.
 - Discussion of when and where strategies are to be applied. “The How” “The What”
- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs. “The How”
 - Ensure a daily literacy block that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small, flexible grouping support differentiation for all students. “The How” “The What”

Expanding

To provide direct, explicit literacy instruction for all students, we will:

- Review teacher and student data to improve instruction. “The How”
- Share effective differentiated lessons and differentiation strategies in teacher team meetings. “The How”
- Provide instructional and assessment accommodations/adaptations/support for students with disabilities according to their needs and talents. (including gifted students) “The How”

Sustaining

To provide direct, explicit literacy instruction for all students, we will:

- Continue analyzing data to determine the impact of teaching strategies on student achievement. “The How”
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program. “The How”
- Provide support and training to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities. “The How”

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

Teachers need help with ways to keep the students engaged. “Incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement” (The Why, 53).

Planning

Interest and engagement will be maintained by:

- Providing professional learning on the use of student engagement strategies. “The How”
- Enabling teachers to understand the need for the following:

- Providing students with opportunities to self-select reading material and topics for research.
- Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives.
- Increasing access to texts that students consider interesting.
- Increasing opportunities for collaborating with peers.
- Leveraging the creative use of technology within the learning process to promote engagement and relevance.
- Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy. "The How"

Implementing:

Interest and engagement will be maintained by:

- Monitoring the use of student engagement strategies through classroom walkthroughs.
- Encouraging participation in incentive programs that:
 - Are voluntary and not required.
 - Are not tied to grades.
 - Have minimal incentives and are connected to reading, such as books.
 - Used with students who are unmotivated to read rather than those who are already excited about reading. "The How"

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

According to the survey, only 54% of Todd Grant teachers reported that the school was operational in the development for writing instruction. However, teachers in all content areas are interested in incorporating more effective writing instruction in their daily lessons. 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," (The Why, 44).

Planning

To ensure that students receive effective writing instruction across the curriculum, we will:

- Design a vertically and horizontally articulated writing plan consistent with the CCGPS. "The How" "The What"
- Develop or identify the programs, protocol, and/or other materials necessary to implement the plan. "The How"
- Develop a coordinated plan for writing instruction across all subject areas to include explicit instruction, guided practice, and independent practice. "The How" "The What"
- Provide professional learning on best practices in writing instruction in all subject areas. "The How" "The What"

- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum. “The How” “The What”

Implementing

To ensure that students receive effective writing instruction across the curriculum, we will:

- Gather baseline longitudinal data showing student performance in writing based on common rubrics and writing samples in all grades.
- Implement the coordinated plan for writing instruction across all subject areas that includes explicit instruction, guided practice, and independent practice.

Expanding:

To ensure that students receive effective writing instruction across the curriculum, we will:

- Require that technology be used for production, publishing, and communication across the curriculum.
- Review and analyze data about writing performance to determine effectiveness of writing plan.
- Provide professional learning on best practices in writing instruction in all subject areas.

Sustaining:

To ensure that students receive effective writing instruction across the curriculum, we will:

- Continue to provide professional learning on best practices in writing instruction in all subject areas.
- Continue reviewing and revising the implementation of the writing plan.

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.)

Todd Grant Elementary strives to follow the RTI process set forth by the county. Teachers meet with each other to determine accommodations to use for underperforming students. “The Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective assistance for ALL underperforming students. Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress,” (The Why, 125).

Planning:

To ensure information developed from the data team informs the RTI process we will:

- Determine the percentage of students currently being served at each tier in each grade level in order to evaluate the efficacy of instruction at each tier. “The How” “The What”
- Develop protocols for identifying students and matching them to the appropriate intervention. “The How” “The What”
- Continue to frequently monitor interventions to ensure they occur regularly and with fidelity. “The What”
- Continue to analyze formative assessment results to determine whether or not students are progressing and if instruction needs to be adjusted. “The What”
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation. “The How”

Implementing:

To ensure information developed from the data team informs the RTI process we will:

- Purchase, schedule, train providers and implement data collection and intervention. “The How”
- Analyze data for individuals to identify students in need of intervention according to established protocols. “The How”
- Monitor to ensure that interventions are occurring regularly and with fidelity. “The How”
- Monitor results of formative assessment to ensure students are progressing. “The How”

Expanding:

To ensure information developed from the data team informs the RTI process we will:

- Develop standardized protocols for the collection of critical information to determine students’ literacy competence in various content areas and response to intervention. “The How”
- Schedule grade-level data analysis team meetings. “The How”
- Provide building and system level support of the process. “The How”
- Develop process monitoring the implementation of research-based interventions at the building level and across the system. “The How”

Sustaining:

To ensure information developed from the data team informs the RTI process we will:

- Use the Georgia Department of Education problem solving checklist to evaluate:
 - Personnel providing interventions.
 - The ease with which students move between tiers. “The How”
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for interventions. “The How”

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

Teachers at Todd Grant “address student needs and environmental factors to create the optimal learning environment,” (The Why, 126). The CCGPS guides instruction; however, the teachers differentiate and scaffold lessons based on the students’ abilities. “Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (CCGPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level,” (The Why, 125).

Planning:

To ensure Tier I instruction is provided based upon the CCGPS to all students we will:

- Examine student data to determine the current percentage of successful students in the areas of literacy. (reading and writing) “The How”
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area. “The How”
- Examine student data to focus on instructional areas of greatest need (decoding, fluency, vocabulary, comprehension, written expression). “The What”
- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist. (Literacy Instruction Checklist, GA or some other instrument) “The What”
- Provide professional learning on direct, explicit instructional strategies that build students’ word identification, fluency, vocabulary, comprehension, and writing skills. “The What”
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening (DIBELS, GRASP, Aimsweb, STEEP)
 - Team teaching and inclusion of students with special learning needs in the general education setting (EL, SED, Gifted)
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year. “The What”

Implementing:

To ensure Tier I instruction is provided based upon the CCGPS to all students we will:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction. “The How”
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms. “The How”
- Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes. “The How”
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels. “The How”

- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students. “The How”
- Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS at each grade level for all schools. “The How”
- Provide professional learning to promote literacy. “The How”

Expanding:

To ensure Tier I instruction is provided based upon the CCGPS to all students we will:

- Monitor teachers’ effective questioning and feedback skills. “The How”
- Ensure adequate time for planning and implementing flexible grouping based on students’ learning needs. “The How”
- Monitor the planning, delivery, and assessment for students with special learning needs. (EL, SWD, gifted) “The How”
- Support teachers’ effective use of time through use of technology during each stage of the process. “The How”

Sustaining:

To ensure Tier I instruction is provided based upon the CCGPS to all students we will:

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students’ needs. “The How”
- Encourage the use of technology to support proactive communication between students and teachers, parents, and teachers. (cell phones, texting, e-mail) “The How”
- Ensure that communication between teachers and administrators is ongoing and effective. “The How”

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

Todd Grant teachers work diligently to identify and address the needs of students who are in Tier 2. These students’ needs are addressed and interventions are selected to assist with learning. Progress monitoring is conducted to establish whether the students need other Tier 2 interventions, or move back to Tier 1. Some students still may not be successful and the teacher may decide to move on to Tier 3. “Professional learning in intervention strategies must be aligned to the needs of the students” (The Why, 124).

Planning:

To ensure Tier 2 needs-based interventions are implemented for targeted students, we will:

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials.
 - Diagnosis of reading difficulties.
 - Direct, explicit instructional strategies to address difficulties.

- Charting data.
- Graphing progress.
- Differentiating instruction. “The How” “The What”
- Schedule times for collaborative discussion and planning between content-area Tier I teachers and interventionists. “The How” “The What”
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of students mastery during the school year. “The How” “The What”
- Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule.
 - Providing adequate space conducive to learning.
 - Ensuring that they are provided by competent, well-trained teachers. “The How” “The What”

Implementing:

To ensure Tier 2 needs-based interventions are implemented for targeted students, we will:

- Monitor effectiveness of standard intervention protocols in place for students. (based on universal screening, progress monitoring, and benchmark data) “The How”

Expanding:

To ensure Tier 2 needs-based interventions are implemented for targeted students, we will:

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting. “The How”
- Ensure adequate time for planning and implementing interventions. “The How”
- Monitor student movement between T1 and T2. “The How”
- Provide sufficient resources. (time, training cost, materials and implementation of interventions) “The How”

Sustaining:

To ensure Tier 2 needs-based interventions are implemented for targeted students, we will:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs. “The How”
- Document data points to monitor student response to intervention. “The How”
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teacher. (cell phones, texting, e-mail) “The How”
- Use technology to track and endure the movement of students between T1 and T2 based on response to intervention. “The How”

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

Students at Todd Grant Elementary are moved to a Tier 3 only when adequate progress has not been made since initiation of Tier 2. Students are then progress monitored for 4 to 6 weeks with meetings being held every four weeks. "The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom," (The Why, p. 127).

Planning:

To ensure the SST and Data Team monitor progress jointly, we will:

- Ensure that in addition to all services provided at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to
 - Discuss students in T3 who fail to respond to intervention.
 - Receive professional learning on SST processes and procedures as outlined in the GA DOE manual and guidance.
 - Verify implementation of proven interventions.
 - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral "The How" "The What"

Implementing:

To ensure the SST and Data Team monitor progress jointly, we will:

- Ensure that Tier 2 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. "The How" "The What"
- Deliver interventions 1:1-1:3 during a protected time daily by a trained interventionist. "The How" "The What"
- Ensure that T3 SST/data teams follow established protocol to determine specific nature of ELs lack of progress. "The How" "The What"

Expanding:

To ensure the SST and Data Team monitor progress jointly, we will:

- Consistently provide teachers with research-validated interventions designed to meet individual student's needs.
- Document data points to monitor student response to daily intervention. "The How"
- Ensure that T3 includes proven interventions that address behavior. "The How"

Sustaining:

To ensure the SST and Data Team monitor progress jointly, we will:

- Continue to ensure that:
 - Students move into and out of T2 and T3.
 - 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. "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

Students at Tier 4 receive services through an IEP after testing is complete and eligibility has been determined. "Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the CCGPS and the individual learning and /or behavioral needs of the individual," (The Why, p. 127).

Planning:

To ensure that Tier 4 is implemented through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way, we will:

- Develop school schedules to ensure least restrictive environment. "The How" "The What"
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming. "The How" "The What"
- Consider assigning a case manager to each student with an IEP so that communication with student and parents is seamless. "The How"

Implementing:

To ensure that Tier 4 is implemented through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way, we will:

- Ensure that the most highly qualified and experience teachers support the delivery of instruction for students with the most significant needs. "The How" "The What"
- Ensure that the special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS. "The How" "The What"

Expanding:

To ensure that Tier 4 is implemented through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way, we will:

- Ensure that IEP teams include key members required to support students' individualized transition plans and/or attainment of College Readiness Anchor Standards. "The How"
- Ensure that the special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS. "The How"

Sustaining:

To ensure that Tier 4 is implemented through specialized programs, methodologies or instruction based upon students' inability to access the CCGPS any other way, we will:

- Ensure that student data supports the exit of students from T4. "The How"
- Ensure that 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. "The How"

Building Block 6. Improved Instruction through Professional Learning**A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom**

New teachers entering the classroom should be prepared to meet the challenges of today's students who may not have the literary skills or background knowledge necessary to learn the information required through state standards. Pre-service education has a responsibility to train teachers "to learn to teach in ways that promote critical thinking and higher order performance," (The Why, 140).

Planning:

To ensure that new teachers are prepared for the challenges of the classroom, we will:

- Revise teacher preparation and training to include disciplinary literacy for pre-service teachers in all subject areas. "The How" "The What"

Implementing:

To ensure that new teachers are prepared for the challenges of the classroom, we will:

- Provide professional learning, where necessary, for postsecondary faculty. "The How"
- Provide job-embedded professional learning through the on-site instructional coach.
- Develop revised evaluation instruments for pre-service teachers. "The How"

Expanding:

To ensure that new teachers are prepared for the challenges of the classroom, we will:

- Continue to monitor and support new staff with targeted assistance.
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. "The How"

Sustaining:

To ensure that new teachers are prepared for the challenges of the classroom, we will:

- Continue to monitor and support the integration of disciplinary literacy. "The How"
- 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. "The How"

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

According to the Georgia Literacy Plan Needs Assessment survey, 32% of Todd Grant Elementary teachers stated that they need more ongoing professional learning in all aspects of literacy instruction. "The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement," (The Why, 141).

Planning:**To ensure professional learning is provided for in-service personnel, we will:**

- Continue to schedule and protect time during the school day for teachers to collaboratively plan, analyze data, examine student work, and reflect on best practices. "The How" "The What"
- Use teacher data (surveys, interest inventories, teacher observations) as well as student data to target professional learning needs. "The How" "The What"
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs. "The How"
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation. "The How" "The What"
- Provide training in administering and interpreting results of assessments in terms of literacy. "The How" "The What"
- Maintain an on-site instructional coach to provide site based support. "The How" "The What"
- Include paraprofessionals and support staff in professional learning opportunities. "The How" "The What"

Implementing:**To ensure professional learning is provided for in-service personnel, we will:**

- Provide targeted professional learning on the CCGPS based on student and teacher needs. "The How"
- Meet in collaborative teams to support teachers in using literacy strategies effectively. "The How"
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning. "The How"
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth. "The How"

Expanding:**To ensure professional learning is provided for in-service personnel, we will:**

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations. “The How”
- Partner experienced teachers with beginning teachers. “The How”
- Use a model of blended professional learning- combining online learning with face-to-face support- to provide content and resources to teachers and staff. “The How”
- Use formal and informal observations to monitor and improve literacy instruction. (Literacy Instruction Checklist, GA or some other equivalent checklist) “The How”
- Continue program-specific professional learning each year for new and experienced teacher. “The How”
- Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring. “The How”
- Encourage all teachers to share information learned at professional learning sessions. “The How”

Sustaining:

To ensure professional learning is provided for in-service personnel, we will:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups. “The How”
- Revisit professional learning options to utilize experts within the school to develop and support colleagues. “The How”
- Ensure that new personnel receive vital professional learning from earlier years. “The How”
- Continue to encourage “professional talk” among staff. “The How”

Analysis and Identification of Student and Teacher Data

a. Assessments

Through the years, Todd Grant Elementary has had access to a wealth of data that has been used to guide instructional decision making. For several years, we disaggregated, analyzed, and reviewed data from sources that included CRCT, STEEP, GRASP, local benchmarks, as well as from assessments that are still being used like GKIDS, STAR, unit assessments, informal reading inventories, and SLOs. Even though we continue to have access to several sources which provide information about student achievement, we recognize the need for the development of a plan for ongoing, frequent assessments which can be used to provide diagnostic and monitoring data that direct instructional planning. We strongly believe that the Striving Readers Grant and implementation of our literacy plan would have a significant, positive impact on the amount and types of data available for our use. Currently, the following assessments are in place:

Assessment	Frequency	Purpose
Placement Tests	Spring Pre-kindergarten students	Screening, guides instructional decisions (placement)
GKIDS	Ongoing, Kindergarten	Diagnostic
SLOs	Fall & Spring, 1st-3 rd	Growth
ACCESS for EL	Yearly	Screening, Monitor Growth
Unit Assessments	At end of each unit, K-3	Diagnostic
STAR	Fall, Winter, Spring, K-3	Growth, Progress Monitoring
Georgia Milestones	Spring, 3 rd	Diagnostic
ITBS	Fall, 3 rd	Diagnostic
CogAT	Fall, 3 rd	Diagnostic
Informal Reading Inventories	Fall, K-3	Guides instructional decisions (placement)

GKIDS

GKIDS data in the following table indicates that students entered Kindergarten lacking oral language and vocabulary development necessary to meet standards. An average of 23% of Kindergarten students entered first grade with deficiencies in Reading and Language Skills. The need for early intervention is evident based on the following data.

	2012 meets/exceeds	2013 meets/exceeds	2014 meets/exceeds

Reading	82.5%	86.3%	87.3%
Writing	70.9%	65.5%	77%
Listening/Speaking	86.9%	90.7%	86.1%
ELA Total	81.4%	81.1%	83.4%

CRCT

The CRCT data for 3rd grade students is shown in the chart below. The chart and table present the disaggregated, historical CRCT assessment results in the area of ELA from years 2012-2014 by subgroups. In 2014, 18% of third graders did not meet language arts CRCT standards. In reading, 15% of third graders did not meet reading CRCT standards.

Todd Grant Elementary School - Grade 3 – CRCT Summary Data

Language Arts - Meets or Exceeds

Language Arts	2012	2013	2014
All 3rd Grade Students	78%	91%	82%
Black	64%	75%	81%
White	84%	98%	83%
Hispanic	NA	NA	NA
Migrant	NA	NA	NA
SWD	100%	70%	75%
ELL	100%	NA	NA
EDS	89%	87%	92%
Multi-racial	NA	NA	NA

Reading - Meets or Exceeds

Reading	2012	2013	2014
All 3rd Grade Students	80%	94%	85%
Black	71%	83%	81%
White	85%	100%	88%
Hispanic	NA	NA	NA
Migrant	NA	NA	NA
SWD	100%	100%	100%
ELL	100%	NA	NA
EDS	93%	93%	95%
Multi-racial	NA	NA	NA

ITBS Scores

The 3rd grade students scored below the 60 percentile rank in all five areas on the Iowa Test of Basic Skills.

3rd Grade Percentile Rank

	2011	2012	2013	Growth Noted
Reading Total	42	35	46	Varied
Language Total	49	39	50	Varied
Math Total	45	38	52	Varied
Social Studies Total	47	43	60	Varied
Science Total	48	45	55	Varied

b. Disaggregation of Data

The CRCT data shows the disaggregated subgroup from years 2012-2014. In 2014, 19% of the subgroup of Black students did not meet standards in both reading. The subgroup of Students with Disabilities was a concern in 2014 with 25% not meeting the standard in language arts. Further analysis of data showed that 19% of the Black subgroup did not meet standard in Language Arts.

The GKIDS data shows that while students made gains in reading and writing, there is still room to improve. In 2014, 23% of kindergarten students did not meet standards in writing and 13% did not meet the standards in reading. Many of these students do not meet the basic requirements for promotion and are retained in kindergarten or placed in first grade.

c. Strengths and Weakness identified through Prescribed Assessments

Strengths

Though varied gains were made in language arts and reading on the CRCT, scores were below county/state level expectations. Reading, math, and social studies are the most significant areas of strength. However, students meeting and exceeding the standards decreased by 9% in both in language arts and reading between 2013 and 2014.

Weaknesses

Though all areas need improvement, the lowest scores for 3rd grade were in the areas of Language Arts and Science. Absence of basic reading skills effects the ability to understand the material read in these content areas, thus comprehension is lost. Also a large number of students are low socioeconomic. This group often lacks the background knowledge and vocabulary needed for concept building.

d. Data for All Teachers

The data included throughout this section represents all teachers at Todd Grant Elementary including special education teachers and the media specialist.

		Administration	Support Personnel	PK-3 Teachers
Personnel	Number	1 Principal	1 Academic Coach	3 Pre-Kindergarten

			1 Counselor 1 Secretary 1 Nurse 1 Media Specialist 1 Pre-K Coordinator	5 Kindergarten 6 First Grade 6 Second Grade 6 Third Grade 2 Resource Special Education 3 Inclusion Special Education 1 Speech 1 Physical Education 1 Music 1 Art 1 Half-time ELL 2 EIP 15 Paraprofessionals
		Total = 1	Total = 6	Total = 53
Race/Ethnicity	Black White Hispanic Asian Native American Multiracial	1 0 0 0 0 0	1 5 0 0 0 0	14 39 0 0 0 0
Certificate Level Excluding Paraprofessionals	Level 4 Level 5 Level 6 Level 7			32.43% 54.05% 13.51% 0%
Years of Experience Excluding Non-certified	Low Mid High			5.41% 70.27% 24.32%
Potential for Retirement within 5 Years				11.6%

e. Teacher Retention Data

Over the last few years, Todd Grant Elementary has had a low turnover rate. Administration exhibits a high regard for student achievement and has maintained a strong staff with all teachers being highly qualified and participating in ongoing professional learning and onsite coaching. Having a balance of teachers with many years of experience is beneficial.

f. Goals and Objectives based on Formative and Summative Assessments

By studying our student achievement data (formative and summative) and our needs assessment results, we determined the following goals and objectives:

Goals	Objectives
<ul style="list-style-type: none"> • Develop a consistent, ongoing plan for effective assessment. • Develop a strategic plan for the use of assessment data to drive instruction. • Increase the percentage of students who score in the meets or exceeds range on all assessments. • Ensure that formative and summative assessment data drives classroom instruction and differentiation. • Provide direct, explicit reading instruction to all students. • Increase teacher understanding of planning/implementing small group instruction and knowing how to truly differentiate among groups. • Provide effective writing instruction to all students. • Provide effective literacy instruction in all content areas. • Strengthen the literacy team and involve stakeholders. • Improve the RTI process. 	<ul style="list-style-type: none"> • Identify assessments to be administered and provide a timeline for use. • Provide ongoing professional development about specific assessments and their purposes, the assessment calendar, and how to use assessment data to drive instruction and differentiation. • Continue to provide ongoing training to support effective, direct, and explicit reading instruction for all students. • Provide professional learning on research-based interventions. • Continue to provide ongoing training to support effective and explicit writing instruction to all students across the curriculum. • Make writing a required part of every class/every day, using technology when possible. • Integrate literacy strategies/skill development for achievement in all subjects. • Purchase materials as various Lexile levels that can be used to help students access content knowledge. • Purchase additional technology resources to increase the use of technology to reinforce skills and positively affect student motivation. • Provide ongoing training on research-based strategies of literacy skills to support effective literacy instruction in all content areas. • Recruit new members for the literacy team and communicate with stakeholders. • Develop protocols for identifying students and matching them to appropriate interventions.

	<ul style="list-style-type: none"> • Ensure that interventions are delivered during protected time daily by trained interventionists
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g. Additional District-Prescribed Data

STAR Reading Scores 2014

The following STAR Reading scores indicate that a high number of students are not at or above benchmark. Todd Grant Elementary has a significant amount of students identified as needing interventions in every grade with kindergarten having the highest number of at risk students. Third grade also has a high percentage of students below benchmark. This causes them to struggle, not only in reading, but in content areas as well.

Grade	Benchmark	On Watch	Intervention	Urgent Intervention
Kindergarten	49%	17%	19%	15%
First	64%	14%	16%	6%
Second	60%	16%	14%	10%
Third	56%	21%	16%	7%

h. Professional Learning

All teachers and administrators are engaged in ongoing professional development through actively participating in Professional Learning Tuesdays. During this time, teams meet each week with the academic instructional coach who offers onsite coaching/professional development. Grade level teams meet weekly to collaboratively plan for instruction. All team members are expected to participate in other team events that include topics such as, use of the Statewide Longitudinal Data System, incorporating literacy into content areas, and Formative Instructional Practices. In addition, Todd Grant Elementary encourages and supports professional learning by providing teachers opportunities to attend trainings and classes held off-campus and offered by outside agencies such as RESA and other qualified consultants.

Project Plan – Procedures, Goals, Objectives, and Support

a-c. Project goals, objectives and formative and summative measures

j. References research-based practices in “The What” and “The Why” as basis for goals/objectives:

Goals	Objectives	Current Best Practices	Formative & Summative Measures	Funding Source
<ul style="list-style-type: none"> - Steadily increase the percentage of students scoring at and above expectation in reading each year. - Steadily increase the percentage of students scoring at and above expectation in writing each year. - Steadily increase the percentage of students scoring at and above expectation in math, science, and social studies each year. - Using school-based data, design a comprehensive system of tiered interventions for all students. - Increase student engagement and improve instructional practices. - Strengthen the literacy team and involve stakeholders. 	<ul style="list-style-type: none"> - Conduct an audit of current resources/materials based on carefully articulated scope/sequence of skills and CCGPS alignment. “What” p. 9 - Research, select, purchase, and train on needed instructional materials for reading. “What” p. 9 - Purchase content-based texts (multiple formats). - Research/select/train on best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing. “What” p. 10 - Conduct classroom literacy observations to gauge current practice in reading and writing instruction. “What” p. 10, 13 - Provide research-based professional learning on components of literacy for all staff. “Why” p. 141 - Provide professional learning on best practices for writing instruction across all content areas. “What” p. 10 	<ul style="list-style-type: none"> - Use of data - Collaborative planning “What” p. 9 - Deconstructing standards - CCGPS units - Use of reading differentiation box materials - Reading inventories - Writing rubrics “What” p. 10 - Use of student exemplar work - Reading/ELA block in daily schedule - Intervention groups 	<ul style="list-style-type: none"> - Walkthrough and observation data and summaries - PL agendas, sign in sheets, and logs - RTI progress monitoring data - Literacy needs assessment - GKIDS - STAR reading test - Student data - Writing samples - Analysis of student work - Lesson plans - SLOs - Unit tests - Informal reading inventories <p>Will be implemented:</p>	<ul style="list-style-type: none"> - SRCL Grant - Title I - Title II - Local funds

	<ul style="list-style-type: none"> - Provide students with writing experiences in all genres incorporating content area topics. "Why" p. 50-55 Ensure daily literacy block of 120-150 minutes includes all grade-appropriate literacy components (reading- whole group explicit instruction and differentiated small groups; writing- explicit instruction, guided practice, independent practice). "What" p. 10 - Provide additional training to support direct, explicit instruction in the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). "What" p. 10 - Provide additional training to support differentiation of instruction and how to use assessment data as a prescriptive guide to drive instruction. "Why" p. 37 - Create/implement system plan for vertical shared responsibility of literacy/reading goals across curriculum. "What" p. 10 - Adopt systematic plan for teaching academic vocabulary in all subjects. "What" p. 6 - Provide professional learning on literacy instruction within content areas (explicit 		<ul style="list-style-type: none"> - Georgia literacy observation checklist - DIBELS Next 	
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	<p>comprehension strategies, text complexity, incorporation of non-fiction and literary texts, academic vocabulary) “What” p. 6, 10</p> <ul style="list-style-type: none"> - Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas. “What” p. 6, 7, 10 - Develop/incorporate valid formative/summative (reading/writing/content areas) assessments with protocol for administration of tests/using data. “Why” p. 94-98 - Purchase needed technology for literacy instruction and student motivation/engagement. Provide professional learning on use of technology. “Why” p. 56 - Provide professional learning for teachers and paraprofessionals to develop/sustain strategies for student engagement/motivation. “What” p. 11 - Conduct Family Literacy Night. “What” p. 7 - Strengthen screening, diagnostic, and progress monitoring assessments. - Train teachers on effective data usage for planning/implementing 			
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	<p>interventions and monitoring student progress. “Why” p. 122-124</p> <ul style="list-style-type: none"> - Inventory, evaluate, purchase, and train individuals on appropriate intervention materials. - Schedule protected intervention time either during the day or in extended day/year. - Review data to determine instruction effectiveness and areas of greatest need. “What” p. 9 - Add additional members to the literacy team, develop protocol for meetings, and schedule regular meetings. - Communicate with stakeholders using various formats. 			
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d. All students receive at least 90 minutes of tiered instruction as evidenced by the sample schedule below

i. Sample schedule indicating a tiered instructional schedule with appropriate interventions:
Currently, all students receive a minimum of 150 minutes of protected, ELA instruction daily. Please note that the second and third grade includes block scheduling. This is due to the fact that they team teach. One teacher focuses on language arts in her classroom while the other teaches Mathematics. Then they switch for the second block. The schedule below illustrates how students have and will receive this amount of ELA instruction, but it will be supplemented with increased technology and learning time. During that time, the students will receive either specific interventions which target an area of need or enrichment that extends their regular instruction. Students will continue to have adequate time for mathematics, science, and social studies that includes effective content literacy instruction.

**MASTER SCHEDULE
TODD-GRANT ELEMENTARY SCHOOL
2014-2015**

Preschool	Kindergarten	1	2	3
7:30 – 8:00 Arrival/Open Centers	7:30 – 8:00 Breakfast/Morning Activity	7:30 – 8:00 Breakfast/Morning Activity	7:30 – 8:00 Breakfast/Morning Activity/Announcements	7:30 – 8:00 Breakfast/Morning Activity/Announcements
8:00 – 8:30 Breakfast	8:00 – 9:30 Calendar & Writing	8:00-8:10 Read Aloud	8:00-10:00 Literacy Block	8:00-10:30 Literacy Block
8:30 – 9:00 Circle Time/Calendar		8:10-9:10 K-3 DI Reading	Math, Science/Social Studies	Math, Science/Social Studies
9:00 – 9:15 Story Time	9:30-10:30 K-3 DI Reading	9:10-10:30 Literacy Block (cont.)	10:00-10:30 RECESS	10:30-10:35 Switch Classes
9:15 – 10:00 Small Groups	Read Aloud & Lunch Preparations	10:30-11:15 Math	10:30-11:00 Silent Sustained Reading	10:35-11:48 Literacy Block
10:00 – 11:00 Centers	11:00-12:00 Math	Lunch		Math, Science/Social Studies
11:36-12:15 Lunch (three classes)	12:06-12:48 Lunch (five classes)	11:18-12:03 (six classes)	11:00-11:42 Lunch (six classes)	11:48-12:27 Lunch (six classes)
12:15 – 12:45 Two classes at recess Two classes Music and Movement	12:48-1:15 Math	12:35-1:15 Math (cont.)	11:45-12:30 PE, Art, Music, Computer, Guidance	12:30-1:15 PE, Art, Music, Computer, Guidance
12:45 – 1:00 Story Time	1:15-2:00 Science/Social Studies/Centers	1:15-2:00 PE, Art, Music, Computer, Guidance		1:30-2:50 Literacy Block
1:00 – 1:45 Nap Time		2:00-2:45 Science/Social Studies	12:35-2:50 Literacy Block	Math, Science/Social Studies (continued)
1:45-2:30 Large Group Activity/Dismissal	2:00-2:45 PE, Music, Computer, Guidance	2:45-2:50 Read Aloud	Math, Science/Social Studies	
	2:50 – 3:00 Prepare to Dismiss	2:50 – 3:00 Prepare to Dismiss	2:50 – 3:00 Prepare to Dismiss	2:50 – 3:00 Prepare to Dismiss

2nd/3rd grade EIP Schedule 2014-2015

7:30 – 8:00	Breakfast Duty
8:10-9:10	2 nd Grade Reading – Pull-Out
9:20-10:05	3 rd Grade Reading – Pull-Out
10:15-11:00	3 rd Grade Math – Push-In

11:00-11:45	3 rd Grade Reading – Push-In
11:45-12:15	Lunch
12:15-12:40	Plan
12:40-1:25	2 nd Grade Math – Pull-Out
1:30-2:00	Plan
2:00-2:45	3 rd Grade Math – Push-In (Harrell)
2:50-3:30	Traffic Circle

K/1 st EIP Schedule 2014-2015	
7:30 – 8:00	Hall Duty
8:10-9:10	Kindergarten Math Push-In
9:15-10:15	First Grade Reading Pull-Out
10:30-11:15	First Grade Math Pull-Out
11:15-12:00	Plan
12:00-12:30	Lunch
12:30-1:15	First Grade Math Pull-Out
1:15-2:00	Kindergarten Reading Pull-Out
2:05-2:50	First Grade Reading Pull-Out
2:55-3:30	Traffic Circle

e./i. Response to Intervention Model (RTI)

Todd Grant Elementary follows the state and system guidelines for implementation of a 4-Tiered RTI instructional model. Currently, the RTI team consists of the instructional coach, guidance counselor, and a grade level representative who meet initially at the beginning of the year to review protocols for RTI. Grade level representatives conduct meetings on students in their grade level throughout the year to review student data, to discuss and identify student needs, and to review the effectiveness of interventions. The guidance counselor and school psychologist meet on tier three students. TGE needs to improve the RTI process by forming a formal RTI team who meets regularly to monitor students/data throughout the school. The current plan lacks consistency and the interventionists are regular classroom teachers who

need training. Upon receiving the striving reader grant, interventionists will receive training on effective data usage for planning/implementing interventions, monitoring student progress, and how to use intervention materials. Todd Grant Elementary will continue to review and revise our protocols for identifying at-risk students and matching them to the appropriate intervention “What” p. 11. We will also provide adequate time for teachers and interventionists to collaborate and attention will be given to providing professional learning that enables classroom teachers. In addition, we will continue to provide and deliver interventions by trained interventionist in small groups during a daily, protected time “Why” p. 56.

Leveled Instructional Tier		Instructional Strategies
Tier I Quality standards-based instruction provided to all students in all classrooms “Why” p. 126	Data should be part of an ongoing cycle of instructional improvement.	- Instruction based on CCGPS - Best practices identified by the National Reading Panel - Universal screening
Tier II Standard protocol interventions provided for targeted students “Why” p. 126		- Diagnostic testing to identify causes of student weakness - Consistent segments of instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension)- small group setting - Progress monitoring - Adjustment of interventions
Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly “What” p. 12 “Why” p. 127		- Intensive interventions in small groups - Increased frequency and duration - Intensive monitoring/adjustment of interventions
Tier IV Specially-designated learning to meet individual needs “Why” p. 127		- Due process - Based on individual learning plan - Specialized programs, methodologies, and instructional deliveries - Intensive monitoring/adjustment of interventions

f. Application is inclusive of all teachers and students

All teachers and students will be involved in reaching established goals and objectives.

All teachers will:

- participate in Professional Learning
- implement research-based instructional strategies
- utilize technology to assist literacy instruction

All students will:

- have access to high quality instruction
- have access to literacy resources in all content areas
- have viable 21st century technology available

g. Practices Not in Place or Those to be expanded

The following items are in place and will be continued and/or expanded or reflect an area of need that will be addressed through the implementation of the SRCL grant:

- Administrators, instructional coach, and designated leadership team members will continue to conduct walkthroughs and will utilize the Georgia Literacy Instruction Observation Checklist to monitor and gauge the effectiveness of literacy instruction.
- Adequate and appropriate training will continue to be provided for all instructional/support staff, K-2 (The Why, pg. 37)

- All content teachers will be trained on the use of content-specific effective reading and writing instructional strategies (The Why, pg. 37)
- A more holistic, authentic, and varied approach to writing will be included in the writing plan (The Why, pg. 44)
- All aspects of data collection will be in place (storing, analyzing, disseminating) and prescribed in a school-wide plan.
- DIBELS Next and Informal Phonics Inventory programs will be purchased and incorporated for common literacy assessments.
- A scientifically evidenced, research-based core language arts program will be identified to support literacy instruction in all content areas, K-3
- A vertically and horizontally articulated writing plan that is consistent with the CCGPS, K-3, will be strengthened and monitored for implementation (The What, pg.10).
- Extended, protected time for literacy instruction across language arts and in content area classes will continue to be a priority.
- Community and staff awareness of the existence and function of the school's Literacy Team will be promoted and encouraged (The Why, pg. 144).

h. Goals funded with other sources:

Title I and local funds currently pay for some teachers and paraprofessionals, remedial materials and supplies, professional development, assessments, mentoring, reduced class size, and maintaining high quality teachers and support personnel, RTI software/assessments, stipends, travel expenses, and registration to attend trainings.

Assessment/Data Analysis Plan

a. Current Assessment Protocol

Assessment	Grade Level	Purpose	Skills Assessed	Frequency
GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	Baseline and Quarterly
Writing Portfolio	K-3	Measure/monitor growth	Writing	Yearly
Informal Reading Inventories	K-3	Screener	Phonics, Phonemic Awareness, Sight words	3 times per year
Fry Word Inventory	K-3	Assess fluency/accuracy of high frequency words	High Frequency Words	3 times per year
ACCESS for ELs	K-3	Screener, Diagnostic	Language	1 time per year
Georgia Milestones	3	Achievement	CCGPS/GPS	1 time per year
STAR Reading	2-3	Screener	Fluency, comprehension, vocabulary	3 times per year
STAR Early Literacy	All K-1 2-3 as needed	Screener, Diagnostic	Phonemic Awareness, Phonics, Comprehension, Fluency, Vocabulary	3 times per year
ITBS	3	Norm-Reference Gifted Screening	All Content Areas	1 time per year
Georgia Alternative Assessment	K-3	Achievement	CCGPS/GPS	Ongoing/ Reporting 1 time per year
Unit Assessment Tests	K-3	Mastery Guide Instruction	CCGPS	At completion of each subject's unit

b. Comparison of the Current Assessment Protocol with SRCL Assessment Plan

The current Todd Grant assessment plan includes some of the requirements of the SRCL. Some shared components are:

- The use of a screener to identify at risk students and target specific weakness “What” p. 99
- Formative and summative assessments
- Analysis of assessment data “What” p. 110

Even though our current plan meets some of the requirements, there are areas that are not in compliance. While we utilize locally-developed placement tests/EIP checklists, they lack reliability for placing students beyond the first nine weeks of school due to the progression of skills. We also lack diagnostic assessments that provide information about student deficits in literacy skills as well as a research based progress monitoring tool.

c. Implementation of New Assessments

Assessment	Frequency
DIBELS Next Benchmarks	3 times per year
DIBELS Next Progress Monitoring	1 time per week
Informal Phonics Inventory	3 times per year
Scholastic Reading Inventory	3 times per year

d. Discontinuation of Current Assessments

Currently STAR reading along with informal reading inventories serve as the universal screeners at Todd Grant Elementary to provide information about student growth for K-3 students. While we would continue using the STAR reading assessment, the implementation of the SRCL would enable us to use DIBELS Next as our universal screener and progress monitoring tool. The Scholastic Reading Inventory would take the place of our current informal reading inventory.

e. Professional Learning Needs

The following professional learning is needed in implementing a stronger assessment plan:

- DIBELS Next training- administration and disaggregation of data
- Scholastic Reading Inventory training
- Differentiation based on assessment data
- Support and training for interventionists in using assessment data to identify specific skill deficits and determine which intervention is most effective

f. Communication of Data

Performance data is shared with parents during parent conferences, parent meetings, phone calls, Parent Portal, and written communication. Teachers are required to have two parent conferences per year. Progress reports are sent home every three weeks, and report cards are sent home every nine weeks. Parent meetings include Title I, PTO, Board of Education, and school council meetings. Data is also shared during leadership team and literacy team meetings as well as shared via the school website or other media sources. Once DIBELS Next is in place, we will provide parents with an easily interpreted graph of their child’s DIBELS Next data, which allows us to “use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format” (How, 3B).

g. Use of Data to Develop Instructional Strategies/Determine Materials and Needs

The results of student assessment data will be used for the following purposes (Why, 96):

- Identify students’ strengths and weakness, thus grouping as indicated for targeted instruction

- Establish learning goals for students
- Inform students and parents of progress toward goals and work to adjust goals as warranted
- Inform process of intervention
- Evaluate effectiveness of the instruction in meeting the goals for each student, thus being able to adjust instruction as needed
- Match instruction to learning through effective instructional design
- Evaluate effectiveness of Tier 1 instruction
- Determine if fundamental content-based literacy skills are lacking, thus identifying programmatic needs
- Identify areas of need for professional learning opportunities

h. Who will perform the assessments and how will it be accomplished

Assessment	Grade(s)	Person Responsible	Frequency
GKIDS	Kindergarten	Kindergarten Teachers	4X a year
DIBELS Next Benchmarks	K-2	Classroom Teachers	3X a year
DIBELS Next Progress Monitoring	K-2	Classroom Teachers	1X weekly
Reading Mastery – Rate & Accuracy	K-5	Classroom Teachers	Multiple Times as needed
Reading Mastery – Mastery Tests	K-5	Classroom Teachers	Multiple Times as needed
GA Milestone	3-5	Certified Teachers	1X a year
Unit Assessments	K-5	Classroom Teachers	At completion of each subject's unit
Scholastic reading Inventory	3-5	Computer lab teacher	3X a year

Resources, Strategies, and Materials to Support Literacy Plan

a. List of resources needed to implement the literacy plan, including those that foster student engagement:

- DIBELS Next
- Scholastic Reading Inventory
- Research-based core language arts program
- Research based writing program, writing across the curriculum
- Research-based literacy instructional materials
- Research-based intervention materials
- Literary and informational texts on various levels for classrooms and media center
- Content based texts on various levels and aligned to units of study (digital and print)
- K-3 literacy manipulative classroom sets
- Computer-based diagnostic assessment for fluency and comprehension
- Computer-based diagnostic assessment for early literacy
- Technology including equipment, software, and access (document cameras, upgrades to technology infrastructure, computers, tablets, networkable printers, website subscriptions, etc.)
- E-readers and E-texts
- Additional print materials, texts/books to increase variety and volume in classrooms and the media center
- Professional learning targeting the use of technology, literacy/writing, data, interventions, and assessments, consultant fees, stipends, release time (subs), and materials
- Travel expenses for conferences
- Literacy Instruction Observation Checklist
- Trained intervention specialist
- Grant administrator
- Family involvement activities
- Extended day/year program for students
- Transportation for extended day/year activities
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.

b. List of activities that support literacy intervention programs

- Allocation of adequate time for literacy instruction
- Dedicated scheduled time for interventions
- Flexible, needs-based grouping
- Systematic use of universal screeners to identify areas of need (DIBELS Next)
- Use of diagnostic follow-up tools (phonics inventory, reading inventory, Fry words, etc.)
- Use of data to drive instruction
- Emerging protocol for RTI

- Continued support and coaching of effective instruction
- Professional learning, coaching, and support in the identification of needed interventions
- Continued implementation of the 4-tiered RTI model
- Research-based, scientifically evidenced intervention materials
- Parent education
- Title I parent coordinators
- Special education Co-teaching training and ESOL collaborative training

c. List of shared resources available

- At least one computer in each classroom
- 8 document cameras in school
- Ipad cart with 30 IPADS
- Interactive whiteboard in every classroom
- Access to print and non-print resources via the media center
- 2 computer labs-total of 40 computers
- Curriculum guides (standards, units, and assessments)
- Student resources-texts, workbooks, interactive activities, and website subscriptions that support literacy
- 1 printer per classroom (outdated)
- 2 copiers
- Limited variety of leveled readers
- Teacher access to file sharing through the LAN

d. List of library resources available

- Variety of print and non-print materials
- Variety of fiction, non-fiction, and informational texts at various reading levels
- Reference books
- 13 computers
- 1 laptop, projector, and interactive whiteboard
- Audiobooks (limited and outdated)
- Listening centers
- Videos (outdated)
- Reference materials
- Planned literacy activities and instruction, correlated with units of study
- Online catalog

e. List of activities that support classroom practices

- 100% participation of teachers in regularly scheduled professional learning
- Daily collaborative planning time

- Instructional coach and support of classroom instruction
- Training, and monitoring of research-based instructional strategies
- Regularly scheduled vertical alignment meetings
- Regularly scheduled leadership meetings
- Use of integrated units accessible on the LAN
- Pacing guides aligned to CCGPS
- Differentiated instruction
- Formative and summative assessments

f. List of additional strategies needed to support student success

- Consistent and efficient access to technology
- Modern technology capable of storage and access of data
- DIBELS Next
- Consistent use of DIBELS Next Progress monitoring
- Scholastic Reading Inventory
- Explicit phonics instruction
- Grammar assessments
- Professional learning targeting the use of technology, best teaching practices for all components of literacy/writing instruction, understanding Lexiles, Webb's Depth of Knowledge, strategies for student engagement and motivation, focused intervention, assessment, integration of technology in instruction, literacy across all content areas, best practices for writing instruction across content areas, continuation of deconstructing standards, development and utilization of common formative/summative assessments, effective data usage for planning/implementing interventions and monitoring student progress
- Informal Phonics Inventory

g. List of current classroom resources needed for each classroom in the school

- Teacher/student computer workstations in each classroom
- Document camera in each classroom
- Projector in each classroom
- Access to print and non-print resources via the media center
- Student resources (texts, workbooks, interactive activities, and website subscriptions that support literacy)
- Leveled classroom libraries
- Manipulatives for literacy instruction
- Limited resources for station activities
- Access to a quality printer and ink
- Access to a localized copier
- Assistive technology (Snap and Read, CoWriter, etc.)

h. Alignment Plan for SRCLG and Other Funding

Resources, Strategies, and Materials	SRCLG will provide...	Funding Sources
Professional Learning	Literacy specific- consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	The following funding sources will be utilized as deemed appropriate/available. QBE, Title I, Title II, Local Funds
Instructional Technology	Computers, tablets, e-texts, software, document cameras, interactive whiteboards, website subscriptions, printers, costs of technology programs, wireless infrastructure	
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers (fiction, nonfiction, & informational), materials for implementation of RTI, manipulatives and supplies	
Literacy Assessments	DIBELS Next data management, Scholastic Reading Inventory, teacher resources for implementation of assessments, professional learning	
Family Engagement	Materials for parent education, supplies for make it/take it workshops	
Extended Day/Year Activities	Personnel, supplies, transportation	
Field Trips	Admission fees, transportation	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

i. How proposed technology purchases will support RTI, student engagement, instructional practices, writing, literacy, etc.

All proposed technology purchases will support Response to Intervention, student engagement, writing, literacy instruction, and other instructional initiatives. By updating and increasing the available technology, we will provide teachers and students with additional opportunities for teaching and learning. Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process (DIBELS Next data management and SRI) will allow for effective, efficient, and immediate data to drive instructional decision-making

and better identify and target individual student instructional needs. Doing so will allow us to provide targeted interventions for students through the RTI process. In addition, the progress monitoring tools will be personalized and beneficial for student growth. In addition to improving interventions and instruction at tiers two and three, we will be able to provide more effective instruction for all students at tier one. With decreased financial resources, funding supplemented by the SRCL grant will allow the updating of technological devices as well as the replacement of printers and supplies necessary for data reports and instruction.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology will engage students in the process of learning. Funding from the SRCL grant will allow teachers to have increased use of technology and 21st Century tools as they plan for instruction that will offer more opportunities for individualized instruction and individualized learning products in all content areas, including writing. In addition, access to software, programs, activities, and strategies which promote engagement and individualized instruction will increase student engagement/motivation.

Professional Learning Strategies Identified on the Basis of Documented Need

TGE Leadership Team knows that effective professional development is essential in order to improve literacy. Continued effective professional learning ensures that the understanding of principles and practices are being used to determine needs, decide on a course of action and implement and support a plan that leads to improved teaching and learning.

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

a./b Professional learning activities

PBIS Training	100%
New teacher orientation	14%
GKIDS	5%
Teacher Keys Effectiveness System	100%
Georgia Milestones	41%
Differentiated Reading	41%
Accelerated Math	79%
Constructed written response	100%
SLO	35%
Formative Instructional practices	100%
Thinking Maps	100%
Unit Assessments	100%

c. Ongoing Professional Learning

As stated in the “Why” document (p. 141) the goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. To promote the effectiveness of the Georgia Literacy Initiative professional development will be the linchpin.

- Learning to facilitate and collaborate instructional planning
- Instructional planning and unit revisions including assessments
- Effective use of assessments and assessment data
- Teacher Keys Effectiveness Systems
- PBIS
- Ongoing support from GFRS and FDRESA
- Constructed Written Response
- Formative Instructional Practices (FIP)
- ELA and Math Grade Level Meetings

d. Programmatic Professional Learning Needs Identified in the Needs Assessment

Because effective professional learning is known to improve classroom teaching and increased student achievement, a critical component of effective instruction and increased student achievement is the training and support teachers and staff receive in the use of technology, administrations of interventions, and the implementation of a writing program for all pertinent staff (**The Why, p. 141**). In order to be effective, professional learning must be developed in

“ways that promote critical thinking and higher order performance” with the goal of increasing student achievement (**The Why, p. 140**)

The results of the Needs Assessment instrument as well as acquisition of the grant reveals these areas of focus:

- Optimizing literacy instruction in all content areas
- Differentiated instruction: activities, strategies, and management
- Increased training and availability of Interventions (RTI process and protocol)
- Optimizing writing instruction across the curriculum
- Exploring and integrating technology for multi-media exposure and specific effective differentiation
- Continued monitoring, training , and support needed to ensure best teaching practices school-wide
- Continued support for CCGPS
- Additional focus and support for meeting the literacy needs of all students
- Training and support for all technology purchases/acquisitions
- Effective use of assessments and assessment data
- Training and support for DIBELS next and SRI
- Disaggregating DIBELS Next data
- Identifying and assisting struggling readers
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement
- Increase the rigor and relevance in all subjects
- Literacy instruction across the curriculum
- How to use Lexiles
- Response to Intervention
- Mentoring for new teachers
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support EL and SWD learners
- GA DOE OAS (Online Assessment System)

e. Process used to determine if professional development was adequate and effective that is tied back to the goals and objectives

In order to determine if professional development was adequate and effective, the following measures are used to assess:

- Progress Monitoring students' fluency and comprehension after the students have received the literacy interventions stressed in the professional development should reflect that the interventions and instructional strategies are working.
- RTI Tiers should be proportionate in TGE if the interventions and extended learning time was addressing the students' weaknesses.
- Informal Observations are a valuable tool used by administrators and instructional support coach to gather and analyze data that is collected during a walkthrough observation. The feedback informal observations provides, enables the faculty and administration the opportunity to reflect on classroom instructional practices, student engagement and lessons' differentiation.
- Student Artifacts and student writing samples need to be analyzed and assessed using a consistent grade level rubric.
- Needs Assessment Surveys will be administered to teachers to see if teachers perceive improvement in the areas they felt were weaknesses. The professional development needs to result in clarity and improvement in the designated weak areas.

f./g. Measuring effectiveness of professional learning

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

Professional learning need to achieve Goal 1:

- Literacy Instruction in the content areas
- CCGPS training and support
- Computerized literacy intervention program training
- DIBELS training

Method of Measuring effectiveness of Goal 1:

- Units including differentiation
- Informal Observations
- Analyzing Student Data
- Reading across the curriculum
- Progress monitoring

Goal 2: All students at TGE will meet and or exceed the rigor of the Common Core Georgia Performance Standards as measured by the Georgia Milestones

Professional Learning Needed to achieve Goal 2:

- Writing program instruction in all the content areas
- Literacy instruction in all content areas
- CCGPS training and support
- Examining student artifacts and writing samples

Method of Measuring effectiveness of Goal 2:

- Georgia Milestones
- Writing across the curriculum
- Informal observations

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

Professional Learning Needed to achieve Goal 3:

- RTI Training: Clear and Consistent Tier Intervention
- Differentiation training in literacy and writing
- Computerized literacy intervention program training

Methods of Measuring effectiveness of Goal 3:

- 20% or below of students in Tiers 2 or above in the RTI process
- RTI data- progress monitoring will reflect success

Sustainability Plan

a. Clear plan for the Assessments Protocol

TGE understands the urgency to utilize assessment data to foster sustained improvement. Assessment protocols are in place to ensure assessment data is used and progress monitoring is completed as required by Response to Intervention guidelines. The only new assessments that SRCL requires beyond what is already in place at TGE is DIBELS and Informal Phonics Inventory. TGE will initiate this assessment and sustain this program by purchasing IPI and the computer based DIBELS program that is a onetime payment. TGE will be able to cover upgrades for DIBELS and IPI through Title and local money. A systematic plan for implementing all assessments, including DIBELS Next and the SRI, will be drafted and shared with all staff. All staff and Leadership Team members will receive training on the planned implementation which will include information on assessment administration and how to effectively utilize the resulting data. Documentation will be kept yearly, detailing implementation of the plan, with the Leadership Team being responsible for reviewing and editing the plan as needed. Yearly update trainings will be conducted for all staff, including introductory trainings for new staff. The Leadership Team will be responsible for monitoring implementation and ensuring that the plan continues to be implemented with fidelity. Local funds, as well as funds from Title VI-B and Title I, will be used, in conjunction with school technology money, to ensure technology continues to be available for support of the assessment plan.

b. Plan for developing community partnerships and/or sources to assist with the funding

Todd Grant Elementary is a small school in rural southeast Georgia with limited community resources that assist with funding initiatives. However, there are some local businesses that support our school system. TGE also hosts various fund raisers including ice cream sales, book fair, fall festival, field day, etc. The TGE Leadership Team works closely with the McIntosh County Parental Involvement Director to develop and sustain community partnerships that support school initiatives such as the Literacy Plan and the SRCL. A supportive partner is the Family Connections. This organization sponsors Bingo for Books at all elementary grade levels in the district. Their main goal is to get books in the homes of students who otherwise would not have them. Another important partner is our school's Parent Teacher Association which is just being revamped. Through continuous fundraising efforts, our PTA has a prior history of providing financial support for educational needs at TGE. We endeavor to maintain their support in helping sustain our literacy efforts and specific grant needs. McIntosh County has Title, QBE, and local money that can be allotted to assist with funding initiatives beyond the grant.

c./d. Clear, detailed plan discussing sustainability:

As stated earlier, TGE is committed to sustaining and extending all facets of the SRCL. We will continue to allocate local funds, as well as funds from other entities such as Title I, Title III, Title II, E-Rate, QBE, and all other viable sources to continue each of the following efforts:

- Extend lessons learned

Lessons learned throughout the SRCL will be used to promote continuous improvement at TGE. All data obtained throughout the grant will be used to update and improve the TGE Literacy Plan.

- Train new system employees

New teachers at TGE have a mentor that provides assistance with instructional initiatives. Funding for professional learning for new teachers to implement school initiatives will be provided through system professional learning funds.

- Maintain technology (including site licenses)

McIntosh County has a system wide Technology Director and technology staff. The technology staff will maintain all equipment and software purchased through the grant. In addition the county has E-Rate funds that are used for sustaining technology.

- Provide for ongoing professional learning experiences

TGE has a system in place of providing job-embedded professional development during the school day. Professional learning programs, such as DIBELS, that are purchased through the grant will be sustained using system professional development funds. The Instructional Support Coach at TGE keeps a record of all professional learning earned by each staff member. This provides a clear picture of the professional learning received by each staff member and allows for planning professional development around teacher need. The system has funds that are used only for professional learning, and TGE can use these funds to sustain professional learning for all staff as well as initial training for new staff. In addition, TGE has an instructional support coach that will be used to redeliver training when appropriate.

- Replace print materials

QBE money as well as Title money can be spend to purchase needed materials. A large portion of media QBE money is spent on print materials. This will allow for sustainability of print materials purchased through the grant.

With SRCL funds as our springboard, we believe we have many avenues available to help maintain our endeavors and provide continued support for our Literacy Plan beyond the life of the grant.

Budget Summary

Todd Grant Elementary School will allocate money from the Striving Reader's Grant to strengthen instructional practices as indicated by our needs assessment. The budget was developed as an effort to increase the school's ability to implement the literacy goals and objectives outlined in the Literacy Plan, as supported by "The What" document, and after identifying gaps that exist in student achievement, professional learning, technology, and assessment. The SRCL funds will be used to support and provide: adequate literacy instruction, necessary professional learning, essential technology, assessment requirements, and instructional resources for all teachers and students, as well as those who require additional assistance.

Budgeted items will include the following areas:

Curriculum Needs: In effort to meet students' literacy needs across the curriculum, grant funding will be used for the following items.

- Core reading program, with attention to writing and literacy
- Additional materials for core reading program/leveled readers in science and social studies
- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom/media center across all content areas (digital and print) to support CCGPS with a focus on literary and informational texts
- K-5 literacy manipulatives
- Take home libraries
- Instructional literacy-based field trips
- Family Education/Parental Involvement Opportunities
- Consumable Materials
- Release time/funding for substitutes to develop common formative and summative assessments

Professional Learning: Professional learning is the linchpin for success in the educational arena. Staff members including teachers, paraprofessionals, and administrators absolutely must have adequate training before initiatives are implemented. Just as important as the initial training is the follow-up support and sustainability of training for new staff members through the years. Funding for professional learning is directly linked to increased student achievement.

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training
- Registration and/or other fees, stipends and other needed funds to facilitate teacher training and professional learning

- Use of assessments and data analysis to target student instructional needs
- Identification of student literacy needs, determination of appropriate interventions, and implementation of interventions with fidelity.
- Best practices in literacy instruction
- Writing and literacy instruction in ELA and all content areas
- Other training deemed necessary to support the LPS Literacy Plan

Response to Intervention: McIntosh County School System recognizes systematic weaknesses in the Response to Intervention (RTI) process. Efforts are necessary to insure the consistency of assessment administration and the effective use of data to inform instruction. In order for the RTI process to truly benefit students, teachers and interventionists must be provided ongoing professional learning and support. The process must be closely monitored at the system and school levels.

- Screening/Assessment Tools – Scholastic Reading Inventory and DIBELS Next (including professional learning for implementation)
- Intervention resources/materials/programs (print and digital)
- Progress monitoring tools

Personnel: Considering deep financial cuts in recent years, using grant funding to hire an intervention specialist to lower the group size for intensive instruction would be most beneficial. In addition, a grant administrator will be necessary during the first two years of grant implementation in order to maintain requirements. The need for additional help will decrease as student achievement gaps are closed.

- Grant administrator for the first two years of the grant (at least)
- Intervention specialist (for a couple of years to assist with closing achievement gaps)
- Personnel for any extended day/year programming

Technology: The innovative use of technology will promote student engagement and motivation while also enhancing instruction.

- Computers
- Wireless tablets/ e-readers
- E-texts and downloads for e-readers
- Mobile interactive boards
- Printers/ ink
- Document cameras
- Laptops
- Projectors/ bulbs
- Assistive technology
- Digital cameras
- Upgrades to current technology infrastructure and software
- Website subscriptions
- Digital storage
- Other necessary 21st Century Technology

Miscellaneous

- Transportation costs associated with extended day/year programming
- Consumable supplies and materials, such as chart paper, markers, poster paper, etc.