School Profile

Created Wednesday, December 11, 2013

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School Information

School Information | District Name:	Clarke County
School Information | School or Center Name:	Timothy Road Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Angela Hardeman
Principal | Position:	Principal
Principal | Phone:	7065490107
Principal | Email:	hardemana@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Donna Elder
School contact information | Position:	Assistant Principal
School contact information | Phone:	7065490107
School contact information | Email:	elderdo@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

43

FTE Enrollment

580

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _____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 13, 2013_____
Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

   a. **Organizational Conflicts of Interest**.

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. **Employee Relationships**

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

        1. The names of all Subject Individuals who:

          a. Participated in preparation of proposals for award; or

          b. Are planned to be used during performance; or

          c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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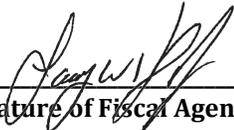
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

____Larry Hammel, Chief Financial Officer_____
Typed Name of Fiscal Agency Head and Position Title

____December 13, 2013_____
Date
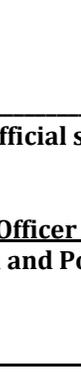
_____
Signature of Applicant's Authorized Agency Head (required)

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

____December 13, 2013_____
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)

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 top large school district in Georgia for closing the achievement gap, CCSD continues to gain in graduation rate (70% in 2013, up 4% from 2012). In 2013, 92% of grades 3-8 students met or exceeded the state standard on the Reading CRCT, and 86% met or exceeded on the Language Arts CRCT. CCSD is a data-rich district, targeting needs through school and district data team processes, monitoring student progress, and continuous communication with stakeholders.

B. System Demographics:
Currently, CCSD has 13,327 students in grades pre-K through grade 12. Our student population is 54% African American, 23% Hispanic, 20% white, and 2% Asian. Nearly 13% of students are English Language Learners, and 13% are special needs students.
Per capita income in Clarke County was $15,000 below the state average in 2011, and the poverty rate of 35% was more than double that of Georgia (Table 1). The child poverty rate was double that of Georgia at 16%, and 82% of students received free or reduced lunches.

Table 1. Clarke County Demographic Indicators		
	Clarke County	**Georgia**
ECONOMIC		
Per Capita Income (2011)	$49,736	$34,151
Poverty Rate (2011)	35%	17%
Child Poverty (2011)	38%	27%
Free or Reduced Lunch Eligibility (2013)	82%	60%
EDUCATION		
Adult Illiteracy Rate (2003)	16%	17%
Teen High School Dropouts (2011)	2%	8%
Students Graduating from High School on Time (2012)	70%	70%
FAMILY & COMMUNITY		
2011 Children Living with Single Parent	44%	33%
HEALTH		
2011 Babies Born to Mothers with Less than 12 Years of Education	20%	18%
Source: *KIDS COUNT, US Census Bureau, National Center for Education Statistics*		

C. System Literacy Priorities:
CCSD is committed to: 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.

CCSD Literacy Needs and Objectives	
Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy.	*GOAL 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.* Objectives: 1.1: All students will receive explicit vocabulary instruction and reading strategy instruction. 1.2: All students will receive writing strategies for CCGPS literacy. 1.3: Quarterly research- based writing 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.* Objectives: 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1and 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 learning in text complexity K-12.	*GOAL 3: To articulate vertically and horizontally K-12 CCGPS strategies, and text complexity.* Objectives: 3.1: Teachers will participate in professional learning communities for CCGPS literacy. 3.2: During years 1-2, develop vertical and horizontal documents regarding text complexity and CCGPS strategies.

D. Strategic Planning:

Schools conduct root cause analyses and develop school improvement plans based on data provided by district summarizing student and school performance. 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 SR Implementation Plan:
- Year 1:
  - Provide professional learning in literacy to all schools in Cohort 3
  - Implement reading and writing across the curriculum
  - Develop reading growth charts from screeners and other assessments
  - Implement RTI for students according to instructional needs

- o Purchase instructional and diverse texts
- o Implement technology to foster student engagement.
- Year 2:
  - o Develop CCGPS units and focus on scope and sequence of reading and writing instruction
- Years 3-5:
  - o 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. Mrs. Deborah Haney will serve as Striving Readers Support Specialist, providing technical support to all awarded schools. All schools in Cohort 3 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 seven 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, which include Pre-K programs at all 14 elementary schools. Three elementary schools are currently part of the Governor's Office of Student Achievement's "Read across Georgia". SR (Cohorts 1 and 2) grants are implemented in six elementary schools, three middle schools, one high school, and the Office of Early learning. 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/Early learning literacy, Georgia Pre-K Content Standards, and Georgia Early Learning Standards Materials: Birth-2 yrs: 1,2,3 READ 3s: Scholastic Early Childhood Program 4s: Opening the World of learning
CCGPS in grades K-12 Materials: K-2: Rigby Literacy, Phonic Lessons 3-5: Storytown, Rigby Literacy, Writers Express 6-8: Language of Literacy
Ongoing formative and summative assessments targeting literacy Performance

· Data team process in grades PreK-12 · Classroom walkthroughs to inform instructional next steps · Data summits to analyze concerns/target next steps in planning	
Tiered Intervention Systems · Systematic data to target students in tiers 1-4 · Using non-fiction texts with specific reading strategies and academic vocabulary instruction	
Targeted Professional Learning based on the following: · Classroom walkthrough data/district walkthrough data · Focused walkthrough data from coaches · School Improvement surveys to target needs	
Utilizing technology literacies · All K-12 schools utilize 2:1 technology for digital literacy and research strategies	

H. Literacy Assessments Used District-wide:

Grade	Current Assessment Plan
Birth to Age 5	Ages and Stages Questionnaire (ASQ-111}; Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-JV); Phonological Awareness literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1-5	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:

Poverty has effects on education, and in Clarke County educational impediments include suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, and lower measures of verbal ability, reading readiness, and problem solving skills. However, CCSD has progressed in recent years toward mitigating the effects of poverty. 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, CCSD is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises the Striving Readers Support Specialist, elementary/secondary literacy coaches, instructional technology coordinator and specialists, and administrative/budget assistant. The SR Support Specialist is tasked with providing SR grantees with technical assistance related to fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. SR's principals will oversee grant-focused literacy activities as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds.

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
- Deborah Haney, Striving Readers Support Specialist
- James Barlament, Grants and Research Coordinator
- Carlyn Maddox, District Literacy Coach
- School-based Literacy Coaches
- Principals
- Assistant Principals
- Larry Hammel, Chief Financial Officer
- Accounts Payable Coordinator
- Budget Administrative Assistant

C. & 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	
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	X			X
Convene District Literacy Team for planning (Project Director, Striving Readers Support Specialist)	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 and distribute instructional materials and instructional technology (Project Director, Budget Assistant)	X				X				X
Plan and implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Striving Readers Support Specialist, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Teachers begin Reading Endorsements (Project Director, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Extend Literacy Time (afterschool/summer) (Project Director, Striving Readers Support Specialist, Principals, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Business Officer)	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 (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Submit quarterly/yearly reports (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)				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. Mrs. Haney will be available for implementation technical assistance throughout the grant period. CCSD personnel will sign a commitment statement pledging to meet the project's objectives and grant activities.

F. Involving Grant Recipients in Budget and Performance Plans:

Grant recipients will meet quarterly with Dr. Tavernier, Mrs. Haney, 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. In addition, Mrs. Haney serves as Striving Readers Support Specialist, and provides technical assistance with fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. She is available for meetings throughout the grant year.

Experience of the Applicant

A. & B. Other Initiatives and State Audit Results:

Other CCSD Initiatives
CCSD partners with GaDOE and 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 EQUIVALENTS DOE 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 the Professional Development School District (PDS).
CCSD partners with Athens Technical College to provide curriculum at Athens Community Career Academy.
CCSD partners with the UGA College of Education and Franklin College of Arts and Sciences to implement Math and Science partnership grants.

Five Years of State Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY 2012	None audit findings for FY 12	None reported
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 US 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 FS-6291-10-02 Failure to adequately maintain capital assets Material weakness FS-6291-10-03 Inadequate controls over	FA-6291-10-01 Failure to meet maintenance of effort Material weakness Material noncompliance US Department of Education through Georgia Department of Education Special education Cluster (CFDA 84.027 and 84.391)

	financial reporting Material weakness	
FY 2009	FS-6291-09-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness 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 Material weakness 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

C. LEA's Capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and CCSD 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, 21st Century Community Learning Centers, Striving Readers (Cohorts 1 and 2), and State Race to the Top Innovation, Foreign Language Assistance Program (FLAP), and Math and Science Partnerships. 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 (Cohorts 1 and 2), many instructional practices have been implemented and sustained in

CCSD schools. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center grants. The Athens Community Career Academy (ACCA) was established with a Career Academy Charter grant in partnership with Athens Technical College in 2009 with a focus on sustainable practices and curriculum. The Professional Development School District (PDS), which places UGA professors in residence at CCSD schools, has provided a sustainable model for on-going professional learning and teacher induction.

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 on AP exam for all students and 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

<u>School History</u>

   Timothy Road Elementary School (TRES), established in 1977, is a growing neighborhood-zoned school in Athens, Georgia. Located in the western part of Clarke County, it is one of 14 elementary schools that is proud to be a part of the Clarke County School District. Our location provides us with opportunities to draw from a variety of neighborhoods within our attendance zone which helps to create the wonderful diversity of students, parents, teachers and administrators that are the backbone of our TRES school family.

   Our **TRES** motto, "**T**eaching, **R**eaching, **E**very **S**tudent!" abounds in all that happens within our collaborative school community. Our mission is to provide a learning environment that nurtures, guides, and challenges all students to their highest academic standards and levels of achievement. We believe that each child has worth and is unique. By using a variety of creative and motivating teaching strategies, we strive to provide for the intellectual, social, and physical growth of each student. In a nutshell, all stakeholders in the Timothy community put children and their successes, both academically and emotionally, first.

   Designated as a Title I school, our school community consists of 581 students enrolled in grades Pre K – 5. The demographics of our school have shifted in the school's 36 year history from being a predominantly middle class neighborhood school to now a school whose demographic composition reflects a economically diverse student population where 69% of our students qualify for the free and reduced lunch program. This year the racial diversity of our school is 38 % Black; 38% White, 12% Hispanic, 6% Asian, and 6% Multi-Racial.   School-based events, such as Grade Level Parent/Academic Breakfast, Science Night, Family Literacy Night, Heritage Night (multicultural event) or parent-teacher conferences, are typically well attended. An active PTO hosts multiple family engagement events and fundraisers throughout the year, again a reflection of the level of involvement parents maintain at TRES.

   Our staff consists of 44 certified teachers, 34 of which hold advanced degrees. Our instructional resource support consists of a full- time counselor, media specialist, music, and art teacher, and speech/language pathologist. Additionally we have 1 ½ ELL teachers, 4 gifted teachers, 1 ½ Early Intervention Program (EIP) teachers, 2 PE teachers, 1 nurse, ½ time instructional coach, and part-time family engagement specialist. The services of a behavior interventionist and social worker are rendered throughout the school district.

<u>Administration</u>

   Under the direction of Mrs. Angela Jackson Hardeman, Principal, and Mrs. Donna Elder, Assistant Principal, a shared governance policy has been established to promote a strong, safe, and caring learning environment for all stakeholders in the TRES community. Our administration is also committed to a collaborative, data-driven process to examine and meet the instructional needs of each and every student and to design rigorous instruction with 21st Century connections.

Mrs. Hardeman and Mrs. Elder not only maintain high levels of understanding of all grade level curriculum, assessment, and instruction (CAI), but oversee the implementation of each CAI piece by attending grade level data team and collaborative planning sessions, and reviewing lesson plans weekly.

Our administrators are highly involved in the direction and implementation of all professional and collaborative learning whether derived from initiatives in place on the TRES School Improvement Plan or identified building based and community professional needs. These learning opportunities occur weekly, monthly, and quarterly and each professional session is designed with students' academic success and social, emotional well-being in mind.

Lastly, we are fortunate to have caring and supportive administrators who work closely with staff members not only to support their instructional responsibilities, but also their overall well-being. Mrs. Hardeman and Mrs. Elder set high expectations for all students and staff, and model a strong professional work ethic, leadership skills, and ongoing commitment to learning.

School Improvement Leadership Team (SILT)

The Timothy Elementary School SILT is composed of grade level team leaders and certified resource personnel who value the importance of a strong school improvement plan as an integral measure in moving our school community forward. Not only is each member committed to the ongoing monitoring and evaluation of the SIP, but also they regularly lead grade level team discussions to monitor and evaluate the school improvement plan.

SILT members are vital in 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, and lesson planning. Team leaders are responsible for scheduling and conducting collaborative meetings and grade-level meetings to facilitate communication between grade level team members and SILT. Leaders model professional behavior, exhibit leadership skills, and understand the commitment to serve in this capacity.

In addition to the regularly scheduled monthly meetings, the SILT gathers also as needs arise. Current 2013-2014 membership includes:

Team Leader	Position
Angela Jackson Hardman	Principal
Donna Elder	Assistant Principal
Kelly Felt	Instructional Coach (part-time)
Saundra Arnold-Smith	Counselor
Jennifer Gillespie	Media Specialist
Carrie Bette-Duncan	Family Engagement Specialist (part-time)

Emily Paxson	Pre-K
Barbara Verner	Kindergarten
Victoria Little	First Grade
Stephanie Bradshaw	Second Grade
Shatana Williams	Third Grade
Nancy Flexner	Fourth Grade
Pam Layne	Fifth Grade
Mary Fletcher	Art
Monique Ford	Special Education
Sharon Dishman	Gifted Program

Past and Current Instructional Initiatives

To address the learning needs of our students, the following past instructional initiatives were implemented: *Literacy Collaborative* and *Literacy Framework* (Fountas & Pinnell - e.g. guided reading, phonics lessons, running records, word study, and fluency), *Reading Recovery* and *Writer's Workshop*.

Current instructional initiatives include *High-Yield Strategies* (Marzano), *HOTS* (higher order thinking strategies and questioning), *A Framework for K-12 Science Education* (book-based professional learning - National Research Council of the National Academies), *Picture Perfect Science Lessons* (Ansberry and Morgan, 2011). Targeted 2013-2014 building based initiatives provided by the instructional coach include I*ntegration of the Literacy Standards across Content Areas*, *Identifying Struggling Reading Behaviors through Informal Running Records, and Fluency Understandings*.

Professional Learning Needs

Our current professional learning needs include:
- Identification and implementation of a core literacy program
- Designing and implementing direct, explicit strategies for literacy understandings.
- Research-based best literacy practices for reading and writing across content areas and grade levels
- Teaching robust and content specific vocabulary
- Development of formative and summative assessments to monitor and differentiate ongoing students' learning.

- Development of student self- efficacy to guide self-analysis and self-monitoring of standards based learning.
- Developing a re-delivery model within the school community to strengthen our professional learning and increase the effect size.
- Increase the number of literacy leaders in our school by encouraging and providing teachers opportunities to add a P-12 reading endorsement to their credentials.

Need for a Striving Readers Project

The Striving Readers Comprehensive Literacy grant would be an integral component in preparing our staff to deliver quality standards-based instruction by providing teachers with relevant, research-based, engaging and motivating professional learning specifically directed at guiding and facilitating the mastery of literacy skills necessary for students to become productive and contributing members of the 21st Century.

II. Literacy Plan

Building Block 1. Engaged Leadership

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

Why?
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 Leadership Team agreed that we have a strong and fully operational commitment to literacy learning from our administration. (Georgia's Literacy Plan (GLP), The Why, p. 157)

What? (In Current Practice)
Our administration currently:
- Implements a balanced literacy program
- Determines literacy professional learning needs based on longitudinal and current data, as well as teacher surveys, and participates in these focused PL sessions with his/her faculty base
- Participates in weekly data team meetings to monitor student performance
- Schedules protected time for literacy and teacher collaboration to and indicates such on grade level master schedules
- Enhances scheduled protected time for literacy to include vertical alignment and more effective teacher collaboration
- Emphasizes hiring pre-service teachers who demonstrate understanding of research-based literacy instruction

How? (To Move Forward)
Timothy Road Elementary Administrators will:
- Continue to identify areas of instructional needs based on formative and summative data pulling from literacy instruction across content areas and grade levels and design Professional Learning to address these instructional needs.
- Continue to participate in professional learning in literacy leadership in order to support classroom instruction by attending all professional learning sessions and modeling best literacy practices alongside teachers.
- Conduct literacy focused walkthroughs using an evidence-based monitoring tool
- Share and discuss data gleaned from literacy walk-throughs with all stakeholders to determine next instructional steps.
- Continue to study research-based guidelines, strategies, and resources for literacy instruction, including those set forth in "The Why" document.
- Regularly schedule literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices.
- Provide opportunities for faculty to pursue professional learning that increases the skill

level of literacy instruction for the school, such as the P-12 Reading Endorsement Course.

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 for all students at Timothy Road Elementary to become self-sustaining lifelong learners and contributors to their communities and our global society. We are committed to the goal that the students at Timothy Road Elementary School receive "gold standard" literacy instruction and are college and career ready when they graduate from the Clarke County School District. We agree that the Literacy Leadership Team should be a viable presence throughout our school and school community. (Georgia's Literacy Plan (GLP), The Why, p. 156)

What? (In Current Practice)
Timothy Road Elementary School Administrators demonstrate commitment by the following:
- Establishing a Literacy Leadership Team.
    - It is important to note that while a team has been established, it is at the beginning stages of its work in our school.
- Team members include:
    - Angela Hardeman, Principal
    - Donna Elder, Assistant Principal
    - Kelly Felt, Instructional Coach
    - Mikelle Betanzos, EIP Teacher
    - George Bailey, 5th grade Teacher
    - Kathy Lester, 2nd grade Teacher
    - Aimee Morgan, 1st grade Teacher
    - Nicole McLaughlin, SPED Teacher
- Developing a shared literacy vision and longitudinal literacy plan; agreed upon by all school and community stakeholders and aligned to the state literacy plan.
- Ensuring that all members will commit to making the plan's implementation effective and efficient to increase teachers' and students' literacy understandings and student achievement.

How? (To Move Forward)
Timothy Road Administrators will:
- Identify and recruit stakeholders from the community (community leaders, representatives from higher education and parents) to join the Literacy Leadership Team.
- Schedule regular Literacy Leadership Team meetings to share and review current data and teacher feedback.
- Make recommendations for professional learning or other steps that lead to increasing student

engagement, motivation, and achievement.
- Utilize the expertise and ideas of the Literacy Leadership Team in developing events and opportunities to draw more stakeholders (parents, students and community) into school literacy efforts.

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

Why?
There is a strong emphasis placed on 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. There is a crucial need to build on students' prior knowledge and background experiences and enrich their foundation of literacy. (GLP - The Why, p. 41)

The integration of literacy skills into the content areas has been made even more explicit in the CCGPS. (GLP- The Why, p. 48)

In addition, especially in grades four and five, 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 student engagement and motivation. It is critical that the allocation and planning for the most effective use of time and personnel through scheduling and collaborative planning occurs. (GLP-The Why, pg. 59)

What? (In Current Practice)
Timothy Road Administrators:
- Allocate a protected, dedicated 90-120 minute block for literacy instruction in grades K-5 for all students.
- Schedule a 45-50 minute protected intervention block daily for all students.
- Develop and implement early initiatives to integrate literacy instruction across content areas
- Design a weekly schedule that includes time for literacy collaborative planning once a week

How? (To Move Forward)
Timothy Road Administrators will:
- Expand initiatives to integrate literacy understandings and instruction across all content areas
- Ensure that in addition to instruction provided during ELA, literacy understandings and instruction will permeate across all content areas for a total of 2 to 4 hours of literacy instruction per day.
- Carefully schedule use of all staff, to include co-teaching, instructional support, collaborative and direct instructional models to maximize the use of time and personnel.
- Ensure that use of collaborative and co-teaching strategies/models are effectively implemented so that students are highly engaged and rigorous differentiated instruction occurs based on ongoing individualized learning needs

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

(GLP-The Why, p. 41-43)

While these strategies are the cornerstones of literacy, it is important to note that research has found that these strategies should not be taught in isolated units and are embedded in K-5 LA CCGPS. The strategies should be incorporated into all aspects of literacy and cross-curricular instruction. The intended outcome of explicit reading comprehension instruction should be a reader's ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose.(GLP-The Why, p. 41)

What? (In Current Practice)
- Teachers are currently in the process of building their understandings of CCGPS to move towards the development and full implementation of rigorous literacy instruction within and across grade levels.
- There is emerging implementation of the seven reading strategies which occurs across content area instruction. For example: Teachers in grades 3-5 incorporate the seven strategies in science and social studies instruction. However, partial implementation of all seven strategies by teachers is occurring in grades K-2.

How? (To Move Forward)
Timothy Road Administrators will:
- Continue to ensure that teachers build understandings of literacy concepts and CCGPS horizontally and vertically across grade levels.
- Continue to ensure that implementation of CCGPS ELA instruction occurs across content areas.
- Continue to provide faculty and staff with targeted and sustained professional learning to incorporate literacy strategies across and within all content areas.
- Evaluate the school culture and current practices by surveying strengths and needs for

improvement with an instrument such as the *Georgia Literacy Instruction Observation Checklist*.

E. Action: Optimize literacy instruction across all content areas

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Why?
The integration of literacy skills into the content areas has been made more explicit in the CCGPS. While supporting the same anchor standards as those for narrative reading the CCGPS delineated 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 and understandings of these literacy skills will provide our students with the ability to transfer these skills into future educational settings and workplace. (GLP - The Why, p. 48)

The CCGPS provides guidance as well for writing arguments and informative/explanatory texts and in the content areas. Such writing is not only necessary for the workplace but has been shown to significantly support comprehension and retention of subject matter when used to support content area instruction.   (*Writing to Read*, 2010)

.**What?** (In Current Practice)
- The school has agreed upon a plan to integrate CCGPS literacy instruction in all content areas as articulated by our school improvement plan.
- Teachers in all grade levels use interactive student journals to incorporate LA CCGPS in Science and Math and build higher order and critical thinking skills.
- Teachers in all grade levels utilizing graphic organizers such as the Four Square Writing Method and other models when writing across the curriculum.

How? (To Move Forward)
As part of our school's PL during the planning and implementation process of the SRCLG, our staff will be:
- Articulating a common, systematic procedure for teaching academic vocabulary across content areas
- Participating in professional learning on how to incorporate purposeful writing across content areas
- Developing grade level libraries to provide students with opportunities to engage in a variety of rigorous text types across content areas
- Developing explicit strategies to incorporate purposeful writing across content areas

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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, p. 26)

What? (In Current Practice)
- Our Partners in Education provide viable support for current initiatives, activities and events such as Safe Routes to School, PTO meetings, Family Science Night, Parent Conferences, and Family Math Night. Donations from our Partners in Education are also used to purchase motivational items for students or provide partial funding for field trips.
- Our students are supported by a variety of afterschool and volunteer programming (e.g., tutoring, mentoring, after-school program (ASP), Boys and Girls Club, YMCA).
- Our PTO utilizes social media such as Facebook and email list-serves to communicate information regarding school events, fundraisers, and the school calendar.

How? (To Move Forward)
Timothy Road Administrators will:
- Identify and enlist members of the community, government, civic, and business leaders, as well as parents to serve as members of the Literacy Leadership Team.
- Actively engage community members of the Literacy Leadership Team in the active participation of identifying, developing and achieving literacy goals as set forth in the TRES Literacy Plan to ensure that our students become sustaining lifelong learners and contributors to their communities.
- Regularly invite new businesses within our neighborhood school zone to participate in our Partners In Education program.

Building Block 2: Continuity of Instruction

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

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, p. 31)

Literacy data must be easily accessible to school personnel in order for it to drive decision making. Educators 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.
As a result of a consistent building level commitment to collaborative teams and the data team cycle, the use of these teams becomes a critical part in ensuring a consistent literacy focus across the

curriculum. (GLP - The Why, p. 95-96)

Often overlooked, the Library Media Specialist (LMS) is the classroom teacher's partner in promoting reading and teaching literacy skills.   Multiple ways exist in which the two can work together to positively impact students engagement with texts and improve their reading proficiency. Involving the LMS in the plan for instruction will contribute ideas related to the wide variety of texts available in the media center and beyond. As part of the collaborative team, LMS and the classroom teacher can determine which reading comprehension strategies can help students improve their skills. (GLP - The Why, p.58)

What?(In Current Practice)
- We currently have one literacy collaborative planning meeting per week.
- During the course of the meeting, student data (formative/summative) is discussed and changes to instructional plans are made in order to differentiate instruction to meet and exceed the needs of all learners. For example, we look at student writing samples and scores on recent assessments.
- Although occurring inconsistently across grade levels, CCGPS are deconstructed to guide the development and implementation of lesson plans and all assessments.

How? (To Move Forward)
Ensure a consistent literacy focus across the curriculum through the use of collaborative teams by:
- Having all grade levels utilize common curricular materials so that collaborative teams can focus on student achievement rather than on curriculum development.
- Utilizing a consistent core reading program to maximize instructional consistency within/across grade levels.
- Ensuring a consistent incorporation of this core reading program across grade levels, content areas, and resource personnel.
- Ensuring that the media specialist becomes an integral part of collaborative planning teams/data team cycles.

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

Why?
Literacy demands in content areas are rigorous for all students. The CCGPS asks students to read and analyze a wide range of print and non-print materials. (GLP - The Why, p. 49) Supporting teachers by providing targeted and explicit professional learning to teach reading and writing across content areas and grade levels is paramount to the success of rigorous literacy instruction.

Online resources, such as the SLDS, help support and sustain teacher professional learning and best practices when face-to-face or individualized training is not feasible. This technology offers statewide access to resources, such as interactive blogs and wikis, and provides teachers with access to references, instructional tools, and models. It also provides opportunities 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, p. 150).

What?(In Current Practice)
Timothy Road:
  ● Provides professional learning, facilitated by the instructional coach, on components of best practices in literacy instruction is available, but it is not systematic in nature.
  ● Teachers have access to the instructional coach and to a library of professional learning resources.
  ● Teachers participate in collaborative planning which has designated components to analyze student data and student learning needs in order to design more effective instruction.

How? (To Move Forward)
Support teachers in providing literacy instruction across the curriculum by:
  ● Protecting time when the LMS can participate in collaborative planning.
  ● Ensuring that resource teachers are able to participate in collaborative planning and data team cycles.
  ● Providing access to online supports.
  ● Conducting peer observations /teacher to teacher feedback.
  ● Providing professional learning on explicit and targeted uses of best literacy practices to differentiate instruction for all students.
  ● Providing updates to all staff regarding resources available in our professional library.

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

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Why?
A comprehensive system of learning supports within the community complement literacy instruction within the school. A common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members in order to achieve Georgia's goal for all students to become self sustaining, lifelong learners and contributors to their communities.
(Georgia Pre K-12 Literacy Task Force, 2009)

An example of out-of-school agency support includes the Youth Services at Georgia Public Library Service (GPLS). GPLS provides a myriad of services to improve the quality of children's and families' lives. The benefits of these 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. These state-wide services, created for library personnel, offer a community of support and advocacy for children, families, and teens.   Working in tandem, GPLS and library systems provide parents and caregivers with optimal tools to help prepare their children for life, while also developing a lifelong love of reading.
(GLP-The Why, 9.C)

What?(In Current Practice)
We collaborate with our PTO, Partners in Education, the YMCA, and The Boys/Girls Clubs for after school programs, support for school initiatives/events, homework monitoring/support and incentives to increase student motivation.

How? (To Move Forward)
Collaborate with supporting out-of-school agencies and organizations within the community by:
- Utilizing our Partners in Education, PTO, Boys and Girls Club and the YMCA to provide continuity of CCGPS literacy instruction across grade levels.
- Providing stakeholders within these organizations with professional learning to teach and sustain student literacy understandings.
- Accessing statewide agencies such as the GPLS and utilize their resources.
- Partnering with GPLS to educate parents about resources available after school, weekends and during instructional breaks (e.g., summer break, winter break) for home support.

Building Block 3. Ongoing formative and summative assessments

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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

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Why?
Effective reading and writing instruction requires both summative* and formative assissments*. 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 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 grade level expectations. In Georgia, the CRCT, the GHSGT, and the EOCT assess the Common Core Georgia Performance Standards of specific content areas. (Torgesen & Miller, 2009, p. 16). (GLP - The Why, 5.A.2)

What? (in Current Practice)
Timothy Road:
- Has selected effective screening, progress monitoring, and diagnostic tools (e.g. DORF and reading running records to identify reading levels and fluency understandings of all students, advanced as well as struggling.
- Has a data collection plan for storing, analyzing, and disseminating assessment results in place (TRES Virtual Data Wall).
- Grade level data teams meet weekly, designing pre/post assessments and ELA formative assessments
- Provides a calendar for summative assessments based on local, state, and program guidelines, including specific timeline for administration and personnel responsible has been developed by the district.
   (GLP-The What, p8)
These assessments include a quarterly primary spelling inventory;   sight vocabulary (grades 1 and 2), scored writing samples (quarterly, grades 1-5; quarters 2-4,   kindergarten); District ELA/Reading benchmarks tests (quarterly, grades 3 - 5; bi-yearly, grades 1 and 2).

How? (To Move Forward)
- Common formative assessments will be collaboratively developed by teams based on content and data for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response and essay).

- Available assessment and intervention materials will be identified based on the TRES Literacy Plan and common core reading program which are aligned with students' needs as determined through data analysis.
- Personnel will be trained in how to administer, implement, and analyze results of identified assessment and intervention materials.
- While formative assessments at all grade levels should be frequent, informative and implemented with fidelity, at grades K-2, assessments to determine early reading behaviors, phonemic awareness, and phonics understandings should occur on a more frequent and timely basis to ensure that student learning progresses efficiently.
- Students revealing inadequate progress will receive immediate responsive intervention
- Common mid-course assessments are developed and available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response, and essay)
    - 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
    - Ensure that formative assessments are only effective if they are followed by reflective instructional responses or appropriate types of feedback.   (Torgensen & Miller, 2009); (GLP-The What, p.8); (GLP-The How, p.34-36)
- Adopt additional technology that will make the access of data more readily available, while also providing ease of interpretation and the prevention of multiple point data entries in a teacher friendly format.
- Professional learning will be provided for all staff regarding data conferencing, goal setting, and learning motivation to promote the concept of self-efficacy that creates "self sustaining" learners. (WHY p.94)

*Formative assessment measures will include, but not be limited to:
- Reading comprehension assessments with flexible administration time frames as determined by student reading levels, emergent through advanced (e.g., weekly, bi-weekly, monthly, quarterly)
- Student/teacher data conferences to promote student efficacy, self-monitoring, and self-analysis of learning objectives and goals.

*Summative assessment measure will include, but not be limited to:
- Scantron Norm Referenced Performance Series - Grades 2 - 5
- CCSD ELA/Reading Benchmark Assessments - Grades 3 - 5, Quarters 1 -3; Grades 1-2, bi-yearly
- Georgia CRCT - Grades 3-5
- State Writing Tests - Grades 3-5
- GKIDS
- CCSD Oral Reading Fluency Assessment - Grades 2-5 (Three times per year); Grades K-1 (Two times per year)
- CCSD Scored writing samples - Grade K-5

● CCSD Quarterly Sight Vocabulary

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)

What? (In Current Practice)
● Reading instructional levels are assessed three times per year for grades one through five in a schoolwide assessment.
● The primary spelling inventory screener is administered quarterly.
● A kindergarten readiness screener is administered to each student entering kindergarten.
● Kindergarten teachers have a phonemic awareness screener which is administered quarterly.
● Progress monitoring is done informally by teachers and sometimes across grade levels.
● The results of screening assessments leads to further diagnostic testing.
● A formative assessment calendar based on local and state guidelines includes times for administration
● 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)
Use Universal screening and progress monitoring for formative assessment by:
● Identifying a menu of screeners and progress monitoring assessments that are developed and available to teachers and staff and include phonemic awareness, phonological awareness, fluency, vocabulary, and comprehension.
● Utilizing a list of the available screeners and progress monitoring tools and providing these to faculty and staff, and ensuring that training is available for new staff or to refresh current staff
● Utilizing teacher-created screeners or progress monitoring assessments that are shared with teachers/administrators to create a library of useful informal screeners and progress monitoring tools.
● Providing progress monitoring for students identified in screenings for several weeks to determine whether students are responding positively from regular classroom instruction and thus possibly falsely identified in the screening process (GLP, The Why, p.100)

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. Problems found in literacy screenings are followed up by diagnostic assessments that guide placement and/or inform instruction in intervention programs. 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, p.5)

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, p24)

What? (In Current Practice)
- We currently engage in school wide oral reading fluency assessments for grades one through five and running records reading assessments in K through five three times per year. This data is used to inform guided reading groups and identify students for possible RTI placement.
- The diagnostic assessment currently used to analyze problems found in literacy screening is the Scantron Performance Diagnostic Assessment in grades 2 - 5. It is a norm referenced screener that provides information for teachers to use to follow up on appropriate individual interventions such as small group, one on one instruction or possibly the response to intervention process.

How? (To Move Forward)
Use diagnostic assessment to analyze problems found in literacy screening by:
- Establishing a protocol for ensuring that students who are identified by screenings receive diagnostic assessment.
- Our school having diagnostic assessments and interventions which allow for multiple-entry points to avoid a one-size-fits-all approach.
- Where possible, utilizing diagnostic assessments to isolate component skills needed for mastery of literacy standards.
- Using 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 a 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 improvement has been an important component in a school's plan. (GLP-The Why, 5.C)

What? (In Current Practice)
- Time is devoted in grade level team meetings to review and analyze summative assessment results to identify instructional adjustments.
- Our school improvement plan identifies our goals and objectives regarding summative data and drives our professional learning efforts.
- During grade level team meetings an examination of summative data drives discussions focusing on changes that can be made to improve instruction for all students.
- Summative data is disaggregated to ensure the progress of subgroups. (GLP-The What, p.9)

How? (To Move Forward)
Use summative data to make programming decisions as well as to monitor individual student progress by:
- Teachers being responsive to summative assessment measures and developing re-teaching plans in areas of need.
- Utilizing summative assessment information to evaluate the effectiveness of instructional practices
- Providing intervention at the small group/individual level to students not demonstrating adequate progress on summative assessment measures

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning

Why?
All appropriate staff members should have access to data and follow the established protocol for making decisions to identify the instructional needs of students.

One of the cornerstones of any Longitudinal Data System (LDS) is the ability to uniquely identify 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)

There are 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 developmental efforts. By facilitating the collection and use of high quality student-level information, these systems potentially provide both a way to use data 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
(GLP - The Why, 5.L)

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. One of the elements of standards-based classroom learning 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 at the building level
- All grade level and resource teachers are required to participate in grade level data team cycles. Student data is analyzed in an ongoing basis to determine misconceptions, misunderstandings and next instructional steps for all students.
- We currently create formative/summative assessments based on content and student data which are shared across the grade level during data team cycles.
- Student data is collected from a variety of formative and summative assessment instruments. This may include assessments, observations and an emerging level of student work examination.
  (GLP-The What, p.9)

How? (To Move Forward)
Develop a clearly articulated strategy for using data to improve teaching and learning by:
- Continuing to implement procedures and expectations for all staff to review, analyze and disseminate assessment results collected from a variety of student artifacts.
- Increasing the fidelity with which teachers participate in data team cycles
- The Literacy Leadership Team and the School Improvement Leadership Team revisiting and reestablishing protocols for articulating strategies for using data to improve teaching and learning.
- Providing professional learning to all staff on the development, implementation and analysis of formative assessments that match/ increase the rigor of standards

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
- Structuring of group work and rigorous peer discussion 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, p. 131)

Each day students will engage in best practices to support ongoing learning in developmental phases for reading, writing, listening, and speaking for each of the following key components of literacy instruction: 1) Phonemic Awareness, 2) Phonics Understandings, 3) Vocabulary Development, 4) Comprehension, and 5) Fluency.

A balanced literacy block includes shared reading, interactive reading, guided reading, shared writing, interactive writing, guided writing and independent reading and writing.

What? (In Current Practice)
Certified staff participate in the following practices:
- Daily schedule includes a 100-120 minute literacy block and a set time for intervention (Extended Learning Time - ELT) which is 40 to 50 minutes per day
- Weekly grade level collaborative planning and ELA data team meetings
- Early initiatives have been developed to increase writing across the curriculum and incorporate writing strategies into other content areas

How? (To Move Forward):
Provide direct, explicit literacy instruction for all students by:
- Researching and selecting a core literacy program that will provide continuity based on a carefully articulated scope and sequence of skills which are integrated into a rich curriculum of literary and informational texts.
- Implementing a daily literacy block in grades K - 5 that includes the following for all students:
  - Students will engage in best practices to support ongoing learning in developmental phases for reading, writing, listening, and speaking for each of the following key components of literacy instruction: 1) Phonemic Awareness, 2) Phonics Understandings, 3) Vocabulary Development, 4) Comprehension, and 5) Fluency.
  - A balanced literacy block including shared reading, interactive reading, guided reading, shared writing, interactive writing, guided writing and independent reading and writing.
  - The core reading program will be used to support the aspects of literacy learning described in the bullets above
- Collecting student data in the areas of : 1) Phonemic Awareness, 2) Phonics

Understandings, 3) Vocabulary Development, 4) Comprehension, and 5) Fluency will be analyzed in a timely fashion to adjust the development of ongoing differentiated instruction for all students
- Providing professional learning that supports the integration of direct and explicit instructional strategies to support best practices within the effective use of an expanded literacy block, including:
  - The development of effective and differentiated instruction.
  - How to examine student data to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement).
  - How to use the results of this examination to inform our small group instruction and evaluate the effectiveness and/or implementation of our strategic teaching strategies
- Using The Georgia Literacy Assessment Observation Checklist to measure teachers' effective use of best strategies.
  - Use the results of this observational instrument to inform current practices in literacy instruction and provide direction for professional learning.
- Determining which aspects of literacy instruction for students will be used for instruction within specific content areas (e.g. - temporal text structures in Social Studies, cause and effect text structures in Science). (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)

Because students enter the classroom with diverse needs, one single approach is no longer effective. (NCTE 2008, p.1) According to NCTE, "Instructional practices, writing genres, and assessments should be holistic, authentic and varied." (NCTE 2008, p.2)

The following are effective instructional and assessment strategies for writing:

1) require all students, especially those less experienced, to write extensively so they can be comfortable writing extended prose in elementary school and writing essays in high schools and college. Create writing assessments that ask students to interpret and analyze a variety of texts and to write in various genres.
2) Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.
3) Foster collaborative writing processes.
4) Include the writing formats of new media as an integral component of writing.

5) Use formative assessment strategies that provide students with feedback while developing drafts.
6) Employ multiple assessment measures including portfolios to access students development as writers. (NCTE, 2008 p.,5)

What? (In Current Practice)
- Writing CCGPS have been examined vertically and horizontally in previous professional learning sessions.
- The Four Square Writing Method is utilized as a common tool across grade levels
- Writing samples are collected, analyzed and scored on an ongoing basis to provide feedback to students and teachers and discussed during writing conferences.
- District writing samples are scored for each student quarterly. These writing pieces are placed in each student's ELA folder to inform the next grade level.
- Grades three and four administer teacher-based evaluation of student writing using state-provided rubrics for multiple genres of writing; the results from this test are for instructional use and are not aggregated and reported at the state level.
- Currently, in Grade five students are assigned a topic from a state prompt bank representing three genres:, informational, persuasive,and narrative. (GLP-The Why, 5.I) These fifth grade writing samples are submitted to evaluators at the state level and results are reported by the state. These results help to provide a comprehensive picture of our students as writers leaving fifth grade and preparing for middle school writing.

How? (To Move Forward)
TRES will implement effective writing instruction across the curriculum by:
- Developing a coordinated school wide plan for writing instruction across all subject areas that includes:
    - explicit instruction
    - guided practice
    - independent practice
- Ensuring that writing occurs on a daily basis across content areas and for multiple purposes
- Developing or identifying resources and component skills necessary to implement writing instruction across content areas at each grade level in order to meet and exceed CCGPS grade level writing standards.
- Ensuring that all subject area teachers participate in professional learning on best practices for writing instruction across content areas to provide students with opportunities for 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
- Including in our writing plan a description of how technology will be used for the production, publishing and communication of student produced writing across the curriculum. (GLP-The What, p.10); (GLP-The How, p.41-42)

C. Extended time is provided for literacy instruction.

Why?
The need for extended time for literacy instruction has been recognized in numerous sources including *Reading Next, Writing to Read*, ASCD, Center on Instruction, National Association of State Board of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. Citing a study done in 1990 titled, "What's All the Fuss about Instructional Time?" by D.C. Berliner, the authors of a report to the NASCB stated, "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time."
(GLP-The Why, p.58)

More specifically, the CIERA researchers, Taylor, et.al., found that the most effective elementary schools provided an average of 60 minutes per day of small ability grouped instruction. That was instruction that provided differentiation at the students achievement level and therefore presumes additional time for grade level instruction as well. *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and should be integrated into subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content area classes. (GLP-The Why, p.58) In order for students to be prepared for middle school writing instruction should be extended across all elementary programming.

What? (In Current Practice)
Certified staff participate in the following practices:
  ● Daily schedule includes a 100-120 minute literacy block
  ● Extended Learning Time (ELT) is a set time for intervention which is provided 40 to 50 minutes per day
  ● Weekly collaborative planning and weekly writing data team meetings in each grade level

How? (To Move Forward)
Extended time is provided for literacy instruction through:
  ● A daily literacy block in grades K - 5 that includes the following for all students:
      ○ Daily engagement for all students in best practices to support ongoing learning in developmental phases for reading, writing, listening, and speaking for each of the following key components of literacy instruction: 1) Phonemic Awareness, 2) Phonics Understandings, 3) Vocabulary Development, 4) Comprehension, and 5) Fluency.
      ○ A balanced literacy block including shared reading, interactive reading, guided reading, shared writing, interactive writing, guided writing and independent reading and writing.
      ○ The core reading program will be used to support the aspects of literacy learning described in the bullets above
  ● Set expectations and accountability protocols so that all teachers provide targeted small group instruction daily within Tier I in grades K-5.

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

Why?
In the 2008 Center on Instruction Practice Brief Titled: *Effective Instruction for Adolescent Struggling Readers,* The recommendations are derived from a summary of the research by Guthrie & Humenick on improving students motivation to read. Those recommendations are:

1. Providing content goals for reading
2. Supporting student autonomy
3. Providing interesting texts
4. Increasing social interactions among students related to reading
(Boardman et. al., 2008)
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, to highlight 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)

Additionally, the Library Media Specialist (LMS) is the classroom teacher's partner in promoting reading and teaching literacy skills. Mutliple avenues exist in which the two can work together to positively impact students' engagement with texts and improve their reading proficiency. The LMS and classroom teacher should collaborate in order to gear the monthly literacy events/school-wide literacy initiatives to the interests and needs of students and the classroom curriculum.
(GLP-The "Why", 2.K)

What? (In Current Practice)
  - Teachers strive to provide students with interesting content related reading materials
  - Students are encouraged to access the library before and during the school day
  - The LMS works with teachers to schedule activities/classes in the library focusing on topics of interest to the class
  - Teachers are charged with making relevant links between academic content and students' daily lives

How? (To Move Forward)
Teachers strive to develop and maintain student interest and engagement levels as students progress through school, by:
  - Providing students with opportunities to self-select reading material and topics for research

- Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives and the real world
- Increasing opportunities for collaboration with peers
- Increasing availability and access to texts that students consider interesting
- Scaffolding students' background knowledge and competency in navigating content area text to ensure their confidence and self efficacy
- Prior to the introduction and engagement of new texts scaffolding students background knowledge
- Leveraging the creative use of technology within the learning process to promote engagement and relevance.
    (GLP-The How, p. 41)
- Receiving professional learning, resources and support to implement necessary measures to maintain and increase student interest and engagement in all aspects of literacy instruction.

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

Why?
Schools have the responsibility of implementing scientifically validated interventions methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007). According to Regional Educational Laboratory Southeast (REL), "Interventions designed to provide support to teachers can have impacts at two levels: Teacher practices and student outcomes" (Lewis et al., 2007). Thus, professional learning in intervention strategies must be aligned with the needs of the students and the goals of the schools' leadership team. (GLP, The Why 6)

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 necessary to grade-level curriculum
- May be used as a supplement to screening to determine the efficacy of an intervention (GLP, The Why, p.126)

 The role of progress monitoring in RTI is to:
- Determine whether primary prevention (i.e., the core instructional program) is working for a given student
- Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability.
- Inductively design individualized instruction programs to optimize learning at the tertiary prevention level for students who likely have learning disabilities.
- Determine when the student's response to tertiary prevention indicates a return to primary or secondary prevention is possible. (Fuchs, Retrieved Jan, 2011)

(GLP - The Why, 5.B)

What? (In Current Practice)
- The percentage of students being served in each tier at each grade level is identified and monitored.
- Protocols for identifying students and matching them to the appropriate intervention are in place.
- Grade level data analysis teams meet weekly to identify students in need of intervention according to established protocols.
- Grade level RTI teams meet monthly to look at response to intervention.
- Teachers are trained on the implementation of data collection and analysis of results.
- We currently schedule, provide and implement interventions based on students' learning needs.

How? (To Move Forward):
Use information developed from the school-based data teams to inform RTI process by:
- Monitoring to ensure that interventions are occurring regularly and implemented with fidelity, and that instruction in each tier is effective.
- Monitoring the results of formative assessments on a frequent basis to ensure students are progressing, and adjust instruction to match their current learning needs.
- Developing progress monitoring of the implementation of literacy interventions across grade levels.

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms

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Why?
Interventions at Tier 1 include the instructional practices currently 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 to reach the expectation, and support the solidification of new learning behaviors is vital to student success.
(GLP - The Why, 6.B)

Tier I: Standards-Based Classroom Learning
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 and modeling 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 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)
Team teaching and inclusion of students with special learning needs (ELL, SWD, gifted) in the general education setting. If fewer than 80% of students are successful we examine student data to focus on instructional areas of greatest need (e.g. vocabulary, comprehension, written expression)
Student data is examined to determine the current percentage of successful students on formative and summative measures across content areas and those percentages drive dynamic grouping of students.
(GLP- The Why, 6.D.1)

How? (To Move Forward)
Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms by developing a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
● Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist 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.)
- Requiring direct instruction, modeling, and practice in reading comprehension strategies

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

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Why?
(GLP- The Why, 6B)
Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence based on the resources available in the school. During the intervention, the teacher uses specific research-based practices to address the group's reading needs while keeping a clear focus on the GPS, grade level expectations in the content areas, and transfer of learning to the general classroom. Collaboration between the intervention teacher and the general teacher 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.

What? (In Current Practice)
- Use of screeners in the diagnosis of reading difficulties is present, but not widespread.
- Providing access to some direct explicit instructional strategies to address difficulties.
- Adequate time is provided for implementing interventions.

How? (To move forward)
We will implement Tier 2 interventions by:
- Schedule time for collaborative discussions and planning between regular education teachers and interventionists (teachers and paraeducators)
- Provide professional learning for interventionist to:
    - monitor effectiveness of standard intervention protocols in place for students based on universal screening, progress monitoring and benchmark data.
    - Charting data
    - Graphing progress
- Ensure adequate time for planning to monitor student movement between T1 and T 2.
- Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions.

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

Why?
Research-based interventions are the methods, content, and materials developed in guidance from collective research and scientific community (GLP The Why 6.0). Interventions at tier 3 are specifically designed to meet the learning needs of the individual. These specifically designed interventions are based on the CCGPS. If student progress is not occurring at the desired rate with Tier 1 and 2 interventions, then the data team may decide to implement Tier 3 services. Progress monitoring should be done by confirming the fidelity of the intervention implementation, frequent contact with the student and ongoing observations during instruction.

What? In Current Practice
- In addition to everything that occurs at T1 and T2, data teams meet to discuss students in T3 who failed to respond to intervention.
- Interventions are delivered 1:1-1:3 during a protected time daily by a trained interventionist.
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral.
- T3 SST/data teams meet at least once a month to discuss student progress
- T3 includes proven interventions that address behavior.

How? To Move Forward
Ensure the Tier 3 progress is jointly monitored by:
- Verify intervention progress monitoring frequency
- T3 data/SST teams follow established protocol to determine if specific nature of student lack of progress
- Data is quickly documented to monitor student response to daily intervention

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

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Why?
The use of specialized programs, methodologies and instructional delivery options is necessary for students who have not demonstrated success in Tiers 1 through 3. 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.
(GLP-The Why, p.134)

Tier 4 is not a place or a prescription for self contained instruction, it is a level of services that may be provided in the general education classroom or in a separate setting.

Instructional practices and progress monitoring methods are delineated in the Individual Education Program.
The Division for Special Education Services and Supports has multiple initiatives to address students with disabilities in literacy skills development. This division has developed the Strategies Can Work Project which instructs teachers in the University of Kansas Learning Strategies Curriculum which provides an integrated, research-based model to address the literacy needs of diverse learners. Specifically the DOE works to help districts implement the following literacy strategies:

- LINCS- A Vocabulary Strategy
- Word Identification
- Fundamentals of Paraphrasing and Summarizing
- Inference
- Visual Imagery

(GLP-The Why, p.137-138)

What? (In Current Practice)
- School schedules are developed to ensure that students receive instruction in that student's Least Restrictive Environment (LRE).
- Building and district administrators are familiar with funding formulas affecting students in special programming.
- A continuum of services is available to students and special education teachers are required to participate in planning and data teams with their general education counterparts.

How? (To Move Forward)
We meet student needs in T4 by:
Ensuring the T4 teachers participate in professional learning communities to maintain alignment with CCGPS.
- Special Education, ELL, or gifted case managers meet to plan and discuss students' progress with general education teachers.
- A system of checks and balances ensures fidelity of implementation and progress monitoring at a rate commensurate with typical peers to close the gap in performance.

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 NASBE 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 postsecondary 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)
- We currently welcome pre-service educators into our school.
- Pre-service educators are assigned to supervising teachers across grade levels and classrooms. They work alongside teachers to plan, develop, implement and assess instruction.
- They attend school and district meetings and professional learning opportunities with their supervising teacher.

How? (To Move Forward)
Ensure that pre-service education prepares new teachers for all the challenges of the classroom by:
- Representatives from the community and/or school leadership communicate with representatives from Professional Standards Commission to ensure that:
  - Pre-service teachers receive relevant coursework
  - Teacher preparation correlates to the profession's demands
- 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?
All administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas. According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the instructional coach provided are seen by teachers as imperative. Shanklin (2007, pp.1-5) outlines six ways in which administrators can support instructional coaches:
- Develop a Literacy Leadership Team and vision which includes an instructional coach
- Provide assistance in building trust with the faculty
- Provide assistance in using time, managing projects, and documenting their work
- Provide access to instructional materials
- Provide access to professional learning
- Provide feedback to the coach

Administrators are further needed to support instruction through scheduling enough time for teachers and instructional 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 (halftime) provides site-based support for administrators,as well as professional learning for faculty and staff, where possible.
- Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.
- Teachers self identify goals and strategies that they wish to improve upon as part of the teacher assessment process.
- 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)
Professional learning will be expanded by:
- Providing professional learning on the use of a core reading program.
- Encouraging every teacher to develop a professional growth plan based on self assessment of professional learning needs.
- Professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
- Using various data sources to drive professional learning.
- Providing training in administering and interpreting results of assessments in terms of literacy.
- Using 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.
- Hiring an instructional coach (full-time) to provide site-based support for staff, funded with Title I funds.

(GLP-The What, p.13); (GLP-The How, p48-49)

III. Needs Assessment

A. Needs Assessment Description

The Georgia Literacy Needs Assessment Survey for SRCL Cohort 3 was administered to all certified staff. Results were compiled and analyzed. In September 2013, the TRES Literacy Leadership Team was formed in response to the need for enhanced literacy instruction. The Literacy Leadership Team reviewed student data to determine areas of concern.

B. Assessment Used
- The Georgia Literacy Needs Assessment Survey: 30 questions related to the Building Blocks of Literacy Instruction.
- Student data regularly provided by the district office.
- The School Improvement Survey: 25 questions for parents and 47 questions for teachers based on School Keys.

C. Root Cause/Underlying Causes
The Needs Assessment Survey and review of our school literacy achievement data revealed the following needs and underlying root causes:

Building Block 1: Leadership
- The community is not engaged.
- The literacy team does not include representatives from all stakeholder groups.
- Literacy instruction is not optimized across content areas.

Root Causes: Literacy leadership team was recently established, and there was not time to decide how to engage the community. Professional learning has been delivered on incorporating literacy across content areas; however, teachers do not have enough expertise or planning time for this implementation to be consistent.

Building Block 2: Continuity of Instruction
- Core literacy instruction is not consistent, explicit, or systematic across grade levels.
- There is not a strong focus on collaborative literacy instruction across curriculum.
- There is not a collaboration with out of school agencies to support literacy

Root Causes: TRES follows the CCGPS and Clarke County School District curriculum guides as a framework for core instruction. Because this is just a framework, teachers are interpreting literacy instruction in different ways and instruction is not consistent across grade levels. Teachers do not have the necessary expertise or planning time to incorporate literacy across the content areas consistently. In addition, community collaboration to support literacy instruction has not been a focus.

Building Block 3: Ongoing Formative and Summative Assessments
- Teachers do not have enough knowledge regarding diagnostic tools to aid literacy instruction.
- The use of formative and summative data to drive instruction is not consistent.

Root Causes: Teachers do not have enough expertise regarding formative/summative assessments or planning time in order for this implementation to be consistent.

Building Block 4: Best Practices in Literacy Instruction
- Core literacy instruction is not consistent, explicit, or systematic across grade levels.
- There is a need for professional learning in explicit literacy instruction and writing instruction across all content areas.
- There is a lack of implementation of writing instruction across all content areas.

Root Causes: Teachers do not have sufficient expertise for this implementation to be consistent.

Building Block 5: System of Tiered Intervention (RTI) for ALL Students
- All students are not receiving consistent core literacy instruction by grade in Tier 1.
- There is an inconsistent intervention and monitoring plan for students in Tier 2.
- There is need for consistency and regular protocol for SST meetings to identify specific needs and targeted interventions for students in Tier 3. There is also a need to understand when movement should occur.

Root Causes: There is a lack of understanding among teachers and staff about the intervention and movement process.

Building Block 6: Professional Learning
- There is a need for pre-service teachers to participate in all literacy professional learning.
- There is a need for ongoing professional learning in all aspects of literacy instruction for in-service teachers.

Root Causes: Pre-service teachers do not always understand expectations for participation in professional learning in their host school. There has not been enough literacy-specific professional learning for in-service teachers.

D. School Staff Involved in Needs Assessment
The Needs Assessment included all certified and classified staff at TRES as well as parents and students.

E. Disaggregated Data:

Timothy Road's overall CRCT scores in 2013 were strong, with over 90% of students meeting or exceeding standards for Reading and Math; however, discrepancies exist between White Students, SWD, ED Students, Black Students, and Hispanic Students.

Reading CRCT (Percent Meeting/Exceeding):

Grade 3

Subgroup	2010/11	2011/12	2012/13
All	91%	90%	99%
SWD	68%	74%	75%
EDS	89%	84%	98%
Black	88%	96%	97%
Hispanic	84%	89%	100%
White	96%	96%	100%

Grade 4

Subgroup	2010/11	2011/12	2012/13
All	83%	84%	92%
SWD	43%	83%	67%
EDS	77%	76%	78%
Black	67%	80%	89%
Hispanic	83%	80%	100%
White	96%	88%	97%

Grade 5

Subgroup	2010/11	2011/12	2012/13
All	88%	96%	97%
SWD	71%	77%	100%
EDS	86%	85%	94%
Black	89%	94%	97%

Hispanic	67%	94%	80%
White	88%	100%	100%

ELA CRCT (Percent Meeting/Exceeding)

Grade 3

Subgroup	2010/11	2011/12	2012/13
All	88%	88%	93%
SWD	83%	67%	25%
EDS	90%	91%	90%
Black	86%	79%	97%
Hispanic	80%	100%	100%
White	87%	97%	100%

Grade 4

Subgroup	2010/11	2011/12	2012/13
All	84%	83%	78%
SWD	43%	100%	17%
EDS	79%	76%	66%
Black	78%	77%	89%
Hispanic	78%	80%	75%
White	93%	88%	97%

Grade 5

Subgroup	2010/11	2011/12	2012/13
All	92%	92%	92%
SWD	71%	54%	86%
EDS	88%	95%	90%
Black	93%	91%	97%

Hispanic	**100%**	**82%**	**80%**
White	**88%**	**100%**	**100%**

F. Areas of Concern Related to Research-Based Practices

1. Building Block 1: Need for Literacy Leadership Team at TRES

Currently:
- School literacy team: 50% of respondents indicated through the Georgia Literacy Plan Needs Assessment not addressed/emergent.
- Support from community: 54% of respondents indicated not addressed/emergent.
- This area of concern involves school-based personnel and community stakeholders.

Moving Forward:
Include governmental, educational, civic, and business leaders, as well as parents:
- Identify key members of the community, government, civic, business leaders, and members of higher education, as well as parents to serve as members of a community advisory board.
- Contact potential members and schedule quarterly meetings.
- Include community members in the support of and or participation in a network of learning supports (tutoring, mentoring, after-school programs).

2. Building Blocks 2 & 4: Need for Systematic Core Literacy Program

Currently:
- CCSD has no core literacy program for grades K-2.
- Cross disciplinary teams exist, but have not assumed responsibility for achieving literacy goals across content areas.
- Core literacy: 35% indicated not addressed status, and 21% indicated emergent.
- The writing component: respondents indicated 30% emergent status and 33% indicated operational.

Moving Forward:
- Choose and implement core literacy program for grades K-5 that provides continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (GLP - The What, p. 7)

3. Building Blocks 2, 4 & 6: Need for Professional Learning

Currently:

- Survey and leadership observation reveals that teachers meet in active, collaborative teams; however, inconsistent attention is given to ensuring consistent literacy focus across the curriculum.
- Teachers participate in some, but not all, aspects of explicit literacy. 19% indicate not addressed status and 25% indicating emergent.
- TRES is in initial implementation of professional learning for integrating literacy standards across content areas, informal running records to identify struggling readers, and fluency.

Moving Forward:
- Professional learning will be delivered to support the implementation of the core program.
- Professional learning in the following areas:
  - using data to inform instructional decisions and explicit teaching
  - modeling literacy skills and strategies
  - foundational skills (the five components of literacy instruction)
  - differentiating instruction
  - explicit writing instruction
  (GLP - The What, p. 10)

4. **Building Block 3: Identify and Implement Formative & Summative Assessments**

Currently:
- CCSD assessments are given and data are analyzed to determine instructional needs.
- Assessments are used for screening and diagnostics for a few students.
- Screeners:
  - Rigby PM Benchmarks
  - Jerry Johns
  - DORF
  - Primary Spelling Inventory
  - Sight Words
  - Kindergarten Readiness Inventory
- Progress Monitoring:
  - StoryTown unit test
  - Primary Spelling Inventory
  - Rigby PM Benchmarks
  - Sight Words

A majority of respondents indicated that we are operational or fully operational in the use of ongoing formative and summative assessment.

Moving Forward:
- Select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students (GLP, The What, p. 8).
- Train personnel on assessment and interventions that are aligned with students' needs (GLP, The What, p. 8).

5. Building Blocks 3 & 5: Need for Menu of Interventions

Currently:
- We have an established RTI plan, identifying and placing students into tiers.
- Students at Tier 3 are making progress, but not at a rate that increases chances for recoupment or remediation towards grade level performance and removal from the tiers.

Moving Forward:
- Procure RTI program that includes a bank of interventions for common reading and writing difficulties with corresponding progress monitoring piece.
- Determine level of progress on each skill that communicates trajectory toward recoupment, remediation and a return to successful access of the core program.
- Create a method of including students in goal setting and progress monitoring process.
- Introduce increasingly more intense interventions.

IV. Student and Teacher Data

A. Student Achievement Data

Timothy Road's overall CRCT scores in 2013 were strong, with more than 90% of students meeting or exceeding standards for Reading and Math. Nearly 100% of White students, the highest performing subgroup, met or exceeded in Reading, ELA, Math and Social Studies. Most notable are the large gaps across all CRCT domains for Students with Disabilities (SWD). Additional gaps exist between White Students and Economically Disadvantaged students, Black students, and Hispanic students in ELA, Math, Science, and Social Studies.

Timothy Road Subgroup CRCT Data 2013 (Percent Meeting/Exceeding Standard)						
Test Type	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
Reading	96%	82%	94%	95%	96%	99%
ELA	88%	47%	82%	84%	85%	98%
Math	91%	58%	86%	87%	86%	99%
Science	84%	44%	80%	78%	86%	94%
Social Studies	88%	56%	81%	80%	89%	97%

The most important factor for college and career readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student's ability to comprehend these texts. Of all Timothy Road students, 86% were at or above the "stretch" Lexile standard on the CRCT. Significant achievement gaps existed for Students with Disabilities and Economically Disadvantaged students.

Timothy Road CRCT Lexiles 2013			
Subgroup	Percent of School Population	Average Lexile Score	Students At or Above Lexile

			Standard
All Students	100%=594 students	836	86%
SWD	9%	699	56%
EDS	47%	802	76%
Black Students	38%	804	80%
Hispanic Students	12%	765	93%
White Students	38%	1101	86%

Georgia Writing Assessment (5)

Fifth grades students also take the state writing test. For the 2013 school year, 18% of our students did not meet standards on the state writing assessment. Although our overall writing scores are above the district and state levels, our score decreased by 3 percentage points from 2011 to 2013.

5th Grade Writing Assessment Percent Meeting/Exceeding Standards			
	2011	**2012**	**2013**
Georgia	79%	80%	79%
CCSD	71%	74%	77%
Timothy Road	85%	77%	82%

Georgia Writing Assessment (3)

Third grades students also take the state writing test.

2013 3rd Grade Informational Writing Test Domain Scores Percent Meeting/Exceeding Standards				
	Ideas	**Style**	**Organization**	**Conventions**
Georgia	85%	75%	75%	71%

RESA	83%	73%	73%	71%
CCSD	80%	62%	62%	65%
Timothy Road	87%	72%	59%	78%

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). Over the ten year period, the percentage of Black students meeting or exceeding Reading CRCT standards increased. EDS students showed an increase over the past seven years, and SWD students showed an increase over the past 2006. The less consistent growth for EDS and SWD students indicates a need for increased focus on these students at TRES.

Timothy Road Elementary School - Grades 3, 4, 5 AYP Progress in CRCT Reading/English Language Arts
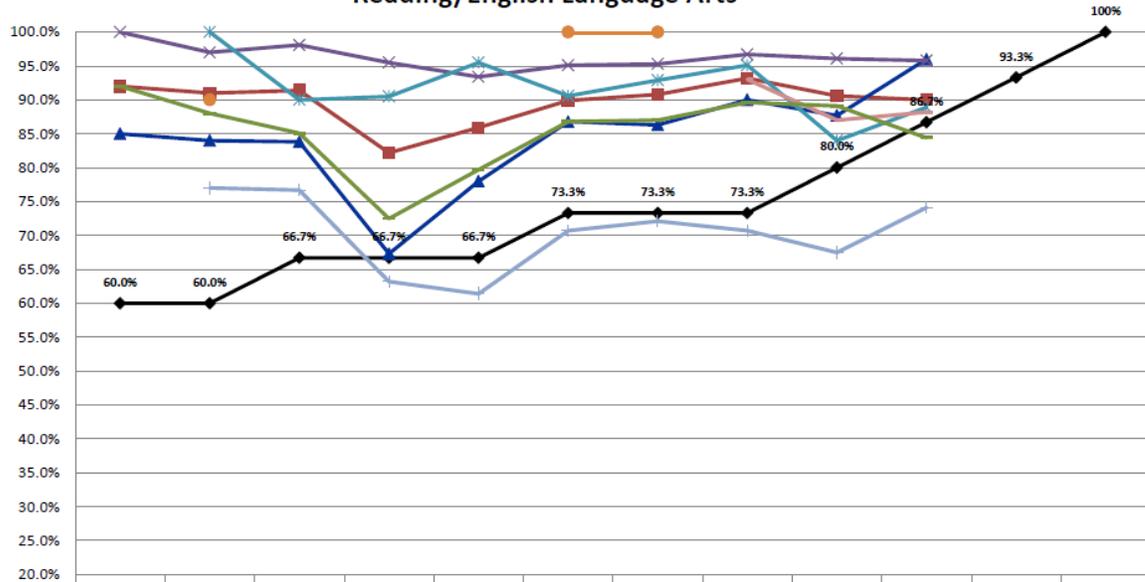
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	60.0%	60.0%	66.7%	66.7%	66.7%	73.3%	73.3%	73.3%	80.0%	86.7%	93.3%	100%
All Students	92.0%	91.0%	91.4%	82.2%	85.9%	89.9%	90.8%	93.2%	90.6%	90.0%		
Black	85.0%	84.0%	83.8%	67.3%	78.0%	86.8%	86.3%	90.0%	87.7%	96.0%		
White	100.0%	97.0%	98.1%	95.5%	93.4%	95.1%	95.3%	96.7%	96.1%	95.8%		
Hispanic		100.0%	90.0%	90.5%	95.5%	90.6%	92.9%	95.1%	84.0%	88.9%		
Asian		90.0%				100.0%	100.0%					
SWD		77.0%	76.7%	63.2%	61.4%	70.7%	72.1%	70.7%	67.5%	74.1%		
ELL								93.0%	87.0%	88.2%		
EDS	92.0%	88.0%	85.1%	72.5%	79.7%	86.8%	87.0%	89.6%	89.1%	84.4%		

C. Identifies strengths and weaknesses based on prescribed assessments

Strengths	Weaknesses
- The percentage of students meeting standards on the CRCT in reading / language arts was 90% in 2011 and 2012. - In 2013, 92% of students meet standards on the CRCT reading/language arts - In 2013, 82% of 5th graders were above their district and state peers on the grade 5 writing assessment.	- May 2013, 69% of kindergarten students were reading at grade level. - May 2013, 55% of 5th grade students were reading at grade level. - Only 25% of EDS students demonstrated proficiency on the PSI in grades 1 and 2 were on target 59% of grade 3 students were proficient on the organizational section of the state writing assessment.

D. Data for all teachers including CTAE, Special Education and media
The data included throughout this section represents all teachers at TRES including special education teachers and the media specialist. TRES does not have a CTAE teacher.

E. Teacher Retention Data
TRES has a teacher retention rate of 84% from the previous school year.

F. Develops Goals and Objectives based on Formative and Summative Assessments
TRES developed 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 Striving Readers Comprehensive Literacy 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. Additional District-Prescribed Data
Our goal is to develop a systematic method of assessing and addressing our students' literacy needs and evaluating progress in response to appropriate intervention(s). Within this literacy plan, identified Tier II, III, and IV students will receive the frequent, targeted, and individualized literacy support with frequent progress monitoring to ensure that interventions are fostering and sustaining literacy gains.

Universal Screener Data
TRES Students Subgroup Reading Level Data 2013 (Percentage of Students Reading at Correct Level)

Grade Level	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
All Grades	72%	30%	64%	63%	68%	85%
Kindergarten	69%	34%	59%	63%	62%	78%
1st Grade	76%	37%	68%	69%	61%	84%
2nd Grade	84%	32%	76%	71%	90%	95%
3rd Grade	78%	29%	72%	72%	83%	90%
4th Grade	71%	26%	63%	60%	62%	89%
5th Grade	55%	23%	48%	42%	58%	71%

Thirty percent of all first and second grade students at Timothy Road scored at meets/exceeding level on the Spelling Inventory assessment. Of White students, 43% spelled at the correct level. Achievement gaps were again noted for all other subgroups, with no other group scoring above 25%.

Timothy Road Spelling Inventory (Grades 1-2) (Percent of Students at Correct Level)			
Subgroup	2010/11	2011/12	2012/13
All Students	29%	35%	30%
SWD	0%	0%	25%
EDS	17%	24%	25%
Black Students	24%	32%	25%
Hispanic Students	19%	10%	21%
White Students	36%	41%	43%

Summative Benchmark Data:

Norm referenced reading assessment administered August of each school year demonstrates TRES performance by sub-group.
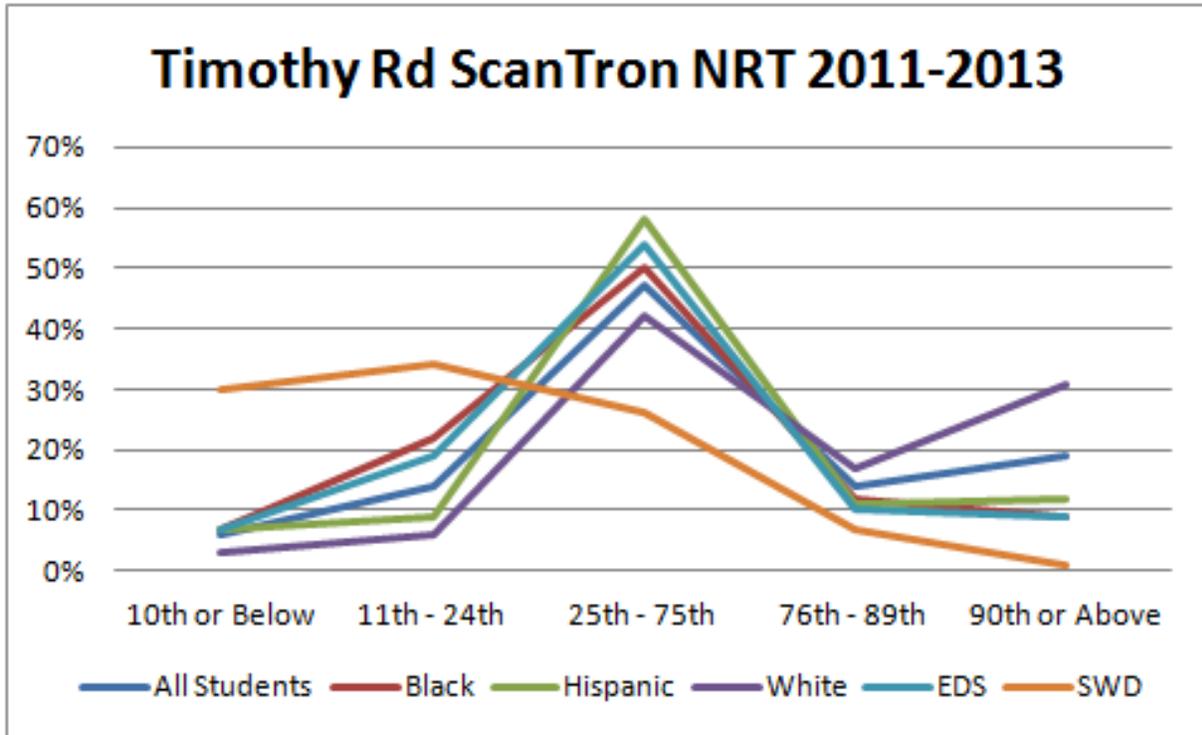
H. Teacher Participation in Professional Learning

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. See section 8 for professional learning implementation.

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

A., B. -   The primary outcome for implementation of the Timothy Road Striving Readers Comprehensive Literacy Grant is twofold: 1) to increase reading achievement for all students across all grade levels and 2) to increase writing performance for all students across all grade levels. In order to achieve the primary outcome, all of the project goals are related to needs identified from the assessment and objectives related to the implementation of the goals. Performance targets are measurable either formatively and summatively.

Section A: Project Goals	Section B: Project Objectives
GOAL 1: Establish a literacy team supporting achievement of literacy goals through tutoring, mentoring, and other means of support. The literacy team will be expanded to include parent and community representatives. Finally, teachers will incorporate the teaching of literacy across content areas.	**Goal 1 Objectives** - Establish a functional literacy team that involves community stakeholders enables and monitors the cross content area teaching of literacy.
Goal 2: Implement an early literacy program providing the five essential components of 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 2 Objectives** - Provide a quality, systematic, explicit early literacy experience; laying the foundation for future academic successes, including hands on experiences to increase background knowledge and vocabulary (GLP - The What p.6, 19).
Goal 3: Identify at-risk students and provide interventions by implementing a comprehensive tool for K-5 literacy screening and diagnostic assessment (GLP - The Why, 5.A.5).	**Goal 3 Objectives** - Routinely screen on skills critical to literacy; administer diagnostic assessments to students identified to guide instructional interventions (GLP - They Why, 5.A.5.c-d).
Goal 4: Provide on-going professional learning for all staff in the areas of: ● **best practices and assessment** ● **skills to motivate students and involve families (GLP - The Why, 7.B 2-3).**	**Goal 4 Objectives** - Teachers participate in professional learning in research based best practices, assessments, technology, and instructional strategies.
Goal 5: Provide resources, strategies, and	**Goal 5 Objectives** - Increase motivation in

opportunities to motivate students to read and write across the content areas (GLP - They Why, 3.C.2)	adolescent readers. Provide direct, explicit comprehension instruction, involve students in collaborative learning groups; 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).

By implementing the goals and objectives above, it is the expectation that the targets listed below will be met:

Performance Measure(s)	Actual 2011-12	Actual 2012-13	Target 2013-14	Target 2014-15	Target 2015-16
% of students meeting/ exceeding standards on the 3-5 CRCT in Reading	93%	96%	97%	98%	99%
% of SWD meeting/ exceeding standards on the 3-5 CRCT in Reading	81%	82%	85%	88%	90%
% of students in grades 3 meeting/exceeding the grade level lexile target of 650.	83%	NA	87%	89%	91%
% of students in grade 5 meeting/exceeding the grade level lexile target of 850.	69%	NA	79%	84%	90%
% of students in grades 1 meeting/exceeding EOY DORF target.		76%	81%	83%	85%
% of students in grades 2 meeting/exceeding EOY DORF target		81%	86%	88%	90%
% of all students meeting/ exceeding standards on the 3-5 CRCT in ELA	88%	88%	90%	92%	94%
% of SWD meeting/ exceeding standards on the 3-5 CRCT in ELA	67%	47%	72.5%	77%	82%
% of EDS meeting/ exceeding standards on the 3-5 CRCT in ELA	83%	82%	85%	88%	91%
% of students that meet/exceed the 5th grade writing standards	77%	82%	85%	88%	91%
% of SWD students that met/exceed the 5th	20%	71%	75%	79%	83%

grade writing standards.					
% of ELA elements meeting expectations on GKIDS	79%	82.7%	85%	90%	95%
% of students exceeding standards on the 3-5 CRCT in Reading	42%	50.7%	55%	60%	65%
% of students exceeding standards on the 3-5 CRCT in ELA	36%	41.9%	44%	47%	50%
Of the respondents, the % of faculty who consistently/often agree "My students evaluate their work, utilize tools such as rubrics, anchor papers, scoring guides, and checklist."	NA	73.3%	80%	85%	90%

C. Formative and Summative Measurements by Goal and Objective

Formative / Summative Measure	Goals and Objectives Measured
DIBELS Next	2,3,5
Primary Spelling Inventory	2,3,5
Informal Phonics Inventory	2,3,5
Teacher Observation/ Walkthrough Data	1,2,4,5
Benchmarks	2,3,5
Rigby Running Records	2
PL Implementation Rubric	1,4
PL Feedback Data	1,4
GKIDS	2,3,4,5
CRCT	1,2,3,4,5
Teacher Evaluation	1,2,4,5

D. 90 Minutes of Tiered Instruction

The following graphic represents an ELA block, with 15 minutes of read aloud, 30 minutes of shared reading, 15 minutes for three differentiated groups, and 30-45 minutes for writing instruction.

Children's Literature Read Aloud			
Grade-Level Shared Reading Instruction			
Differentiated Instruction	Middle Group	Reading Practice	Reading Practice
	Reading Practice	Lowest Group	Reading Practice
	Reading Practice	Reading Practice	Highest Group
Grade-Level Writing Instruction			

(Walpole, S., McKenna, M., Differentiated *Reading Instruction*)

Timothy Road Elementary School will provide instruction in a tiered protocol.

Tier	Literacy Interventions Included in Each Tier
I	Computer interventions, small flexible group instruction, CCGPS instruction, universal screeners, differentiated instruction
II	Computer interventions, Passport direct instruction, Headsprout, small group (2-3 days per week), extended day instruction, frequent progress monitoring.
III	Computer interventions, ELT small group instruction (4 to 5 days per week), extended day instruction, more frequent progress monitoring.
IV	Increased computer interventions, EXC services, ESOL services, ELT, EXC, ESOL direct and collaborative core instruction, Gifted, Renzulli, projects, extended day services.

E. RTI model

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 (2 to 3 days per week) ● Longer term interventions ● Frequent progress monitoring ● Extended Day Instruction
All Classroom Teachers Co Teachers: ● EIP ● Gifted ● Special Education Academic Interventionist Paraprofessionals	IV	● Instructional Time ● Collaborative Teaching ● Direct Instruction	● Individualized Instruction with specialized programs ● Computerized Interventions ● Differentiation / Flexible Small groups ● More frequent Progress Monitoring ● Voyager / Passport Direct Instruction ● Headsprout ● Small group instruction (4 or more days per week) ● Extended Day Instruction ● EXC, ESOL, Gifted pull - out

			instruction • CCGPS Instruction • Comprehensive menu of instructional strategies

F. Inclusion of Teachers and Students

All teachers and students are included in the activities of this application.

G. Current Practices

Universal screeners and diagnostic assessments are in place, but not across grade levels. Instructional interventions are in place across grade levels, however, they are inconsistent within, between or across grade levels. The CCGPS in ELA are taught. Professional learning on the standards, assessments, instructional strategies and targeted interventions is needed.

H. Goals Funded with Other Sources

1. ELA data team training
2. Professional learning on our current computer interventions
3. Professional learning engaging all students in daily literacy assessments and instruction

I. Sample Schedule

	PreK	K	1st	2nd	3rd	4th	5th
		2013-14 TIMOTHY ROAD ELEMENTARY SCHOOLMaster Schedule					
7:30-8:00		Tier 2/Tier 3 Instruction (Homework Helpers)					
7:40-7:45		Broadcast/Morning Announcements					
7:45		7:45- 8:10 a. (grades p-2) Morning Meeting 7:45-8:00 (grades 3-5)					
8:05-8:55		ELA/Reading 8-10 am	Math 8:00	ELA/Reading 8:00-9:55 am	Math 8:00	Math 8:00	Special Areas 8:00
9:00-9:50		ELA/Reading	ELA/Reading 9:00-11	ELA/Reading	ELA/Reading 9:00-10:50	Special Areas 9:00	ELT 8:55
9:55-10:45		Social Studies Science 10:00	ELA/Reading	Special Areas 9:55	ELA/Reading	ELA/Reading 9:55- 11:45	Math 9:45
10:50-11:40		Lunch/Recess 10:40-11:45	Recess/Lunch 11:00-12:00	10:50-12:00 Lunch/Recess	Special Areas 10:50	ELA/Reading	ELA/Reading
11:45-12:35		Math 11:45	Social Studies Science12:00	ELT 12:00	Lunch/Recess 11:45-12:45	Recess/Lunch 11:50-12:50	Recess/Lunch 11:40-12:30
12:40-1:30		Special Areas 12:45	ELT 12:45	Math 12:45	ELT 12:45 1:40	Social Studies Science 12:45 pm	ELA/Reading 12:30-2:30
1:35-2:30		ELT 1:40	Special Areas 1:35	Social Studies Science 1:45	Social Studies Science 1:40-2:30	ELT 1:35	Social Studies Science
2:30--2:35		Pack up/Dismissal					
2:40-4:45	After School Programs/Tier 2 Tier 3 Instruction						

J. Research-Based Practices

See section A.

VI. Assessment/Data Analysis Plan

A. Current Assessment Protocol

When	Assessment
August, December, May	Scored Writing Samples (K - 5)
August	Scantron Norm Referenced ELA Assessment (2-5)
September, December, May	Oral Reading Fluency (Grades 2 - 5 three times per year, Grade K and 1 two times per 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 ELL's
March	Writing Test (3,5)
April	CRCT (3-5)
Quarterly	Teacher Made Standards Based Assessments

B. Current Assessment vs. SRCL Assessments

Currently, our district requires the DORF Reading Fluency 3 times per year in grades 2-5 and one time per year in grade one. 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 one reading passage per student, without the DORF retelling component. Currently, DORF is the only component of DIBELS Next used in our building. Beginning next 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. New Assessment Protocol

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 Benchmark (K-5)**
September, December, May	**Informal Phonics Inventory (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)
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 ELL's
March	State Writing Test (3,5)
April	CRCT (3-5)
Ongoing throughout the Quarterly	Teacher Made Standards Based Assessments

D. Current Assessment Discontinued

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 and give it as a diagnostic tool to help determine appropriate differentiated instruction and interventions.

E. Professional Learning Needs
- 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, with an added emphasis on incorporating technology, and using the data to plan for differentiated instruction
- Developing and using formative and summative assessments to determine effectiveness of instruction and student learning outcomes
- 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 TRES, and all teachers and leaders will need training)

F. Presentation of Data to Parents and Stakeholders

TRES 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 data with parents at conferences held in the spring and fall of each school year. Clarke County School District has a website with a performance section that reports summative data on the district and individual schools. 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. Data Used in Instructional Strategies
- 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 TRES already set goals for reading. We can use DIIBELS 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 interventions and to adjust instruction (GLP - The How, 3C).

At TRES, we 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 interventions. 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 TRES, we strive to have all students reading on grade level by the end of third grade. We have recently begun the process of using an error analysis model within running reading records and using differentiating based on those results. As teachers become familiar with the diagnostic tools, they will be able to plan interventions that meet the specific needs of students.

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

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

H. Assessment Plan and Personnel

The TRES 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 on administering the DIBELS Next benchmark assessment. Initially, the Literacy Team will conduct all DIBELS Next benchmark assessments. Within a year all staff members will be trained in administering the DIBELS Next benchmark assessments. The diagnostic tools will be given by the classroom teachers, resource teachers, and the literacy coach. Diagnostic screeners (3 times per year) and progress monitoring (minimum of 2 times per month) will be conducted during Extended Learning Time (ELT).

VII. Resources

A. Needed Resources
- Literacy instruction checklist
- Core literacy instructional program materials for K-5
- Books and leveled readers for classroom libraries
- Big books that are aligned to concepts across content areas
- Rich assortment of content area literacy 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 across subject areas
    - Writing resources (e.g., *Write from the Beginning and Beyond*)
    - Reading Endorsement for a total of 15 Professional Learning Units (PLUs), through NEGA RESA.
- Professional learning materials for staff
- Stipends to cover professional learning
- Travel expenses 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.

B. Activities Supporting Interventions
- Effective literacy activities (K-2)
    - Phonemic awareness
    - Letter/sound relationships
    - 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

C. Shared Resources
- Leveled readers
- Flip camera
- Digital Cameras (5)
- Sound system
- Document cameras (3)
- Computer lab
- Software
- iPad
- Wii
- iPod touches (3)
- Audiobooks
- Wifi network broadband internet access
- Storytown Strategic Intervention Materials
- Passport Reading

D. Library Resources

Our collection contains over 22,000 items for check out. Our non-fiction collection has an average age of 18 years. In the past two years the focus was on updating our collection by purchasing non-fiction books to align more closely with the standards. We also have a focus on high interest fiction and non-fiction while building our graphic novel collection. Our goal this year is to purchase both information and high interest electronic books to add to our collection.

Collections		Copies	Percentages
Biography		**710**	**3.18**
Easy		**4204**	**18.84**
Fiction		**5131**	**23**
Non-Fiction		**5475**	**24.53**
	Generalities	52	0.23
	Philosophy and Psychology	60	0.27
	Religion	70	0.31
	Social Studies	897	4.02
	Language	108	0.48
	Natural Sciences	1797	8.05
	Technology & Applied Sciences	702	3.15
	Arts and Recreation	651	2.92
	Literature and Rhetoric	379	1.7
	Geography and History	759	3.4
ESOL		**90**	**0.4**
Professional		**3137**	**14.09**
Reference		**449**	**2.01**

Equipment		89	0.38
Leveled Readers		**3029**	**13.57**
Total		**22314**	**100**

E. Activities Supporting 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, ongoing professional learning
- Ongoing formative and summative assessments of students and programs

F. Additional Needed Strategies
- Teach students how to:
  - Use reading comprehension strategies
  - Identify and navigate common text structures
  - 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

G. Current Classroom Resources
- Projection Board
- Projector
- Desktop computers (2-3)
- Storytown literacy resources leveled readers (3-5)
- Rigby literacy resources and Big Books

- WriteSource (1-5)
- Listening Centers (K-5)
- Systematic Sequential Phonics (1-2)

H. Alignment Plan for SRCL and 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 IV, 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.

I. Technology Purchases

Students will have access to technology which will engage and motivate them in ways we currently cannot do. Having access to technology provides 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 TRES 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.

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VIII. Professional Learning

A. Professional Learning Activities

In 2012 - 2013, instructional staff attended professional learning (PL) activities directly related to literacy initiatives included in our School Improvement Plan. Future PL activities will relate to literacy initiatives identified in the SRCL plan.

Topic/Focus/ Purpose	Time Frame	Participants	Facilitator/ Provider	Delivery Format
Data Summit	August 3, 2012	Certified Staff	Principal/Assistant Principal (**AP**)	Workshop
Four Square Writing Method	August, 2012	Certified Staff	Instructional Coach (**IC**)	Workshop
RTI Interventions/ Data Collection	September, 2012	Certified Staff	AP	Collaborative Planning
ELT Common Framework/ Targeted Reteaching	October & November, 2012	K-5 Teachers	AP/IC	Teacher Learning Communities (**TLC**)
ELA Digital Resources	October & November, 2012	K-5 Teachers	IC/Technology Specialist	TLC
Rigor of CAI & Common Core Standards	October - February	K-5 Teachers	IC	TLC
Higher Order Thinking Skills /Depth of Knowledge	August, September, March	Certified Staff	CCSD Gifted Content Coach	Workshop
Math Problematic Situations	October, 2012	Certified Staff	IC	Workshop
Writing Analysis/CCSD Writing Rubric	January, February, March. 2012-2013	K-3 Teachers	IC	TLC

Writing Across Content Areas/Four Square Writing Method	January, February, 2012-2013	K-5 Teachers	IC	TLC
Hands-On Science Instruction/Science Formative Assessments	August - May, 2012-2013	K-5 Teachers	District Science Content Coach	Workshops/Collaborative Planning
Vertical Alignment of Science Concepts/Writing Across Content Areas	February, 2013	Certified Staff	IC	Workshop
Benchmark Analysis/CAI Rigor	October, January, March, 2012-2013	3-5 Teachers	IC	TLC
Vertical Alignment of Social Studies Concepts/Writing Across Content Areas	January, 2013	Certified Staff	IC	Workshop
Data Teams	August-May, 2012-2013	Grades K-5	Grade Level Experts/IC	Grade Level Planning

B. Percentage of Staff Attending Professional Learning

100% of instructional staff attended grade level or building level specific professional learning or received PL redelivery.

C. Detailed List of On-Going Professional Learning

All of the PL topics listed below are currently on-going.

Topic/Purpose/ Focus	Dates	Participants	Facilitator/ Provider	Format
ELA CCGPS - Teaching Across Content Areas	August-May 2013-2014	Certified Teachers	Writing Grade Level Experts/IC	Collaborative Planning/ Data Teams
Deconstructing CCGPS Standards/Rigor	August-May 2013 - 2014	Certified Teachers	IC/AP	TLC
Writing Across Content Areas/Four Square Writing Method	January-February 2013-2014	Certified Teachers	IC	TLC
Running Records/Analysis of Students' Reading Behaviors	October, 2013	Certified Staff	IC	TLC
Fluency/Reading Understandings	October, 2013	Certified Staff	IC	TLC

D. Professional Learning Needs

- Using data to inform instructional decisions and explicit teaching
- Selecting appropriate texts and strategies for instruction
- Modeling literacy skills and strategies
- Foundational skills (five components of literacy instruction)
- Providing guidance and independent practice with feedback
- Differentiating instruction
- Explicit writing instruction

E. Professional Learning Evaluation

Current processes to determine if professional learning (PL) was adequate and effective are as follows:

- Participants provide PL feedback
- Summative/formative assessment data and district walk-through data is used as starting points to determine PL needs
- The process of analyzing student work to look for evidence of student learning tied to PL has begun
- Administrators observations/feedback
- Feedback from teachers

F. Professional Learning Plan

Topic/ Purpose/ Focus	Participants	Facilitator/ Provider	Format	Goals and Objectives Targeted in Literacy Plan	Project Goal Number
DIBELS	K-5 Teachers	Reading Mentor	Workshop	Train staff to administer assessments to ensure standardized procedures and accurate data recording	Project Goals 2, 3, 5
Reading Comprehension Strategies for High Impact Instruction across Content Areas	K-5 Teachers	IC	Teacher Learning Communities (TLC)	Faculty/staff participate in targeted, sustained PL on literacy strategies across	Project Goals 2, 4, 5

				content areas	
ELA CCGPS-Text Complexity	K-5 Teaches	Instructional Coach, RESA trainers	Workshop, Collaborative Planning	Support teachers in the continued integration of literacy instruction and skills development necessary for high achievement in all content areas as articulated within the CCGPS.	Project Goals 2, 4, 5
Common Systematic Procedure for Teaching Academic Vocabulary in all Content Areas	All certified staff	Instructional Coach, Consultant	Workshop, TLC, Instructional Modeling	Require the teaching of academic vocabulary in all subjects using a systematic and rigorous process	Project Goals 2 4, 5
Writing Across Content Areas	All Certified Staff	Consultant. Instructional Coach,	Workshop, Collaborative Planning, Instructional Modeling	Provide PL on best practices in writing instruction across content areas	Project Goals 2, 4, 5
Strategies for Teaching Writing and the Development of Rubrics to Improve Literacy Instruction and	K-5 Teachers	Consultant, Instructional Coach	Workshop, TLC, Instructional Modeling	Teachers use a school-wide commonly adopted writing rubric that is	Project Goals 2, 4, 5

Students' Understandings				aligned with the CCGPS to set clear expectations and goals for performance.	
ELA CCGPS- Developing formative assessments utilizing a variety of formats to match rigor of the standards	K-5 Teachers	RESA consultants, IC	Collaborative Planning, TLC	Develop school-wide classroom based formative assessments to assess efficacy of classroom instruction.	Project Goal 3, 4
Core Reading/ELA Program	K-5 Teachers, Literacy Leadership Team Members	Trainer from Publisher, Instructional Coach	Workshop, TLC, Grade Level Planning	Provide training to targeted staff in the use of the core program.	Project Goals 1, 2, 3, 4, 5
P-12 Reading Endorsement Program	K-5 Teachers	NEGA RESA	Coursework/ 15 PLUs and Reading Endorsement Certificate	Provide training for identified teachers to become reading specialists.	Project Goals 1, 2, 3, 4, 5
Guided Reading/ Interactive Reading/ Shared Reading Strategies	K-5 Teachers	RESA Consultant, Instructional Coach	TLC, collaborative planning, Instructional Modeling	Provide PL on explicit instructional strategies to build students' comprehension strategies across content areas	Project Goals 2, 3, 4. 5
Explicit, systematic literacy	K-5 Teachers	RESA Consultant, IC	TLC, collaborative planning,	Provide PL on explicit instructional	Project Goals 2, 3, 4, 5

instruction (Including strategies to teach word identification, vocabulary, and comprehension)			Instructional Modeling	strategies to build comprehension strategies across content areas	
Differentiated Instruction	K-5 Teachers	Reading Mentor, IC	TLC, collaborative planning, Instructional Modeling	Plan/provide a model of PL for developing differentiated literacy instruction	Project Goals 2, 3, 4, 5

G. Effectiveness of Professional Learning

Student data will be used as the overall measure of the effectiveness of PL. As mentioned in the school narrative, our TRES mission is to provide a learning environment that nurtures, guides, and challenges all students to their highest academic standards and levels of achievement. Effective PL is linked to higher student achievement (Georgia Literacy Plan (GLP), The Why, 7). Shifts in understandings take time, and we are aware that it may take some time to see the end results for which we are striving. As noted in Section 7.A of the GLP - The Why, "...the expectations for change need to be tempered with the recognition that change is difficult and takes time." Historically at Timothy Road, we implement changes in an effective and timely manner, especially when stakeholders are invested in the initiative.

Other means of measuring effectiveness of professional learning are:
- Observe teachers using an instrument such as the Georgia Literacy Instruction Observation Checklist three times per year. If PL is effective, the features of effective instruction will be observed with increasing frequency. The instrument used will align to the goals and objectives stated in our Literacy Plan.
- Use teacher data (surveys, teacher interest surveys, and teacher observations) as well as ongoing formative and summative student data to target professional learning needs (GLP - The How, 2012), and evaluate PL opportunities.
- Implement PL rubric aligned to goals and objectives.

IX. Sustainability Plan

A.   Plan for Extending Assessments
District assessment tools and tools attained through the grant will continue to be administered annually. DIBELS Next, IPI, and SRI will be funded using Title I or QBE funds. New teachers will receive training on how to administer assessment tools and interpret results

B. Developing Community Partnerships
TRES currently has Partners in Education (PIE), a partnership between businesses or civic organizations and school. PIE supplements teaching by sponsoring activities (field trips, displays, or speakers). PIE members will serve on the TRES Literacy Team, and this partnership will continue beyond the life of this grant.

C. Sustainability Plan:

- **Expanding Lessons learned**

Lessons learned will be expanded through ongoing PL, a library of professional texts, journals and online sources (GLP - The How, p.40).   The instructional coach and teachers will provide home learning connections and training to support the effective use of these resources, including differentiated support for students (GLP - The How, p.39). 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 Assessment Protocols**

We will train staff members on the DIBELS Next, informal running records, and other 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 (training by instructional coach and existing staff). The instructional coach and Literacy Team will be responsible for providing professional learning on assessment protocols annually to all staff. District and school funds (Title I and discretionary) will be utilized to purchase assessments.

- **New System Employees Training**

Currently, new district employees have a week-long New Teacher Orientation, as well as a monthly orientation and mentoring program. Part of this training for new TRES teachers will be to share our Literacy Plan and provide focused professional learning on instructional strategies and assessment protocols outlined within the plan.

- **Maintaining and Sustaining Technology**

SPLOST funds will maintain technology with district personnel responsible.

- **Ongoing Professional Learning**

Staying abreast of current research and best practices in literacy instruction, including differentiated instruction, will continue by developing a professional library (texts, journals and online resources) (GLP - The How, p.40) and utilizing resources (webinars and professional learning videos from the GaDOE website) to ensure our literacy instruction stays current. Professional learning will be revisited regularly and revised yearly based on student mastery of CCGPS and classroom observations (GLP - The How, p.48).

D. Print Materials Replacement

Currently, print materials are funded through other sources. Funding to continue and sustain necessary print materials will be provided after the life of this grant through other sources (Title I and principal discretionary funds).

E. Extending Professional Learning

TRES intends to video record professional learning and differentiated lessons (GLP - The How, p.40) in order to create a digital resource library. Digital resources provided by the GaDOE and a "train-the-trainer" model will be utilized to sustain professional learning. The instructional coach and designated staff will re-deliver and facilitate these trainings with new staff members. Time will be allotted during district New Teacher Orientation for administrators and the instructional coach to share the Literacy Plan and provide targeted training on instructional strategies and assessment protocols outlined within the plan.

F. Sustaining Technology

SPLOST funds, Title I and building level discretionary funds will maintain technology with district personnel and building administrators responsible.

G. Expanding Lessons Learned - New Teachers & LEA

Lessons learned will be shared with other schools and new teachers through professional learning communities, such as CCSD New Teacher Orientation, Summer Institute, Instructional Council, and Principals/AP PLCs.

X. Budget Summary

Professional Learning

We request funding for consultants for professional learning identified in previous sections for all teachers in year one and, in subsequent years for all targeted teachers (new and identified by need).   These areas of professional learning will extend beyond building-level professional learning which will be provided by the instructional coach, district personnel, and/or literacy council members. Funding is requested for targeted teachers to attend content-specific professional learning, and for substitutes that can effectively lead instruction while allowing targeted teachers to attend professional development. Funding will cover all travel and registration expenses.

We are also requesting funding for professional development through NEGA RESA which offers a PSC approved add-on Reading Endorsement for a total of 15 Professional Learning Units (PLUs) for identified teachers. Funds would also be used for required texts and supplemental materials for each teacher.

Selected staff members will attend literacy related conferences to support the Timothy Road Elementary Literacy Plan. Funding will cover all travel and registration expenses.

Stipends

Funding is requested for stipends to pay teachers to work beyond their contract time to engage in crucial training and professional learning that supports our school's literacy plan.

Professional Library

We request funding for professional learning materials to support the Literacy Plan (e.g., How to Plan Differentiated Reading Instruction). These are not consumables, but resources that can be reused to train targeted teachers in subsequent years or to refresh or retrain the entire staff when necessary.

Print Materials/Supplies

We request funding for print materials, including core literacy program materials, non-fiction informational texts, leveled readers, novels, graphic novels, and subscriptions to developmentally appropriate literary magazines and Common Core aligned periodicals (e.g. *Time for Kids*) to ensure literacy-rich environments for our children at home and at school. In addition, printing/copying supplies will be purchased as necessary to support the literacy program. Other organizational tools/supplies (*e.g. book boxes*) will be purchased as needed. The Media Center

will receive funding to upgrade content collections and informational text to meet the needs of CCGPS. In addition, the media center will purchase non print literacy materials to support the literacy program.

Home School Connections/Literacy Events

We request funding for school wide events that promote literacy within our community and increase student motivation and interests in reading.

Student Instructional Support - Beyond the Regular Instructional Day

Funding will be used to support student literacy instruction beyond the regular school day *(e.g. Pathways to Success Program, Saturday School, and Summer Learning Academy.)* In addition, funding will be used to purchase instructional program materials, supplies, stipends for teachers, and transportation costs.

Pupil Travel/Field Trip

Funding is requested for students to attend literacy based theatre productions in Athens and the surrounding areas. The funding requested will cover transportation costs and ticket prices for students and staff.

Technology
SRCL funding will be used to supplement CCSD purchase in technology in order to give access to all students at Timothy Road Elementary. This includes, but is not limited to increasing technology access to 1:1 in grades K-5, accessories, software, and other technology supplies as needed.