School Profile

Created Thursday, November 08, 2012

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School Information

School Information | District Name:	Clarke County
School Information | School or Center Name:	Alps Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Dr. Anita Lumpkin Barnett
Principal | Position:	principal
Principal | Phone:	7065482261
Principal | Email:	barnettan@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Elisa Trotter
School contact information | Position:	instructional coach
School contact information | Phone:	7065482261
School contact information | Email:	trottere@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-K-5

Number of Teachers in School

30

FTE Enrollment

345

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: Philip D. Lanoue, Ph.D.

Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 240 Mitchell Bridge Road

City: Athens, GA Zip: 30606

Telephone: (706) 546-7721 Fax: (706) 208-9124

E-mail: lanouep@clarke.k12.ga.us

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

Philip D. Lanoue, Ph.D.
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 12, 2012 **Date (required)**

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest**.

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

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

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

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

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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.

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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.

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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)

Larry Hammel, Chief Financial Officer
Typed Name of Fiscal Agency Head and Position Title

December 12, 2012
Date

Signature of Applicant's Authorized Agency Head (required)

Philip D. Lanoue, Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

December 12, 2012
Date

N/A
Signature of Co-applicant's Authorized Agency Head (if applicable)

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

Date (if applicable)

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Preliminary Application Requirements

Created Thursday, November 08, 2012

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

General Application Information

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

ÅZft

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

SRCL Grant Rubric

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

ÅZft

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

Assessment Chart

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

ÅZft

Assessments

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

ÅJBhsff

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.

Grant Assurances

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Updated Friday, December 14, 2012

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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

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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

Fiscal Year	Financial Findings	Federal Findings
FY2011	FS-6291-11-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY2010	FS-6291-10-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Material Weakness FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)
FY2009	FS-6291-09-01 Cash and Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness	None reported
FY2008	FS-6291-08-01 Cash and Cash Equivalents Inadequate Internal Control Procedures	None reported

	Significant Deficiency FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency	
FY2007	FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency	None reported

Clarke County School District (CCSD) Narrative

a. Brief History

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the #1 large school district in the state for closing the achievement gap, we continue to gain in graduation rate (70.8% in 2011, up 7% from 2009). Both high schools were also named as Advanced Placement Honor Schools. On the 2011 Criterion-Referenced Competency Test, 87.9% of students in grades 3-8 met or exceeded state reading/ELA standards. CCSD is data-rich district, targeting needs and areas of concern through school and district data team processes, monitoring student progress, and continuous communication with all stakeholders.

b. System Demographics:

Ethnically, 51% of our students are African American, 23% are Hispanic, 20% are white and 2% are Asian. Nearly 12% of students have English as their second language, and 11% are special needs students. 80% of students receive free or reduced lunches through the federal meal program.

c. System Priorities:

The CCSD is committed to the following priorities for **all** students: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes. In all classrooms, we implement research-based instruction; grounded in Common Core standards and literacy practices, have continual monitoring of student progress, and create cultures of achievement in our schools.

d. Strategic Planning

CCSD provides schools yearly with an "Annual District Data Notebook" that summarizes student and school performance on all state and district assessments. Schools conduct root cause analyses and develop school improvement plans based on this data. During the Striving Readers (SR) planning and grant-writing stage, school literacy teams examined literacy data to 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE's "What" document; 4) identify needs in each school's plan; and 5)develop action steps to inform goals/objectives of the plan. CCSD's plan is as follows: During Year 1, CCSD will provide professional learning in literacy to all schools in Cohort 2 including the Early Learning

Center; implement reading and writing across the curriculum; develop reading growth charts from screeners and other assessments; implement RTI for students according to instructional needs; purchase instructional and diverse texts; and implement technology to foster student engagement. During Year 2, CCSD will develop CCGPS units and focus on scope and sequence of reading and writing instruction. During years 3-5, CCSD will collect and report on data in order to implement the SR Plan.

e. Current Management Structure:

Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. All schools in Cohort 2 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

f. Past Instructional Initiatives:

Over the past six years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center has successfully implemented two Early Reading First Grants (the largest funded ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. The SR (Cohort 1) grant is implemented in four elementary schools, one middle school, and one high school, and the Office of Early Learning, providing longitudinal data of literacy performance. Interventions such as Voyager, Successmaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

g. Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K and Early Learning Literacy; Georgia Pre-K Content Standards and Georgia Early Learning Standards Materials used: Birth -2 yrs.: 1,2,3 READ; 3s : Scholastic Early Childhood Program; all 4s: Opening the World of Learning
CCGPS in grades K-12 Materials used: K-2: Rigby Literacy; Phonics Lessons 3-5: Storytown, Rigby Literacy; Writers Express 6-8: Language of Literature
Ongoing formative and summative assessments targeting Literacy Performance • Use of data team process in grades Pre-K to 12 • Classroom walkthroughs to inform instructional next steps

• Data summits to analyze concerns and target next steps in planning
Best Practices with CCGPS instructional shifts in all content areas: • Increased evidence-based writing in all content areas • Increased use of non-fiction texts with specific reading strategies and academic vocabulary instruction
Tiered Intervention Systems • Use of data systematically to target students in tiers 1-4 • Planning for Extended learning time and interventions (software, instructional)
Targeted Professional Learning based on the following: • Classroom walkthrough data/district walkthrough data • Using focused walkthrough data from coaches • Using School Improvement surveys to target needs
Utilizing technology literacies • All K-12 schools utilize 2:1 technology for digital literacy and research strategies

CCSD Literacy Needs and Objectives	
Identified Needs: Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)	Goals and Objectives: Goal 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency. Objective 1.1: All students in tiers 1-4 will receive explicit vocabulary instruction as well as explicit reading strategy instruction. 1.2: All students in tiers 1-4 will receive writing strategies for CCGPS literacy. 1.3: Quarterly research-based writing will be required in all content areas.
Professional learning related to formative, summative, and screening processes for birth- 12th grade for effective RTI monitoring.	Goal 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress. Objective 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1 and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.
Vertical and horizontal alignment of CCGPS standards and practices; professional	Goal 3: To articulate vertically and horizontally K-12 CCGPS strategies, and

learning in text complexity K-12.	text complexity. Objective 3.1: Teachers will participate in Professional learning communities for CCGPS literacy 3.2: During years 1-2, curriculum teams from early learning and grades k-12 will develop vertical and horizontal documents regarding text complexity and CCGPS strategies.

h. Literacy Assessments Used District wide

Grade	**Current Assessment Plan**
Birth to Age 5	Ages and Stages Questionnaire (ASQ-III); Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-IV); Phonological Awareness Literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1	Voyager Oral Reading Fluency
1-8	ACCESS for EL students
1 &2	Phonics and sight word tests, Fluency assessments, Informal running record, Scantron norm-referenced tests
1-8	Benchmark assessments every 6 weeks; CRCT or CRCT-M
3,5,8 & 11	State Writing tests
6-8	Voyager, Steep/Maze screener; quarterly writing samples
9-12	Read 180; Benchmark assessments every 6 weeks; STEEP/Maze Comprehension screeners

i. Need for SR Project

CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

a. Plan for Striving Readers' (SR) Grant Implementation:

With years of experience successfully administering scores of federal grants, the Clarke County School District is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises elementary and secondary literacy coaches, instructional technology coordinator, instructional technology specialists, and two administrative/budget assistants. His team manages grant activities, such as coordinating professional learning for teachers in Common Core literacy practices and instructional technology. SR's principals will oversee grant-focused literacy activities in their schools as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds as it currently does for numerous state and federal grant programs.

b. Individuals Responsible for Day-to-Day Grant Operations:

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Alita Anderson, Elementary Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- Melanie Sigler, Burney Harris Lyons Middle School
- Tad MacMillan, Clarke Middle School
- Anita Lumpkin-Barnett, Alps Elementary School
- Dr. Scarlett Dunne, Oglethorpe Elementary School
- Larry Hammell, Chief Financial Officer
- Gerald Arscott, Accounts Payable Coordinator
- Veronica Jackson, Administrative Assistant
- TBD, Additional District Literacy Coach

c and d: Responsibilities with Grant Implementation Goals/Objectives:

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
Grant Activities (Persons Responsible)	1	2	3	4	1	2	3	4	
Announce SR Grant to CCSD/ Community (CCSD Public Relations, Project Director)	x	x			x	x			x
Orientation of SR's objectives based on DOE's "What," "Why," and "How" of K-12 Literacy Plans (All Striving Readers' grant recipients)	x				x				x
Convene District Literacy Team for planning (Project Director)	x		x		x		x		x
Convene school Literacy Teams for overview and implementation (Principal, Literacy Coaches. School Literacy Team)	x	x	x		x	x	x		x
Purchase New Assessments (Budget Assistant)	x				x				x
Purchase and Distribute instructional materials and instructional technology (Project Director, Budget Assistant)	x	x	x		x	x			x
Plan and Implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Teachers begin Reading Endorsements (Project Director)	x	x	x	x	x	x	x	x	x
Extend Literacy Time (afterschool/summer) (Project Director, Principal, Literacy Coaches)	x	x	x	x	x	x	x	x	x
Drawdown Funds (Business Office)	x	x	x	x	x	x	x	x	x
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Literacy Coaches, School Literacy Team)	x	x	x	x	x	x	x	x	
Submit quarterly/yearly reports (Principal, Literacy Coaches, School Literacy Teams)				x				x	x

e. Implementation of Goals and Objectives: All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE's "What," "Why," and "How" documents. CCSD personnel will sign a commitment statement pledging to meet the project's objectives and grant activities detailed in each grant.

f. Involving Grant Recipients in Budget and Performance Plans: Grant recipients will meet quarterly with Dr. Tavernier, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

g. Evidence of meetings with Grant Recipients: Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets.

Clarke County School District (CCSD)

Experience of the Applicant

a-b. Other Initiatives and State Audit results:

• CCSD partners with the GaDOE and the UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTSDOE provides technology consultants and access to Georgia Virtual online content; UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.
• CCSD partners with UGA's College of Education to develop and implement Professional Learning Schools (PDS).
• CCSD partners with UGA College of Education and Franklin College of Arts and Sciences to implement eight years of state Math and Science partnership grants.
• CCSD partnered with Athens Technical College to open Athens Community Career Academy, a charter program that opened in August 2011.

Three Years of State Audit Results:

Fiscal Year	Financial Findings	Federal Findings
FY 2011	FS-6291-11-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-11-01 Allowable Costs/Cost Principal Material Weakness Material Noncompliance U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,84.173,84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Material Weakness	FA-6291-10-01 Failure to Meet Maintenance of Effort Material Weakness Material Noncompliance

	FS-6291-10-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-10-03 Inadequate Controls over Financial Reporting Material Weakness	U.S. Department of Education Through Georgia Department of Education Special Education Cluster(CFDA 84.027,and 84.391)
FY 2009	FS-6291-09-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-09-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-09-03 Inadequate Controls over Financial Reporting Material Weakness	None reported
FY 2008	FS-6291-08-01 Cash/Cash Equivalents Inadequate Internal Control Procedures Significant Deficiency FS-6291-08-02 Failure to Adequately Maintain Capital Assets Material Weakness FS-6291-08-03 Deficiencies in Financial Statement Preparation Significant Deficiency	None Reported
FY 2007	FS-6291-07-01 Failure to Adequately Maintain Capital Assets Significant Deficiency	None Reported

c. LEA's capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and district directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start grants, 21st Century Community Learning Center grants (3 separate grants for elementary, middle and high schools in the district), Striving Readers Grant (Cohort 1), and Math and Science Partnership grants with University of Georgia. Several grants have been awarded to the district's Early Learning Center including an Early Reading First Grant.

d. Sustainability of LEA's Past Initiatives:

Following the implementation of several Math/Science Partnership grants and Striving Readers' grants (Cohort 1), many instructional practices have been implemented and sustained K-12 in CCSD. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center Grants. In addition, the district was the recipient of a Career Academy Charter Grant in partnership with Athens Technical College in 2009 and a State Race to the Top Grant in partnership with the University of Georgia in 2011.

e. Initiatives Implemented internally with no outside funding:

- Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.
- The International Baccalaureate Middle Years Program is implemented in grades 6-10.
- The Advanced Placement Fee Program pays for one AP exam for all students and a second exam for those on Free/Reduced Meals.
- SPLOST funds have provided upgrades to technology infrastructure, new laptops for all certified staff, and student netbooks at a 3:1 (K – 3) and 2:1 (4 – 12) ratio in all schools.

I. School Narrative

School History

Alps Road Elementary School is a small, neighborhood-zoned school in Athens, Georgia, a district with 12 other elementary schools. Our building sits at one end of Baxter Street, a thoroughfare which travels past one of four middle schools, one of two high schools, and then ends in the heart of the campus of the University of Georgia. We call this the *Baxter Street walk*, a physical and educational journey that we want each of our students to travel successfully, beginning in our pre-K classrooms and ending with a college degree.

We are a collaborative community of students, parents and staff with a mission to create an environment where students learn academic, behavioral and social-emotional skills at their highest level of achievement. We are committed to engaging students in creative and motivating learning experiences that promote positive growth. We continuously measure and track the progress of our students and provide the necessary support to ensure their ongoing success.

The demographics of our school community have changed dramatically over the more than 50 years of its history from a predominantly middle class population to a student body with 98% qualifying for free and reduced lunch. Several years ago, a shift in district policy from school choice to geographic zoning decreased our enrollment from 500 to approximately 420 students. Today, the majority of our students live in two public housing communities located nearby. This year the racial diversity of our school is 1% Asian, 2% Multi-racial, 5% White, 14% Hispanic, and 78% African American. Our school community is a close-knit assortment of siblings, cousins and neighbors, parents, grandparents, and extended family members, with all the advantages and disadvantages that such a combination creates.

Our staff includes 32 certified teachers, 22 of whom have advanced degrees. We have a full-time media specialist, instructional coach, counselor, gifted teacher, ESOL teacher, and three EIP teachers. We receive the part-time services of a family engagement specialist, nurse, speech/language pathologist, behavior interventionist and social worker. These staff are represented on the School Improvement Leadership Team (SILT) by team leaders who are responsible for gathering and communicating information, suggestions, concerns and for making positive sound decisions for the school.

Administrative and Leadership Team

The administrative team consists of the principal, Dr. Barnett, and the assistant principal, Mr. Vaughan. Their overall focus is to create a learning environment in which all students are academically successful. To that end, they are committed to a collaborative, data-driven governance process. They are regularly involved in the implementation of curriculum, instruction, assessment and analysis of data and in collaborative professional learning with teachers, students and parents. These learning opportunities occur during weekly planning meetings, monthly staff meetings, dedicated professional learning days and occasional book study sessions designed to have a positive impact on student achievement. Dr. Barnett and Mr. Vaughan believe in and set high expectations for all students and staff, and they involve stakeholders in the governance of the school.

I. School Narrative

SILT is composed of *team leaders* who are committed to monitoring and evaluating the school improvement plan at Alps Road Elementary. They are vital to the evaluation of programs and procedures that impact teaching and learning. This includes, but is not limited to, curriculum and instruction, professional development, data analysis, master schedule design and organization, and lesson planning. Team leaders are responsible for scheduling and conducting collaborative meetings and grade-level meetings to facilitate communication between individual staff members, grade–level team members and SILT. Leaders model professional behavior, exhibit leadership skills, and understand the commitment necessary to serve in this capacity.

SILT meets twice a month and as needed for situations that may occur. The membership of the team this year is:

Team Leader	**Position**
Anita Lumpkin-Barnett	Principal
Kenneth Vaughan	Assistant Principal
Rhonda Tory	Pre-K
Denese Williams & Donna Moseley	Kindergarten
Becky Lewis & Kascha Tyree	First Grade
Vernellia Wade	Second Grade
Joycette Bell	Third Grade
Cindy Tucker	Fourth Grade
Sandra Scott	Fifth Grade
Robert Harris & Shannon Sausser	Specials (Art, Music, PE)
Gwen Manzy	Special Education
Claire Smith	EIP (Early Intervention)
Karen Smith	School Counselor/ RTI
Elisa Trotter	Instructional Coach (1/2 Literacy)
Kate Arnold	Instructional Coach (1/2 Math)

Past and Current Instructional Initiatives

Our students face many challenges academically. Past instructional initiatives to address their needs have included phonemic awareness, fluency, Literacy Collaborative; Fountas & Pinnell guided reading and word study, Reading Recovery and Writer's Workshop. Our current instructional initiatives are *The Daily Five* (Gail Boushey and Joan Moser) for developing the daily habits of literacy, *Thinking Maps* as an instructional tool for using common visual language in all content areas, *Interactive Writing*, *High-Yield Strategies* (Marzano) and *Writing Across the Curriculum* (WAC).

Our teachers face many instructional challenges. Nevertheless, in the last five years we have twice been named a Title 1 Distinguished School (in 2007 and 2012), and five of our teachers have been recognized as Teachers of Excellence by the Foundation for Excellence in Public Education. As a staff, we continually strive to improve our instructional practices.

I. School Narrative

Professional Learning Needs

Our current professional learning needs include:

- Integrating literacy into all subject areas
- Mastering literacy in the CCGPS
- Teaching academic vocabulary
- Creating and implementing assessments
- Designing and implementing direct, explicit strategies that build understanding of literacy

Need for a Striving Readers Project

The SRCL grant would be a key component in preparing our staff to deliver the CCGPS by providing teachers with relevant, research-based, engaging and motivating professional learning specifically directed at guiding and facilitating the mastery of the literacy skills necessary for our students to take the *Baxter Street walk* from Alps Road Elementary School to a college education.

II. Alps Road Elementary-Clarke County School District
Literacy Plan 2012-2013

Building Block 1. Engaged Leadership

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

Why?

Leadership by administrators is "the key component" in all that we are seeking to do to improve education in Georgia. According to our needs assessment, our literacy team agreed that we have a strong and fully operational commitment to literacy learning from our administration.
(Georgia's Literacy Plan (GLP), The Why, 8.B)

What? (In Current Practice)

- **Participates in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS.**
- **Studies research-based guidelines strategies and resources for literacy instruction set forth in "The Why" document Participates in literacy instruction with his/her faculty.**
- **Regularly monitors literacy instruction within his/her school.**
- **Schedules protected time for literacy and teacher collaboration.**

(GLP, The What, p.5)

How? (To Move Forward)

1) Make hiring decisions collaboratively based upon literacy goals

(GLP-The What, p.5); (GLP-The How, p. 20)

B. Action: Organize a Literacy Leadership Team

Why?

In correlation with Georgia's Literacy Plan: The Why, the goal of our school-developed literacy plan is that students at Alps Road Elementary will become self-sustaining lifelong learners and contributors to their communities and to the global society. We agree that literacy leadership should be prevalent at every level, from state and district leaders to building administrators to teacher leaders to student leaders.
(GLP-The Why, 8.A)

What? (In Current Practice)

Administrator demonstrates commitment by the following:

- **The literacy leadership team (a) consists of the following stakeholders and partners, at a minimum:**
  - **a) Faculty**
  - b) Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school's feeder pattern as well as students and representatives from higher education)

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c) Community and government leaders
d) Parents

- **A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan.**
- **Multiple forms of student, school, and teacher data (including results of the Literacy Instruction Observation Checklist or its equivalent) have been analyzed to develop a list of prioritized recommendations and goals for improvement.**

(GLP-The What, p.5)

How? (To Move Forward)

Administrator demonstrates commitment by the following:

1) **The literacy leadership team (b-d) consists of the following stakeholders and partners, at a minimum:**
   a) Faculty
   b) Representatives from the stakeholders for your school (i.e., preschools, daycares, middle schools within your school's feeder pattern as well as students and representatives from higher education)
   c) Community and government leaders
   d) Parents
   - Identify additional stakeholders and partners to be part of the literacy leadership team which will consist of:
     - Representatives from the stakeholders for our school (e.g., preschools, daycares, middle schools within our school's feeder pattern as well as students and representatives from higher education)
     - Community and government leaders
     - Parents
2) **Research-based guidelines, strategies and resources for literacy instruction (as set forth in the "The Why" document of the most current iteration of the Georgia Literacy Plan) have been incorporated into all practices and instruction.**
   - Incorporate research-based guidelines, strategies and resources for literacy instruction (as set forth in the "The Why" document of the most current iteration of the Georgia Literacy Plan) into all practices and instruction

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

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

Why?

There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS, while still considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other

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subgroups. There is a crucial need to build on students' prior knowledge and background experiences and enrich their foundation of literacy.
(GLP-The Why, 2.B)
The integration of literacy skills into the content areas has been made even more explicit in the CCGPS.
(GLP-The Why, 2.E.2)

In addition, especially in grades 4 and 5, and in keeping with the research on motivation and the recommendations of the 2010-2011 Literacy Task Force. It is crucial to take steps to improve engagement and motivation. It is critical that to allocate and plan for the most effective use of time and personnel through scheduling and collaborative planning.
(GLP-The Why, 2.1)

What? (In Current Practice)

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

(GLP-The What, p.5)

How? (To Move Forward)

1) **Instructional time for literacy has been leveraged by scheduling disciplinary literacy in all content areas.**
    - Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas

(GLP-The What, p.5); (GLP-The How, p.22-23)

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

Why?
Reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers which include:

- Visualizing

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

(GLP-The Why, 2.B)

While these strategies are the cornerstones of literacy, it is important to note that research has found that these strategies should not be taught as isolated units. The strategies should be incorporated into all aspects of literacy instruction, which include disciplinary literacy. The intended outcome is that students receive explicit literacy instruction across the curriculum with the most important outcome being the reader's ability to use the strategies flexibly and become proficient in self monitoring for understanding and purposely use the strategies.
(GLP-The Why, 2.B)

What? (In Current Practice)
N/A

How? (To Move Forward)

1) **Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area.**
    - Evaluate the school culture and current practices by surveying strengths and needs for improvement (e.g. Literacy Instruction Checklist)
2) **A walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) is used to ensure consistency of effective instructional practices that include disciplinary literacy across content areas.**
    - Study current research on disciplinary literacy in the content areas

(GLP-The What, p.6); (GLP-The How, p.24-25)

E. Action: Optimize literacy instruction across all content areas

Why?
The integration of literacy skills into the content area has been made more explicit in the CCGPS. In grades K-5, there are separate sets of standards for reading literature and for reading informational text. Most importantly, the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. Acquisition of these literacy skills will provide our students with

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the ability to transfer these skills into college or the workplace.
(GLP-The Why, 2.E.2*)*

Writing demands are increasing not only in schools, but also in the workplace, so it is crucial that we take steps to implement a strong writing program.
(GLP-The Why, 2.C, D*)*

What? (In Current Practice)

- **The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.**

(GLP-The What, p.6)

How? (To Move Forward)

1) **The school agrees upon a plan to integrate literacy in all subjects as articulated within CCGPS.**
    - Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS

2) **Teachers have adopted a common, systematic procedure for teaching academic vocabulary in all subjects.**
    - Identify or develop a systematic procedure for teaching academic vocabulary in all subjects
    - Require the teaching of academic vocabulary in all subjects using a systematic process such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf

3) **Writing is an integral part of every class every day.**
    - Require writing as an integral part of every class every day

4) **Teachers have or will participate in professional learning on the following:**
    - **Incorporating the use of literary texts in content areas**
    - **Using informational text in English language arts classes**
    - **Incorporating writing instruction (narrative, argument, and informational) in all subject areas**
    - **Selecting text complexity that is appropriate to grade levels as required by CCGPS**
    - **Selecting text complexity that is adjusted to the needs of individual students**
    - **Instructing students in the following:**
        - **Conducting short research projects that use several sources**
        - **Identifying and navigating the text structures most common to a**

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particular content area (e.g., social studies, cause and effect; science, problem/solution)

- **Supporting opinions with reasons and information**
- **Determining author bias or point of view**
    - Provide professional learning on:
        - Incorporating the use of literary texts/literature in content areas
        - Use of informational text in English language arts classes
        - Writing instruction (narrative, argument, and informational) in all subject areas
        - Supporting opinions with reasons and information
        - Determining author bias or point of view
        - Text complexity that is appropriate to grade levels
        - Text complexity that is adjusted to the needs of individual students
        - Guiding students to be able to conduct short research projects that use several sources
        - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)

(GLP-The What, p.6); (GLP-The How, p.25-27)

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

Why?

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

(GLP-The Why, Section 1)

What? (In Current Practice)

- **A network of learning supports within the community that targets student improvement is active (e.g., tutoring, mentoring, afterschool programming).**
- **Social media is utilized to communicate and promote the goals of literacy throughout the community at large.**
- **Academic successes are publically celebrated through traditional and online media.**

(GLP-The What, p.6)

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How? (To Move Forward)

1) **A community advisory board actively participates in developing and achieving literacy goals. Members include governmental, civic, and business leaders, as well as parents.**
   - Identify key members of the community, governmental, civic, and business leaders, as well as parents to serve as members of a community advisory board
   - Contact potential members and schedule at least two meetings annually

(GLP-The What, p.6); (GLP-The How, p.28)

Building Block 2: Continuity of Instruction

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

Why?

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

In addition to planning, needs to drive decision making, and teachers and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The use of efficient collaborative teams is a critical part of ensuring a consistent literacy focus across the curriculum.
(GLP-The Why, 5.A.1)

What? (In Current Practice)

Guidelines for these teams include:

- **Cross-disciplinary teams for literacy instruction.**
- **Scheduled time for teams to meet for regular collaboration and examination of student data/work.**
- **The components of the professional learning community model (www.allthingsplc.info) are understood and in place.**
- **Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.**

(GLP-The What, p.7)

How? (To Move Forward)

Guidelines for these teams include:

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1) **Protocols for team meetings, such as those found on http://www.lasw.org/methods.html.**
   - Establish cross-disciplinary teams for literacy instruction
     - Establish or select protocols for team meetings such as those found on http://www.lasw.org/methods.html
2) **Team roles, protocols, and expectations are clearly articulated.**
   - Establish cross-disciplinary teams for literacy instruction
   - Identify team roles, protocols, and expectations

(GLP-The What, p.7); (GLP-The How, p.29-30)

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

Why?

Literacy demands in content areas are rigorous for all students. Students' interactions with texts are influenced by comprehension demands, features, and structures of the discipline's text. These texts take a variety of forms:

- Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.)
- Fiction (novels, short stories, plays and scripts, poems, etc.)
- Nonprint "text" (art, photographs, political cartoons, etc.)

The CCGPS students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion. Literacy includes not only written texts, but also the viewing and representing digital images, aural images, and other special effects used in various forms of media.
(GLP-The Why, 2.E.3)

The CCGPS begins moving students up the first step toward the goal of graduating from high school ready for college or a career. Students will be required to understand how to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
(GLP-The Why, 4.D.2)

Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels.
(GLP-The Why, 7.D)

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In addition to reading, Georgia also assesses another aspect of a student's literacy – writing ability. Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. Grade 3 is a teacher-based evaluation of student writing using state-provided rubrics for multiple genres of writing; the results from this test are for instructional use primarily and not aggregated and reported at the state level.
(GLP-The Why, 5.1)

In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12:

- Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries
- Provide students with work that allows them to experience success, thus increasing their self-efficacy
- Construct opportunities for students to work with peers
- Incorporate technology into literacy through the use of e-readers, blogs, and social networking

(GLP-The Why, 2.L)

What? (In Current Practice)
N/A

How? (To Move Forward)

1) **Reading teachers in grades K-5 use core programs that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.**
   - Use research-based strategies and appropriate resources to support student learning of the CCGPS
   - Study the text structures most frequently used in texts of each content area
   - Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area (http://myread.org/explicit.htm)

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2) **Teachers coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.**
   - Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.

3) **Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.**
   - Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
   - Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

4) **All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, social media).**
   - Infuse all types of literacy throughout the day (e.g., print, online, blogs, wikis, social media)
   - Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area (http://myread.org/explicit.htm)

(GLP-The What, p.7);(GLP-The How, p.30-31)

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

Why?

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

Youth Services at Georgia Public Library Service (GPLS) provides myriad services to improve the quality of children's and families' lives. The benefits of youth services are numerous. From providing quality, literature based programs for children and families to assisting teens with their informational needs, Georgia's public libraries strive to develop lifelong readers and learners. Through the services offered across the state, a community of support and advocacy is created for library personnel working with children, families, and teens. Working in tandem, GPLS and library systems provide parents and caregivers with the best tools to help prepare their children for life and introduce them to a lifelong love of reading.
(GLP-The Why, 9.C)

What? (In Current Practice)

- **Avenues of communication (both virtual and face-to-face) are active with key personnel**

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in out-of-school organizations and governmental agencies that support students and families.

(GLP-The What, p.7)

How? (To Move Forward)

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

2) **A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.**
   - Articulate what an integrated learning support infrastructure should look like at the community level

3) **Technologies are utilized to more creatively and effectively support stakeholder engagement, e.g., blogs, Twitter, electronic newsletters.**
   - Incorporate technologies to more creatively and effectively means of continual communication between teachers and out-of-school providers (e.g., blogs, Twitter, electronic newsletters)
   - Establish a means of continual communication between teachers and out-of-school providers (e.g., blogs, Twitter, electronic newsletters)

(GLP-The What, p.7); (GLP-The How, p.32-33)

Building Block 3. Ongoing formative and summative assessments

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

Why?

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

- **Beginning of the year**: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.
- **Throughout the year**: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments.
- **End of the year**: The summative assessment component provides the information regarding

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grade level expectations. In Georgia, the CRCT, the GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16).
(GLP-The Why, 5.A.2)

What? (In Current Practice)

- **Effective screening, progress monitoring, and diagnostic tools (e.g. DIBELS) have been selected to identify achievement levels of all students, advanced as well as struggling.**
- **Common mid-course assessments are available for use across classrooms and** include a variety of formats (multiple choice, short answer, constructed response and essay).
- **Available assessment and intervention materials aligned with students' needs and personnel who are trained in the implementation of these materials.**
- **A data collection plan for storing, analyzing, and disseminating assessment results is in place**
- **A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.**

(GLP-The What, p.8)

How? (To Move Forward)

1) **Common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, and essay).**
   - Locate and develop common mid-course assessments
   - Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording
   - Identify and purchase assessment and intervention materials aligned with students' needs
   - Have all materials and procedures in place prior to the start of the school year

(GLP-The What, p.8); (GLP-The How, p.34-35)

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

Why?

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

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Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback." (Torgesen & Miller, 2009, p. 24) The "how to instruct" must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the CCGPS. (GLP-The Why, 5.A.3)

What? (In Current Practice)

- **The instructional levels of all students are screened and progress monitored with evidence-based tools.**
- **Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).**
- **Technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results.**
- **A formative assessment calendar based on local and state guidelines includes times for administration and the personnel responsible are utilized.**
- **Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework.**

(GLP-The What, p.8)

How? (To Move Forward)

1) **Intervention materials aligned with students' needs are in use and staff is trained.**
   - Provide continued professional learning to faculty/staff who administer assessments to maintain procedures of accurate data recording

2) **Commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, constructed response, and essay), are used across classrooms to identify classrooms needing support.**
   - Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction

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

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

Why?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and

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monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.
(GLP-The Why, 5)

What? (In Current Practice)
Interventions (2-5) which include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
(GLP-The What, p.8)

How? (To Move Forward)

1) **Interventions (K-5) which include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach**
   - Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach
2) **Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards.**
   - Identify diagnostic assessments for students where possible, that isolate the component skills needed for mastery of literacy standards
3) **A protocol is in place for ensuring that students who are identified by screenings receive diagnostic assessment.**
   - Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
   - Use results of the diagnostics for student placement within an intervention and to adjust instruction

(GLP-The What, p.8); (GLP-The How, p.37)

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

Why?
The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.
(GLP-The Why, 5. Introduction)

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and

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improvement has been an important component in a school's plan.
(GLP-The Why, 5.C)

What? (In Current Practice)

- **Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are:**
  - Criterion Reference Competency Test (CRCT) in **grades 3-5**
  - Criterion Reference Competency Test-Modified (CRCT-M) for students with disabilities **who qualify**
  - Georgia 5th grade Writing Assessment given in spring of 5th grade
  - Scantron NRT **in grades 2-5**
- **Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.**
- **During teacher team meetings discussions focus on changes that can be made to improve the instructional program for all students.**
- **Data is disaggregated to ensure the progress of subgroups.**

(GLP-The What, p.9)

How? (To Move Forward)

1) Plan lessons, re-teaching, and intervention activities that target areas of need
(GLP-The What, p.9); (GLP-The How, p.37-38)

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See 5. A)

Why?

One of the cornerstones of any LDS is the ability to uniquely identify the students over time. To accomplish this, each student must have a unique identifier. Since 2005, Georgia has utilized a unique student identifier referred to as the Georgia Testing Identifier, or GTID. The SLDS Data Collections & Cleansing Project will streamline data exchange between the Georgia Department of Education (GaDOE) and school districts within the state. The Data Hub & Portal project will build access to statewide, longitudinal student data for educators, parents, the public, and other stakeholder groups. (Georgia's Literacy Plan: The Why, 5.L)

Commercial vendors have begun offering a variety of products and services to facilitate the collection, storage, and use of longitudinal data. A number of national organizations are providing support as well for LDS development efforts. By facilitating the collection and use of high quality student-level information, these systems potentially provide both a way to use data to more effectively and to improve the way schools function from the policy level to that of the classroom. This information was retrieved from http://slds.doe.k12.ga.us/Pages/SLDS.aspx

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(GLP-The Why, 5.L)

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.

(GLP-The Why, 6.D.1)

What? (In Current Practice)

- **Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.**

(GLP-The What, p.9)

How? (To Move Forward)

1) **A data storage and retrieval system is adequate and is understood and used by all appropriate staff members.**
   - Develop a data storage and retrieval system

2) **A protocol has been developed and is followed for making decisions to identify the instructional needs of students.**
   - Implement protocol with fidelity

3) **Protocols for team meetings such as those found on http://www.lasw.org/methods.html, are regularly followed.**
   - Establish or select protocols for team meetings, such as those found on http://www.lasw.org/methods.html, as referenced in Action 2.A

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

Building Block 4. Best Practices in Literacy Instruction

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

Why?

Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:

- Direct instruction, modeling, and practice in reading comprehension strategies
- Structuring of content area instruction and reading assignments to make them more accessible to students
- Selection of texts for students to read in a way that builds motivation and persistence

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- Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn
- Use and availability of diverse texts
- Use of writing to extend and reinforce reading
- Use of technology to reinforce skills and keep students motivated

(GLP-The Why, 6.D)

What? (In Current Practice)

Faculty participates in professional learning on the following:

- **Using data to inform instructional decisions and explicit teaching**
- **Selecting of appropriate text and strategy for instruction**
- **Telling students specific strategies to be learned and why**
- **Modeling of how strategy is used**
- **Providing guidance and independent practice with feedback**
- **Discussing when and where strategies are to be applied**
- **Differentiating instruction**

(GLP-The What, p.9)

How? (To Move Forward)

1) **Daily literacy block in K-3 includes the following for all students:**
   - **Whole group which includes explicit instruction in word identification, vocabulary, and comprehension**
   - **Small groups for differentiation**
     - Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area
     - Plan and provide a model of professional learning on differentiated instructional options for literacy assignments
     - Provide training to all pertinent staff in the use of the core program

2) **Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement).**
   - Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)

3) **Administration conducts classroom observations (e.g., Literacy Instruction Checklist) using an assessment tool to gauge current practice in literacy instruction.**
   - Compile and examine classroom observation data (e.g., Literacy Instruction Checklist) using a checklist to gauge current practice in literacy instruction

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4) **A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.**
   - Research and select 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

5) **Various aspects of literacy instruction for students have been allocated for instruction within specific content areas.**
   - Allocate which aspects of literacy instruction students are to receive in each subject area

(GLP-The What, p.9); (GLP-The How, p.40-41)

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

Why?

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

In addition to reading, Georgia also assesses another aspect of a student's literacy – writing ability. Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. Grade 3 is a teacher-based evaluation of student writing using state-provided rubrics for multiple genres of writing; the results from this test are for instructional use primarily and not aggregated and reported at the state level. Currently, in Grade 5 students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. (Note: These genres will be changed to reflect the CCGPS by 2014. Those genres are: argument, informative, explanatory, and narrative.)
(GLP-The Why, 5.I)

Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:

- Direct instruction, modeling, and practice in reading comprehension strategies
- Structuring of content area instruction and reading assignments to make them more

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accessible to students
- Selection of texts for students to read in a way that builds motivation and persistence
- Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn
- Use and availability of diverse texts
- Use of writing to extend and reinforce reading
- Use of technology to reinforce skills and keep students motivated

(GLP-The Why, 6.D)

What? (In Current Practice)

- **A plan for instruction in writing is consistent with CCGPS is articulated vertically and horizontally.**

(GLP-The What, p.10)

How? (To Move Forward)

1) **All subject area teachers participate in professional learning on best practices in writing instruction in all content areas.**
   - Provide professional learning on best practices in writing instruction in all subject areas

2) **A coordinated plan has been developed for writing instruction across all subject areas that includes:**
   - **Explicit instruction**
   - **Guided practice**
   - **Independent practice**
     - Develop a coordinated plan for writing instruction across all subject areas to include:
       - Explicit instruction
       - Guided practice
       - Independent practice

3) **In every class at least one day a week, teachers provide instruction in and opportunities for one of the following:**
   - **Developing an argument citing relevant and reliable textual evidence**
   - **Writing coherent informational or explanatory texts**
   - **Writing narratives to develop real or imaginary experiences to explore content area topics**
     - Develop a coordinated plan for writing instruction across all subject areas to

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include:

- Explicit instruction
- Guided practice
- Independent practice

4) **Technology is used for production, publishing, and communication across the curriculum.**
   - Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

(GLP-The What, p.10); (GLP-The How, p.41-42)

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

Why?

There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS, while still considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other subgroups. Aligning with research on motivation and the recommendations of the 2010-2011 Literacy Task Force, we believe it is crucial to take steps to improve engagement and motivation.
(GLP- The Why, 2.1)

In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12:

- Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries
- Provide students with work that allows them to experience success, thus increasing their self-efficacy
- Construct opportunities for students to work with peers
- Incorporate technology into literacy through the use of e-readers, blogs, and social networking

(GLP-The Why, 2.L)

What? (In Current Practice)

Teachers' efforts may include 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 academic assignments to their lives**
- Increasing access to texts that students consider engaging

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- Increasing opportunities for collaborating with peers in the learning process
- Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy
- Leveraging the creative use of technology within the learning process to promote engagement and relevance

(GLP-The What, p.11)

How? (To Move Forward)

1) **Teachers' efforts to maintain interest already include the following:**
   - **Increasing access to texts that students consider engaging**
   - **Increasing opportunities for collaborating with peers in the learning process**
   - **Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy**
   - **Leveraging the creative use of technology within the learning process to promote engagement and relevance**
   - **Teachers should be made to understand the need for any or all of the following:**
     - Increasing access to texts that students consider engaging
     - Increasing opportunities for collaborating with peers in the learning process
     - Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy
     - Leveraging the creative use of technology within the learning process to promote engagement and relevance

(GLP-The What, p.11); (GLP-The How, p.42)

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

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

Why?

In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:

- Data collected frequently, often weekly, but at least once a month
- Scores are plotted on a graph with a trend line drawn to show rate of improvement
- Data provided on the rate at which students are progressing toward competence in a skill

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necessary to grade-level curriculum
- May be used as a supplement to screening to determine the efficacy of an intervention

(GLP-The Why, 5.B)

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan.
(GLP-The Why, 5.C).

What? (In Current Practice)

- **The percentage of students currently served by grade levels K-5 in each tier is determined regularly to determine efficacy of instruction in each tier.**

- **Protocols for identifying students and matching them to the appropriate intervention are in place.**

(GLP-The What, p.11)

How? (To Move Forward)

1) **Interventions are monitored frequently to ensure that they occur regularly and with fidelity.**
   - Budget for recurring costs of data collection, intervention materials, and technology used for implementation
   - Purchase, schedule, train, providers and implement intervention

2) **The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.**
   - Analyze data for individuals to identify students in need of intervention according to established protocols

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

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

Why?

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual

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to reach the expectation, and support the solidification of new learning behaviors is vital to student success.
(GLP-The Why, 6.B)

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning
- Progress monitoring of learning through multiple formative assessments

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- As Georgia moves towards full implementation of the Common Core Georgia Performance Standards (CCGPS), the standards are the foundation for the learning that occurs in each classroom for all students.
- Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.
- Instruction and learning which focus on the GPS and include differentiated, evidence-based instruction based on the student's needs are paramount.
- Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development.
- Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction
- Data from formative assessments should guide immediate decision making on instructional next steps.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills.
- Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should

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include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program.

(GLP-The Why, 6.D.1)

What? (In Current Practice)

- **If fewer than 80% of students are successful in any area:**
  - **Student data is examined to determine instructional areas of greatest need**
  - **Student data (fluency) is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).**
  - **Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting**
  - **School-wide understanding of assessment data and anticipated levels of student mastery during the school year**

(GLP-The What, p.11)

How? (To Move Forward)

1) **If fewer than 80% of students are successful in any area:**
   - **Teachers participate in ongoing professional learning on the following:**
     - Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. (See Building Block 4. A.)
     - Georgia Department of Education (GaDOE) resources for RTI, universal screening (e. g., GRASP, Aimsweb, DIBELS, STEEP, etc.)
       - Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
         - If fewer than 80% of students are successful
           - Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)
           - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA or some other instrument)
           - Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (See Section IV. A.)

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- Provide professional learning on:
  - GA DOE resources for RTI, universal screening (e. g., GRASP, Aimsweb, DIBELS, STEEP, etc.)

2) **Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels**
   - Provide professional learning to support literacy, either face-to-face

(GLP-The What, p.11); (GLP-The How, p.43-45)

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

Why?

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.
(GLP-The Why, 6.B)

Student Movement to Tier 2

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

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

What? (In Current Practice)

- **Interventionists participate in professional learning (a,b) on the following:**
  - **a) Using appropriate supplemental and intervention materials**

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b) **Diagnosing reading difficulties**
c) **Using direct, explicit instructional strategies to address instructional needs**
d) **Charting data**
e) **Graphing progress**
f) **Differentiating instruction**

(GLP-The What, p.11)

How? (To Move Forward)

1) **Interventionists participate in professional learning (c-f) on the following:**
   a) **Using appropriate supplemental and intervention materials**
   b) **Diagnosing reading difficulties**
   c) **Using direct, explicit instructional strategies to address instructional needs**
   d) **Charting data**
   e) **Graphing progress**
   f) **Differentiating instruction**
      - 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
2) **Specific times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar (teachers or para-educators)**
   - Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or para-educators)
3) **Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.**
   - Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
4) **Effectiveness of interventions is ensured by the following:**
   - **Providing sufficient blocks of time in the daily schedule for intervention**
   - **Providing adequate space in places conducive to learning**
   - **Providing competent, well-trained teachers and interventionists**
   - Ensure effectiveness of interventions by doing the following:

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- Building sufficient blocks of time in the daily schedule
- Providing adequate space in places conducive to learning
- Ensuring that they are provided by competent, well-trained teachers

(GLP-The What, p.12); (GLP-The How, p.45-46)

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

Why?

Student Movement to Tier 3

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

(GLP-The Why, 6.D.3)

What? (In Current Practice)

- **In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:**
  - **Discuss students in T3 who fail to respond to intervention**
  - **Receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance**
  - **Verify implementation of proven interventions**
  - **Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST**

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

(GLP-The What, p.12)

How? (To Move Forward)

1) **T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.**
   - Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist

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(GLP-The What, p.12); (GLP-The How, p.46-47)

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

Why?

Student Movement to Tier 4

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas.
(GLP-The Why, 6.D.4)

What? (In Current Practice)

- **School schedules are developed to ensure least restrictive environment (LRE).**
- **Building and system administrators are familiar with funding formulas affecting students in special programming.**
- **Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction).**
- **Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.**

(GLP-The What, p.12)

How? (To Move Forward)

1) 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

(GLP-The What, p.11); (GLP-The How, p.47)

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Building Block 6. Improved Instruction through Professional Learning

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

Why?

The NABSE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom.
(GLP-The Why, 7.E.)

What? (In Current Practice)
N/A

How? (To Move Forward)

1) **Representatives from the community and/or school leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that:**
   - **Preservice teachers receive coursework in disciplinary literacy within content areas.**
   - **Teacher preparation is revised to reflect needs that districts report with new teachers.**
     - Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy

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

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

Why?

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

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

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Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches.
(GLP-The Why, 7.3.C)

What? (In Current Practice)

- **The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.**

- **An instructional coach (half-time) provides site-based support for administrators, faculty and staff, where possible.**

- **Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.**

- **Some or all of the following personnel participate in all professional learning opportunities:**
  - **Paraprofessionals**
  - **Support staff**
  - **Interventionists**
  - **Substitute teachers**
  - **Pre-service teachers working at the school**
  - **Administrators**
  - **All faculty**

(GLP-The What, p.13)

How? (To Move Forward)

1) **Teachers participate in ongoing professional learning on the use of the core program.**
   - Encourage every teacher to develop a professional growth plan based on self assessment of professional learning needs

2) **Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.**
   - Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs

3) **Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy.**
   - Provide training in administering and interpreting results of assessments in terms of

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literacy

4) **Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.**
   - 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

5) **An instructional coach (half-time) provides site-based support for administrators, faculty and staff, where possible.**
   - Hire an instructional coach (full-time) to provide site-based support for staff

(GLP-The What, p.13); (GLP-The How, p.48-49)

Additional References Cited from Georgia's Literacy Plan

Torgesen, J.K., & Miller, D.H. (2009). *Assessments to guide adolescent literacy instruction.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Shanklin, N. (2007). *What supports do literacy coaches need from administrators in order to succeed?* Literacy Coach Clearinghouse. Retrieved October 5, 2008 from http://www.literacycoachingonline.org/briefs/LCSupportsNSBrief.pdf

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III. Needs Assessment, Concerns, Root Cause Analysis

A. A description of the needs assessment process:

The process for determining literacy needs was conducted by the School Improvement Leadership Team (SILT) and the Literacy Leadership Team. Input was analyzed by all instructional staff. SILT met July 24 and 30, 2012 and drafted a School Improvement Plan (SIP). Both teams served as facilitators of the SIP. The collaborative planning process was utilized to determine what interventions should be provided for students to meet the CCGPS. The RTI team studied data to determine what strategies and/or supplemental interventions would be provided for students to meet the CCGPS. Instructional staff completed a Literacy Needs Survey in the fall of 2012.

B. A description of the types or styles of surveys used in the needs assessment process

- Needs Assessment Literacy Survey for faculty/staff (created by the Literacy Leadership team)
- Parent Survey (created by the Literacy Leadership team)
- GA Needs Assessment
- Professional Learning feedback
- CRCT data
- 3rd and 5th Grade Writing Scores
- Scantron data
- School Improvement Survey
- Walkthrough data
- Literacy Benchmarks
- RTI data
- Attendance
- Annual school profile
- AYP determination

C. Defines the root or underlying causes of the areas of concern:

The Georgia Literacy Plan Needs Assessment defined strength and needs. The Literacy Leadership Team focused on areas that were scored as "Emergent" or "Not Addressed."

Identifiers were:

- "A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS."
- "Literacy instruction is optimized in all content areas."
- "Teachers provide literacy instruction across the curriculum."
- "Problems found in screenings are further analyzed with diagnostic assessment."

- "A clearly articulated strategy for using data to improve teaching and learning is followed."
- "All students receive direct, explicit instruction in reading."
- "All students receive effective writing instruction across the curriculum."
- "Information developed from the school-based data teams is used to inform RTI process."
- "Tier 1 instruction based upon CCGPS in grades K-12 is provided to all students in all classrooms."
- "Tier 2 needs-based interventions are provided for targeted students."
- "In Tier 3, Student Support Team and Data Team monitor progress jointly."
- "Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas."

Concern 1

- Lack of:
  - Core program for K-2 literacy
  - Systematic phonemic awareness program
  - High interest reading materials across all grade levels
  - Programs and activities for struggling readers
  - Teacher training for instructing all five components of reading
  - Instructional strategies for strengthening vocabulary and building background knowledge
  - Real world experiences for students to expand vocabulary and background knowledge
  - Teacher skills needed to infuse literacy across all areas
  - Interdisciplinary resources to promote reading interest across content areas.

Concern 2

- Lack of:
  - Assessments that guide instructional practices and assess all 5 components
  - Variety in reading material across grade levels
  - On-going training developing assessments using a variety of formats (e.g., multiple choice, short answer, constructed response, and essay)
  - Resources for RTI tiers

Concern 3

- Lack of:
  - High interest reading materials and interdisciplinary resources across K-5
  - High interest materials for males
  - Teacher training in technology
  - Parent training in Literacy

D. The needs assessment process included all content and ancillary teachers including: CTAE, special education, EL, media and paraprofessionals

The following list identifies the instructional staff who participated in the Needs Assessment process:

- **Anita Lumpkin-Barnett, Principal**
- **Kenneth Vaughan, Assistant Principal**
- **Karen Smith, Counselor**
- **Elisa Trotter, Instructional Coach**
- **Mary Kelly, Family Engagement**
- **Naomi Craver, Media Specialist**
- **Teachers**
  - **Pre-K**
    - Erin McWhorter
    - Rhonda Tory
  - **Kindergarten**
    - Denese Williams
    - Donna Moseley
    - Holly Hammack
  - **1st**
    - Kascha Tyree
    - Ashlea Campbell
    - Jane Ragan
  - **2nd**
    - Emily Toller
    - Vernellia Wade
    - April Burnette
  - **3rd**
    - Joycette Bell
    - Shannon Head
    - Erica Atkinson
  - **4th**
    - Tewanna Stokes
    - Quanda Foster
    - Cindy Tucker
  - **5th**
    - Sandra Scott
    - Mika Harris
    - Jami Washington

- **Resource**
  - Becky Lewis (EIP K-1)
  - Judy Green (EIP 2-3
  - Claire Smith (EIP 4-5)
  - Elizabeth Royer (ESOL)
  - Stacie Carson (Gifted)
  - Gwen Manzy (SPED)
  - Cynthia Ellis (SPED)
- **Specials**
  - Rob Harris (PE)
  - Shannon Sausser (Music)
  - Jennifer Chastain (Art)
- **Paraprofessionals**
  - Aisha Atkins (SPED)
  - Sharon Ball-Fleming (Pre-K)
  - Tara Griffith (Pre-K)
  - Janice McDonald (K)
  - Beth Hughes (K)
  - Mary Delaine (K)
- **Interventionist**
  - Delphine Harris (Computer Lab)

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

Our areas of concern originate with K-5 teachers and are focused on literacy skills in reading and writing. After reviewing the data, it was determined a strong focus should be on the following subgroups:

- Black Students
- Economically Disadvantaged Students (EDS)
- Students with Disabilities (SWD)

CRCT Reading Meeting or Exceeding Standards

Grade	Black Students	EDS	SWD
3rd	79%	84%	33%
4th	69%	73%	33%
5th	86%	87%	83%

CRCT ELA Meeting/Exceeding Standards

Grade	Black Students	EDS	SWD
3rd	77%	78%	33%
4th	76%	80%	33%
5th	83%	84%	83%

Scantron NRT Meeting/Exceeding Standards

Grade	Black Students	EDS	SWD
2nd	68%	N/A	N/A
3rd	48%	N/A	33%
4th	48%	N/A	20%
5th	54%	N/A	12.5%

3 and 5th Writing Test Meeting/Exceeding Standards

Grade	All Student Average
3rd	80%
5th	71%

F. Identify areas of concern as they relate to research-based practices found in the "What" document with steps the school has or has not taken to address the problem(s)

The data from literacy assessments for monitoring student achievement and the needs assessment indicators identified three main areas of concern. The three main areas of concern all directly overlap with the "6 Necessary Building Blocks for Literacy" as outlined in the "What" and "How."

Concern 1

Literacy instruction in K-5 needs to be strengthened to include a systematic, explicit plan for all five areas of literacy instruction.

Why?

- There is a crucial need to build on students' prior knowledge and background experiences and enrich their foundation of literacy (Georgia's Literacy Plan (GLP), The Why, 2.B). The integration of literacy skills into the content areas is more in the CCGPS. (GLP-The Why, 2.E.2)

- The intended outcome is that students receive explicit literacy instruction across the curriculum and that the reader will possess the ability to use the strategies flexibly and become proficient in self monitoring for understanding and use the strategies. (GLP-The Why, 2.B)

What? (In Current Practice)

- CCSD has no core program for K-2 literacy.
- Steps have been taken to address gaps in our K-2 literacy program.
- The instructional coach has assessed kindergarten students on phonemic awareness and created a phonemic awareness intervention block.

How? (To Move Forward)

- Our Literacy Plan outlines how we plan to address this concern.

Concern 2

The screening and diagnostic literacy assessments do not provide detailed information to base instruction on data.

Why?

- Ongoing formative and summative assessment to inform instructional decisions is needed to address the need for and intensity of interventions and evaluate the effectiveness of instruction.
(GLP- The What, p. 11)

- It is necessary to examine summative and formative assessments in order to determine how that data positively affects instruction, and to see how formative assessments enhance assessment.
(GLP-The Why, p. 5)

- Teachers need professional learning on administering the screeners and how to interpret the data and determine the best course of action.
(GLP-The Why, P.4)

What? (In Current Practice)

- CCSD assessments are given and the data is analyzed to determine instructional needs.
- Assessments are used for screening and diagnostics for a few students.

How? (To Move Forward)

- Our Literacy Plan outlines how we plan to address this concern.

Concern 3

Intentional strategies for developing and maintaining student engagement are needed.

Why?

- The concerns listed in the strands of Motivation and Self-Directed learning, Intensive Writing, and Technology, as well as some of the 10 key instructional improvements of an effective literacy program under Component 4 are critical.
  (GLP, The What, p. 13)

- Steps to improve engagement and motivation are crucial.
  (GLP-The Why, 2.1)

What? (In Current Practice)

- Training has been provided on increasing engagement using CCSD professional learning
- Training has been provided on available technology focusing on digital age learning.
- High Interest books were purchased for the media center
- Student netbooks have been added

How? (To Move Forward)

- Our Literacy Plan outlines how we plan to address this concern.

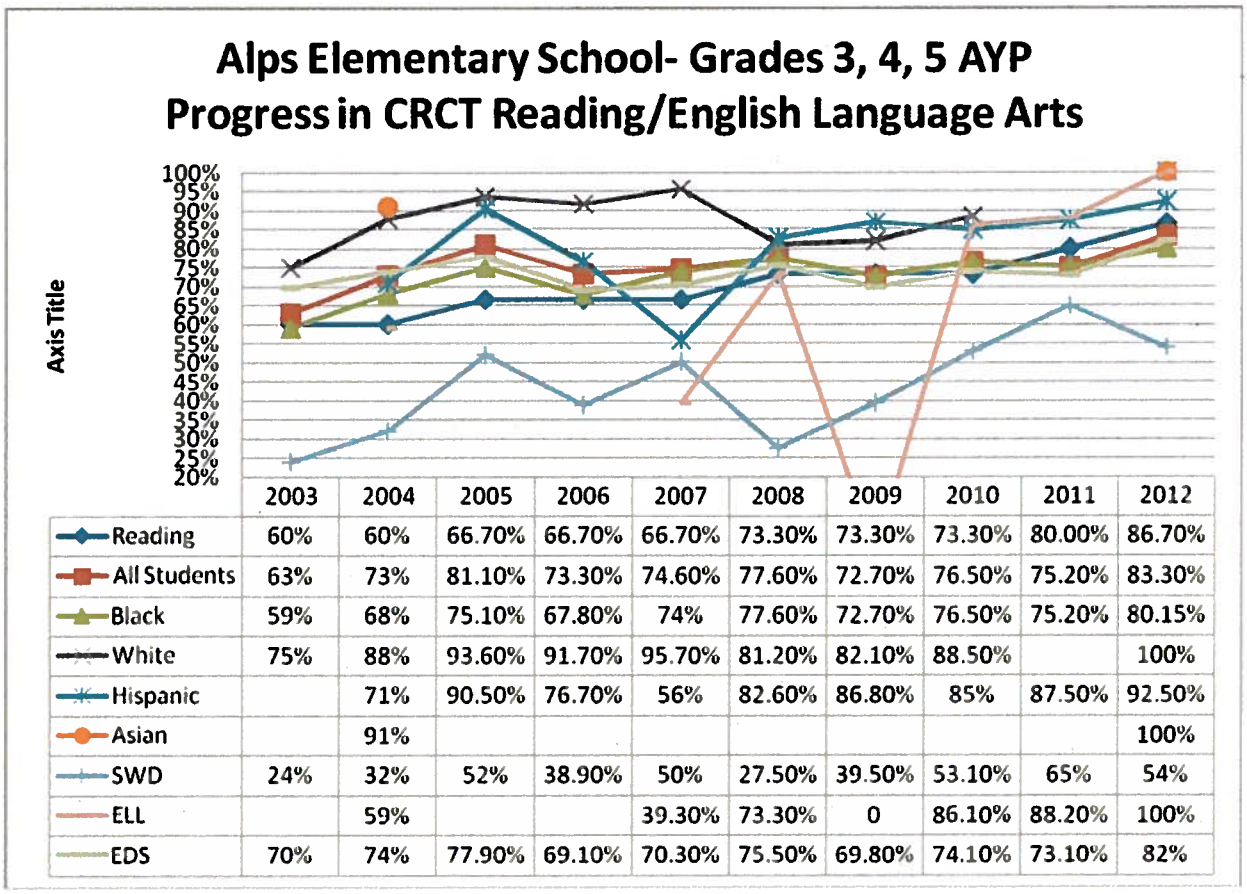
IV. Analysis and Identification of Student and Teacher Data

A. Choose appropriate applicant grade levels

- **School Student CRCT Data**

The CRCT data for 3-5th grade students is shown in Chart A below. The chart and table presents the disaggregated, historical CRCT assessment results in the area of ELA from years 2003-2012 by subgroups. In 2011, 24.8% of our students in grades 3-5 did not meet standards in reading/language arts. In 2012, the percentage of students passing the reading/language arts CRCT increased by approximately 8%. Regardless of the gain, we still had approximately 17 % of our students not meeting standards in reading/language arts in 2012.

Chart A



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Reading	60%	60%	66.70%	66.70%	66.70%	73.30%	73.30%	73.30%	80.00%	86.70%
All Students	63%	73%	81.10%	73.30%	74.60%	77.60%	72.70%	76.50%	75.20%	83.30%
Black	59%	68%	75.10%	67.80%	74%	77.60%	72.70%	76.50%	75.20%	80.15%
White	75%	88%	93.60%	91.70%	95.70%	81.20%	82.10%	88.50%		100%
Hispanic		71%	90.50%	76.70%	56%	82.60%	86.80%	85%	87.50%	92.50%
Asian		91%								100%
SWD	24%	32%	52%	38.90%	50%	27.50%	39.50%	53.10%	65%	54%
ELL		59%			39.30%	73.30%	0	86.10%	88.20%	100%
EDS	70%	74%	77.90%	69.10%	70.30%	75.50%	69.80%	74.10%	73.10%	82%

In 2012, 15% of third graders, 25% of fourth graders, and 12% of fifth graders did not meet standards on the 2012 Criterion-Referenced Competency Test (CRCT) in reading/language arts. Students in grades 3– 5 scored below the school district average on the reading and language arts portions of the spring 2012 CRCT.

- **Georgia Writing Assessment (5)**

Fifth grade students also take the state writing test. For the 2012 school year, 29% of our students did not meet standards on the state writing assessment. Although our writing scores increased 8% from 2011-2012 school year, our results are still 9% below the state average.

B. Disaggregation of Data in Subgroups

Chart A shows disaggregated subgroup data from years 2003-2012. Historically, our 3 lowest performing subgroups are Black Students, Economically Disadvantaged Students (EDS), and Students with Disabilities (SWD). In 2012, 21% of the subgroup of Black students did not meet standards in reading. Further analysis shows that 21% of Black 3rd graders, 31% of Black 4th graders, 14% of Black 5th graders did not meet standards in reading. In 2012, 18.5 % of the subgroup of EDS did not meet standards in reading. Further analysis shows that 16.4% of EDS 3rd graders, 27.5% of EDS 4th graders, and 12.9% of EDS 5th graders did not meet standards in reading. In 2012, 50% of the subgroup of SWD at Alps did not meet standards in reading. Further analysis shows that 66.7% of SWD 3rd graders, 66.7% of SWD 4th graders, and 16.7% of SWD 5th graders did not meet standards in reading.

C. Identifies strengths and weaknesses based on prescribed assessments

Strengths	Weaknesses
• The percentage of students meeting standards on the CRCT in reading/language arts increased 8% in 2012. • The percentage of students meeting standards on the 5th grade writing test increased by 8% in 2012 • In the 2011-2012 school year, 96% of our Kindergarten students were reading on grade level.	• 17% of our students in grades 3-5 did not meet standards on the CRCT in reading/language arts in 2012. • In the 2011-2012 school years, 5th grade writing test scores were 3% below the district average and 9% below the state average. • At the end of the 2011-2012 school year, 25% of K-5 students at Alps were reading below grade level.

D. Data for all teachers including CTAE, Spec. Ed and media

The data included throughout this section represents all teachers at Alps including special education and the media specialist. We do not have a CTAE teacher.

E. Teacher Retention Data

Currently, Alps Road Elementary School has 29 teachers of which 76% were retained from the previous school year. 20 teachers on staff hold advanced degrees.

F. Develops goals and objectives based on formative and summative assessments

We develop goals and objectives for student achievement using our formative and summative data. For example, grade level teams actively engage in the Data Team Cycle and analyze and use pre/post test data to plan and change instruction. Universal Screener data is utilized to determine if students are in need of interventions and what type of intervention to select. With the addition of the SRCL grant, we will continue to use universal screeners, diagnostic, formative, and summative data to determine which research based strategies will address the tiered needs of students.

G. Includes additional district prescribed data such as universal screeners, formative and summative benchmark data as well as diagnostic literacy assessment

Universal Screener Data

Reading Fluency: Voyager Universal Screener (RCT) 2011-2012

Table 1

Grade	BM1 (August)			BM2 (December)			BM3 (May)			Key
	S	E	OT	S	E	OT	S	E	OT	
1st	N/A	N/A	N/A	0	28% 19	71% 48	2% 1	14% 9	85% 55	OT: On Track E: Emerging S: Struggling
2nd	37% 19	14% 8	49% 26	46% 25	19% 10	35% 19	28% 15	32% 17	40% 21	
3rd	37% 23	36% 23	27% 18	27% 14	37% 23	40% 25	30% 17	44% 25	26% 15	
4th	28% 16	19% 10	53% 30	23% 13	29% 19	48% 27	28% 16	18% 10	54% 31	
5th	41% 27	21% 14	38% 26	40% 27	22% 15	37% 25	28% 18	14% 21	51% 33	

Over 25% of students in grades 2-5 were identified as "struggling" according to 2011-2012 Universal Screener data from each Benchmark Period.

Formative Benchmark Data

Quarter One Reading Benchmark Data 2009-2012

Table 2

Grade	2009-2010	2010-2011	2011-2012	2012-2013
	1st Quarter	1st Quarter	1st Quarter	1st Quarter
3	63.10%	67.97%	68.97%	52.19%
4	61.85%	58.33%	64.82%	53.54%
5	50.27%	47.92%	56.90%	58.09%

On the reading Benchmark for 1st quarter of the 2012-2013 school year, the average score in grades 3-5 was below 60% as shown above in Table 2.

IV. Analysis and Identification of Student and Teacher Data

Summative Benchmark Data

Scantron Norm Referenced Test 2012 Reading: National Percentile Rankings by Grade

Table 3

Scantron NRT	Grade 2	Grade 3	Grade 4	Grade 5
Alps Road Elementary	49	26	22	26

Scantron Norm Referenced Test 2012 Language Arts: National Percentile Rankings by Grade

Table 4

Scantron NRT	Grade 2	Grade 3	Grade 4	Grade 5
Alps Road Elementary	32	32	30	27

On the 2012 Scantron Performance Series Norm Referenced Test all student groups in grades 2-5 scored below the 50th percentile ranking, as shown in the above Tables 3 and 4.

Diagnostic Literacy Assessment

Percentage of Students NOT reading on grade level at the end of 2011-2012

Table 5

2011-2012	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Alps Road Elementary	4.3%	18.5%	37%	25%	35.7%	29.7%

Table 5 shows the percentage of students not reading on grade level at the end of the school year 2011-2012 according to our diagnostic literacy assessment data. These percentages show a steady decline in the number of grade level proficient readers from grades K - 2, and also show that over 25% of readers in grades 3-5 are reading below grade level.

H. Teacher participation in professional learning communities or on-going professional learning at the school

All teachers participate in professional learning communities on a weekly basis where teachers unpack standards, develop common formative assessments, and discuss best instructional practices. The data team process is also conducted weekly which enables teams to analyze grade-level and classroom data to inform instruction. The weekly professional learning is facilitated by the Instructional Coach and Principal. The details of professional learning are outlined in the section titled "Professional Learning Strategies Identified on the Basis of Documented Need".

V. Project Plan-Procedures, Goals, Objectives and Support

A. Project goals related to identified needs

Goal 1: Identify at-risk students and provide appropriate interventions by implementing a comprehensive assessment tool for K-5 literacy screening and diagnostic assessment(Georgia Literacy Plan(GLP),The Why,5.A.5)

Goal 2: Provide a variety of resources, intentional strategies and opportunities to motivate students to read and write in the content areas(GLP-The Why, 3.C.2).

Goal 3: Implement an early literacy program that provides the five essential components of effective early reading instruction in order to ensure students are reading on grade level by the end of grade three(GLP-The Why,3.B).

Goal 4: Provide on-going professional learning for all staff in process and content standards to determine learning priorities, to apply research best practices, to use learning strategies including technology, to deepen content knowledge, to provide research-based instructional strategies, to prepare teachers to use various types of assessments appropriately, and to provide skills to involve families appropriately(GLP-The Why, 7.B 2-3).

B. Project objectives related to implementing identified goals

- **Goal 1 objectives**: Routinely screen K-5 students in skills critical to literacy; administer diagnostic assessment to students demonstrating problems during screening to guide instruction. (GLP-The Why,5.A.5c-d)

- **Goal 2 objectives**: Increase motivation in adolescents, a component of reading associated with improved outcomes. Provide direct, explicit comprehension instruction; embedded in content; build motivation to read; involve students in collaborative learning involving interacting with one another; provide diverse texts, intensive writing (GLP-The Why,2.C), and a technology component(GLP-The Why, 3.C1 & 2; The What,section 8.A,p 18).

- **Goal 3 objectives**: Provide a high quality early literacy experience that is systematic and explicit to prevent reading difficulties and lay the foundation for future academic success, including hands on experiences to increase background knowledge and vocabulary(GLP-The What,section 1 p6,section 4A,section 9,p19).

- **Goal 4 objectives**: All teachers will participate in professional learning in the use of scientifically research-based programs, assessments, technology, and instructional strategies.

C. The goals and objectives measurable either formatively or summatively.

Formative /Summative Measures	Goals
DIBELS Next	**1, 2, 3**
Phonics Inventory	**1, 2, 3**
Voyager Diagnostics	**1, 2, 3**
Teacher/Observation/Walkthrough Data	**2, 3, 4**
Bench marks	**1, 2, 3**
Rigby Running Records	**3**
PL Implementation Rubric	**4**
PL Feedback Data	**4**
GKIDS	**1, 2, 3, 4**
CRCT	**1, 2, 3, 4**
Teacher Evaluation	**2, 3, 4**

D. Shows students in elementary will receive at least 90 minutes of tiered instruction

The instructional day begins at 7:50 and ends at 2:40. Grade levels have 30 minutes for lunch and 15 minutes for recess. Art, Music, and PE are 45 minutes. K-5 has 45-50 minutes of extended learning time. All ELA blocks are 100-170 minutes (K-2 130-170).

TIER	Students who are in **Tiers I, II, III, and IV** receive a variety of interventions.
I	Computer Interventions Small,Flexible Group Instruction CCGPS instruction Universal screeners CCGPS Differentiated instruction
II	Computer Interventions Voyager Passport Direct Instruction Headsprout Small Group Instruction (2-3 days) Extended Day Instruction Frequent progress monitoring
III	Computerized Interventions ELT small Group Instruction (4 days/week) Extended Day Instruction More Frequent Progress Monitoring
IV	AM Computerized Interventions - EXC, ESOL, ELT Pull-out Instruction - EXC,ESOL Direct & Collaborative Core Instruction Gifted, EXC, ESOL Renzulli, Projects, Instructional Strategies

Tiered Instruction

Tier I Core classroom instruction includes whole class and flexible, differentiated small group instruction so that 80% or more of the students are successful in mastering the standards. Interventions are used to respond to students' needs.

Tier II Core classroom instruction along with interventions is provided for students who are not performing at expected levels based ELA assessments.

Tier III Core classroom instruction along with interventions is provided for students not responding to Tiers I-II. Tier III interventions are delivered individually or in small groups using research-based strategies or programs.

Tier IV These services address student needs for advanced content, gifted pullout, remediation, or acceleration with support of SPED,EIP,ESOL,and Gifted teachers.

E. Application provides an RTI model

The RTI model is described above in section D. Further, our RTI schedule allows for students to receive additional tiered interventions before school, during the extended learning intervention block, and after school.

F. Application is inclusive of all teachers and students in school

Personnel	Tiers	Time/Strategies	Strategies
All Classroom Teachers Co-Teachers: • EIP • Gifted • Special Education Academic Interventionist Paraprofessionals	I, II and III	• Instructional Time • Collaborative Teaching • ELT • After School	• Differentiation/ Small Flexible • Grouping • Computer Interventions • Core Instruction • Universal screeners • CCGPS and differentiated instruction • ELT small group(4 days/week) • Longer term intervention • Frequent progress monitoring • AM Computerized Interventions • Extended Day Instruction
	IV	• Instructional time	• Individualized instruction

		• Collaborative Teaching • Direct Instruction	w/specialized programs • AM Computerized Interventions • Differentiation/Flexible Small groups • More frequent progress-monitoring • Voyager Passport Direct Instruction • Headsprout • Small group instruction(2-3 days) • Extended Day Instruction(EXC, ESOL) • Pull-out Instruction(EXC, ESOL, Gifted) • CCGPS Instruction • Renzulli • Projects • Instructional Strategies

G. Considers practices already in place when determining goals/objectives

Universal screeners and diagnostic assessments are in place but not for all grade levels. Interventions and instructional strategies are in place at all grade levels, however, they are not consistent between or across grade levels. The CCGPS in ELA are taught. Further professional learning on the standards, assessments, instructional strategies and targeted interventions is needed.

H. Goals to be funded with other sources

1. ELA data team training
2. Professional learning in our current computer interventions
3. Professional learning for engaging all students in daily literary assessment and instruction

I. Details sample schedule by grade level indicating a tiered instructional schedule with appropriate interventions

			AM Lab		
Kindergarten	**1st**	**2nd**	**3rd**	**4th**	**5th**
7:50-10:10 ELA	7:50-10:00 ELA	7:50-10:00 ELA	7:50-8:50 MATH	7:50-8:40 SCIENCE	7:50-9:35 ELA
				8:40 - 9:40 MATH	
	10:00-11:00 MATH	10:00-10:45 ELT	9:35-11:30 ELA		9:35-10:35 MATH
10:10-10:55 ELT				10:25-11:15 SS	
11:05-12:05 MATH				11:15-11:45 ELA	11:20-12:10 ELT
	11:55-12:25 SS/SCI		12:15-1:00 ELT		12:10-12:30 SS
	12:25-1:05 ELA	12:30-1:40 MATH		12:30-1:40 ELA	
	1:05-1:50 ELT		1:00-1:45 SCIENCE		
1:30-2:00 ELA		1:40-2:35 SS/SCI		1:40-2:30 ELT	1:15-1:45 SS
2:00-2:30 SS/SCI			1:45-2:35 SS		1:45-2:35 SCIENCE
			After School		

Tiers I-IV
Computer Interventions
Small Group
Specialized/Direct Instruction

J. References the researched-based practices in "What" and "Why" document as a guide for establishing goals and objectives

Goal 1: Universal screeners are necessary to identify which students need assistance and should accurately identify at-risk students, should not be expensive or time consuming to implement, and must result in timely and effective interventions. Kindergarten screeners should include phonological awareness, alphabet knowledge, word concept and letter-sound correspondence. Grade 1 screeners should include word identification fluency(WIF). Grade 2 should add oral reading fluency(ORF) to the WIF. Grade 3 should include ORF, as well as grades 4-5 adding a comprehension screener. Following the screener, more comprehensive diagnostic assessments should be conducted to identify specific student-by-student skill weaknesses(GLP-The Why,5.A.5-b,c,d).

Goal 2: Provide students with a quality learning environment. Students need a variety of reading materials, time to read self-selected texts with an awareness of Lexile levels, and opportunities to discuss. Teachers need to use research-based literacy strategies, provide literacy-rich, content-area reading, provide frequent assessment, and quality instruction(GLP-The What, section 4C, section 9 A-F;GLP-The Why,3C1& 2).

Goal 3: Early, high-quality instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension must be provided(GLP-The Why3B).

Goal 4: Substantiated academic growth will occur when professionals receive ongoing, targeted professional learning(GLP-The Why,7B) that enables teachers to: study student work and data to plan for instruction and intervention on an individual student level; build knowledge of key literacy components; and deliver engaging instruction that promotes active learning(GLP-The What,section-7B).

VI. Assessment/Data Analysis Plan

A. A detailed listing of the school's current assessment protocol

When	Assessment
August, December, May	Scored Writing Samples (K-2)
August	Scantron Norm Referenced ELA Assessment (2-5)
September, December, May	DORF Reading Fluency (Grades 2-5 three times a year and Grade 1 two times a year)
September, December, March, May	Quarterly Literacy Assessments: reading level (K-5), scored writing sample (3-5), sight words (1-2), spelling inventory (1-2)
October, December, March	Quarterly ELA Benchmark (3-5)
August, November, January, May	Phonemic Awareness screener (K)
October, December, March, May	Quarterly GKIDS ELA Assessments (K)
December, April	Comprehensive ELA Benchmark (1-2)
February	ACCESS testing for ELLs
March	Writing Test (3, 5)
April	CRCT (3-5)
Quarterly	Teacher Made Standards Based Assessments Pre/Post (K-5)

B. Comparison of the current protocol with the SRCL Assessment Plan

Currently, our district requires the DORF Reading Fluency 3 times per year in grades 2-5 and 1 time per year in grade 1. This aligns with the SRCL Assessment Plan. However, beginning next school year, we will assess using all components of DIBELS Next in grades K-5 and follow the assessment protocols with fidelity. Currently, our district only requires 1 reading passage per student, without the DORF retelling component. Currently, DORF is the only component of DIBELS Next used in our building. Beginning next school year, we will use an IPI and DIBELS Next progress monitoring tools for students who are identified as "intensive" and "strategic" on the DIBELS Next benchmark assessments. We will use the results of the DIBELS Next benchmarks, the IPI and the DIBELS Next progress monitoring to plan appropriate differentiated instruction and interventions for "intensive" and "strategic" students. In kindergarten, we

currently give a Phonemic Awareness Screener to all students to plan for reading interventions. We progress monitor with the same screener bi-monthly for struggling students and quarterly for all other students. Next school year, we will only give the screener to students who are "intensive" or "strategic" as indicated by the DIBELS Next benchmarks. We currently give the CRCT one time per year, as indicated on the SRCL Assessment Plan.

C. A brief narrative or table detailing how the new assessments will be implemented into the current assessment schedule

Changes to the current assessment schedule are indicated with bold print.

When	Assessment
August, December, May	Scored Writing Samples (K-2)
August	Scantron Norm Referenced ELA Assessment (2-5)
September, December, May	**DIBELS Next Benchmarks (K-5)**
September, December, May	**IPI (1-5)**
September, December, May	**Phonemic Awareness screener (K)**
September, December, March, May	Quarterly Literacy Assessments: reading level (K-5), scored writing sample (3-5), sight words (1-2), spelling inventory (1-2)
October, December, March	Quarterly ELA Benchmark (3-5)
October, December, March, May	Quarterly GKIDS ELA Assessments (K)
December, April	Comprehensive ELA Benchmark (1-2)
February	ACCESS testing for ELLs
March	Writing Test (3, 5)
April	CRCT (3-5)
Quarterly	Teacher Made Standards Based Assessments Pre/Post (K-5)

D. A narrative or table detailing current assessments that might be discontinued as a result of the implementation of SRCL

We will discontinue using the Phonemic Awareness screener for all students four times per year. Instead, we will use DIBELS Next data to determine which students need the screener as give it as diagnostic tool to help determine appropriate differentiated instruction and interventions.

E. A listing of professional learning needs that teachers will need to implement any new assessments

- DIBELS Next Training (including using results to determine next steps)
- Using diagnostic screeners to plan for differentiated instruction and plan interventions for students.
- Developing formative assessments that match the rigor of the CCGPS (including using technology for assessments) and using the data to plan for differentiated instruction
- Understanding and applying Lexile levels provided by CRCT to select materials for students literacy needs. (Although the CRCT is not a new assessment, using the reported Lexile levels *is* new for Alps, and all teachers and leadership will need training.)

F. A brief narrative on how data is presented to parents and stakeholders

Alps shares school wide data reports with the parents and stakeholders at Annual Title I meetings, school council meetings, and family engagement events. We share individual student data with parents at parent teacher conferences. Clarke County School District Website has a "performance" tab where summative data is reported. In the future, we will use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (GLP-The How, 3B). For example, we plan on printing and providing parents an easily interpreted graph of their child's DIBELS Next data.

G. A description of how the data will be used to develop instructional strategies as well as determine materials and need

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

All students and teachers at Alps already set goals for reading. We can use DIBELS Next scores to help students and teachers set goals that are specific and realistic. Teachers can then differentiate instructional strategies to help students meet these goals.

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

At Alps, we currently have grade level data teams which meet weekly to review data and adjust Tier I instruction; however, classroom teachers do not have a system for looking at data to plan

interventions. In the context of the weekly data meetings, teachers will analyze the DIBELS Next and diagnostic data to plan for intervention time. Using the IPI (grades 1-5) and the phonemic awareness screener (K) will allow us to pinpoint the exact needs of students and intervene to meet their specific needs. At Alps, we are a part of the Governor's Initiative to have all students reading on grade level by the end of third grade. We have recently begun the process of testing our struggling students with the IPI and using differentiated materials based on the assessment. As teachers become more familiar with the diagnostic tools, they will be able to plan interventions that meet the specific needs of students.

- **Identify and purchase assessment and intervention materials aligned with students' needs (GLP-The How, 3A).**

We will use assessment data to determine students' needs and materials purchased. For example, according to the results of the Primary Spelling Inventory (grades 1-2), and the results of the IPI (given recently to struggling students in grades 1-3), it is clear that Alps needs to purchase materials for explicit phonics Tier I instruction and phonics interventions.

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

The Alps Literacy Team will develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom-based), designating persons responsible (GLP-The How 3B). The Literacy Team will be trained in January, 2013 on administering the DIBELS Next benchmark assessment. The Literacy Team will conduct all DIBELS Next benchmark assessments. Since the literacy team consists of administrators, EIP teachers and the literacy coach, the assessment will be given by pulling students from the regular classroom. All other teachers will be trained in May, 2013 on how to administer the DIBELS Next assessment, and they will progress monitor based on the assessment calendar. The diagnostic tools (IPI and phonemic awareness screeners) will be given by the classroom teachers, resource teachers, and the literacy coach. Diagnostic screeners (3 X per year) and progress monitoring (minimum of 2 Xs per month) will be conducted during Extended Learning Time (ELT).

VII. Resources, Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

A. A list of resources needed to implement the Literacy Plan including student engagement.

- Literacy Instruction Checklist
- Core literacy instructional program materials for K-5
- Books for classroom libraries
- Rich assortment of content area literary and informational texts for media center and classrooms
- Literary and informational books to engage all students with a specific focus on the interests of boys (e.g., sports)
- Writing instructional resources (e.g., *Write from the Beginning and Beyond*)
- Software and hardware to support electronic literacy materials
- Researched based literacy materials
- K-5 literacy manipulative sets for K-5 classrooms
- Professional learning on
    - Administering assessments with fidelity and effectively determining instruction based on data
    - Research-based instructional strategies and use of rubrics
    - Explicit instructional strategies to teach text structures, vocabulary, and student background knowledge, all of which are needed to promote student successes in each subject area
    - Direct and explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area
    - Writing resource (e.g., *Write from the Beginning and Beyond*)
- Professional learning materials for staff
- Stipends to cover professional learning
- Travel expenses for conferences
- Substitutes for release time for teacher collaboration and school-day professional learning
- Funding for consultants
- Intervention data collection, materials, and technology for implementation
- Fund, schedule, and train providers to implement interventions
- Professional learning for interventionists on:
    - Use of supplemental and intervention materials
    - Diagnosis of reading difficulties
    - Direct and explicit instructional strategies to address difficulties, charting data, and graphing progress
- Literacy coach
- Extended day program for struggling readers

VII. Resources, Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

A. A list of activities that support literacy intervention programs

- Effective literacy activities (K-2)
  - Phonemic awareness
  - Letter/sound relationship
  - Letter identification
  - Phonics
  - Fluency
  - High frequency word base
  - Vocabulary
  - Comprehension
  - Intensive and individualized interventions for struggling readers provided by trained specialists

- Effective literacy activities (3-5)
  - Explicit vocabulary instruction
  - Direct and explicit comprehension strategy instruction
  - Extended discussion of text meaning and interpretation
  - Increased motivation and engagement in literacy learning
  - Intensive and individualized interventions for struggling readers provided by trained specialists

B. A list of shared resources available at each building

- Leveled readers
- Flip camera
- Digital cameras (5)
- Sound system
- Smart document cameras (3)
- Computer lab
- Software
- iPad
- Wii
- iPod touches (3)
- Audiobooks
- SMART response clickers (2)
- Wifi network broadband Internet access
- Storytown Strategic Intervention Materials
- Passport Reading

C. A general list of library resources or a description of the library as equipped

Our collection contains 10,937 copies, many of which are in need of repair and/or are outdated. In recent years, the focus has been on aligning our collection to the GPS, with a particular focus on weather, animals, and social studies books. Last year, the focus was on updating our collection and purchasing high interest fiction and non-fiction as well as graphic novels, biographies, and high interest/low level books. This year, our goal is to purchase high interest literary and informational books to support the CCGPS.

COLLECTIONS	PERCENTAGES
Biography	5.01%
Easy	26.35%
Fiction	23.04%
Non-Fiction	34.10%
Generalities	0.32%
Philosophy & Psychology	0.22%
Religion	0.41%
Social Sciences	6.97%
Language	0.68%
Natural Sciences	11.66%
Tech. & Applied Sciences	3.02%
Arts and Recreation	2.26%
Literature & Rhetoric	1.60%
Geography & History	6.95%
Reference	3.42%
Professional	6.49%
Graphic Novels	0.73%

D. A list of activities that support classroom practices

- Instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension
- Word-level, vocabulary and oral language skills
- Broad conceptual knowledge and abilities required to comprehend text
- Motivation to understand and work toward academic goals
- Text-based collaborative learning and extended time for literacy
- Strategic tutoring, diverse texts and intensive writing in content areas
- A technology component used as a tool for literacy instruction

- Long term, on-going professional learning
- On-going formative and summative assessments of students and programs

E. A list of additional strategies needed to support student success

- Teach students how to:
  - Use reading comprehension strategies
  - Identify and navigate text structures most common to a particular content area (e.g., social studies, cause and affect; science, problem/solution)
  - Use literary texts across all content areas
  - Use informational texts in language arts classes
  - Support opinions with reasons and information
  - Determine author bias or point of view
  - Write (narrative, argument, and informational) in all subject areas
  - Infuse all types of literacy throughout the day
  - Conduct short research projects using several sources.
  - Have focused, high quality discussion on the meaning of text
- Instruct teachers how to
  - Select text purposefully to support comprehension development.
  - Select text complexity appropriate to grade levels
  - Select text adjusted to the needs of individual students
  - Establish an engaging and motivating context to teach reading comprehension.

F. A general list of current classroom resources for each classroom in the school

- Smartboard
- Projector
- Desktop computers (2-3)
- Storytown literacy resources and leveled readers (3-5)
- Rigby literacy resources and Big Books
- WriteSource (1-5)
- Listening Centers (K-5)

G. A clear alignment plan for SRCL and all other funding

Resources, Strategies, and Materials	Existing Funding Resources	Striving Readers Funding Will Provide
Professional Learning	QBE; Title I, Part A; Title II, Part A; Title III (ESL); Title VI, Part B; IDEA Pre-School	Literacy professional learning; Consultant fees; Conferences; Stipends

Instructional Technology	SPLOST IV; Title II, Part D	Technology
Literacy Materials	QBE; Title I, Part A	Literacy materials for intense acceleration
RTI-Literacy Materials	QBE; Title I, Part A	Literacy materials for remediation and acceleration
Literacy Assessments	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B (SWD); IDEA, Pre-School (SWD)	Comprehensive literacy assessments
Family Engagement	QBE; Title I, Part A; Title III, Title IV, Part B, IDEA, Part B (SWD)	Books for families and students to take home; Hand held devices; Extended library hours staff
Summer Literacy Program	Title I; QBE; IDEA, Part B	Extended Year Program
Field Trips	Title I; QBE; IDEA, Part B	Field trips with literacy emphases
After School Program	Title I; QBE; IDEA, Part B	Extended Day Program
Print Materials	Title I, Part A,; QBE	Library print materials for classrooms, and professional learning

H. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

Students will have access to technology which will engage and motivate them in ways we currently cannot do. Having access to technology will provide students with increased opportunities to act on information and demonstrate understanding in multiple ways. Students will have universal access to:

- Graphic organizers, word prediction and text-to-speech tools while writing
- Auditory and organizing supports while researching
- A range of tools to create multimedia projects.

With increased access to a range of applications, students can engage in digital storytelling and create podcasts, video journals, and animations. The SRCL Grant funding will allow Alps to include K-5 resources, materials, and additional components

of professional development that, otherwise, would not be possible. The funding will allow for a smooth CCGPS implementation, additional interventions, and a strong K-2 early literacy program. Added technology will allow us to offer parents and families opportunities to participate in technology training.

VIII. Professional Learning Strategies Identified on the Basis of Documented Need

A. A table indicating professional learning activities that staff have attended in the past year

In 2011-2012 the instructional staff attended Professional Learning (PL) activities that directly related to the literacy initiatives in the School Improvement Plan. In the future, the PL activities will directly relate to the literacy initiatives identified in the SRCL grant.

Topic/Focus/ Purpose	Date/Time	Participants	Facilitator/Provider	Delivery Format
Guided Reading	Aug 1, 2012 (2 hours)	K-5 teachers	Instructional Coach	Workshop
RTI Including Voyager and Success Maker	Aug 2, 2011 (1 hour) Aug 6, 2012 (1 hour)	PK-5 teachers	Principal Assistant Principal	Workshop
Data Summit	Aug 3, 2011 (1 hour) June 6, 2012 (1 hour) Oct. 31, 2012 (30 min)	PK-5 teachers	Principal Assistant Principal	Workshop
Writing Framework	Aug 3, 2011 (1 hour) Oct 3, 2011 (45 min) Nov 2, 2011 (45 min)	3-5 teachers	CCSD ELA Coach	Workshop Follow-up; Professional Learning during planning
Technology	Sept 6, 2011 (2.5hours)	PK-5 teachers	Media Specialist, Instructional Coach CCSD Technology Specialist	Workshop
Co-Teaching	Aug 29, 2011 (45 min) Sept 12, 2011 (45min)	K-5 teachers	Consultant	Professional Learning during planning; Observations and

VIII. Professional Learning Strategies Identified on the Basis of Documented Need

	Oct 24, 2011 (45 min) Nov 7, 2011 (45 min)			debriefing during planning
Vocabulary Strategies	Sept 22, 2011 (45 min) Nov 30, 2011 (45 min) Dec 3, 2012 (60 min)	PK-5 teachers	Instructional Coach, classroom teachers RESA trainer	Workshops
Higher Order Thinking Strategies	Jan 18, 2012 (30 min) April 4, 2012 (30 min) Nov 8, 2012 (30 min)	K-5 and Specials Teachers	CCSD Gifted Specialist	Professional Learning during planning
Renzulli Training	Jan 31, 2012 (30 min) March 19, 2012 (30 min)	2-5 Teachers	Gifted teacher	Professional Learning during planning
Science Notebooking/ Journaling	Sept 6, 2012 (30 min) Oct 3, 2012 (30 min) Dec 5, 2012 (30 min)	K-5 Teachers	CCSD Science Coach	Professional Learning during Planning
Phonemic Awareness	Sept 12, 2012 (45 min) Nov 14, 2012 (45 min)	K Teachers	Instructional Coach	Professional Learning during planning
Data Team	Sept 4, 2012 (6 hours)	Team Leaders	District Director of Assessment	Workshop

B. The % of staff attending professional learning

100 % of instructional staff attended literacy related professional learning.

VIII. Professional Learning Strategies Identified on the Basis of Documented Need

C. A detailed list of on-going professional learning

All of the Professional Learning topics listed below are on-going and have been scheduled to continue through the current school year.

Topic/Purpose/Focus	Dates	Participants	Facilitator/Provider	Format
Strategies for teaching writing (including writing across the curriculum)	Aug 2011-Nov 2012	K-5 teachers	CCSD ELA Coach Instructional Coach consultant	Workshop Professional Learning During Planning
Thinking Maps	Aug 2010-Nov 2012	PreK-5 teachers, specials teachers	CCSD ELA Coach Instructional Coach	Workshop Professional Learning During Planning
ELA Common Core Georgia Performance Standards	Feb 2012-Nov 2012	K-5 teachers	CCSD ELA Coach Instructional Coach RESA Trainers	Workshop Professional Learning During Planning
Higher Order Thinking	Jan 2012-Nov 2012	K-5 teachers	CCSD Gifted Specialist	Professional Learning during planning
Rigor and Relevance (New Bloom's)	Aug 2011-Nov 2012	K-5 teachers	RESA Trainer	Workshop Professional Learning During Planning

D. The programmatic professional learning needs identified in the Needs Assessment

- Integrate literacy into all subjects
- Integrate literacy in the CCGPS
- Integrate academic vocabulary
- Create and implement assessments
- Direct explicit instructional strategies that build students understanding of literacy.

VIII. Professional Learning Strategies Identified on the Basis of Documented Need

E. The applicant details the process to determine if professional development was adequate and effective

The current processes to determine adequate development is effective and are as follows:

- Professional learning feedback forms are filled out by all participants.
- Summative and formative assessment data, as well as building and district walkthrough data, are used as starting points to determine needs for professional learning.
- Checklists for walk-throughs are based on professional learning goals.
- The process of analyzing student work to look for evidence of student learning tied to professional learning has begun.

F. The professional learning plan is detailed and targeted to stated goals and objectives outlined in the Literacy Plan

Topic/Purpose/Focus	Participants	Facilitator/Provider	Format	Goals and Objectives Targeted in Literacy Plan	Project Goal #
DIBELS training	K-5 teachers	Reading Mentor	Workshop	Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording.	Project Goals 1, 4
Reading Comprehension Strategies/ Strategies for Teaching Text Structures in the Content Areas	K-5 teachers	Instructional Coach	Workshop	Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area.	Project Goals 2, 3, 4

VIII. Professional Learning Strategies Identified on the Basis of Documented Need

ELA CCGPS-Text Complexity	K-5 teachers	Instructional Coach RESA trainers	Workshop Collaborative Planning	Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within the CCGPS.	Project Goals 2, 4
Common Systematic Procedure for Teaching Academic Vocabulary in All Subjects	K-5 Teachers, specials teachers	Instructional Coach Consultant	Workshop Modeling	Require the teaching of academic vocabulary in all subjects using a systematic process.	Project Goals 2, 3, 4
Writing in the Content Areas	K-5 Teachers	Instructional Coach District Science Coach	Workshop Collaborative Planning Modeling	Provide professional learning on best practices in writing instruction in all subject areas.	Project Goals 2, 4
Strategies for Teaching Writing (including use of rubrics to improve literacy instruction)	K-5 Teachers	Instructional Coach Consultant	Workshop Collaborative Planning Modeling	Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.	Project Goals 2, 4

VIII. Professional Learning Strategies Identified on the Basis of Documented Need

ELA CCGPS-Developing formative assessments that utilize a variety of formats and match the rigor of the standards	K-5 Teachers	Instructional Coach RESA trainers	Workshop Collaborative Planning	Develop school-wide, classroom-based formative assessments to assess efficacy of classroom instruction.	Project Goal 4
Core Reading Program	K-5 Teachers	Instructional Coach Trainer from Publisher	Workshop	Provide training to all pertinent staff in the use of the core program.	Project Goals 2,3,4
Engagement Strategies	K-5 Teachers	Instructional Coach	Workshop Modeling	Teachers should be made to understand the need for strategies to increase student interest and engagement.	Project Goals 2,4
Direct Instruction (Including strategies to teach word identification, vocabulary and comprehension)	K-5 Teachers	Instructional Coach	Collaborative Planning Modeling	Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area	Project Goals 3, 4

VIII. Professional Learning Strategies Identified on the Basis of Documented Need

Differentiated Instruction	K-5 Teachers	Instructional Coach Reading Mentor	Workshop Collaborative Planning Modeling	Plan and provide a model of professional learning on differentiated instructional options for literacy assignments	Project Goals 1, 2, 3, 4

G. There is a method of measuring effectiveness of professional learning that can be tied back to the goals and objectives

The ultimate measure of the effectiveness of professional learning will be student data. Effective professional learning is linked to higher student achievement (Georgia Literacy Plan (GLP), The Why, 7). We know, however, that it may take time to see a positive shift in student data. The expectations for change need to be tempered with the recognition that change is difficult and takes time (GLP-The Why, 7.A).

Other means of measuring effectiveness of professional learning are:

- Observe teachers using the Georgia Literacy Instruction Observation Checklist three times per year. If professional learning is effective, the features of effective instruction will be observed more and more frequently throughout the school year. The checklist aligns to the goals and objectives stated in our Literacy Plan.
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs (GLP-The How, 2012).
- Implement professional learning rubric aligned to goals and objectives.

IX. Project Plan-Procedures, Goals, Objectives and Support

A. **Clear plan for extending assessments protocol beyond the grant.**

See Section C

B. **Plan for developing community partnerships and/or other sources to assist with funding of initiatives requiring yearly cost commitment.**

Alps Elementary currently has Partners in Education (PIE), a partnership between businesses or civic organizations and school. PIE supplement teaching by sponsoring activities like field trips, displays, or outside speakers. PIE will serve on the Literacy Board. PIE and the Literacy Board will continue after the life of the grant.

C. **Clear, detailed plan discussing sustainability, addressing plans for expanding lessons learned, extending the assessment protocols, training for new system employees, maintaining technology and on-going professional learning practices beyond the life of the grant**

- **Extending and expanding lessons learned (F/H)**

We will extend lessons learned by developing a library of professional books, journals, and online sources(GLP-The How, p.40). We will provide families access to resources that differentiate support for students(GLP-The How, p.39) in order to expand learning into homes. We will use classroom observations/videotaping to identify and support individual teachers with follow-up coaching, conferencing, and mentoring(GLP-The How, p. 49).

- **Extending the Assessment Protocols**

Staff members will be trained on DIBELS Next and diagnostic tools at the beginning of the SRCL grant period. Staff hired after the grant expires will be trained using a "Train-the-Trainer" model. The Literacy Team will be responsible for providing Professional Learning on assessment protocols each year to all new staff. School and district funds will be used to purchase assessments.

- **Training for New System Employees (H)**

Currently, employees new to the system have a week-long New Teacher training. Part of this training will be to share the Alps Literacy Plan and to provide training on instructional strategies and assessment protocols.

- **Maintaining and Sustaining Technology (G)**

SPLOST funds will maintain technology with district personnel responsible.

- **Extending On-Going Professional Learning Practices (F)**

We will stay abreast of current research and differentiated instruction by developing a library of professional books, journals, and online resources (GLP-The How, p.40) and utilizing resources (webinars and professional learning videos from the GDOE website) to ensure our literacy instruction stays current. Professional learning will be revisited and revised yearly based on student mastery of CCGPS and classroom observations (GLP-The How, p.48).

D. **Details a plan to ensure new teachers receive relevant professional learning after funding has ended**

Alps intends to video professional learning and differentiated lessons (GLP, The How, p.40) in order to create a digital resource library. Digital resources provided by the GDOE and a "train-the-trainer" model will be utilized to sustain professional learning. Designated staff will become knowledgeable and re-deliver the training to new staff. We will allot time in district-required new teacher training for administrators and the instructional coach to share the Literacy Plan and provide training on instructional strategies and assessment protocols.

E. **Plan discusses how print materials will be replaced when necessary.**

Currently, print materials are funded by other sources (e.g. Title I and PTO). This funding will continue sustain print materials after the life of the grant.

F. **Details a clear plan for extending the professional learning beyond the grant period and to new staff to the system**

See Section C.

G. **Details a plan for sustaining technology that was implemented with SRCL funds including site licenses.**

Refer to the Literacy Plan as a guide for funding sources (Title I, QBE, SPLOST) which will sustain the technology and licenses purchased with grant funds.

H. **Details a plan for expanding the lessons learned through the SRCL project with other schools and new teachers to the LEA**

See Section C.

X. Budget Summary

		FY 2013 Start-up	FY 2014	FY 2015	Total
Conference/ Conference Travel	Selected Teachers and Literacy Staff will attend International Reading Association, Children's Literature Conference, DIBELS Super Institute, National Family Literacy Conference and required GADOE Striving Readers Conferences ($12,000)	$5,000	$4,000	$3,000	$12,000
Supplies/ Materials	Initial Start-up, supplies and materials for trainings and miscellaneous supplies ($2,000)	$1,000	$500	$500	$2,000
Curriculum	Scientifically Based Reading Research (SBRR) Core Program, Intervention materials, ESOL, Materials, and Extension Materials to support the reading instruction. Additional RTI Intervention materials will be purchased for grades 3-5. Trade books for classroom reading and writing. DIBELS Next Materials and license will be purchased for assessment. ($82,500)	$63,900	$9,300	$9,300	$82,500
Instructional Technology	1 iPad Cart K-5 for classroom use, RTI interventions, and research ($7,059) 1 ipod touch learning lab k-5 for classroom use ($6,000) for RTI intervention.	$13,059	00	00	$13,059
Books for Classroom Libraries, Media Center	125 books for classroom literacy library will be purchased for each classroom. ($18,000)	$18,000	00	00	$18,000
Professional Library	Materials will be purchased to support professional learning and professional study groups($3,000)	$1,000	$1,000	$1,000	$3,000
Contractual – Professional Learning	Consultants for Curriculum and Family Literacy training to support Literacy practices ($40,935)	$13,646	$13,646	$13,646	$40,938
Stipends	Stipends for teachers to work 2 additional days for professional learning.	$6,000	$6,000	$6,000	$18,000
Total Direct Costs		**$121,605.00**	**$34,446.00**	**$33,446.00**	**$189,497.00**
Indirect Costs	**Indirect cost is 5% for CCSD**	**$6,080.25**	**$1,722.30**	**$1,672.30**	**$9,474.85**
Total Cost		**$127,685.25**	**$36,168.30**	**$35,118.30**	**$198,971.85**