

School Profile

Created Thursday, October 31, 2013

Page 1

School Information

School Information District Name:	Colquitt County
School Information School or Center Name:	Cox Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Jim Horne
Principal Position:	Principal
Principal Phone:	(229)890-6190
Principal Email:	jhorne@colquitt.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Heather Grantham
School contact information Position:	Teacher
School contact information Phone:	(229)890-6190
School contact information Email:	hgrantham@colquitt.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

33

FTE Enrollment

509

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Lynn K. Clark

Position/Title of Fiscal Agent's Contact Person: Dir. of Elem. Curriculum

Address: P.O. Box 2708

City: Moultrie Zip: 31776

Telephone: (229) 890-6194 Fax: (229) 890-6180

E-mail: lclark@colquitt.k12.ga.us


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

Samuel A. DePaul
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/2/2013
Date (required)

Preliminary Application Requirements

Created Tuesday, December 03, 2013

Page 1

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

Created Tuesday, December 03, 2013

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

c. Remedies for Nondisclosure

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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


II. Disclosure of Conflict of Interest after Agreement Execution

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Samuel A. DePaul, Superintendent

Typed Name of Fiscal Agency Head and Position Title

12/2/2013

Date



Signature of Applicant's Authorized Agency Head (required)

Samuel A. DePaul, Superintendent

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

12/2/2013

Date

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

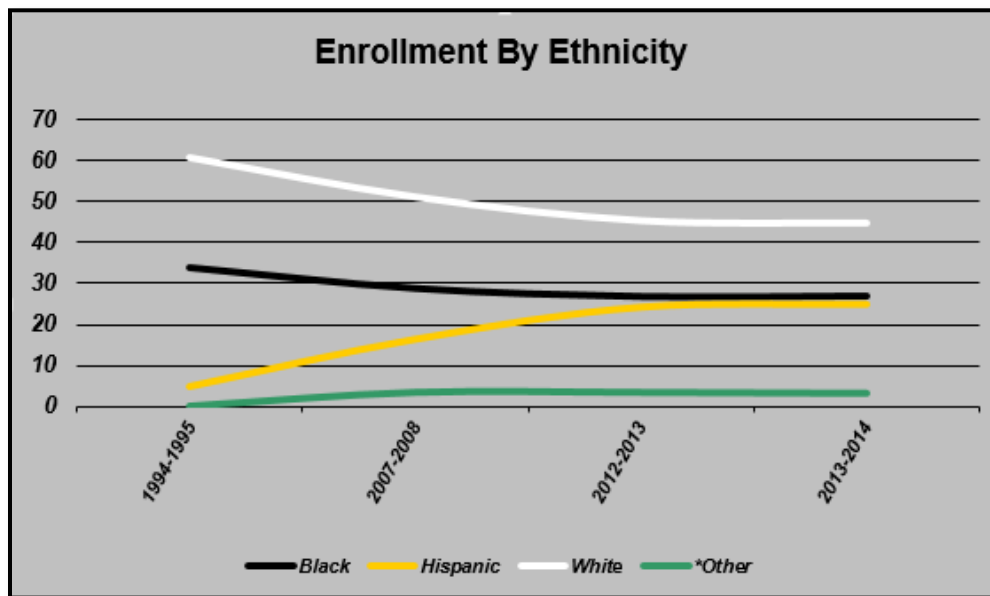
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

District Narrative

Brief History of the System

Colquitt County (CC) is a rural agricultural community of 46,000 nestled in the heart of South Georgia. The Colquitt County School System (CCSS) began in 1873 with “Each Day – Excellence in Every Way” being the foundation for all decisions. Though that sentiment is still evident today, Colquitt County’s generational poverty and rapidly increasing Hispanic population are both challenges to and opportunities for excellence. Almost 35% of our school-age children live in poverty as compared to a 19% state average. Dramatic changes in the system’s ethnic makeup are evident in the chart below.



System Demographics

	TOTAL STUDENTS	BLACK	HISPANIC	WHITE	OTHER
CC High	1696	26%	21%	49%	4%
Achievement Center	108	48%	19%	29%	4%
Gray Junior	1269	27%	21%	49%	3%
Williams Middle	1370	27%	25%	44%	4%
Cox	564	43%	45%	10%	2%
Doerun	316	26%	14%	58%	2%
Funston	389	14%	52%	33%	2%
Hamilton	285	2%	6%	86%	6%
Norman Park	598	7%	40%	51%	2%
Odom	672	10%	51%	36%	3%
Okapilco	520	35%	21%	41%	3%
Stringfellow	375	75%	17%	5%	3%
Sunset	686	33%	17%	44%	5%
Wright	615	27%	9%	61%	2%
GEAR (Gifted 3-5)	188	7%	12%	73%	9%
SYSTEM	9651	27%	25%	45%	3%

Special Populations:

- Special Education – 11.6%
- ESOL – 12.8%
- Migrant – 9.2%
- Gifted – 16.7%
- PreK – 28 Classrooms (608 slots)
- Pre-School (Migrant/Sp Ed) – 52 students

74% of students were eligible for free/reduced meals in 2012-13, but now all PK-9th grade students eat free through the Community Eligibility Provision. All schools are Title I eligible.

Current Priorities

CCSS is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Development of ELA/Math units aligned to CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Participation in Georgia’s Formative Instructional Practice modules
- Closing achievement gaps of subgroups
- Increase in graduation rate
- Restructuring of the gifted education program

Strategic Planning

Beginning July, 2012, CCSS embarked upon a renewed mission involving all stakeholders in a formal strategic planning process. University of Georgia’s Fanning Institute was enlisted to organize an unbiased approach to the system’s strategic planning process. Approximately 200 community members and school leaders met to discuss goals and objectives of the system. Input was then solicited from student representatives, parents, teachers, and other stakeholders to create a draft strategic plan. The formal plan was adopted by the school board in March, 2013. The strategic plan is a living document which will be reviewed and revised frequently.

Strategic Planning Goals	
Future Ready Students	Provide all students with a rigorous and relevant course of instruction grounded with real world applications.
21st Century Professionals	Attract and retain highly effective, enthusiastic staff with skills to lead, teach, assess, and support learning needs of all students.
Leadership for Innovation and Collaboration	Engage parents, staff, community, EL parents, and others to partner with the school system.
21st Century Systems	Provide technology necessary to support 21 st century student learning and instruction.
Budgeting, Planning and Funding	Provide facilities, technology, safety, and other pertinent matters necessary to support 21 st century student learning and ensure transparency in all aspects of the budgeting /planning processes.

Current Management Structure

The chart below shows the current management structure of the system with asterisks indicating individual changes in leadership (principal, assistant or district) this school year.

CCSS Superintendent	
Principals	
Elementary <ul style="list-style-type: none"> • Cox ** • Doerun • Funston • Hamilton * • Norman Park * • Odom * • Okapilco • Stringfellow * • Sunset * • R.B. Wright 	Secondary <ul style="list-style-type: none"> • Williams Middle * • Gray Junior High ** • Colquitt County High ***
Assistant Superintendent of Instruction and Learning Services* <ul style="list-style-type: none"> • Middle/Secondary Curriculum • Pre-K /Elementary Curriculum • Information Services • Gifted Education * • CTAE Director* • Federal Programs Director* • Homeless Liaison 	
Assistant Superintendent of Human Resources <ul style="list-style-type: none"> • Network Services • Alternate Education * 	
Assistant Superintendent of Business Services <ul style="list-style-type: none"> • Employee Benefits • Comptroller* • Payroll • School Nutrition • Transportation • School Nurse Coordinator 	
Director of Facilities/Construction	
Director of Special Education	
Coordinator School/Community Relations	

Past Instructional Initiatives

CCSS is initiative-rich with efforts to meet the needs of all sub-groups. Charting of past and present initiatives revealed an exorbitant hodge-podge of initiatives.

Initiative	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
ELA													
America's Choice/Georgia's Choice													
Rigby Leveled Readers													
Language Adoption (TE Only)													
Standards Based Classrooms/GPS													
Saxon Phonics													
Fountas/Pinnell Phonics													
Melissa Forney Writing Training													
Dr. Cupp Readers													
Literacy Coaches (# of coaches)	10	10	10	10	10	10	10	10	10			1	1
Commitment to AP/ISS at schools													
Local Reading Assessment Toolkit													
Treasures Program Adoption													
Scholastic Reading 180 (Gr 8-9)													
Best Practices for Reading Instruction													
Sunday System													
Fast ForWord (4 schools/hospital)													
Laying the Foundation (Gifted 6-12)													
ASSESSMENTS													
GRASP													
DIBELS Next													
Implementation of CCGPS													
OAS													
STAR/AR/AM													
ESOL													
SIOP													
WIDA Standards													
ESOL Endorsement													
Academic Content Vocabulary													
Thinking Maps													
Virginia Rojas Instructional Equity													
Rosetta Stone													
General													
Math Coaches									3	3	3	1	1
Ruby Payne Poverty Study													
Differentiation Study													
Ken O'Conner Grading Study													
Math Endorsement													
Gifted Endorsement													
Co-Teaching and Inclusion													
21 st Century Classrooms													
Bring Your Own Technology													
Thinkgate (Grades 10-12)													
SLDS													
PK-12 Graduation Focus													
Social Studies Unit Development													

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Science Unit Development													
CCGPS Rollout for ELA/Math													
PD 360													
Educational Impact													
Formative Instructional Practices													
TKES/LKES													

Literacy Curriculum

CCSS’s literacy curriculum is driven by the CCGPS. State suggested units, with local revisions, are currently being used in reading and writing. McMillan McGraw-Hill’s Treasures Program was adopted, but materials are not aligned with CCGPS; hence, there are recognized gaps in scope and sequence for instruction.

Literacy Assessments Used District-wide

2013-14 Required Universal Reading Screenings (DIBELS Next – Grades 1-5)			
	Beginning of Year	Middle of Year	End of Year
K	GKIDS Baseline	<i>GKIDS(quarterly)</i>	GKIDS, Fry Words, Phonological Awareness
1	Letter/Name and Letter/Sound Correspondence, Fry Words, Phonological Awareness	Oral Reading Fluency (ORF) Fry Words	ORF Fry Words
2	ORF, Fry Words		
3-5	ORF Comprehension (DAZE)	ORF DAZE	ORF DAZE

Students scoring below benchmark level on universal screeners are tested on Phonological Awareness, Phonics Inventory, Decoding Inventory, and Fry Word inventory (depending upon grade level and abilities). Instructional plans are then determined based upon diagnosed needs. Treasures’ Running Records are used to move students from level to level in guided reading instruction.

Need for a Striving Reader Project

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

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of fidelity in the use of Response to Intervention tools
- Absence of robust professional development
- Weakness in utilization of test data to drive instruction

The need for Striving Reader funding in the CCSS is dire. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistency of instructional initiatives, stagnant test scores, TKES/LKES, and ever-dwindling general fund reserves, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the mission for excellence.

District Management Plan and Key Personnel

The decision to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was made only after intense discussion with all elementary school leaders and district support personnel. Responsibilities included with the grant application and implementation were fully discussed. The system is committed to applying for, receiving, implementing, and monitoring the grant with integrity and quality. Grant funding will provide a vehicle to support all goals within our district’s strategic plan.

The implementation, monitoring, and reporting of goals and objectives in the grant will be ultimately managed at a district level, running through the office of elementary curriculum. The chart below indicates those individuals involved in the district level process.

District Department	Individuals Responsible	Tasks for Grant Implementation
Curriculum And Instruction	Lynn Clark, Curriculum Director	Grant Administrator – oversee implementation/reporting of project
	Jenny Funderburk, Curriculum Director Dr. Todd Cason, Asst. Superintendent Debra Turner, Literacy Coach	Coordination of district-wide initiatives (assessment, instruction, interventions, materials, professional development)
Business Service	Brad Gregory, Comptroller Becky Rychener, Purchasing Bookkeeper Faye Wood, Payroll	Budget approval Payments Reports
Federal Programs	James Harrell, Director Jennifer Weaver, Bookkeeper	Consolidated application assistance Coordination for federal funding
Technology	Emily Nichols, Director	Support for technology
Special Education	Etta Faggioni, Director	Support for special education
Gifted Education	Donna Marshall, Director	Support for gifted education

Day-to-day grant operations will be managed at the elementary school sites by individuals as indicated below:

Elementary School	Name, Position
Cox	Jim Horne, Principal / Teresa Willis, Assistant Principal
Doerun	Chuck Jones, Principal / Terri Carr, Instructional Support Specialist
Funston	Ricky Reynolds, Principal / Robin Calhoun, Instructional Support Specialist
Hamilton	Krista Harrell, Principal / Terri Carr, Instructional Support Specialist
Norman Park	Keith Adams, Principal / Michelle Daniels, Assistant Principal
Odom	Trish Lirio, Principal / Leamon Madison, Assistant Principal
Okapilco	Eric Croft, Principal / Sherry Jones, Instructional Support Specialist
R. B. Wright	Marc Bell, Principal / Summer Hall, Assistant Principal
Stringfellow	Darlene Reynolds, Principal / Josh Purvis, Assistant Principal
Sunset	Bruce Owen, Principal / Charla Brinson, Assistant Principal

While ten elementary schools have prepared individual grant applications, all stakeholders have worked as a united team throughout the process. Numerous informational and work sessions have been held, and this collaborative work will be ongoing.

Colquitt County School District: Cox Elementary School

Timeline	Purpose of Meeting	Attendees
October 4, 2013	RESA – Grant Awareness Session	Lynn Clark, Debra Turner, Summer Hall
October 14, 2013	System – Grant Awareness Meeting Visit from Julie Morrill <i>MADE DECISION to APPLY</i>	District and School Leaders
October 21, 2013	Introductory Grant Writing Workday Review of Why, What, How Documents and Application Process	District Curriculum Leaders School Grant Writing Teams
October 31 November 4, 11, 18, December 2, 9	Grant Writing Work Sessions	
December 11-12, 2013	Upload Grant Applications	

As a result of the grant writing process, literacy needs throughout the system have been clearly identified. Based upon findings through the needs improvement process, a detailed literacy plan has been developed for each school that will guide work for the next five years. Instructional staff members have agreed to participate in ongoing professional learning activities. Administrators have committed to learning with their staff and to providing subsequent monitoring of professional learning. Staff members will be provided face to face and online opportunities to participate in the development of a budget, as well as with decisions regarding performance plans. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a quarterly basis throughout the duration of the grant and beyond. The ultimate goal for the grant process is long-term sustainability.

Experience of the Applicant

The Colquitt County School System (CCSS) has extensive experience with regards to successful implementation of large-scale initiatives. The district oversees an annual budget of approximately \$75 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives. Over the past two years, the LEA has successfully introduced iPads into every K-9 classroom. As a result of sound budgeting and system-wide professional learning, students benefit from enhanced learning opportunities through technology. Another significant initiative in recent years is implementation of Common Core Curriculum. Curriculum directors have maximized sparse resources, bringing together curriculum teams to create detailed lesson plans utilizing existing resources.

The table below identifies recent large-scale initiatives of the Colquitt County School System.

Initiative	School Level(s) Impacted	FY13 Funds
Title IA – Academic Achievement/School Improvement	Elem., Mid., Jr. High, High	\$3,479,358
Title IC – Migrant Education	Elem., Mid., Jr. High, High	\$772,092
Title IIA – Teacher Quality	Elem., Mid., Jr. High, High	\$576,117
Title IIIA – Limited English Proficient	Elem., Mid., Jr. High, High	\$203,050
Title VI-B – Rural and Low Income	Elem., Mid., Jr. High, High	\$211,880
CTAE Program	Jr. High, High	\$661,945
Carl Perkins IV Grants	Jr. High, High	\$112,822
Homeless Grant	Elem., Mid., Jr. High, High	\$35,500
Pre-School Handicapped State Grant	PreK	\$124,023
Bright From the Start PreK Program	PreK	\$2,274,270
S.T.A.R. – Student Transition and Recovery Program	Mid., Jr. High, High	\$89,000
School Nurses at every school site	Elem., Mid., Jr. High, High	\$437,691
BRAVO & TOY– Certified and Classified teacher/employee of the year programs	Elem., Mid., Jr. High, High	\$7,600
Hospital Homebound Program	Elem., Mid., Jr. High, High	\$69,424
SAAF – Strong African American Families Project	Elem., Mid., Jr. High, High	
Elementary Art Program (through Colquitt County Arts Center)	Elementary	\$32,000
Archway Project (University of Georgia)	Jr. High, High	\$10,000
JROTC	Jr. High, High	\$102,921
Telehealth Grant	Elem., Mid., Jr. High, High	\$225,000
Community Eligibility Provision (CEP) School Lunch Program	Elem., Mid., Jr. High	
iPads for Classroom use	Mid., Jr. High	\$25,000

The following tables indicate audit findings over the past five years. All past findings have been corrected; current findings are being addressed.

Colquitt County School District: Cox Elementary School

Colquitt County School System Audit Findings					
Year	Project Title	Is There an Audit?	Finding Number	Indicator	Audit Results - Findings
2009	Title IA	Yes			None
2009	Title IA - School Improvement	Yes			None
2009	Title IC	Yes			None
2009	Title II A	Yes			None
2009	Title III A Immigrant	Yes			None
2009	Title III A LEP	Yes			None
2009	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2009	Title VI-B	Yes			None
2009	McKinney Vento	Yes			None
2009	Professional Learning	Yes			None
2009	High School Graduation Coach	Yes			None
2009	Middle School Graduation Coach	Yes			None
2010	Title IA	Yes	1	1.4	Overarching Requirement LEA Monitoring of Schools and Programs
2010	Title IA	Yes	2	2.3	Overarching Requirement CLIP 7 Title 1A-ARRA
2010	Title IA	Yes	3	3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.16	Overarching Requirement - Parental Involvement
2010	Title IA	Yes	10	4.19	Overarching Requirement - Parental Involvement
2010	Title I A Grants-ARRA	Yes	11	5.1, 5.2, 5.3, 5.4, 5.5	Overarching Requirement - ARRA Indicators on School
2010	Title I A Grants-ARRA	Yes	16	6.1	Overarching Requirement - Public School Choice
2010	Title I A Grants-ARRA	Yes	17	7.3, 7.5	Overarching Requirement - Supplemental Educational Services
2010	Title I A Grants-ARRA	Yes	19	8.1, 8.4, 8.6	Overarching Requirement - Schoolwide Programs
2010	Title I A Grants-ARRA	Yes	22	11.1, 11.2, 11.3	Fiduciary Responsibility - Comparability of Services
2010	Title I A Grants-ARRA	Yes	25	12.12	Fiduciary Responsibility - Allocations and Carryover
2010	Title I A Grants-ARRA	Yes	26	14.3, 14.4, 14.6	Fiduciary Responsibility - Equipment and Real Property
2010	Title I A Grants-ARRA	Yes	31	17.1	Fiduciary Responsibility - Attendance Area Determination
2010	Title I A Distinguished Schools Award	Yes			None
2010	Title II-A Improving Teacher Quality	Yes	32	22.1, 22.4	Title II Part A Teacher Quality - Title II-A
2010		Yes	34	23.3	Private Schools
2010	Title I A School Improvement	Yes			None

Colquitt County School District: Cox Elementary School

	Title I-C Migrant Education	Yes			None
2010	Title II-D Enhancing Education Thru Technology	Yes			None
2010	Title II-D Engaging AP Students Thru Handheld Computers				
2010	Title III-A LEP	Yes			None
2010	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2010	Title VI-B	Yes			None
2010	McKinney Vento	Yes			None
2010	Title II-A Advanced Placement Grant	Yes			None
2010	Professional Learning	Yes			None
2010	State Fiscal Stabilization Funds	Yes			None
2011	Title I A Academic Achievement	Yes			None
2011	Title I A Distinguished Schools Award	Yes			None
2011	Title I A Grants-ARRA	Yes			None
2011	Title I A School Improvement	Yes			None
2011	Title I A School Improvement Grant ARRA	Yes			None
2011	Title IC Migrant	Yes			None
2011	Title II A Improving Teacher Quality	Yes			None
2011	Title II-A Advanced Placement Grant	Yes			None
2011	Title II-D Enhancing Education Thru Technology	Yes			None
2011	Title III A LEP	Yes			None
2011		Yes			None
2011	Title VI-B Rural and Low Income Schools	Yes			None
2011	McKinney Vento	Yes			None
2011	Professional Learning	Yes			None
2011	State Fiscal Stabilization Funds	Yes			None
2012	Title IA	Yes	1	1.1	LEA Monitoring of Schools and Programs
2012	Title IA	Yes	2	5.4, 5.5	Public School Choice
2012	Title IA	Yes	3	6.7, 6.10	Supplemental Educational Services
2012	Title IA	Yes	4	9.3	Audits
2012	Title IA	Yes	5	14.1, 14.2, 14.3, 14.4, 14.5, 14.6	Expenditure Of Funds (Allowable and within Period Availability)
2012	Title IA	Yes	6	15.2	Supplement Not Supplant
2012	Title IA	Yes	7	16.1, 16.2, 16.3	Comparability Of Services

Colquitt County School District: Cox Elementary School

2012	Title IA	Yes	8	17.1, 17.3, 17.4	Equipment and Real Property
2012	Title IA	Yes	9	23.6	Title VI, Part B - Periodic Certification on File
2012	Title IA	Yes	1	2.2	Comprehensive LEA Improvement Plan and RT3 Approved Scope of Work
2013	Title IA	Yes	2	3.4, 3.7	Parental Involvement
2013	Title IA	Yes	3	4.4, 4.5, 4.6	School Improvement 1003(a)
2013	Title IA	Yes	4	7.13, 7.21	Georgia's ESEA Flexibility Waiver and Flexible Learning Program
2013	Title IA	Yes	5	9.1, 9.2, 9.3, 9.4, 9.5, 9.6	Targeted Assistance Programs
2013	Title IA	Yes	6	15.9	Expenditure Of Funds (Allowable and within Period Availability)
2013	Title II A Improving Teacher Quality	Yes	7	26.2, 26.10, 26.12, 26.13, 26.15, 26.20, 26.27	Title II Part A Needs assessment

CCSS places much effort into budget planning. The Superintendent and Comptroller hold meetings regularly, beginning in November, to prepare for the subsequent budget year. During these meetings, district administrators, school administrators, and board members address all areas of need through effective coordination of resources. The budget is stringently analyzed each year in attempt to identify areas that can be reduced or cut, thus making the most of our local, state, and federal revenues.

Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth by the budget committee. All local, state, and federal funds are monitored by the business office under direction of the comptroller. A purchase order system is used by schools to request funding. Purchase orders require site-based administrator signatures. Once received by the business office, these requests are properly coded to the correct funding source, and the determination is made by the comptroller if funds are available. Annual audits are performed to confirm that all funds have been expended as directed. CCSS has consistently followed proper internal controls with regard to governmental accounting procedures and has received no audit findings on school system financial statements in the previous five years.

CCSS is committed to excellence in academic achievement. All decisions made with regard to program initiatives and sustainability center on what is best for students. In 2010, CCSS received over \$1 million in ARRA funds. A good portion of this was used to hire additional certified teaching staff. Even after these funds were depleted, the school system continued to fund these positions. In its continued efforts to do what is best for all students, CCSS has maintained a variety of programs despite the lack of full funding for these initiatives. Examples which lack full funding include system-wide Technology Specialists, School Nurses, JROTC, Bright from the Start Pre-K Program, and Hospital-Homebound. These programs along with many others are vital contributors to the academic, emotional, and social growth of our students.

The following list consists of initiatives implemented internally without outside funding support:

- iPads – Over a two year budget cycle, K-9 classroom teachers received iPads for instructional use using general fund dollars.
- BRAVO and TOY– Balancing Responsibility and Achievement while Valuing Others for classified employees and Teacher of the Year programs recognize achievements of staff from school sites.
- Elementary Art Program – In conjunction with Colquitt County Arts Center, a comprehensive art program is provided for all elementary school students.
- Archway Project - The Archway Partnership with the University of Georgia takes on various projects to target specific areas of improvement needed within our community. These include graduation rate improvement, after school activities, SPLOST and infrastructure planning

With protocols in place for sound financial management, grant funds will enhance educational opportunities for years to come.

School History

Cox Elementary is a Title I school located in the southeastern section of Moultrie in Colquitt County, Georgia. Cox is one of the county’s ten elementary schools and currently has an enrollment of 564 students in grades Pre-K through fifth. The facility was renovated in 1986 and rebuilt in 2004 to include an upgraded gymnasium, two-story intermediate wing, and two playgrounds. The school building and grounds are attractive and include a butterfly garden, a gazebo, and nature walk. The community surrounding the school includes primarily federally subsidized housing, rental properties, and mobile home parks.

The staff at Cox Elementary is dedicated to providing a safe and positive environment where student achievement is top priority. The faculty believes that differentiated learning experiences provide every child the ability to learn. Data is continuously monitored and used to drive instruction.

The demographics of our school community consist of 45% Hispanic, 43% African-American, 10% Caucasian, and 2% multi-racial students. At 46%, nearly half of our students live in a single-parent household. Approximately 17% of the students are considered homeless. Over 98% of our student population is considered economically disadvantaged, and all qualify for free and reduced meals through the Community Eligibility Provision.

The staff at Cox includes 42 certified teachers, 17 of whom have advanced degrees. Staff members also include a full time media specialist, three ESOL teachers, four special education teachers, a counselor, a social worker, a nurse, a migrant tutor, and a translator.

Administrative and School Leadership Team

The administrative team consists of first year principal, Mr. Horne, and first year assistant principal/instructional support specialist, Mrs. Willis. Their overall focus is to ensure that students are provided a positive learning environment. They are involved in collaborative professional learning with teachers, students, and parents. These collaborative meetings occur weekly, monthly, and occasionally through parent involvement activities.

The Cox Elementary Leadership Team addresses the instructional and curricular needs of the school. The leadership team also provides support and leadership for the implementation of the school improvement plan. Monitoring curriculum and instruction, professional development, and data analysis are among the responsibilities of the team. The leadership team is comprised of the following:

Name	Position/Role
Jim Horne	Principal
Teresa Willis	Assistant Principal/Instructional Support Specialist
Kim Guion	Counselor
Jessica Padgett	Pre-K Teacher
Leigh Weakland	Kindergarten Teacher
Misty Nemeth	Kindergarten Teacher (Leadership Cohort)
Marcie Tadlock	First Grade Teacher
Leslie King	Second Grade Teacher
Heather Grantham	Third Grade Teacher
LaWanna Beggs	Third Grade Teacher (Leadership Cohort)
Michelle Wright	Fourth Grade Teacher
Carol Tyler	Fifth Grade Teacher

Laura Faison	Resource (Leadership Cohort)
Rethel Hightower	Resource
Melissa Hines	Exploratory Teacher
Pamela Ferguson	ESOL
Cayla Armatti	Media Specialist
Sandy Hooks	Social Worker

Focus Groups/ Teacher Leader Committees

Cox Elementary has recently formed a literacy team. This team is comprised of teachers from all content areas, as well as an ESOL teacher and Media Specialist. The immediate focus of this team will be to research and make recommendations for below grade level readers who are struggling with phonics, phonemic awareness, fluency, and comprehension.

Past Initiatives

Cox Elementary has implemented many instructional initiatives to aid in literacy. Cox was the only school in the Colquitt County School System to be awarded the Reading First Grant. There remain remnants of programs/initiatives used during this time. However, Cox teachers have also followed the direction of the district in implementing past initiatives that are included in the district narrative. After implementing numerous initiatives, Cox faculty recognizes the need for a stable and consistent focus.

Current Initiatives

In view of past initiatives and current student performance, it has been determined that alternate programs and trainings need to be implemented. Cox students’ reading needs are currently assessed using the DIBELS Next program. Teachers formatively and summatively assess students on a regular basis, then follow up with inventories to drill down and determine specific areas of need. Due to the high number of students reading below grade level, other programs such as Fast ForWord, Ed City, Soliday, Rosetta Stone, and Study Island are being utilized. Cox is also in the process of receiving STEM certification, which would make this elementary school the only one south of Macon that has this certification.

Professional Learning Needs

Our current professional learning needs include:

- Integrating literacy into all subject areas
- Differentiated instructional strategies for the economically disadvantaged
- Teaching explicit academic vocabulary
- Mastering literacy in the Common Core Standards
- Designing and implementing direct, explicit strategies that build understanding of literacy

Need for a Striving Readers Project

Cox Elementary students have a significant deficit in literacy. Due to the high number of students from economically disadvantaged homes, the high ESOL population, and the high transiency rate, Cox teachers need researched-based programs that address their literacy needs. The Striving Readers Project Grant would benefit Cox Elementary School by providing materials and opportunities for staff to participate in quality, sustained professional learning that expands the literacy skills in all

content areas. There have been numerous opportunities to implement new programs, but no funding to provide proper teacher training.

Cox Elementary is in dire need of this grant. With the emphasis of College and Career Readiness standards being implemented across the country, it is imperative that Cox produces students who are literate and ready for the future.

Building Block 1. Engaged Leadership

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

Why is this important?

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

What? (In current practice)

- Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS
- Study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plan
- Participate in professional learning in literacy leadership in order to support classroom instruction
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices
- Be strategic about assigning teachers non-academic duties
- Schedule protected time for literacy and teacher collaboration
- Provide professional learning based on student data and teacher needs serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators
- Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.)
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

How? (To Move Forward)

- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly
- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.
- Develop a pipeline of leaders by identifying and training leaders for succession
- Make hiring decisions collaboratively based upon literacy goals

B. Action: Organize a Literacy Leadership Team

Why is this important?

Cox Elementary School has recently formed a literacy leadership team. The goal of our school’s literacy plan is to ensure that all students have the means to be successful lifelong learners. We recognize the need for improvement in all areas of literacy. “Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in school,” (The Why, 156)

What? (In Current Practice)

The literacy team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team:
- Create a shared literacy vision for the school and community aligned with the state literacy plan
- Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy

instruction and to identify needs for improvement

- Determine what additional data is needed in order to make informed decisions about the path forward
- Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement
- Select or develop a walk-through observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices
- Ensure that effective data analysis procedures and practices are understood and practiced
- Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website)

How? (To Move Forward)

The literacy team led by the administrator will:

- Identify and prioritize a list of students to be targeted for intervention or support
- Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty and parents
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Ensure use of research-based practices aligned with CCGPS
- Provide professional learning and support for staff in making the transition to the CCGPS
- Develop a brochure or chart mapping community resources for families of adolescents to be shared in hardcopy and online
- Establish a system of communication online between out-of-school organizations and teachers, e.g., Boys and Girls Club
- Utilize technology to maintain communication among team members
- Plan for ongoing data collection and analysis to inform program development and improvement
- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals
- Identify and allocate additional funding sources to support literacy
- Participate on District Literacy Leadership Team
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Define priorities and allocate needed resources to sustain them over time
- Join or form a leadership organization to share successes and profit from others' successes
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets

C. Action: The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5).

Why is this important?

We recognize that there is a strong correlation between proper time management and student achievement. "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time," (The Why, 58)

What? (In Current Practice)

- Provide a protected, dedicated 90-120-minute block allocated for literacy instruction in grades for all students in self-contained classrooms
- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes
- Study flexible scheduling options to include additional time for reading intervention (double dosing)
- Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas
- Consider the utilization of the entire staff when developing a schedule for literacy instruction
- Schedule time for collaborative planning teams within and across the curriculum
- Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Use technology to provide professional learning to new and continuing teachers

How? (To Move Forward)

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- Maximize use of scheduled times for collaborative meetings
 - Prepare agendas and action summaries for all meetings
 - -Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website <http://www.lasw.org/index.html>
- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following:
http://www.reading.org/Libraries/Reports_and_Standards/MEMC_070620.sflb.ashx
<http://www.mass2020.org/files/file/Increased%20Learning%20Time%20Partnership/Session%2001/S1%20Presentation%20-%20Maximizing%20Effectiveness%20of%20Time.pdf>
- Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time
- Share professional learning at team and staff meetings
- Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)
- Maintain anecdotal notes and data portfolios to showcase student and content area successes
- Encourage teachers to share stories of success in the community, both online and through traditional outlets

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

Why is this important?

There is a need for explicit literacy instruction to be addressed in all content areas at Cox Elementary. We recognize that all teachers do play a vital role in teaching reading skills needed in every aspect of life. "Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers," (The Why, 26 & 27).

What? (In Current Practice)

- Incorporate science and social studies content into the reading and writing CCGPS units
- Vocabulary instruction is taught in all content areas

How? (To Move Forward)

- Provide professional learning to develop the understanding that a comprehensive system of learning supports differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders
- Utilize all staff to support literacy instruction
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Develop strategies for maintaining momentum and progress of a learning support system
- Enlist literacy learning in outside organizations
- Provide English language services that extend beyond the classroom.
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services
- Establish a mentoring system for every student who needs additional support from both within the school and from the community
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Provide a literacy resource room for parents and caregivers in the school
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning
- Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g.. Twitter, Facebook, Google+, etc.

E. Action: Optimize literacy instruction across all content areas

Why is this important?

We recognize that explicit literacy instruction should be implemented across all content areas. "Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language," (The Why, 32).

What? (In Current Practice)

- Identify appropriate strategies to help ELs meet English language proficiency standards

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

How? (To Move Forward)

- Provide professional learning on:
 - Incorporating the use of literature in content areas
 - Use of informational text in English language arts classes
 - Writing instruction (narrative, opinion, and informational) in all subject areas
 - Supporting opinions with reasons and information
 - Determining author bias or point of view
 - Text complexity that is appropriate to grade level
 - Text complexity that is adjusted to the needs of individual students
 - Guiding students to conduct short research projects that use several sources
 - Teaching students to identify and navigate the text structures most common to a particular content area
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>)
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Require writing as an integral part of every class every day
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen
- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples
- Share ways for teachers to guide students to focus on their own improvement
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

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

Why is this important?

Community involvement is crucial in assisting schools with creating productive citizens. Members of the community assist teachers through mentoring, after school programs, and volunteer teacher assistants.

“All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy,” (The Why, 31).

What? (In Current Practice)

- Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board
- Contact potential members and schedule at least four meetings annually
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)

How? (To Move Forward)

- Establish a mentoring system from within and outside of the school for every student who needs additional support
- Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors
 - Speaking to groups of students
 - Publicizing efforts within the community
 - Visiting classrooms to support teachers and students
 - Adoption of different schools by civic groups
- Investigate similar efforts in other communities
- Open school buildings for adult learners from the community in the evenings, encouraging a community of learners
- Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students
- Pursue additional funding sources for specialized literacy staff and materials
- Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities

Building Block 2: Continuity of Instruction

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

Why is this important?

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

What? (In Current Practice)

- Team planning occurs weekly; however, time is limited to address literacy
- Develop administrative awareness of the need to identify gaps
- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- Design infrastructure for shared responsibility for development of literacy across the curriculum

How? (To Move Forward)

- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
- Plan and implement lessons that address the literacy needs of students
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Study formative student assessment results and use the results to continue to adjust instruction
- Alter teams as necessary to ensure optimal effectiveness
- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Share professional learning online and at team and staff meetings
- Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions

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

Why is this important?

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

What? (In Current Practice)

N/A

How? (To Move Forward)

- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
- Study the text structures most frequently used in texts of each content area
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
<http://www.myread.org/explicit.htm>
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Discuss ways to infuse literacy throughout the day including the use of technology
- Implement appropriate strategies to help ELs meet English language proficiency standards
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>
- Make writing a required part of every class every day, using technology when possible
- Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Stay abreast of effective strategies for literacy instruction

- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency

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

Why is this important?

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

What? (In Current Practice)

- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Partner with YMCA, Boys and Girls Club and faith-based groups to accommodate students
- Using technology, translate school documents into other languages to assist parents

How? (To Move Forward)

- Consider various models of coordinating "wrap-around" services, (e.g., Community Schools, <http://dhs.georgia.gov/portal/site/DHS-DFCS>)
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students
 - Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders
- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Provide for professional learning and resources that support literacy learning in outside organizations.
- Open school buildings for adult learners from the community in the evenings, encouraging a community of learners

Building Block 3. Ongoing formative and summative assessments

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

Why is this important?

Cox School recognizes the need for both summative and formative assessments. These assessments are crucial in determining literacy needs of the student. Assessments need to be performed continuously throughout the year. The use of formative assessments, as The Why emphasizes, should be used to drive and affect instructional strategies in the classroom. The strategies used by the teacher should be adjusted according to the results of the formative assessments. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (The Why, p. 98). “Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement” (The Why, 97).

What? (In Current Practice)

- Screening, progress monitoring, and diagnostic tools (e.g. DIBELS Next) have been selected to identify achievement levels of all students, advanced as well as struggling
- Locate or develop common mid-course assessments used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities
- Define a process for selecting appropriate interventions for struggling readers
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording
- Make a data collection plan for storing, analyzing, and disseminating assessment results
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)

How? (To Move Forward)

- Purchase and administer assessments and analyze data according to an established timeline
- Purchase intervention materials aligned with students’ needs
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms and provide feedback to students with opportunities to assess their own learning
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results
- Analyze student data in teacher teams to develop and adjust instructional plans
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording

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

Why is this important?

Since learning is a continuum and never ending process, assessment should be as well. It is imperative

that teachers inform students of their strengths and weakness. Formative assessments with teacher feedback provide practice for students. The feedback is the key component and must be done in a timely manner. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback,” (The Why, 98).

What? (In Current Practice)

- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for response to Intervention (RTI)
- Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework
- The instructional levels of all students are screened and progress monitored with evidence-based tools (e.g. DIBELS)

How? (To Move Forward)

- Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- Administer assessments and input data according to the established timeline
 - Analyze student data in teacher teams to develop and adjust instructional plan
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff’s efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority

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

Why is this important?

Diagnostic assessments help to determine a student’s prior knowledge of a new concept. At Cox, teachers understand the necessity of schema activation before beginning any new unit. Pre-assessments allow teachers to construct meaningful lessons in which true learning can take place. “Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements” (The Why, 102).

What? (In Current Practice)

- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach

How? (To Move Forward)

- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student’s first language; support

- students whose disabilities may preclude them from acquiring information through reading)
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
 - Use technology to share relevant student progress data with families in an easily interpreted format
 - Use technology for communicating data to the district literacy leadership team in a timely manner

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

Why is this important?

Cox teachers recognize the need for summative assessments upon the completion of units and toward the end of the school year. Assessment is important to ensure that content has been mastered. These assessments can be used as diagnostic and monitoring tools to guide interventions. The Why document includes an assessment plan that will “assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies” (The Why, 96).

What? (In Current Practice)

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results
- Analyze previous year’s outcome assessments to determine broad student needs and serve as a baseline for improvement:
 - Criterion Reference Competency Test (CRCT) in grades 3-5
 - Criterion Reference Competency Test-Modified (CRCT-M) for students with disabilities who qualify
 - Georgia 5th Grade Writing Assessment given in the spring of 5th grade
 - Iowa Test of Basic Skills (ITBS) in grades 3 and 5
 - ACCESS test for all EL students
- Disaggregate data to ensure the progress of subgroups
- Identify common mid-course assessments (i.e., end-of-unit /chapter tests) that are used to measure progress toward standards
- Study how disciplinary standards are assessed on state and local tests
- Analyze assessment data to identify teachers who need support

How? (To Move Forward)

- Discuss assessment results with students to set individual goals
- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results
- Include specific times on the school calendar for analyzing summative assessment data
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students
- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Share and analyze student work samples as a way to inform instruction during collaborative planning (See Section I. B. and II.A.)
- Plan lessons, re-teaching, and intervention activities that target areas of need

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

Why is this important?

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

What? (In Current Practice)

- Develop procedures and expectations for staff to review and analyze assessment results

How? (To Move Forward)

- Identify participants for data teams for each building and for specific grade bands
- Identify participants for data team at system level
- Define roles and responsibilities for team members – including, but not limited to:
 - Central office
 - Building administrators
 - General education teachers
 - Teachers of students with special needs (swd, el, gifted)
- Schedule collaborative planning time for data meetings at a minimum of once/month
- Establish or select protocols for team meetings, such as those found on <http://www.lasw.org/methods.html>
- Develop a protocol for making decisions to identify the instructional needs of students
- Develop a data storage and retrieval system
- Communicate the expectations for meetings
- Teach the data meeting protocol to the data team members
- Train teachers to use and implement the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention

Building Block 4. Best Practices in Literacy Instruction

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

Why?

Based on the Georgia Literacy Plan Needs Assessment only 63% of Cox teachers reported that all students receive direct, explicit literacy instruction. “According to the *Report of the National Reading Panel*, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, 64). “Explicit and systematic instruction in the five essential components must be provided” (The Why, 65).

What? (In Current Practice)

- Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)
- Compile and examine classroom observation data (e.g., Literacy Instruction Checklist, GA or some other instrument) using a checklist to gauge current practice in literacy instruction

How? (To Move Forward)

- Provide training to all pertinent staff in the use of the core program
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Plan and provide professional learning on differentiated instructional options for literacy assignments
- Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used
 - Guided and independent practice with feedback
 - Discussion of when and where strategies are to be applied
- Ensure a daily literacy block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways
- Review teacher and student data to improve instruction
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Provide instructional and assessment accommodations/ adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents
- Provide families access to resources that differentiate support for students
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources

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

Why is this important?

According to the survey, only 33% of Cox teachers reported that the school was operational in the development for writing instruction. However, teachers in all content areas are greatly interested in incorporating more effective writing instruction in their daily lessons. The National Commission on Writing research found that "people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion," (The Why, 44).

What? (In Current Practice)

- N/A

How? (To Move Forward)

- Design and implement a vertically and horizontally articulated writing plan consistent with CCGPS
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Plan professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum
- Develop and implement a plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice
 - Independent practice

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

Why is this important?

Half of the teachers at Cox stated their students seem uninterested in school and are not engaged with lessons. They also stated needing help with ways to keep the students engaged. "Incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement" (The Why, 53).

What? (In Current Practice)

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

How? (To Move Forward)

- Ensure that incentive programs, if used, are:
 - Voluntary and not required
 - Not tied to grades
 - Incentives are minimal and are connected to reading, such as books
 - Are used with students who are unmotivated to read rather than with those who are already excited about reading
- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions)
- Utilize an interest inventory so students can self-select topics on which to read and reflect
- Expand reading activities to have a tie in the community
- Provide hands-on learning activities that bring the materials read to life
- Involve secondary students as role models for the elementary school students (football players, band members, cheerleaders, clubs, foreign language students)

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

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

Why is this important?

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

What? (In Current Process)

- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing

- Determine percentage of students currently being served in each tier at each grade level

How? (To Move Forward)

- Purchase, train and implement data collection
- Purchase, schedule, train providers and implement intervention
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions
- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Develop process monitoring the implementation of research-based interventions at the building level and across the system

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

Why is this important?

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

What? (In Current Practice)

- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening (e. g., GRASP, Aimsweb, DIBELS, STEEP, ect.),
 - Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

How? (To Move Forward)

- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- If fewer than 80% of students are successful
 - Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)
 - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA or some other instrument)
 - Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (See Section IV. A.)
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms
- Schedule time for instructional planning as well as for student progress conversations across

(vertical) as well as within (horizontal) grade levels

- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools
- Promote the formation of professional learning communities with protected meeting times
- Provide professional learning to support literacy, either face-to-face or online
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)
- Support teachers' effective use of time through use of technology during each stage of the process
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness

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

Why is this important?

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

What? (In Current Practice)

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
- Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or para- educators)
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year

How? (To Move Forward)

- Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule
 - Providing adequate space conducive to learning
 - Ensuring that they are provided by competent, well-trained teachers
- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Analyze how schools successful in closing the achievement gap have effected change
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Encourage the use of technology to ensure proactive communication between students and

teachers, parents and teachers, e.g., cell phones, texting, email

- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

NOTE: GADOE considers EIP or REP services T2 interventions only when instruction occurring during intervention is evidence-based and in addition to T1 differentiated instruction

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

Why is this important?

Students at Cox Elementary are moved to a Tier 3 only when adequate progress has not been made since initiation of Tier 2. Students are then progressed monitored for 6 to 10 weeks with meetings being held every two weeks. “The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to the intervention and the transfer of learning to the general classroom,” (The Why, p. 127).

What? (In Current Practice)

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
 - Discuss students in T3 who fail to respond to intervention
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
 - Verify implementation of proven interventions
 - 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 based on daily interventions that include a minimum of four data points
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist
- T3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder)

How? (To Move Forward)

- Teachers consistently provide research-validated interventions designed to meet individual student’s needs
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)
- Ensure that T3 includes proven interventions that address behavior
- Continue to ensure that:
 - Students move into and out of T2 and T3
 - Data is used to support response to intervention
 - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
 - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

Why is this important?

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

What? (In Current Practice)

- School schedules are developed to ensure least restrictive environment (LRE)
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming
- Consider assigning a case manager to each student with (IEP) (i. e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless)
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
- Case managers regularly participate in open houses, parent conferences and college and career planning activities

How? (To Move Forward)

- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers
- Student data supports the exit of students from T4.
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

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

Why is this important?

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

What? (In Current Practice)

- Meet with representatives from Professional Standards Commission to enlist support for ensuring that pre-service teachers receive coursework in disciplinary literacy within content areas
- Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas

How? (To Move Forward)

- 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
- Provide professional learning, where necessary, for postsecondary faculty
- Develop revised evaluation instruments for pre-service teachers
- Develop protocols for evaluating implementation of the new coursework
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

- Continue to monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

Why is this important?

According to the Georgia Literacy Plan Needs Assessment survey, 55.4% of Cox Elementary teachers stated that they needed more professional learning on how to craft quality, text dependent questions. 66.3% stated they needed professional learning on how to teach students to do “close reading.” 76.8% stated that they needed more support in teaching students who can “get the words up off the page”, yet have no mastery of comprehension skills. “The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement,” (The Why, 141).

What? (In Current Practice)

- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Consider the inclusion of some or all of the following in personnel in professional learning opportunities:
 - Paraprofessionals
 - Support staff
 - Interventionists
 - Substitute teachers
 - Pre-service teachers working at the school
- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Provide opportunities for teachers to practice techniques in non-threatening situations
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning
- Partner experienced teachers with pre-service and beginning teachers
- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument)
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

How? (To Move Forward)

- Provide training in administering and interpreting results of assessments in terms of literacy
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Hire an instructional coach to provide site-based support for staff
- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth
- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom

observations

- Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Types or Styles of Surveys/Participants

At the initial Striving Readers’ grant application work session on October 21, 2013, the system literacy team studied the research and best practices in the Why document. The Needs Assessment Survey was taken by team as a preview activity, and the decision was made to have all K-5 staff (leaders, classroom teachers, special education staff, Media Specialist, Music, PE, Counselor, and paraprofessionals) take the survey. The survey was administered via Survey Monkey, and results were collected and analyzed at the system and school levels.

Because the results of the needs assessment survey were not sufficiently descriptive, a follow-up survey was created, drilling down to more specific literacy concerns – within the ELA classrooms as well as across the curriculum. The follow-up survey was administered to all K-5 certified teachers via Survey Monkey. The survey included questions on the following topics: reading, writing, language, handwriting, speaking/listening skills, materials and resources, allotted instructional time, professional learning, student engagement, integration of technology instruction, and literacy across the curriculum. Results were again analyzed at the system and school levels.

In addition to grant-specific needs assessment, Colquitt County schools recently completed an annual update of School Improvement Plans. All schools are in the process of preparing for an onsite AdvancEd external review. Stakeholders (teachers, paraprofessionals, students, parents, and community members) are included throughout the school improvement process.

The following data is being used to determine needs in addition to the literacy surveys:

- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs staff surveys
- SLDS Data
- CCRPI Data
- Test Data – GKIDS, CRCT, CRCT Readiness Indicators for Instructional Planning and Decision Making, ITBS, 3rd and 5th Grade Writing Scores, ACCESS Data, DIBELS Next data, and diagnostic reading assessment data

Concerns/ Root Causes/ Current Actions/Research-Based Practices/Data Analysis Notes

The following concerns were consistently evidenced in survey results, both in the needs assessment and the follow-up surveys. Additional data used in the school improvement process validated the concerns as identified through staff input.

Engaged Leadership	
Concern #1: Need for a shared literacy vision which is owned by school leadership, staff members, students, parents, and community.	
Root Causes <ul style="list-style-type: none"> • Lack of consistent focus on research-based literacy instruction for leadership • Proliferation of literacy initiatives over the years leaving pieces of good programs which 	Current Practice: <ul style="list-style-type: none"> • Efforts underway to deconstruct standards and understand intent of CCGPS • Efforts to align existing materials to CCGPS

<p>are now implemented without consistency, focus, and sustainability</p> <ul style="list-style-type: none"> • Lack of focused, sustained professional development, particularly in the area of foundational skills • Lack of community awareness/involvement in ways to support early learning in literacy • Transition in Leadership (Principal and Assistant-Principal) 	<ul style="list-style-type: none"> • Informational parent meetings to help them understand CCGPS (with translators) • School/system newsletters
<p>“What” p.5,6 “Why” p. 31 – “All stakeholders...are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy.”</p>	
<p>Data Analysis Notes: The survey results reveal that 87.8% of teachers believe that the new administrators demonstrate a commitment in supporting literacy. Due to the turnover of principals and assistant principals, there has been an inconsistency in leadership and academic focus.</p>	

<p align="center">Continuity of Instruction</p>	
<p>Concern #2: Need for consistent literacy instructional focus across the curriculum</p>	
<p>Root Causes</p> <ul style="list-style-type: none"> • Need for professional learning in how to use literacy skills in reading and writing in content areas • Lack of consistent collaborative planning between content area teachers and teachers of literacy • No research-based scope and sequence • No organized plan for teaching content area writing skills 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Focus on academic vocabulary • Introduction to Greek and Latin (grades 4-7) with purposeful link to content areas • Written responses across the curriculum
<p>“What” p.7 “Why” p. 41 – “Strategies for readers need to be taught ... throughout all content areas.”</p>	
<p>Data Analysis Notes: In the follow-up survey 61.5% of teachers expressed need for effectively integrating literacy skills across the content areas. 85% of teachers stated they lack understanding of Lexile levels and do not have adequate materials.</p>	

<p align="center">Ongoing Summative and Formative Assessments</p>	
<p>Concern #3: Need for a comprehensive balanced assessment system</p>	
<p>Root Causes</p> <ul style="list-style-type: none"> • Lack of consistent long-term analysis of progress due to different assessment systems • Lack of funding for an online management system to streamline administration recording and analysis of data • Insufficient professional learning on use of assessment data • No system-wide benchmark system • Inconsistency of county wide unit assessments 	<p>Current Practice:</p> <ul style="list-style-type: none"> • For the second year all elementary schools have used a modified version of DIBELS Next testing. • Students identified at risk have been tested using specified diagnostic measures. • Using data to drive explicit reading instruction is in the earliest stages. • OAS formative test items

<p>“What” p.8,9 “Why” – p. 96 Assessment materials should be aligned with student’s needs, and personnel must be adequately trained to administer testing, diagnose needs, and plan instruction.</p>	
<p>Data Analysis Notes: The survey results appear that only 48.5% of teachers agree that a fully operational infrastructure for ongoing formative and summative assessments was in place. Efforts are growing, but means to evaluate the effectiveness of instruction and intensity of intervention are inconsistent.</p>	

Best Practices in Literacy Instruction

Concern #4: Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS

<p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS • No research-based scope and sequence • Lack of funding to adopt aligned materials • Proliferation of literacy initiatives with little consistency, focus, and sustainability • Lack of ongoing professional development • Lack of adequate time in daily schedule for direct, explicit literacy instruction • Lack of focused monitoring of current practices in literacy instruction • Lack of student motivation and engagement • Weak school-readiness skills – background knowledge, exposure to language, availability of print in homes (due to poverty) • Professional writing instruction in the content area is needed 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Using Treasurers (not aligned to CCGPS) • Using county’s revised state integrated units • Lingering practices from America’s Choice design • Supplementing foundational skills instruction with Reading Differentiation Boxes, Jack and Jilly, FCRR materials, and teacher-selected resources
<p>“Why” p. 72 In grades K-3, early literacy instruction provides instructional anchors that when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language. “Why” p.53 Writing demands for the 21st century are increasing not only in schools, but in workplaces that demand effective communication skills. Georgia advocates strong writing skills throughout school.</p>	

Data Analysis Notes: Survey data across the school indicated that non-ELA teachers thought there were adequate materials to teach literacy skills while 64.3% of ELA teachers strongly disagreed. The lack of literacy knowledge of the content area teacher is apparent, and professional development needs to be implemented to increase the literacy skills across the curriculum.

System of Tiered Intervention (RTI) for All Students

Concern #5: Need for systematic response to intervention protocol, resources, implementation, and monitoring

<p>Root Causes</p> <ul style="list-style-type: none"> • Inadequate and inconsistent time for intervention groups 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Schools have a site-based student support team.
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<ul style="list-style-type: none"> • Research based materials frequently not used with fidelity • Inadequate and inconsistent professional learning for interventionists • No system wide coordinator of RTI • Loss of instructional personnel that assist with RTI 	<ul style="list-style-type: none"> • Documentation is reviewed by a system team when a child is referred for evaluation. • Schools work creatively to find time/materials for Tier 2/Tier 3 interventions. • Parents are involved in the RTI process.
<p>“What” p.11,12 “Why” p. 123 – “Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful.”</p>	
<p>Data Analysis Notes: Data indicates that 50% of Cox teachers have concerns with Tier 1 instruction, differentiation, and Tier 2/3 instruction across all grade levels.</p>	

<p align="center">Improved Instruction through Professional Learning</p>	
<p>Concern #6: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.</p>	
<p>Root Causes</p> <ul style="list-style-type: none"> • Reduction of school work days • Redirection of professional learning funds away from literacy • Administration and teacher turnover (attrition, changing grades/subjects) • Absence of plan for training and supporting new staff members • Lack of release time for all professional learning 	<p>Current Practice:</p> <ul style="list-style-type: none"> • The system has a professional learning plan which is the focus for all training. • Schools have individual site plans aligned to the system’s goals.
<p>“What” p.13 “Why” p. 140 – In an increasingly competitive global economy ... teachers need to learn to teach in ways that promote critical thinking and higher order performance.</p>	
<p>Data Analysis Notes: Data indicated that 69.2% agree that ongoing professional learning opportunities are needed for effective literacy instruction. Teachers report that paraprofessionals were not adequately trained to assist in literary activities in the classroom.</p>	

Analysis and Identification of Student and Teacher Data

Assessments

GKIDS

GKIDS data in the following table indicates that students entered Kindergarten lacking oral language and vocabulary development necessary to meet standards. An average of 41.9% of Kindergarten students entered first grade with deficiencies in Reading and Language Skills. The need for early intervention is evident based on the following data.

	2011	2012	2013
Reading	79.6%	74.5%	65.4%
Writing	49.0%	63.7%	35.2%
Listening/Speaking/Viewing	84.5%	85.7%	63.7%
ELA Total	75.1%	75.2%	58.1%

CRCT

The CRCT data for 3rd-5th grade students is shown in the chart below. The chart and table present the disaggregated, historical CRCT assessment results in the area of ELA from years 2012-2013 by subgroups. In 2013, 29.8% of third graders, 28.6% of fourth graders, and 15.2% of fifth graders did not meet language arts CRCT standards. In reading, 16.6% of third graders, 29.6% of fourth graders, and 20% of fifth graders did not meet reading CRCT standards.

Cox Elementary School - Grades 3-5 – CRCT Summary Data Language Arts - Meets or Exceeds

Language Arts	2011	2012	2013
All 3rd Grade Students	74.2%	78.6%	70.2%
All 4th Grade Students	68.2%	75%	71.4%
All 5th Grade Students	88.5%	82.9%	84.8%
Black	76.8%	77.7%	73.5%
White	80%	84.6%	85%
Hispanic	76.6%	77.8%	74.1%
Migrant	73.3%	64.7%	65.2%
SWD	70.4%	42.9%	31.8%
ELL	64.2%	67.4%	71.8%
EDS	76.5%	79.6%	74.3%
Multi-racial	60%	100%	75%

Reading - Meets or Exceeds

Reading	2011	2012	2013
All 3rd Grade students	77.8%	57%	83.4%
All 4th Grade students	77.2%	77.1%	70.4%
All 5th Grade students	78.4%	68.3%	80%
Black	74.8%	63.1%	74.7%
White	78.1%	78.6%	85%
Hispanic	81.9%	63.8%	76.9%
Migrant	81.3%	44%	69.6%
SWD	64.7%	21.4%	31.8%
ELL	77.8%	54.5%	73.9%
EDS	77.4%	66.1%	76.6%
Multi-racial	66.7%	100%	87.5%

5th Grade Standards Based Writing Test

Cox Elementary School scores did increase from 2011 to 2012, but there was no increase from 2012 to 2013. Our meets or exceeds scores were also 6% below the state average indicating a need for explicit writing instruction.

	2011	2012	2013
Does Not Meet	31%	27%	27%
Meets or Exceeds	69%	73%	73%

ACCESS Scores for EL Students

The following chart indicates the Literacy Proficiency Level of EL students at Cox Elementary. The scores indicate an increase in students in the Reaching Proficiency Level. However, the students are still below level.

Proficiency Level	2011	2012	2013
Entering	13.1%	11.2%	14.7%
Beginning	19%	15.7%	14.5%
Developing	20.5%	43.8%	38.2%
Expanding	22.1%	21.8%	20.8%
Bridging	5.5%	4%	8.2%
Reaching	0%	2%	7.7%

ITBS Scores

The 3rd and 5th grade students scored well below the 50 percentile rank in all five areas on the Iowa Test of Basic Skills.

3rd Grade Percentile Rank

	2010	2011	2012	Growth Noted
Reading Total	27	24	23	Varied
Language Total	24	33	30	Varied
Math Total	42	38	35	Decreased
Social Studies Total	30	37	36	Varied
Science Total	37	37	33	Decreased

5th Grade Percentile Rank

	2010	2011	2012	Growth Noted
Reading Total	35	22	20	Decreased
Language Total	47	34	37	Varied
Math Total	42	30	31	Varied
Social Studies Total	38	30	32	Varied
Science Total	46	35	33	Decreased

Disaggregation of Data

The CRCT data shows the disaggregated subgroup from years 2011-2013. In 2013, 25.3% of the subgroup of Black students did not meet standards in reading. The subgroup of Students with Disabilities was a concern in 2013 with 68.2% not meeting the standard in reading. The migrant

subgroup had 30.4% of the students not meeting the standard in reading. Also in 2013, 26.1% of the English Learners subgroup did not meet standards for reading. Further analysis of data showed that 26.5% of the Black subgroup did not meet standard in Language Arts, and that 28.2% of the EL subgroup did not meet. 34.8% of migrant students also did not meet the standard in Language Arts.

Strengths and Weakness identified through Prescribed Assessments

Strengths

Though gains were made in several content areas, and among several grade levels/subgroups on the CRCT, scores were below county/state level expectations and there were no significant areas of strength. However, there was significant growth in Math and Reading. The growth level in these areas was greater than 15%. Three subgroups also made exceptional gains above 15% in content areas.

Weaknesses

Though all areas need improvement, the lowest scores for grades 3-5 were in the areas of Social Studies and Science. Absence of basic reading skills effects the ability to understand the material read in these content areas, thus comprehension is lost. Also a large number of students are low socio-economic and/or ELL. These groups often lack the background knowledge and vocabulary needed for concept building.

Data for All Teachers

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

Teacher Retention Data

Cox Elementary has a committed and dedicated staff of teachers who are caring and compassionate about student achievement. 35% of the teachers have taught for more than 10 years at Cox Elementary. The percentage of teachers teaching with 5-9 years at the school is 20%.

Goals and Objectives based on Formative and Summative Assessments

Goal 1 Increase teacher understanding of planning/implementing small group instruction and knowing how to truly differentiate among groups.

- Objective 1: Develop protocols for identifying students and matching them to appropriate intervention (DIBELS, Placement Tests)
- Objective 2: Provide professional learning on research-based interventions linked to direct/explicit instructional strategies that build students' work identification, fluency, vocabulary, comprehension and writing skills (DIBELS, Placement Tests)
- Objective 3: Interventions are delivered during protected time daily by trained interventionist (DIBELS, Placement Tests)

Goal 2 Increase teacher understanding of integrating literacy skills in all content areas

- Objective 1: Provide professional learning on research-based strategies of literacy skills in all content areas
- Objective 2: Make writing required part of every class/every day, using technology when possible
- Objective 3: Integrate literacy strategies/skill development for achievement in all subjects
- Objective 4: Purchase materials at various Lexile levels that can be used to help students access content knowledge

Additional District-Prescribed Data

DIBELS Scores 2013

The following DIBELS scores indicate a 48.75% total number of at-risk students in oral reading fluency in second thru fifth grade. Cox school has a significant amount of students identified as at-risk. 68% of fourth graders are not fluent readers and struggle in content area classes due to this deficit. Other grades also have high percentages of students struggling in reading.

Oral Reading Fluency

Grade	Benchmark	Caution	At-Risk
Second	35%	18%	45%
Third	37%	25%	38%
Fourth	27%	15%	68%
Fifth	40%	15%	44%

The following Comprehension data using the Daze method indicates 43% of students are at-risk in the area of comprehension.

Comprehension (Daze)

Grade	Benchmark	Caution	Risk
Third	32%	29%	40%
Fourth	30%	24%	46%
Fifth	25%	30%	44%

Professional Learning

All teachers participate in professional learning communities monthly at Cox Elementary. Teachers collaboratively meet to unpack standards, develop common formative assessments, participate in iPad trainings, and focus on differentiating reading instruction based upon diagnostic test data. With Georgia’s new evaluation process, teachers have had professional learning using TKES. Cox is also striving to become S.T.E.M. (Science, Technology, Engineering, and Mathematics) certified. Teachers have actively participated in ongoing training, and training is scheduled throughout this school year.

Project Plan – Procedures, Goals, Objectives, and Support

***The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Approved Consultants (AC), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T)**

Goal: Steadily increase the percentage of students scoring at and above expectation in reading each year. (Building Blocks 4/5)			
Current Best Practices: (What, 9) DIBELS Next – disaggregation/use of data, diagnostic testing (Phonological Awareness, Phonics Inventory, Decoding Inventory, Fry Words), running records (What, 7), collaborative planning (What, 9), deconstructing standards, use of non-Reading First Differentiation Box training/materials			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Conduct an audit of current resources/materials based on carefully articulated scope/sequence of skills and CCGPS alignment (What, 9)	Spring, 2014	Release Time SRCLG Local Funds	Center on Instruction Building the Foundation Scope and Sequence *LT
Research, select, purchase needed instructional materials (What, 9)			
Conduct classroom literacy observations to gauge current practice in reading instruction (What, 10)	Baseline Spring, 2014 Ongoing	N/A	Classroom Observation Data *SA
Provide research-based professional learning on components of literacy for all staff (Why, 141)	Summer, 2014 Ongoing	Release Time SRCLG	Professional Learning Log Classroom Observation Data *SA
Ensure daily literacy block of 120-150 minutes includes all grade-appropriate literacy components (whole group explicit instruction and differentiated small groups) (What, 10)	Fall, 2014	N/A	Classroom Schedules Walkthrough Observations *SA
Create/implement system plan for vertical/shared responsibility of literacy/reading goals across curriculum (What, 10)	Fall, 2014 Ongoing		Lesson Plans *SA, LT
Strengthen system-wide formative/summative assessments with protocol for administration of tests/using data	January, 2015 Ongoing	Release Time SRCLG	Analysis of Student Work
Provide professional learning for teachers and paras to develop/sustain intentional strategies for student engagement/motivation (What, 11)	Summer, 2015 Ongoing	SRCLG/PL Funds Release Time	Classroom Observations Formative/Summative Assessments
Conduct Family Academic Night-4 times per year (What, 7)	Ongoing	SRCLG/Title I/Local Funds	SA, T
Purchase needed technology for literacy instruction. Provide professional learning on use of technology. (Why, 56)	Ongoing	SRCLG/Title I/Local Funds	SA, LT, AC
Additional Evidence of Research-Based Practice: “The ability to read is the bedrock of all types of literacy.” (Why, 98)			

Goal: Steadily increase the percentage of students scoring at and above expectation in writing each year. (Building Blocks 4/5)			
Current Best Practices: (What, 10) CCGPS units, writing rubrics, use of student exemplar work, deconstructing standards			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Conduct classroom literacy observations to gauge current practice in writing instruction (What, 10 and 13)	Baseline Spring, 2014 Ongoing	N/A	Analysis of Writing Samples *LT
Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10)	Spring, 2014	SRCLG Local Funds	
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2014 Ongoing	SRCLG	Professional Learning Log Writing Samples *SA
Ensure that daily literacy block of 120-150 minutes includes explicit writing instruction, guided practice, independent practice for all students (What, 10)	Fall, 2014	N/A	Writing Samples Classroom Observations *SA
Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (What, 6,7, and 10)	Fall, 2014 Ongoing	SRCLG Local Funds	Plan for Writing Instruction Lesson Plans Writing Samples *SA
Develop/incorporate valid formative/summative writing assessments (Why, 94-98) with protocol for administration/using data	Spring, 2015 Ongoing	Release Time SRCLG	Rubrics Analysis of Student Work *GA
Conduct Family Academic Night-4 times per year (What, 7)	Ongoing	SRCLG/Title I	SA, T
Purchase needed technology for literacy instruction. Provide professional learning on use of technology. (Why, 56)	Ongoing	SRCLG/Title I	SA, LT, AC
Evidence of Research-Based Practice:			
<ul style="list-style-type: none"> • “The implementation of strong writing programs is crucial to a literacy initiative.” (Why, 45) 			

Goal: Steadily increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies each year. (Building Block 2)			
Current Best Practices: grade level math units incorporating writing daily, Year at a Glance sequence of content area topics			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional learning on literacy instruction within content areas: (What, 6 and 10) <ul style="list-style-type: none"> • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary Writing experiences in all genres incorporating content area topics (Why, 50-55)	Summer, 2015 Ongoing	SRCLG	Professional Learning Log Classroom Observations *SA
Purchase content-based texts (multiple formats)	January, 2015		
Develop common formative/summative content area assessments based on data results (What, 8)	January, 2015 Ongoing	Release Time SRCLG	Student Data *GA, SA, T
Adopt systematic plan for teaching academic vocabulary in all subjects. (What, 6)	Fall, 2015 Ongoing	SRCLG Local Funds	
Evidence of Research-Based Practice: <ul style="list-style-type: none"> • “A successful interaction with any text depends on the student’s ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content.” (Why, 49) 			

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students. (Building Blocks 3/5)			
Current Best Practices: (What, 11) System assessment calendar, DIBELS Next testing in grades 1-5, follow-up diagnostic testing (What, 10), reading foundational block in daily schedule (What, 12), intervention groups, school RTI committee, system SST review process			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Strengthen screening, diagnostic, and progress monitoring assessments	Summer, 2014	SRGLG	DIBELS Next Data SRI Data *GA, SA, T
Train teachers on effective data usage for planning/implementing interventions and monitoring student progress (Why, 122-124)	Fall, 2014 Ongoing		RTI Data *GA
Inventory, evaluate, purchase, and train individuals on appropriate intervention materials			Inventory of Materials *GA, SA
Schedule protected intervention time either during the day or in extended day/year			Schedules *SA, T
Review data to determine instruction effectiveness	January, 2015 Ongoing	N/A	RTI Data Analysis of Assessments *GA, SA
Evidence of Research-Based Practice: <ul style="list-style-type: none"> “The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment...to plan for instruction.” (Why, 94) 			

Response to Intervention Model

Leveled Instructional Tier	<i>Data should be part of an ongoing cycle of instructional improvement.</i>	Instructional Strategies
<p>Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>		<ul style="list-style-type: none"> • Instruction based on CCGPS • Best practices identified by the National Reading Panel • Universal screening
<p>Tier II Standard protocol interventions provided for targeted students (Why, 126)</p>		<ul style="list-style-type: none"> • Diagnostic testing to identify causes of student weaknesses • Consistent segments of instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension) – small group setting (5-7 students) • Progress monitoring • Adjustment of interventions
<p>Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly (What,12 and Why, 127)</p>		<ul style="list-style-type: none"> • Intensive interventions in small groups (1-3) • Increased frequency and duration • Intensive monitoring/adjustment of interventions
<p>Tier IV Specially-designed learning to meet individual needs (Why, 127)</p>		<ul style="list-style-type: none"> • Due process • Based on individual learning plan • Specialized programs, methodologies, and instructional deliveries • Intensive monitoring/adjustment of interventions

Cox Elementary Daily Schedule

7:30-8:00: Intervention for all grades						
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	
8:00-8:50 Rotation/Intervention	8:00-8:50 Math	8:00-9:00 Reading	8:00-9:00 Reading	8:00-8:45 Science/STEM Lab	8:00-8:45 Reading	
8:50-10:00 Reading	8:50-9:55 Rotation/Intervention	9:00-10:15 ELA/Writing	9:00-10:00 ELA/Writing	8:45-9:30 Social Studies/Literacy	8:45-9:30 ELA/Writing	
10:00-10:55 ELA/Writing	9:55-11:35 Math/Science STEM Lab	10:15-11:05 Rotation/Intervention	10:00-11:10 Social Studies/Literacy	9:30-10:25 Reading	9:30-10:25 Science/STEM Lab	
10:55-11:30 Lunch	11:35-12:05 Lunch	11:05-11:40 Lunch	11:10-12:00 Rotation/Intervention	10:25-11:10 ELA/Writing	10:25-11:10 Social Studies/Literacy	
11:30-12:30 Science/STEM Lab	12:05-12:50 Reading	11:40-12:15 Social Studies/Literacy	12:00-12:35 Lunch	11:10-12:10 Math	11:10-12:25 Math	
12:30-1:30 Math	12:50-1:50 ELA/Writing	12:15-1:30 Math	12:40-1:40 Math	12:10-1:30 Lunch & Rotation/Intervention	12:25-12:55 Lunch & Rotation	
1:30-2:30 Social Studies/Literacy	1:50-2:30 Social Studies/Literacy	1:30-2:30 Science/STEM Lab	1:40-2:30 Science/STEM Lab	1:30-2:30 Math	12:55-1:35 Math	1:35-2:30 Rotation/Intervention
Beginning in January - After School Intervention (Reading and Math)						

Assessment/Data Analysis Plan

Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	Baseline and Quarterly
Writing Portfolio	K-5	Measure/monitor growth	Writing	Quarterly (indicated in Units)
Georgia Writing Assessment	3 and 5	Measure mastery of Writing Standards	Writing	1 time per year: Winter
Fry Word Inventory	K-3 4-5 as needed	Assess fluency/accuracy of high frequency words	High Frequency Words	3 times per year: October, January, and April (ongoing as needed)
Phonological Awareness Inventory	K-1	Diagnostic	Phonological Awareness Skills	Minimum of 1 time per year (ongoing as needed)
Letter Name Correspondence	1	Diagnostic	Letter names	1 time per year
Letter Sound Correspondence	1	Diagnostic	Letter Sounds	1 time per year
Reading Levels Treasures	K-5	Assess reading level	Independent reading level (Fountas & Pinell)	Ongoing throughout year
DIBELS Next	1-5	Universal Screener	Oral Reading Fluency and Comprehension	ORF: 3 times per year (2-5) 2 times per year for 1 DAZE: 3 times per year (3-5)
Informal Phonics Inventory	1-3	Diagnostic	Alphabetic Knowledge and Decoding	As necessary
Informal Decoding Inventory	3-5	Diagnostic	Decoding	As necessary
ACCESS for ELs	K-5	Screener, Diagnostic	Language	1 time per year
Georgia Online Assessment	3-5	Formative	CCGPS/GPS	Ongoing
CRCT	3-5	Criterion- Reference Achievement	CCGPS/GPS	1 time per year
ITBS	3 and 5	Norm-Reference Gifted Screening	All Content Areas	1 time per year
Georgia Alternate Assessment	K-5	Achievement	CCGPS/GPS	Ongoing/Reporting 1 time per year
Unit Assessment Tests	K-5	Mastery Guide Instruction	CCGPS	Weekly/Bi-weekly

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently the district requires administration of DIBELS Next ORF three times per year in grades 2-5 and 2 times per year in grade one. However, only one reading passage is used at this time with no retelling. In addition, students in grades 3-5 are assessed with DIBELS Next DAZE three times per year. Follow-up diagnostic testing including Phonological Awareness, Informal Phonics Inventory, and Informal Decoding Inventory protocol is well established. Consistent progress monitoring is in the emergent stage. The DIBELS Next components for grades K and 1 are not presently being used. State-mandated testing will definitely continue to be used as assessment measurements. Scholastic Reading Inventory is not being used at this time.

Implementation of New Assessments/Discontinuation of Current Assessments

With implementation of the grant, our school will follow the schedule for literacy assessments as listed below. The Blitz team approach for school-wide benchmark testing has been used with success the past two years, so this process will continue. State tests will continue as mandated.

Assessment	Grade Level Assessed	Persons Responsible	Frequency
DIBELS Next ISF, LNF, PSF, NWF	K-1	School Assessment Blitz Team	3 times per year
Phonological Awareness Inv.	K-1	Replace with DIBELS Next	
Letter Name Correspondence	1		
Letter Sound Correspondence	1		
DIBELS Next ORF	1-5	School Assessment Blitz Team	3 times per year
DIBELS Next DAZE	3-5	Replace with SRI	
Scholastic Reading Inventory	3-5	School Assessment Blitz Team	3 times per year
Follow-up Diagnostic Testing	K-5	Classroom Teachers	3 Times/As Needed
Fry Word Inventory	K-3 and 4-5 as needed		
Unit Assessment Tests	K-5		
Running Records	K-5	Classroom Teachers	Ongoing
Unit Assessment Tests	K-5		Weekly/Bi-weekly
<i>Progress monitoring components of DIBELS Next, SRI, and diagnostic assessments will be implemented with fidelity to guide instruction as expected within the RTI model.</i>			

Professional Learning Needs for New Assessments

Teachers and administrators will receive formal training on administration of Scholastic Reading Inventory (SRI) and DIBELS Next. A system team will be trained on SRI by Scholastic consultant, and all schools will then have a full day of on-site support. The system team will use online training options for DIBELS Next. The system team will use the “train the trainer” model to redeliver information at the schools. In addition, training will be provided on progress monitoring tools, available reporting, and effective use of all data to guide instruction.

Refresher training will be provided for all teachers on the administration of diagnostic tests in order to insure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve student achievement. Work will lead to the development of formative assessments using CCGPS and knowledge gained from analysis of data.

Communication of Data to Parents and Stakeholders

The results of school-wide data reports will be communicated to parents and stakeholders in the following manner:

- Hardcopy reports sent home to parents
- Title Parent Meetings and/or PTO meetings
- School Report Card
- School Council, Literacy Team, Leadership Team, and Board Meetings
- School website or other media

Individual student data will be shared with parents at parent teacher conferences or hardcopy reports sent to parents. We will provide parents with an easily interpreted graph of their child's DIBELS Next data, which allows us to "use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format" (How, 3B).

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

The use of assessment data is crucial to the implementation of an effective Response to Intervention model. Dr. Richard Stiggins, an expert in classroom-based formative assessments, suggests, "The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom - that assessments are used to benefit pupils....This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning." (Why, 95) Colquitt County Schools are determined to overcome the danger of allowing the process of testing to overwhelm the product. We are committed to effectively using data to drive decision making at all levels.

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

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

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement Literacy Plan (including student engagement)

- Literacy Instruction Observation Checklist
- Research-based literacy instructional materials
- Literary and informational texts on various levels (specific focus on student interests) for classrooms and media center
- Content-based texts on various levels and aligned to units of study
- Digital content-based texts on various levels and aligned to units of study
- K-5 literacy manipulative classroom sets
- Professional learning – consultant fees, stipends, or release time (subs), and materials
- Travel expenses for conferences
- Scholastic Reading Inventory
- DIBELS Next Data Management
- Research-based intervention materials and necessary professional learning
- Trained intervention specialists
- Grant administrator
- Family involvement activities
- Extended day/year program for students
- Transportation for extended day/year activities
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.
- Classroom computers
- Networkable printers
- Portable lab of interactive tablets
- Wireless connectivity infrastructure

Activities that Support Literacy Intervention Programs

- Dedicated scheduled time for intervention
- Flexible, needs-based grouping
- DIBELS Next Screening for oral reading fluency and comprehension
- Use of diagnostic follow-up tools (Phonological Awareness Inventory, Informal Phonics Inventory, Decoding Inventory, Fry Words, Comprehension Check with passages and rubric)
- Use of data to drive instruction
- Emerging protocol for Response to Intervention
- Fast ForWord
- SonDay
- Reading Differentiation Boxes
- Jack and Jilly
- ESOL training on strategies for teaching academic content vocabulary
- Mentor program
- Title I parent coordinators
- Parent education through family academic nights
- Special Education Co-teaching Training and ESOL Collaborative Training
- ESOL –Rosetta Stone student software and teacher training

- WIDA and ACCESS training

Shared Resources Available

- Pacing guides
- Instructional units with resources on the local share drive
- Progression of Reading Skills document (explanation of reading foundational skills with examples of instructional activities)
- Classroom Extended Text Sets (grades 3-5 for integrated units)
- Treasures Materials – for grade level instruction and intervention
- Interactive boards
- Teacher/student computers
- Computer lab
- Student Response Systems
- Mobile classroom set of student tablets
- S.T.E.M. lab which includes 25 iPads
- Media Center resources
- Bookrooms including professional resources as well as student leveled readers
- Florida Center for Reading Research resources

List of Library Resources

- Parent resources
- E Books
- Recorded books: audiobooks, books on tape, play-aways
- Listening Centers
- E Readers (Kindle and Nook)
- Videos and DVDs to support Science and Social Studies
- iPads/iPad cart
- Purchased apps for iPads
- Teacher Resources (Social Studies book from Amanda Beaty, professional learning resources, Touchstone texts, content sets-differentiated levels)
- Literacy Skills games
- Digital Cameras/Flip Cams
- Reference materials
- Laptops/Netbooks
- Online Catalog (updated with Lexile levels)
- Lego Class Sets

Activities that Support Classroom Practices

- Use of integrated units with resources available on local share drive
- Alignment of county pacing guides to CCGPS
- Research-based instructional strategies
- Differentiated instruction
- Progress monitoring
- Formative and summative assessments
- Vocabulary instruction in all content areas

- Technology-enhanced lessons
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Collaborative grade-level planning time
- Make and Take Sessions for teachers with professional learning on how and why activity is important
- Formative Instructional Practice training

Additional Strategies Needed to Support Student Success

- Strategies for increasing student engagement
- DIBELS Next data management system
- Consistent use of DIBELS Next Progress monitoring
- Scholastic Reading Inventory – full use of data
- Explicit phonics instruction
- Grammar Assessments
- Professional Learning in the following areas:
 - Best teaching practices for all components of literacy
 - Understanding Lexiles
 - Webb’s Depth of Knowledge
 - Strategies for student engagement and motivation
 - Integration of technology in instruction
 - Literacy across all content areas
 - Best practices for writing instruction across content areas
 - Continuation of deconstructing standards
 - Development and utilization of common formative/summative assessments
 - Effective data usage for planning/implementing interventions and monitoring student progress

Current Classroom Resources

- Treasures comprehensive reading program materials for grade level instruction and intervention
- Leveled libraries
- Manipulatives for literacy instruction
- Florida Center for Reading Research activities
- Limited resources for station activities
- Interactive boards and projectors
- iPad per classroom
- Teacher/student computer workstations
- Elmos
- Printers
- Limited teacher/student computer workstations
- Assistive Technology (Snap and Read, CoWriter)

Alignment Plan for SRCLG and Other Funding

Resources, Strategies, and Materials	SRCLG will provide...	Funding Sources
Professional Learning	Literacy specific - consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	<p>The following funding sources will be utilized as deemed appropriate and available:</p> <p>QBE, Title I, Title II, Title III, Title VI, SPLOST, IDEA, SRCLG, eSPLOST, Local Funds, McKinney Vento Homeless Education Grant</p> <p>Many students also benefit from the YMCA Goizueta afterschool program activities.</p>
Instructional Technology	Computers, tablets, printers, costs of technology programs, wireless infrastructure	
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives and supplies	
Literacy Assessments	DIBELS Next data management, Scholastic Reading Inventory, teacher resources for implementation of assessments	
Family Engagement	Materials for parent education, supplies for make it/take it sessions with families	
Extended Day/Year Activities	Personnel, supplies, transportation	
Field Trips	Admission fees, transportation	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process (DIBELS Next data management and SRI) will allow for effective, efficient, and immediate data to drive instructional decision-making. In addition, the progress monitoring tools will be personalized and beneficial for student growth. With decreased financial resources, funding supplemented by the SRCL grant will allow the updating of technological devices as well as the replacement of printers and supplies necessary for data reports and instruction.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology will engage students in the process of learning. In addition, access to software, programs, activities, and strategies which promote engagement and individualized instruction will increase student engagement/motivation.

Technology is an essential tool for enhancing the learning experience. Effective use must support four key components of learning – active engagement, group participation, frequent interaction and feedback, and connection to real-world experiences. Students’ motivation to learn is increased when using technology.

Professional Learning Strategies Identified on the Basis of Documented Needs

“For every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests.”
(Why, 141)

Topic/Focus/Purpose	Date	Percentage of Teacher Participation	Facilitator/Provider	Delivery Format
CCGPS Webinar	Aug. 1, 2012- Feb. 14, 2013	42 teachers; 100%	Georgia Department of Education	Webinar
Response To Intervention Training	Aug. 14, 2012	25 teachers; 60%	Instructional Support Specialist	Planning Time Meeting
Common Core Standards Implementation	Aug. 21, 2012	23 teachers; 55%	Instructional Support Specialist	Planning Time Meeting
Lesson Planning with instructional practices and artifacts	Aug. 22, 2012	23 teachers; 55%	Instructional Support Specialist	Planning Time Meeting
Writing in the Curriculum	Sept. 4, 2012	23 teachers; 55%	Instructional Support Specialist	Planning Time Meeting
DIBELS Next Training	Sept. 4, 2012	ELA teachers/ Resource teachers; 100%	Instructional Support Specialist	Planning Time Meeting
CRCT Content Descriptors	Sept. 11, 2012	27 teachers; 64%	Instructional Support Specialist	Planning Time Meeting
Differentiation	Sept. 18, 2012	22 teachers; 52%	Instructional Support Specialist	Planning Time Meeting
Using Student Data to Drive Instruction	Sept. 25, 2012	23 teachers; 55%	Instructional Support Specialist	Planning Time Meeting
Tech Star Training: iPad training	Oct. 30, 2013	All teachers; 100%	Mack Beck	Workshop
Data reporting of Student Assessment	Nov. 6, 2012	18 teachers; 43%	Instructional Support Specialist	Planning Time Meeting
Instructional Technology Training	Nov. 13, 2012	16 teachers; 38%	Mack Beck	Workshop
Improving Student Behavior	Nov. 27, 2012	53 teachers/paras; 100%	Principal & Instructional Support Specialist	School Wide Meeting
Study Island Computer Program Training	Dec. 4, 2012	22 teachers/paras; 52%	Instructional Support Specialist	Planning Time Meeting
Lesson Planning	Jan. 15, 2012	23 teachers; 55%	Instructional Support Specialist	Planning Time Meeting

Math Planning Days	Jan. 16, 2013- Feb. 20, 2013	K-5 Math Teachers; 100%	Jenny Funderburke, Math Coordinator	Off Campus Meetings
Incorporating the WIDA standards with CCGPS	Jan. 30-31, 2013	3 ESOL teachers and 3 Reg. Ed. teachers; 100%	Virginia Rojas	Workshop
ELA Unit Writing	Feb. 4-7, 2013	K-5 ELA teachers; 100%	Lynn Clark, Director of Curriculum	Off Campus Meetings
Ag in the Classroom	March 8, 2013	2 teachers; 100%	Charlotte Wingate, GA Farm Bureau	Workshop
Preparing the Next Generation of STEM	March 14- May 7, 2013	All teachers; 100%	Mack Beck, Justin McDowell, Misty Nemeth, Jason Lindsey	Workshop
Math in the Fast Lane	June 19, 2013	20 teachers; 100%	Suzy Pepper, Fast Lane Learning, LLC	Workshop
Thinking Map Training	2012-2013 school year	3 teachers; 100%	Thinking Map Trainer	Workshop

Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness System)
- ELA Schoolwide/Countywide Grade Level Meetings
- Math Schoolwide/Countywide Grade Level Meetings
- CCGPS Deconstructing Standards
- iPad Training
- Gifted Endorsement
- SACS Review
- CCGPS Reading/ELA Webinar
- Educational Impact
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System resources
- Rosetta Stone – ESOL
- S.T.E.M. Lab Training

Programmatic Professional Learning Needs Identified in Needs Assessment

- Differentiated Instruction: activities, strategies, and management
- Implementation of CCGPS
- Disaggregating DIBELS Next data
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement

- Literacy instruction across the curriculum
- How to use Lexiles
- Response to Intervention
- Mentoring for new teachers
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support EL and SWD learners
- GA DOE OAS (Online Assessment System)

Process Used to Determine if Professional Development was Adequate and Effective

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

- Analysis of student achievement data-benchmark data for DIBELS Next and summative data for GKIDS & CRCT
- Analysis of achievement scores on 3rd and 5th grade Georgia Writing Assessment
- Formative assessments to measure student achievement gains
- Professional Learning Community meetings and documentation
- Walk-throughs and observations to collect data on professional learning implementation
- Written feedback and summaries of conducted walk-throughs and observations
- Evaluation of professional learning activities through a Needs Assessment Survey
- Presentation by teachers of successful strategies at grade-level and collaborative team meetings
- Course evaluation data from PD Express
- Review of lesson plans by administration
- Analyzing student work collaboratively

Detailed and Targeted Professional Learning Plan

The following chart contains the 2014-15 Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant.

PROFESSIONAL LEARNING	REFERENCE IN LITERACY PLAN	MEASURES OF EFFECTIVENESS
Provide PL for new staff on any new literacy initiatives: <ul style="list-style-type: none"> • CCGPS • Effective vocabulary instruction • PLC protocols • Online Assessment System • DIBELS Next administration & disaggregation of data • Differentiated Instruction 	Building Blocks 3, 4, 6 Goal 1 Objective 2 Goal 2 Objective 1	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations of implementation • Data Team meetings • Summative Assessment Data, DIBELS Next

Colquitt County School District: Cox Elementary School

Continue to implement professional learning and support to staff during transition to CCGPS	Building Blocks 3, 4 Goal 1 Objective 2 Goal 2 Objective 1	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency, and comprehension	Building Block 4 Goal 1 Objective 1 & 2	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS Units • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide professional learning on research-based instructional strategies to teach vocabulary across content areas	Building Blocks 2, 4, 6 Goal 1 Objective 2 Goal 2 Objective 1	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS units • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide professional learning on Best Practices in writing instruction in all content areas	Building Blocks 2, 4, 6 Goal 2 Objective 1 & 2	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS units • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide training on use of technology to support literacy instruction and assessments	Building Block 4 Goal 2 Objective 2	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS unit plan with documentation of the use of technology • Walk-through observations • Summative Assessment Data, DIBELS Next
Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI)	Building Block 5 Goal 1 Objectives 1, 2, & 3	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS units • Walk-through observations • Summative Assessment Data, DIBELS Next

Sustainability Plan

Cox Elementary School is committed to ensuring the success of the grant beyond the funding cycle. Sustaining all programs and best practices initiated through the grant process is our intent. Funding will be secured from all available sources including local, state, and federal funds, as well as the local business community.

<p>Sustainability</p>	<ul style="list-style-type: none"> • Review expectations of the SRCL Grant annually with all staff • Train experienced teachers to provide training/mentoring assistance to new staff across all content areas • Train all administrators/instructional support specialists with teachers to ensure implementation of initiatives with fidelity • Provide members of the Board of Education with ongoing information about the need for and progress of the literacy initiatives
<p>Expanding and Extending Lessons Learned</p>	<ul style="list-style-type: none"> • Creatively schedule extended planning times for all staff at least once each quarter, allowing for collaborative planning and review of data • Continue Professional Learning Communities that allow sharing of successful literacy practices, resulting in more effective teachers and academic gains for students • Schedule county-wide grade level meetings throughout school year for curriculum, assessment, and grant implementation discussions • Hold district meetings for administrators to discuss curriculum, best practices occurring in classrooms, and analysis of assessment data • Use data obtained throughout the grant to update/strengthen literacy plan • Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to stay abreast of latest research/strategies • Provide families access to resources that differentiate support for students (How, 39) in order to expand learning into homes
<p>Extending the Assessment Protocol</p>	<ul style="list-style-type: none"> • Continue use of assessment instruments to monitor literacy achievement: GKIDS, DIBELS Next, SRI, CRCT, ACCESS, and formative assessments • Monitor continuation of assessment protocols as required by RTI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of the grant • Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to all new staff • Collaborate with CPRESA to provide support/training
<p>Professional Learning</p>	<ul style="list-style-type: none"> • Assign mentors to new staff members • Designate professional learning days in school calendar • Utilize Comprehensive Reading Solutions website for ongoing training in Professional Learning Communities • Develop library of professional books, journals, and online sources • Develop resource pack of professional learning materials for new teachers • Collaborate with/participate in CPRESA trainings • Participate in “Technology Integration for 21st Century Classrooms” professional learning opportunities
<p>Developing Community</p>	<ul style="list-style-type: none"> • Communicate frequently with all stakeholders concerning the importance of literacy across all content areas

<p>Partnerships/ Other Funding Sources</p>	<ul style="list-style-type: none"> • Strengthen communication between schools and afterschool providers • Continue involvement of stakeholders in informational meetings • Establish Partners in Education (PIE), a partnership between businesses or civic organizations and school • Utilize parent volunteers within schools to provide assistance in classroom and materials/funding if appropriate • Enlist PTO to designate fundraisers for literacy initiatives
<p>Replacing Print Materials</p>	<ul style="list-style-type: none"> • Annually inventory/determine condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace resources when needed
<p>Sustaining Technology</p>	<ul style="list-style-type: none"> • Coordinate purchases of hardware/software obtained with grant funds through the system Technology Specialist to prevent duplication • Arrange for regular maintenance of equipment to extend life of hardware • Renew software and site technology licenses using local/federal funding if product is deemed effective • Budget annual renewal fees from local funds after the life of the grant

Budget Summary

As a result of a comprehensive review of literacy efforts at Cox Elementary School, needs have been identified, data and available resources have been analyzed, and plans have been made to wisely utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon Fall, 2013 FTE count of 509 and an estimated award of \$460 per student, the total funds received over a five year time frame are anticipated at \$ 234,140.00.

Basic literacy needs to be funded through the grant are as outlined below:

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

- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom/media center across all content areas (digital and print)
- K-5 literacy manipulatives
- Take home libraries
- Instructional literacy-based field trips
- Family Education/Parental Involvement Opportunities
- Consumable Materials
- Release time/funding for substitutes to develop common formative and summative assessments

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

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

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

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

Personnel: Considering deep financial cuts in recent years, using grant funding to hire an intervention specialist to lower the group size for intensive instruction would be most beneficial. In

addition, a grant administrator will be necessary during the first two years of grant implementation in order to maintain requirements. The need for additional help will decrease as student achievement gaps are closed.

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

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

- Computers
- Wireless tablets
- Interactive boards
- Printers
- Infrastructure to extend wireless capability if needed
- Consumable materials

Miscellaneous

- Transportation costs associated with extended day/year programming