GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application

System Cover Sheet

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:	
Name of Applicant: Jefferson County Board of Education		**Project Number:** (DOE Assigned)	
Total Grant Request: $3,033,719	System Contact Information:		
	Name: Dr. Donnie Hodges	**Position:** Assistant Superintendent	
Number of schools	**Phone:**	**Fax:**	

in system: 6 (plus early learning)	applying: 6 plus early learning: 7	478-625-7626	478-625-7459
Congressional District: 12th		**Email:** hodgesd@jefferson.k12.ga.us	

Sub-grant Status

____Large District (45,000 or more students)

____Mid-Sized District (10,000 to 44,999 students)

_X_Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

X	School District		Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency		Nationally Affiliated Nonprofit Agency- other

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: ___Dr. Donnie Hodges_____

Position/Title of Fiscal Agent's Contact Person: __Assistant Superintendent_____

Address: _1001 Peachtree Street_____

City: ____Louisville GA_____ Zip: _____30434_____

Telephone: (_478__) _625-7626_____ Fax: (_478__) __625-7459_____

E-mail: __hodgesd@jefferson.k12.ga.us_____

____**Signature on paper copies as per Ms. Morrill**_____
Signature of Fiscal Agency Head (required)

__**Molly P. Howard, Ed.D.**_____
Typed Name of Fiscal Agency Head (required)

__**Superintendent**_____
Typed Position Title of Fiscal Agency Head (required)

_____
Date (required)

LEA Narrative:

Jefferson County School System is located in eastern Georgia in the 12th Congressional District. It is comprised of a geographically large, sparsely populated rural area with three small towns -Louisville, Wrens, and Wadley where the three elementary schools are located - spread out over a 35 mile span along U.S. Hwy # 1 which cuts north to south through the county. The middle schools are in Louisville and Wrens with the high school centrally located between Louisville and Wrens. Louisville is near the geographic center of the county while Wrens is in the north and Wadley is in the south. The poverty rate for Jefferson County is 26.5%, and the school system has 84.35% of students who receive free and reduced lunch. Also, all six schools are Title I school wide projects, making all students eligible for Title I services. Many of the students are from homes where literacy growth and expectations are lacking. As a result, the students often enter school with literacy deficiencies that affect the ability to perform at expected levels on state-mandated standards and assessments. A lack of literacy materials and technology support also has a negative impact on the literacy growth of Jefferson County students.

Jefferson County students have scored below the state and the other CSRA RESA districts on the English Language Arts, mathematics, social studies, and science Georgia High School Graduation Tests GHSGTs and End of Course Tests EOCTs. The graduation rate is just above the state level (81.3%). The Iowa Test of Basic Skills ITBS for fourth and eighth graders also shows significant deficits in reading comprehension and vocabulary. Criterion-Referenced Competency Test CRCT scores for 3rd through 8th graders also indicate below state and CSRA RESA results in Reading/English Language Arts at most grade levels with 164 students (13.7%) not meeting standards for those grade levels. State writing scores also reflect a deficit in writing skills for 3rd, 5th, and 8th graders. Upon examination of the domain data associated with the state tests and the ITBS, the Jefferson County leadership notes that these deficits reflect a lack of literacy skills, especially in vocabulary, reading comprehension, writing, and speaking. Currently, the school system has created a literacy plan that proposes how to institute a systematic

approach for improving literacy needs for Jefferson County students (see Appendix). The Striving Reader

Project can be the vehicle to make this happen. The intent of the project is not meant to be considered

as self-standing, fragmented, or appropriate for piecemeal implementation; rather, it will be

implemented in a thoughtful, planned, systematic manner. As a result, the Jefferson County Board of

Education has identified literacy as a key component of the county strategic plan and has pledged to

place monetary assets when available to support a literacy initiative. They recognize the need for

sustained professional learning in the following areas:

Early literacy (PK-3)	Adolescent Literacy (4-12)
Instructional technology strategies and implementations	Research-based best practices needed for CCGPS literacy demands for all content areas
Formative and summative assessments	Monitoring to ensure fidelity

A major component also includes sustaining a community literacy focus with the early learning

centers in our community. The literacy strategic plan is to include all schools in sustained, quality

professional learning and implementation of research-based best practices in literacy as Jefferson

County implements the CCGPS, the impact of targeted technology instruction on learning, the reading

and writing connection and the responsibility across all content areas, and the importance of monitoring

to sustain and guarantee the impact on instructional growth.

The vision of the Jefferson County School System is to have EVERY CHILD graduate from high

school postsecondary ready based on a mission to partner with the community in creating a learning

culture that challenges, supports, and ensures the success of EVERY CHILD, EVERY DAY. The school

system has gained state and national attention from several successful partnerships including ones with

the Southern Regional Education Board and the International Center for Leadership in Education

through the leadership of the school system and Dr. Molly Howard who was named the 2008 National

Association of Secondary School Principal (NASSP) of the Year out of 48,000 candidates. Dr. Howard,

who is now Superintendent of the school system, has spoken throughout the country on school reform

and the dynamics of changing school culture.

The Jefferson County School System has approximately 2,900 students in grades PK-12

for the 2011-12 school year. The system has consistently lost 50-75 students per year over the

last 10 years. The system is comprised of 74% minority students with 84.35% of students

qualified for the free-reduced lunch program. Many students come to school with significant

literacy delays. Even though many efforts have been made by the school system to address the

overwhelming weaknesses in vocabulary, depth of knowledge, and necessary frameworks for

active learning that many Jefferson County students have, much work has to be done on

institutionalizing and sustaining a comprehensive approach to literacy that can be ultimately

applied in all content areas including special education and Career, Technical, and Agricultural

Education (CTAE). This will require support for teachers through high-quality professional

development, a consistent monitoring piece for leaders, and ongoing understanding of

curriculum, instructional strategies, and assessment. Jefferson County leadership members from

both the school system and the community pledge to make literacy growth a priority and are

willing to create a sustainability plan to continue the efforts after the shelf-life of the grant.

Eligibility of Schools and Centers

The following CRCT scores are for the initial spring testing for all students.   (*In some instances, the

school applications used the 2nd round AYP CRCT results to determine needs more specifically*.)

Elementary Schools	% F/R (includes PK)	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
Carver Elementary	94.53%	Distinguished	40	7.5%	46	13%
Louisville Academy	84.78%	Distinguished	81	21%	83	15.7%
Wrens Elementary	82.57%	Distinguished	89	12.4%	108	24.2%

Middle Schools	% F/R	AYP Status	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Louisville Middle	89.30%	Made AYP	113	2.7%
Wrens Middle	78.34%	Distinguished	86	10.5%

High School	% F/R	AYP Status	Graduation Rate
Jefferson County High	82.59%	NI-3	81.3%

LEA Process for Selecting Schools: One of the key components of our system strategic plan is for all schools to be more alike than different. A consistent approach and message is critical for vertical and horizontal growth and understanding of progress. Since we are a small school system, it is important not to fracture or splinter programs and initiatives as much as possible. The Board of Education and the system and school leadership teams agree that all schools should be included in this application.

Experience of the Applicant:

The school system has not had state or federal grants in the past five years that fit the description in Section IV: Experience of the Applicant: however, the system has had such grants in the

past ten years. The leadership of the school system is very stable and long-serving, so many of the

current leaders managed these initiatives over the past ten years.

	Project Title	Funding Received	Is there audit?	Audit results
LEA				
LEA (fiscal agent for SHIPS for YOUTH, Inc.	Safe Schools, Healthy Students FY03-FY06	2,872,949	Yes	Clear
Schools				
Carver Elem	21st Century (federal)FY02-FY04	669,846	Yes	Clear
	CSR Grant FY06-FY07	120,587	Yes	Clear
Carver Elem & Wrens Elem	Reading First FY02-FY05	1,423,205	Yes	Clear
Louisville Academy	Tech Literacy Challenge (II-D) FY99-FY02	253,000	Yes	Clear
Louisville Middle	Making Middle Grades Work FY06-FY07	106,879	Yes	Clear
Jefferson County High	High Schools That Work FY03-FY05	192,743	Yes	Clear

Description of Funded Initiatives: Even though the funding for the initiatives above has ended, the

school system has benefitted greatly from lessons learned. Through these initiatives, the Jefferson

County School System leadership has worked to establish a culture of learning where teachers accept

responsibility for student learning within a network of support from peers and administrators through

recursive, job-embedded professional learning. Since most of these initiatives are school-based, the

level of job-embedded professional learning varies school by school; however, the goal is to have a plan

where sustainability and a vertical and horizontal instructional growth pattern emerge. Therefore, the

current Jefferson County leadership team recognizes the need for a systematic sustainability plan. The

school system also has current initiatives, RTI, and READ 180 (universal screener and tiered and Read 180) that are being funded through a combination of IDEA, Title I SIP and/or Title-I A funds. The Striving Reader Project activities as set forth by the grant will not only revisit previous professional learning, such as that provided by Reading First, but also will expand to the new literacy demands and assessments needed to create a more sustainable literacy culture in Jefferson County. Because of lessons previously learned, the leadership team is more aware of what steps to put into place to ensure the sustainability piece of the grant.

Description of Non-funded Initiatives: The school system has a number of initiatives that are on-going and are being sustained because of job-embedded professional learning and are reflected in the system strategic plan. These include Thinking Maps, roll-out of CCGPS, and CLASS KEYS implementation. Since the Striving Reader activities focus on all aspects of literacy, instructional practices to include the importance of assessments, and monitoring, the current initiatives will not be in conflict with any aspects of the grant. Our current roll-out plan of CCGPS centers on the understanding of the standards and instructional planning for the 2012-2013 school year. Based on the roll-out of the current Georgia Performance Standards in 2005-2006, we note that the more training our teachers can have on the roll-out of the CCGPS will only strengthen their knowledge and implementation practices. The Thinking Maps program represents "thinking" organizers to help students plan and organize their thought process; the maps are strategies and should not be in conflict with other research-based strategies. Currently, Jefferson County teachers are evaluated by CLASS KEYS , but that monitoring piece focuses on instructional practices. The Striving Reader's grant will provide the level of professional learning and training that are needed to take teachers and students to the next level.

Description of LEA Capacity:

In their book <u>Switch: How to Change Things When Change is Hard</u>, authors Chip and Dan Heath (Broadway Books, 2010) highlight Dr. Molly Howard, the Jefferson County Superintendent of Schools, for the tough challenge she accepted when she became the principal of the new Jefferson County High School in 1995 where 70% of the students remained in the county making it one of the poorest in the state with less than 50% of the adult population having a high school diploma or its equivalent. Through a High Schools That Work (HSTW) grant from the Southern Regional Education Board and a state designated and funded affiliation with the International Center for Leadership In Education, Howard, along with strong support from the school system, led a school reform effort that received state and national attention culminating in her being named the 2008 NASSP National High School Principal of the Year. Through a research-based reform model guided by the 12 key practices of HSTW, Howard and her leadership team established a School of **H.O.P.E**. based on **H**igher Expectations (abolishing the dual track and putting all students in college-preparatory classes and opening doors for Advanced Placement (AP) courses; offering **O**pportunities for Success (mastery / modular approach to mathematics, "no zero" grading policy, and after-school tutoring with teachers and peers; **P**ersonalizing Learning Environment (teachers-as-advisors stressing relationships, 4 x 4 block scheduling, and face-to-face parent contact); and providing **E**xperiences in Real-World Problem Solving (youth apprenticeship placements in the community through work-based learning and articulation with Oconee Fall Line Technical College for dual enrollment).

Over the past fifteen years, the Jefferson County School System has managed several successful partnerships that resulted in positive project implementation. The school system was the driving force in establishing our community collaborative SHIPS for YOUTH, Inc. This collaborative began as the Jefferson County Family Connection and was established in 1994

through the interagency council with the goals of improving economic capacity, school success, and child health. The Jefferson County Family Connection became a partner with Communities in Schools during the 2000-2001 school year and established SHIPS for YOUTH, Inc., a non-profit agency focused on improving quality of life for families in Jefferson County with the school system serving as fiscal agent and driving partner. Collaborative members include all of the county's social agencies, county government, law enforcement, business representatives, the faith community, our local technical college, parents, and students. Through this strong collaborative, a network of blended opportunities and services for families in the county has been established and is working well. Referrals have been streamlined among agencies that are now more competent in discussing problems and issues through monthly board meetings and quarterly full collaborative meetings. Among its accomplishments, the collaborative received a Safe Schools, Healthy Students federal grant for three years totaling over $2.8 million dollars. The school system served as fiscal agent for this project and was able to use staff and resources to support the full implementation of this community-wide project.

Some of the other successful partnerships that had positive project implementation are ones with Oconee Fall Line Technical College (OFTC), the Southern Regional Education Board (SREB), and the International Center for Leadership in Education (ICLE). The partnership and articulation with OFTC has resulted in the school system often being touted as the model for dual enrollment for the state of Georgia with one of the highest per size rates of seniors graduating with both a diploma and a technical college seal. In working with SREB through both High Schools That Work (HSTW) and Making Middle Grades Work grants, the school system has made significant progress in both academic areas as well as institutionalizing job-embedded professional learning at the high school level. The HSTW efforts at Jefferson County High

School brought national attention to the staff and its principal, Dr. Molly Howard who was named the 2008 NASSP National High School Principal of the year. As a result of a Georgia Department of Education Daggett school designation and working with the ICLE under Dr. Willlard Daggett's direction, Dr. Howard and her leadership staff presented at the 2008 16th Annual Model School Conference in Orlando in a featured session entitled: "Leading for Secondary School Redesign".

Description of sustainability of initiatives implemented by the LEA

The Jefferson County School System values professional learning that is job-embedded providing opportunities for teachers to build their content and pedagogical knowledge and to examine practices that are based on student learning data. For example, the superintendent of Schools, Dr. Howard, who is a nationally known professional developer, led over sixty system and school administrators and teacher leaders in a year -long professional learning on assessment during the 2010-11 school year. These sessions were held in the evenings, and attendance was voluntary. The response to these monthly sessions was positive and pervasive. Each of the school teams were involved in re-delivering the assessment information and in bringing feedback from the school staffs. Through this initiative, several significant outcomes resulted. The group spearheaded a shift to move away from ability grouping and to redo how students were assessed and grouped for instruction which was instituted in 2011-12. Other outcomes were an examination of grading practices and policies and a move toward standards-based grading which is being piloted at one of the middle schools. This is just one example of the commitment by the school system to be sure that initiatives are carried out with fidelity and integrity and that professional learning is job-embedded to the point that it is sustained.

Resources

__Align use of Federal and State funds__ (GA Striving Reader Subgrant Application, page 21)

FY12	Title I Funds (before carry-over)	Title II Part A Funds	Title VI Part B Funds
LEA	• $264,208 for system-level teacher development specialist and instructional coaches to deliver job-embedded professional learning	•	•
Each Elementary School	• Carver Elementary $166,693 for teachers & parapros $6,277 Classworks • Louisville Academy $167,765 for teacher & parapros $11,758 Classworks • Wrens Elementary $128,079 for teachers & parapros $11,161 Classworks	• $250 for substitutes • $58,000 salary, benefits for teacher • $2,000 stipends • $7,200 for consultant services • $4,300 registration fees	• $10,740 Classworks software
Each Middle and High School	• Louisville Middle $145,235 for teachers & parapros $6,786 Classworks • Wrens Middle $48,102 for teachers & parapros $4,818 Classworks • Jefferson Co. High $195,156 for teachers & parapros	• $250 for substitutes • $1,500 stipends • $11,000 for consultant services • $3,300 registration fees	• $10,740 Classworks software • $1,000 supplies

- LEA Use of Title I Resources: The LEA uses Title I funds for professional learning in the form of instructional coaches to deliver job-embedded professional learning.

- LEA Use of Title II Resources – Based on the Title II needs assessment in the spring of 2011, funds are used to meet the following system goals: every teacher and paraprofessional highly qualified, reduction of class size in kindergarten through grade three to 18 students per class,

quality professional learning in mathematics and literacy, quality professional learning on differentiated instruction, and creation of a quality mentoring program. To meet these goals, Title II funds are used at each elementary school to fund one teacher to reduce class sizes in the early grades. In addition, funds are used to pay for substitutes and registration fees for teachers to attend professional learning activities with a focus on Lexile scores, integrating technology, differentiated instruction, CCGPS redelivery and literacy (writing workshops, standards based best practices, DOK). A consultant works with staff at each elementary and middle school for nine days during the year on DOK levels, differentiated instruction, and formative assessment, with emphasis on mathematics. Stipends are paid to a teacher at each elementary school to attend a local university to receive the Reading Endorsement and for teachers to mentor new teachers at each school.

- Title I and Title II Resources at Each School – Title I funds are used primarily for personnel. Title I also partially funds the Tier 2-3 portion of Classworks for the three elementary and two middle schools. Since Title II funds are used primarily for reduced class size and professional learning, the only resources located at the schools are professional learning materials for book studies.

Clear alignment plan for SRCL and all other plans

In addition to the SRCL grant funding, the Jefferson County School System will continue to invest in literacy efforts, curriculum alignment including CCGPS roll-out, and quality professional learning for teachers and staff members. The system pledges to implement a systematic plan to improve literacy instruction and opportunities by aligning SRCL funding with other programs supported by federal funds including Title I, Title II-A of the ESEA, Bright from the Start, IDEA Act of 2006, and state and local funds. For instance, the school system will continue to fund Classworks, the universal screener and interventions software for RTI Tiers 2-4

through a combination of funding from IDEA, Title I, and Title II-A which will support the literacy efforts. The system will use Title I and Title II-A funds to reduce class size and to provide support for interventions which will also enhance the literacy efforts afforded by SRCL funds. The school system will use its technology team and available e-rate, eSPLOST and local technology funds to support the software, hardware, and non-print media that the SRCL funds will bring.

The school system plan is to maximize the benefit of SRCL and other funding for teachers and students; to communicate clearly that programs will be non-competitive with each other; to integrate program activities to avoid repetition; and to maximize the benefits to students and minimize the costs per teacher and students as good stewards of the taxpayers' dollars. One of the benefits of a small school system is that a small staff makes it easier to communicate and to consolidate initiatives. There are fewer levels of bureaucracy, and it is much easier to ensure against duplication and repetition of people. As a result of this effort, the system and each of our schools have in place a school improvement plan that has decreased previously fragmented efforts. Our current plans focus on improved academic achievement and assessment practices, targeted professional learning, instructional technology planning, and curriculum alignment and development. This more systematic approach to school improvement initiatives has highlighted a need for a more systematic sustainability plan for the literacy goals, a noted aspect of the Striving Reader activities.

List of resources available at each building

Elementary	Middle Schools	High School
Average of 4 non-modern student computers per	Average of 2 non-modern student computers per	Average of 1 non-modern student computer per classroom

classroom	classroom	
Mini lab with 8-9 computers	Mini lab 8-9 computers	4 vocational labs with 25 computers
4 document cameras	2 document cameras	
7 digital cameras	8 digital cameras	25 digital cameras
30% of classrooms have interactive white boards	46% of classrooms have interactive white boards	69% of classrooms have interactive white boards
25 computer lab	Two 25-computer labs	Two 25-computer labs
Generic list of shared resources in every K-12 building:		
Galileo		
Software for intervention and remediation		
Microsoft Office, including Publisher		
Video distribution, united streaming		
Leveled texts – limited in quantity and diversity		
Trade books – fiction and nonfiction – limited in quantity and diversity		
Thinking Maps		
Adequate print materials in the media center, but up-to-date materials are needed.		
Minimal audio-books, DVDs, Videos, TVs, periodicals		
All classrooms have overhead projectors		
All classrooms have high speed Internet access		
All classrooms have at least one networked printer		
At least 2 sets of student response system per school		
All media centers have at least six computers.		
Additional shared resources in every K-8 building:		
Renaissance Place		
Minimal classroom libraries		
Additional shared resources in every 6-12 building:		
SRI licenses (through READ 180)		
Wireless Internet access in part of the buildings		
Mobile carts		
READ 180 software for at least 30 students per school		

A plan to ensure that no supplanting takes place

Even though the school system has been informed that supplanting will be allowed with this grant, the system will make every effort to use funds to support literacy efforts that will supplement and enhance rather than supplant those funds that are already committed because of our efforts to sustain the Striving Reader Project activities.

Detail of how SRCL will add value to the existing resources in the schools

The school system has acknowledged that there is noted critical area for literacy improvement is in the early learning centers, pre-school programs, and in the elementary schools. The primary and elementary students have a dire need for extended work in the foundational reading skills, writing skills, and overall literacy components of learning. Jefferson County students often lack any literacy support from home. As a result of the literacy needs of the students, Jefferson County educators need to be equipped to provide students with viable, sustainable skills and opportunities that will not only show an increase in test scores but also more importantly an increase in all literacy expectations, from early literacy skills to literacy strategies for reading, writing, and communication. The literacy focus for Jefferson County will need to extend into a partnership with Head Start, family day care facilities, the Jefferson County library, and SHIPS for Youth (Family Connection and CIS) to target younger children who are not receiving the literacy needs in the home. Not only will Jefferson County teachers need systematic and monitored professional learning opportunities to improve literacy instruction in the classroom to meet the literacy demands of the CCGPS, but also the Jefferson County teachers will provide professional learning that they have received to the early support systems' personnel on Saturdays, in the evenings, or in the summer.   The goal is to train personnel in daycares or other early learning centers on different literacy strategies to help young children in their comprehension and vocabulary development.   This partnership will create a strong alliance on behalf of the children as they enter the Jefferson County school system. The literacy needs of the younger children will be a critical component in establishing literacy goals for the county because of the rigorous demands of the literary, informational, and foundational reading demands of the (CCGPS).

The second critical literacy need is in improving the content literacy expectations as set forth by the CCGPS and the College and Career Readiness Performance Index. As evident by the performance on the current state assessments, SATs, and other post-secondary measurements, Jefferson County

students are lacking skills necessary in reading, writing, and speaking in the content areas. A critical

focus will be to improve literacy skills needed to achieve in English Language Arts, math, social studies,

science, and technical subjects, as indicated by the CCGPS. Again, a systematic and monitored

professional learning community will be essential in training Jefferson County teachers on evidence-

based literacy strategies that are needed to increase the literacy scores of the students. The professional

learning will also need to extend on how to choose appropriate materials and technology to support

students as they work to increase their literacy skills. Currently, many Jefferson County teachers are

lacking the expertise in this critical area.

Perhaps the most critical component for ensuring a strong literacy plan for Jefferson County is in

the area of literacy assessment and evaluation.   Currently, Jefferson County is using DIBELS as well as

Classworks as the universal screener for students through grade eight. However, a major concern is the

lack of true understanding as to how to use these instruments effectively to guide instruction and need.

Another concern is the lack of a universal screener for high school students. Also, a lack of

understanding regarding Lexiles and what that instrument means in selecting reading materials is of

concern. This concern is only going to increase with the issue of text complexity evident in Reading

Standard 10 in the CCGPS. Professional learning and training in understanding the different prongs to

measure reading materials will be important: quantitative, qualitative, and reader to task. Also,

assistance in selecting appropriate reading measures and how to use them will be necessary. Most

importantly, the ability to use formative assessments throughout instruction to measure reading growth

will be another component of needed professional learning.

Management Plan and Key Personnel:

	Individual Responsible	Supervisor
Project Director	Dr. Donnie Hodges	Dr. Molly Howard

Purchasing	Dr. Donnie Hodges	Dr. Molly Howard
Site-Level Coordinators	See chart below	Principals
Professional Learning Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard
Technology Coordinator	Mrs. Lynn Hopper	Mrs. Cindy Rabun
Assessment Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard

The Jefferson County Public Schools has a qualified and expert infrastructure. Dr. Donnie Hodges, Assistant Superintendent, will serve as Project Director for the SRCL Project and monitor the day-to-day operation of the early learning portion of the project. Dr. Hodges has over twenty years experience at the central office level and has written or collaborated in the writing of and managed a number of grants for the school system including *Reading First, High Schools That Work, Making Middle Grades Work*, Ne*xt Generation School Project, 21st Century Community Learning Center, and Safe Schools, Healthy Students.*. Dr. Hodges has served as Title I Director for the school system for more than ten years and has extensive experience with federal programs and budgets. Dr. Hodges is currently the Director of Pre-K and has served in that capacity since 1994. She will wear "two hats" in this project: Project Director for the SRCL Project and Coordinator for Early Learning.

School Project Coordinators for the SRCL Project will be named at all six of the schools.

Even though the principals will be expected to be very involved with the grant, school level directors will be named to be responsible for the day-to-day grant operations.

SCRL grant operations	School	Position
Dr. Donnie Hodges	Jefferson County BOE	Coordinator for Early Learning
Ms. Tiffany Pitts	Carver Elementary	Assistant Principal
Mrs. Dana Williams	Louisville Academy	Instructional Coach
Mrs. Ginger Parris	Wrens Elementary	Instructional Coach

Ms. Jacqueline Jukes	Louisville Middle	Instructional Coach
Mrs. Stacy Arnold	Wrens Middle	Assistant Principal
Mrs. Stephanie Hildebrant	Jefferson County High	Assistant Principal

All members of the management team have been closely involved in the literacy task force that worked on the grant at the system level and the school level and in the development of the system literacy plan. Currently, they are all involved in the roll-out of the CCGPS. This roll-out, as well as learning to implement the new CCGPS with fidelity, is an essential part of the school system's literacy focus. The members have researched and studied all aspects of the CCGPS initiative and have participated in collaborative discussions to examine the components of the Striving Reader Project that will best benefit the students of Jefferson County.   Each member of the team understands her individual role in serving as the literacy leader in her school. Each member has had experience in planning and conducting professional learning. The members are also involved in the writing and implementing of school improvement plans. Since they have helped to write the individual school plans, they have a full understanding of the existing school data and system needs, forming the basis of the grant.

Sustainability Plan

Through this grant, Jefferson County School System leadership has the intent to further efforts to enrich the culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through job-embedded professional learning that becomes more and more internalized and institutionalized. The system will continue to conduct an in-depth study of the CCGPS literacy demands.

As Jefferson County staff becomes more and more familiar with the demands of CCGPS of both

foundational and adolescent literacy, they will be able to lead their own professional learning, thus

building sustainability. The professional learning provided will be systematic and connected to all the

aspects that participants have learned through the Striving Reader activities. Also, leadership from the

county office will be instrumental in the planning and monitoring of that professional learning. The

professional learning sessions will be monthly and with targeted topics based on data and needs as

indicated in the school/system's school improvement plan. The Jefferson County leadership will

participate in the trainings provided through the Striving Reader grant, so they will have first-hand

knowledge of all aspects of the professional learning piece. Any outside consultants needed or desired

will be determined based on recommendations from the Georgia Department of Education and national

research. The purpose of empowering the Jefferson County staff is to allow the staff to embed all

aspects of the learning into the existing school day without depending on afterschool, Saturday or

summer professional learning time, based on the fact that such programs are expensive and Jefferson

County does not have the monetary resources consistently to support such programs. Also, since

Jefferson County staff will become comfortable and knowledgeable with all aspects of the CCGPS

particularly through content areas beyond ELA, Jefferson County will not have a need to add any

additional staff to sustain the project. The goal is to maximize existing resources and personnel to

ensure growth and sustainability. One approach is to have a teacher training team that will redeliver

and train any new teachers or early learning center personnel to Jefferson County. All Jefferson County

schools are Title I Schoolwide Projects. Title I-A and Title II-A funds will be brokered to re-direct the

work to support the initiative beyond the grant. It will be imperative that resources including time,

materials, and energy be used and allocated wisely to meet student and teacher needs. Time must be

allowed and fiercely protected for teacher professional development and data analysis. The school

system plans to assign teacher leaders as instructional mentor teachers to assist and promote content

literacy skills to all content area teachers.

The greatest sustainability challenge will be with the technology aspects of the grant. Jefferson

County's Board of Education, along with early learning centers and school system personnel, are so

dedicated to this effort that existing eSPLOST funds, e-rate, and general funds will be used to maintain

DOE Use Only	DOE Use Only:	DOE Use Only:
Date and Time Received:	Received By:	Project Number

and expand the technology aspects of the grant.

There is a strong commitment from our community to ensure that the literacy initiative will

benefit our students. The commitment extends from the high school student association, Jefferson

County Rotary, and Louisville Kiwanis to have ongoing fundraisers to help sustain this effort. Also, all

school personnel will have the opportunity under a voluntary basis to have money withdrawn monthly

from their pay checks and will be used to fund the FERST foundation subscriptions at the Jefferson

County Library. The goal is to make literacy the number one effort of the entire Jefferson County

community.

Appendices are on hard copies as per Ms. Morrill (via email).

School Name:		Total Grant Request:
Wrens Elementary School		**$500,000**

System:	School Contact Information:	
Jefferson County Schools	Name: **Dr. Sharon Dye**	Position: **Principal**
Number of Students	Phone Number: **706-547-2063**	Fax Number: **706-547-0209**
630	**Email Address: dyes@jefferson.k12.ga.us**	
Number of Teachers		
42 full time **6 part time**		

Free/Reduced Lunch %	82.57%	
Principal's Name: Dr. Sharon Dye		**Other Reform Efforts in School:** None
		Principal's Signature: On paper copies as per Ms. Morrill

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

Striving Reader Comprehensive Literacy (SRCL) Grant

<u>Narrative</u>

History

Wrens Elementary School (WES) is a public, rural elementary school. It is located at 1711 Thomson Hwy, Wrens, Georgia. The school was erected in 1958 and reorganized in August of 1970. The reorganization consisted of combining the students and faculties of grades one through five of the following schools: Stapleton Elementary of Stapleton, Georgia, Tenders

Grove Elementary of Avera, Georgia, and Wrens Elementary School of Wrens, Georgia.

Wrens Elementary School (WES), a *Title I Distinguished* school, has an enrollment of 630 students in pre-kindergarten (pre-k) through fifth grades. Students being served through special education services make up 15% of the total school population. Head Start houses two classes on our campus with a total enrollment of thirty-two three-year-olds. 82.57% of the student population qualifies for free and reduced meals.

Administrative and Teacher Leadership Team

WES is aware of the need for instructional leaders to increase their capacities to direct the focus of their school's reading program. The School Improvement Team consists of the principal and assistant principal, two part time lead teachers, the media specialist, the counselor, a special education teacher, and one teacher from each grade level. This team meets eight times a year to ensure implementation of the school improvement plan and is empowered to make important curricular and instructional decisions. The School Improvement Team's purpose is to promote success, monitor progress, implement ideas and plan strategies to bring about increased achievement. Vertical teams are chaired by grade level leaders and consist of a pre-k through second grade team, a third through fifth grade literacy team and a third through fifth grade math team. These teachers work together to develop a continuum of knowledge and skills that build from one grade level to the next. Team communication leads to a greater understanding of what is taught each year, which helps teachers organize strategies and reduce repetition of content.

 Past and Current Instructional Initiatives

Despite the implementation of the Reading First grant received in 2003-2004, the

students of Wrens Elementary School still have significant gaps in reading achievement. The grant provided teachers with knowledge about scientifically based reading research and allowed professional learning experiences that were aligned with our chosen instructional programs, as well as, state academic standards. This money was used to fund a literacy coach for grades kindergarten through three. The role of the Reading First coach allowed for an essential support system for professional development efforts and for the implementation of the program. After the Reading First funds ended, the system continues to fund the literacy coach/lead teacher half time. Professional learning allowed coaching from a knowledgeable peer, designed vertically and horizontally instructional discussion groups, and job-embedded learning opportunities for our teachers. The following chart outlines additional past and current instructional initiatives that have guided our staff toward their own professional growth.

Past Instructional Initiatives	Current Instructional Initiatives
Reading First Reading First was a systematic reading program based on small group instruction using leveled texts.	**Houghton Mifflin/Harcourt reading core** Houghton Mifflin is an intensive, systematic, scientifically based reading program**.**
Read with Sarah Read with Sarah offered intensive, systematic reading instruction based on small groups using leveled texts.	**Guided Reading** Leveled readers are used from H/M core and teacher resource room to provide guided reading.
Accelerated Reading Instruction Accelerated reading practice quizzes were used in grades two through five as a comprehension builder.	**Thinking Maps** Thinking Maps are tools with a common visual language for learning within and across all content areas.
America's Choice-Georgia Choice **Writer's and Reader's Workshop/Skills Block** This instructional program for grades kindergarten through three was a two-and- half hour Literacy Block. The program was divided into three parts – a 30 minute skills development session, a one-hour Reader's Workshop, and a one-hour Writer's Workshop.	**Write From the Beginning** Write From the Beginning uses Thinking Maps to help students brainstorm, organize, and develop and enhance their writing skills.

Local Professional Development/GPS (Georgia Performance Standards)	Local Professional Development GPS (Georgia Performance Standards) /CCGPS (Common Core Georgia Performance Standards)
Teachers were involved in creating benchmark assessments as aligned with the Georgia GPS's.	Teachers are involved in Professional Learning to correlate the current GPS's to the new CCGPS's. **Class Keys:** Teacher evaluation instrument

Professional Learning Needs

Wrens Elementary School has made adequate yearly progress (AYP) for ten consecutive years. However, the achievement gap in reading continues to widen. Student data from the 2011 ITBS indicate that 41% of the students in grade four scored in the lower stanine. According to CRCT data, 62% of our fifth grade students had a Lexile of less than 850 and 54% of our third grade students had a Lexile of less than 650. Wrens Elementary recognizes the rigor demanded by the Common Core State Standards. As the data in this grant will indicate, the school needs professional learning in the following areas:

- Using screening and continuous assessment to inform instruction

- Motivating and engaging children in the reading process and in all content areas

- Teaching the foundational skills and strategies of reading and writing

- Using appropriate technology effectively

- Implementing researched based strategies that sustain continuous improvement

Need for Striving Readers Grant

The fundamental responsibility of schools is to teach students to read. In fact, the future success of all students hinges upon their ability to become proficient readers. Statistics revealed in the "Why" document that one in four students in grades four through twelve were struggling readers in 2005, and fewer than one third of the eighth graders read at or above grade level (Perie, Grigg, and Donahue, 2007; NAEP, 2007). The system recently developed a comprehensive literacy plan *(see appendix)*, using the states plan as a guide. The Striving Readers Comprehensive Literacy Grant (SRCL) would provide the necessary funding for professional learning and additional resources needed to implement the system plan, as well as, Wrens Elementary's literacy plan.

Analysis and Identification of Student and Teacher Data

Upper grade data reveals a need to focus on literacy development. There is a limited amount of data for early grades and diagnostic data for all grades is needed. The school is aware of the need to examine additional ways to access students' progress in reading achievement.

A. Student Data

Reading/ELA CRCT data (AYP 1st round) 2010-11					

Grades Three-Five	All students	African American	White	Students with Disabilities	Economically Disadvantaged Students
Does Not Meet	22.7%	27.2%	18%	77.3%	27.5%
Meets/Exceeds	77.3%	72.8%	82%	22.7%	72.5%

ITBS Reading and ELA percentiles and Stanine averages in grades two and four for fall 2011.				

ITBS	Reading	Reading	ELA Percentile	ELA Stanine

	Percentile	Stanine		
Grade Two	11%	4	NA	NA
Grade Four	33%	4	33%	4

STAR (Student Test of Achievement in Reading)

Grade	1-24%ile	25%ile -49%ile	50%ile- 74%ile	75%ile -99%ile
Second	49	21	13	7
Third	64	18	12	9
Fourth	42	25	6	13
Fifth	22	25	21	8

CRCT Lexile Scores: Percent scoring below grade level.

Grade Three	Lexile below 650	53%
Grade Four	Lexile below 750	49%
Grade Five	Lexile below 850	62%

Universal Screener: Percent of students not on grade level based on fall 2011 screener.

Grade	African American	White	Hispanic	Total
Kindergarten (91)	27%	9%	1%	37%
First (96)	28%	10%	3%	42%
Second (93)	38%	17%	5%	60%
Third (108)	29%	16%	3%	47%
Fourth (94)	29%	15%	1%	45%
Fifth (76)	20%	8%	0%	28%

State Writing Test: Percentage of fifth grade students who met writing standards

2010-2011	61%
2009-2010	61%
2008-2009	70%
2007-2008	58%

B. Graduation Rate

Jefferson County High School graduation rate (81.3%) exceeds the state average.

Year	All	Black	White	Students w/	Economically

				Disabilities	Disadvantaged
2011	81.3%	78.1%	89.8%	46.7%	79.8%
2010	71.9%	68.9%	78.8%	34.1%	68.5%
2009	73.4%	70.6%	85.5%	18.9%	73.2%
2008	79.1%	78%	82.5%	38.7%	78.8%

C. Early Learning Readiness

With a poverty rate of 26.5%, WES realizes that many of our students come to school with little or no literacy skills. Wrens Elementary pre-k, a 180 day program, follows the Georgia Bright from the Start guidelines. Georgia's pre-k Content Standards provide a foundation for instruction in all classrooms and are aligned with Georgia's Performance Standards for kindergarten through twelfth grades.

Assessment	Comments
GKIDS	66% did not meet language arts
DIAL III Fall 2011	11% of entering pre-kindergarteners scored at risk in one or more areas

Unfortunately, the data provided in these two assessments lack meaning and do not

provide us with diagnostic data needed to detect early learning deficiencies.

D. Disaggregation of Data in subgroups *(see charts above)*

Due to students with disabilities, Jefferson County School System failed to make AYP

for the 2010-2011 school year.

E. Teacher Retention Data

Although Wrens Elementary has a high poverty rate, teacher turnover within the past

years has remained minimal. Many teachers are products of our local school system and choose

to return to Jefferson County to teach.

Teacher Retention Data	
Annual Teacher retention rate	91%
Experience Continuity Ratio	0.94%
Principal Experience Continuity Ratio	1
Highly Qualified	100%
Percentage with Level Four Certification	31.8%
Percentage with Level Five Certification	40.9%
Percentage with Level Six Certification	25%
Average teaching experience (years)	15.5 years
Teachers with fewer than three years experience	11.4%
Teachers between three and twenty years experience	56.8%
Teachers with more than twenty years experience	31.8%
ESOL Certified Teachers	2 teachers

F. Teacher professional learning communities

WES recognizes the benefits of a collegial staff that are united in their commitment to student learning. WES teachers meet weekly by grade level to plan curriculum and assessment. Currently, teachers are unpacking the Common Core Georgia Performance Standards (CCGPS) English-Language Arts and Math standards. Job embedded professional learning continues as vertical teams meet to discuss common standards, to determine the Depth of Knowledge (DOK) of the standard, to write essential questions, and to form assessment items. The work is posted online and shared with all system employees.   The dialogue among staff has proven to be most powerful and has helped to identify lagging skills among staff in standards based instruction and

assessment. The chart below identifies additional professional learning for the 2010-2011 school

year.

Professional Learning Activities (2011)	Documented Hours	% of Staff Participating
Response to Intervention (RTI) Grade Level Training	7 Hours	21%
Interactive White Board Training Beginning Interactive White Board	6 Hours	1%
Interactive White Board Training Advanced Interactive White Board	6 Hours	1%
Universal Screener – Train the Trainer	3 Hours	1%

Lexile Introduction	1 Hour	88%
CLASS Keys	20 Hours	88%
Universal Screener Implementation	3 Hours	100%
Collaborative Planning (lesson plans, examine data and student work)	Weekly	100%
Working on the Works: grades three-five: Writing, science, social studies, and math.	16 hours	40%
Response to Intervention(RTI)- Redelivery	2 Hours	100%
Pre-K Best Practices Training for Teachers	4 of 4 pre-k teachers	100% of pre-k teachers
Pre-K Best Practices Training for Teaching Assistants	5 of 5 Paraprofessionals	100% of pre-k paraprofessionals

Needs Assessment

A. Description of the materials used in the needs assessment

The materials used in the needs assessment process include:

- Comprehensive Literacy Program Needs Assessment Survey: Instructional Practices and Instructional Survey (*see appendix*)

- Disaggregated data based on grade level and sub-groups as illustrated in the data analysis section on pages four-six of this grant *(see appendix for data history)*

- Examined Georgia Technology Inventory to determine technology and media needs

- Charted information derived from the staff during the needs improvement process *(see appendix for minutes)*

B. Description of the needs assessment process

The organization of a Literacy Team was the first step in our needs assessment process. This team consists of two administrators, two lead teachers, the media specialist, the counselor and four additional teachers representing various grade levels and disciplines. After reviewing the grant application, the team met with all teachers to explain the purpose of the SRCL Grant. Staff members were 100% in agreement to pursue writing the grant and each participated in a Comprehensive Literacy Program Needs Survey. Parents and community members were also provided the opportunity to complete the survey (*see appendix*). Additional sources of information were collected such as student achievement data, census data, and teacher demographic data. The team identified specific strengths and weaknesses, analyzed data, prioritized needs and identified root causes. The Literacy Team used a brainstorming method known as the "Five-Why's" to seek out the root causes. Literacy Team meeting results were shared with the entire faculty and input was solicited throughout the needs process.

C. List of individuals who participated in the needs assessment

Administration	Teachers	Parent
Principal Assistant Principal	Pre-K-Fifth grade teachers Special Education Teacher Media Specialist Counselor	Second grade parent

	Auxiliary Staff	

Areas of Concern

A. Clearly identifies the areas of concern as they relate to the "What" document

While studying the "What" document, WES focused on clearly identifying the areas of concerns as it related to literacy. The following components addressed:

- Components 1, 2, and 9: The foundation for literacy and school success is laid during the early years. During this time, young children develop the skills and attitudes that will help them be successful. Clearly, directed early literacy and school readiness services and interventions need to be in place for all children, birth to twelfth grade. There is a need to identify and use intentional strategies that will increase student interest and achievement.

- Components 3, 4, and 5: Assessment and instruction are inseparable. There is a need for professional learning in the area of assessment. A clearer understanding of the purpose of analyzing ongoing student assessments in order to better modify and refine the teaching/learning cycle to better meet student needs is critical. The four-tiered instructional model needs to be addressed and interventions put in place at all grade levels. The achievement gap remains wide among various subgroups.

- Components 6, 7, and 8: Professional learning for administration and all certified teachers

    is needed in assessments, reading and writing strategies, and research based teaching

strategies. A more focused collaborative planning is needed to achieve our literacy goals.

B. Identifies specific age, and grade levels, or content areas in which the concern

originates

- Students enter pre-k with basic literacy deficiencies causing a ripple effect in grades kindergarten through five. Without the basic skills, students are unable to read, comprehend, and communicate across all content areas including social studies and science. Less than 35% of students in each grade, three through five, did not meet standards in science and less than 58% did not meet in social studies.

- In the early grades, 37% of kindergarten students and 42% of first grade students scored below grade level on the fall 2011 universal screener.

- Inadequate assessments (screening, diagnostic, progress monitoring and outcome) in early childhood make it difficult for teachers to identify major areas of concern.

- The achievement gap widens as students progress through the elementary grades. Based on the universal screener, 60% of students entering second grade fell below grade level at the beginning of the school year making it difficult for them to meet standards before going on to third grade.

- The percentage of students not meeting grade level standards on the 2011 universal screener in grades third-fifth are as follows: third—47%; fourth—45%; fifth—28%.

Steps taken to address the problems:

- System wide writing is integrated into the social studies curriculum in the fourth and fifth grades and includes all genres of writing and research.

- A new lab in third grade helps to accommodate small needs-based groups. The lab utilizes individual learning plans for each child.

- Horizontal and vertical teams work to align curriculum to help close achievement gaps.

- The Universal Screener, an instructional software program, is used to help monitor students' progress and to assist in the RTI process.

Steps needed to be taken to address the problems:

- Teachers need professional learning in the concept of tiered instruction to include high-quality whole-group instruction, differentiated small-group instruction and intensive intervention.

- Students need opportunities that motivate, engage and inspire learning through a variety of media, texts and resources.

- Additional training is needed in writing across the content areas.

- Professional learning is needed to help teachers answer the question, "How can we meet children's diverse needs and accelerate literacy development for all students within regular classroom instruction?"

<u>**Root Causes Analysis**</u>

A. The root or underlying causes of the areas of concern found in the needs assessment

The literacy team realizes the importance of the root cause analysis in order to find effective solutions to our problems so that they do not recur. Using "The 5 Why's" analysis method, the following was determined.

Literacy

- Students have limited language due to a culture of poverty

- Lack of oral language comprehension (vocabulary and comprehension) due to lack of experiences

- Limited knowledge in teaching literacy in all content areas

Professional Development

- Lack of teacher knowledge in direct, systematic, and explicit literacy instruction

- Since content literacy in all grade levels lead to improved graduation rates and readiness for college and careers, all teachers in pre-k through fifth grade must take ownership in Jefferson County's graduation rate.

Technology

- Increase availability to twenty-first century technology

- Lack of understanding on the use of technology to help motivate and engage students

- Lack of research based media, text, and resources to support and enhance instruction

B. The specific grade levels that are affected consist of pre-k through fifth grade.

Early literacy and foundational reading impact every grade pre-k through high school. Twenty-five percent of students read below the basic proficiency level, which means they do not have minimal reading skills to understand and learn from text at their grade level ("Why" document: Kamil, Borman, Dole, Kral, Salinger, and Torgesen, 2008).

C. Specific rationale for the determination of the cause

After reviewing the "Needs Assessment Survey" and pinpointing specific needs from the "Five Whys", the literacy team agreed that the poverty in Jefferson County dramatically impacts the language acquisition of children. According to the "Why" document, research clearly supports that literacy in the first year of a child's life is critically important in laying the foundation for future academic success. The document states that CRCT data coupled with the Lexile framework echoes the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional material. Consequently, students need support and intervention in the next grade. Literacy extends well beyond the basics of reading (phonics and decoding skills). The "Why" document further states, "children with insufficient oral language may struggle in later elementary grades and beyond as they encounter 'heavy texts' or long books with well-developed themes, complex plots and sentence structure and complex vocabulary" (Stahl,

2007). Intensive interventions are required when children come from language deficient homes and from environments where oral language is not appropriately developed.

D. What has been done in the past to address the problem?

During the implementation of the Reading First grant, teachers began to look at data differently. The use of Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) and the data it provided allowed teachers to diagnose reading deficiencies. Small group and flexible grouping practices were utilized; however, system-wide policies that forced homogeneous grouping limited many efforts. Common planning times during the instructional day allowed for additional planning time for teachers. This year budget cuts and attrition has limited flexibility in scheduling as to not allow for common planning time during the school day. Horizontal and vertical team meetings have allowed teachers to focus on student data and instruction.

E. New information the needs assessment uncovered

As the Literacy Team and staff analyzed our needs and root causes, the school needs became more evident. Based on the premise that, "Teaching is Rocket Science", WES teachers realize that teaching is a job for an expert. Moreover, teaching reading requires considerable knowledge and skills through focused study and supervised practice. The process of the needs assessment uncovered the following:

- More integration of writing across the curriculum

- Schedules that better support tiered instruction

- Ways to involve parents and communities in the literacy initiative

- An understanding of how to select validated instructional methods, materials, and resources based on individual learning needs.

- More reliable, efficient assessments to inform classroom teaching.

School Literacy Team

A. A listing of the members of the site based literacy team

Staff Member	Title
Dr. Sharon Dye	Principal
Christina Ethridge	Assistant Principal
Xavier Thomas	Lead Teacher
Ginger Parris	Lead Teacher
Charlene Stavely	Media Specialist
Angela Oglesby	Counselor
Rachel Farmer	Pre-Kindergarten Teacher
Pamela Potter	Kindergarten/First Grade Teacher
Dana Holmes	Second/Third Grade Teacher
Jessica Gay	Fourth/Fifth Grade Teacher
Sherry Shirley	Parent

B. The function of the site based literacy team in terms of the needs assessment

Wrens Elementary School formed a site based literacy team to begin the process of writing the SRCL grant. Prior to this initiative, there was no literacy team in place. The function of this team was to develop a literacy plan that would: a) determine the needs of

our school, b) define goals and objectives that need to be accomplished and c) identify the

professional learning, technology, resources and materials that will improve literacy

achievement. The following lists additional functions of the team:

- Surveyed the faculty/parents about literacy concerns (*see appendix*)

- Discussed and charted results with staff about literacy concerns and

  suggestions for improving literacy at Wrens Elementary (*see minutes in*

  appendix)

- Communicated with staff ideas and results

- Held multiple literacy team meetings to begin work on the needs assessment

- Compiled and disaggregated data by subgroups

C. Minutes were kept at each literacy team meeting

The sight based literacy team meetings were held on November 10th, 15th, 16th, and 18th.

The literacy team met with the staff on November 16th and explained the SRCL grant

process, as well as, solicited input. All minutes were documented (*see appendix*). The

minutes indicated a thorough review of the SRCL grant reader rubric when all staff

members:

- Determined schools literacy needs

- Discussed areas of concerns and causes

- Reviewed past and current initiatives

- Set goals and objectives to create a scientific evidence based plan

D. How the site based literacy team communicates and includes all members of the staff in the decision making process

The site based literacy team communicated with all teachers the SRCL grant requirements, the "What" and "Why" documents, school data, and other pertinent information as it related to the process. Teachers were surveyed on the schools literacy needs and the results were shared with all staff members. Teachers were encouraged to give input into the literacy concerns and needs as the goals and objectives of the SRCL were presented during collaborative meetings. Grade level and vertical team meetings were viable in communicating school needs and concerns.

<p align="center">**Project Goals and Objectives**</p>

A. A clear list of project goals directly related to the identified needs (*see chart below*)

B. A clear list of project objectives that relate to implementing the goals identified (*see chart below*)

Goals	Objectives
Project Goal 1: Students will read independently at a Lexile of 850 or higher before exiting 5th grade.	• Increase Lexile scores at each grade level • 5th should be 850 • 4th should be 750 • 3rd should be 650
Project Goal 2: Students will be engaged in literacy (reading and writing) instruction through a variety of technology and media.	• Update classroom with 21st century technology • Increase use of technology to motivate and engage students

Project Goal 3: Teachers will be involved in professional learning in order to provide explicit literacy instruction in all content areas.	- Provide professional learning for instructional staff on literacy evidence-based instructional strategies and assessments based on the common core standards to guide viable interventions as indicated in the "What" document. - Provide professional learning to staff in the teaching of foundational and early learning literacy as indicated in the "What" document. - Provide professional learning in best practices in analyzing, diagnosing, and prescribing effective differentiated instruction in reading and writing.

C. The research-based practices in the "What" and "Why" document as a guide for

establishing goals and objectives

The "What" and "Why" documents clearly served as a guide for establishing the goals

and objectives stated in this grant proposal. The document outlined the necessary building

blocks of literacy from birth to twelfth grade and was used to guide the development of our

school literacy plan. The Georgia Literacy Plan and the Jefferson County Literacy Plan served as

a spring-board for the creation of this document. It referred not only to the standards for best

instructional practices in foundational and early literacy, but also professional learning

opportunities for teachers, the use of technology in other media, a tiered instructional model

and vertical alignment.

D. Considers practices already in place when determining goals and objectives

Practices in place at Wrens Elementary include:

- Administrative and teacher commitment to focused professional learning

- An instructional schedule that supports whole group and small group instruction.

- Functional horizontal and vertical teams that are committed to professional learning.

E. Goals to be funded with other sources

Goals to be funded	Other sources
Two part time lead teachers	Title I
Materials, supplies, and additional media	QBE
Media and technology	General fund, Title II Part A
Curriculum	Title I
Professional Learning	Title II, Part A
Current Assessment	Title II, Part A
RTI Levels 2-4	IDEA, Title I
Reduced class sizes	Title I, Title II-A

<u>Scientific, Evidence-Based Literacy Plan</u>

According to the Jefferson County District Literacy Initiative, our responsibility is to promote a viable curriculum that allows all students to gain twenty-first century skills. The Georgia State Literacy Plan defines literacy as the "ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- To communicate effectively with others,

- To think and respond critically in a variety of settings to a myriad of print and non-print text, and

- To access, use, and produce multiple forms of media, information, and knowledge in all content areas.

A. Proposes a plan to implement the goals and objectives identified *(see chart below)*

B. Establishes who will implement *(see chart below)*

C. Clearly defines what will take place in the project based on the "what" document *(see chart below)*
Goal 1: Students will read independently at a Lexile of 850 or higher before exiting fifth grade.

A. Objectives	B. Who will implement	C. What will take place
Increase Lexile scores so that every child will read at a Lexile of 850 or higher when leaving fifth grade.	• Administration • All certified staff	• Extended learning time • Summer school • After school

		• Explicit systematic literacy instruction
Provide students access to a rich print environment.	• Media Specialist • Literacy Team	• Establish literacy night • Establish classroom libraries • Acquire e-readers, software and media resources
Provide tiered instruction to assist struggling and at-risk students.	• All certified staff • Paraprofessional	• Conduct frequent data reviews • Focus school improvement on specific subgroups and specific individuals • Design a tiered schedule

Goal 2: Students will be engaged in literacy (reading and writing) instruction through the use of

a variety of technology and media resources.

A. Objectives	B. Who will implement	C. What will take place
Increase student access to a variety of twenty-first century technology and resources.	• Technology committee • All teachers • Media Specialist • Support of BOE	• Make resources available to students and parents after school hours • Extend media center/lab hours
Update classrooms with twenty-first century technology to improve instruction.	• Technology committee • Support of BOE	• Purchase advanced technology (ex. Netbooks, e-readers, electronic pads) for classroom use
Increase the use of technology to motivate and engage students.	• Technology committee • All teachers • Media Specialist	• Professional development on current and advanced technology to enhance instruction and engage students

Goal 3: Teachers will be involved in professional learning in order to provide explicit literacy

instruction in all content areas.

A. Objectives	B. Who will implement	C. What will take place
Provide professional learning in foundational and early learning literacy in accordance with CCGPS and the instructional strategies outlined by the "What" document.	• Consultants • All teachers	• 50 hours of professional learning using the research based strategies as outlined in the "What" and "Why" documents. (2012-2013) • Professional learning (Two days Summer, 2012-SRCL) • Vertical and grade level teams meet to unpack the Reading CCGPS in all content areas and write formative

		assessments • Lexile training workshop
Provide professional learning on effectively utilizing advanced technology to promote student engagement.	• Consultants • All Teachers	• Webinars • Initial technology training
Provide professional learning in differentiated instruction in reading and writing.	• Consultants • School improvement team • RTI coordinator • Special Education teachers • All Teachers • ESOL Coordinator	• Professional learning using research-based differentiated instructional strategies for the diverse needs of all learners • Professional learning using formative assessments to guide flexible grouping
Provide professional learning in the specific use of assessment instruments and in using data to inform instruction.	• Consultants • All Teachers	• Data retreats • Focused school improvement/literacy meetings

D. Details the current instructional schedule

2011-2012 Instructional Schedule

Grade	Time	Instruction
Kindergarten	8:15-10:40	Reading Block – 145 minutes
	10:40-11:15	Lunch
	11:15-11:30	Recess
	11:40-2:10	Math Block
	2:10-2:25	RTI
	2:25-2:45	Read Aloud/Closure
First	8:15-10:35	Reading Block – 140 minutes
	10:35-11:20	Whole Group Math
	11:20-11:50	Lunch
	12:00-12:30	Specials
	12:30-2:25	Small Group Math

	2:25-2:45	Read Aloud/Closure
Second	8:15-8:55	Whole Group Math
	8:55-11:30	Reading Block
	11:30-12:15	Small Group Math
	12:15-12:45	Lunch
	12:45-1:40	Small Group Math
	1:40-2:10	Specials
	2:10-2:45	Read Aloud/Closure
Third	8:15-8:55	Specials/Science/Soc. Studies
	8:55-11:35	Reading Block – 160 minutes
	11:35-12:25	Whole Group Math
	12:25-1:00	Lunch
	1:00-1:15	Recess
	1:15-2:40	Small Group Math
	2:40-2:45	Closure

Kindergarten through third grade classes are self-contained. Resource teachers in each

grade pull students in tiers two, three and four during the Reading Block and provide intensive

reading interventions. Tier four students receive special education services in an inclusion

setting. Using a parallel block schedule, teachers are allowed the opportunity to have small

needs-based groups in the morning for reading/language arts and in the afternoon for math.
Third

grade has daily access to an intervention lab.

2011-2012 Instructional Schedule		
Grade	**Time**	**Instruction**
Fourth	8:15-9:25	Reading/Language Arts
	9:25-10:40	Social Studies/Writing
	10:40-12:45	Math
	11:00-11:30	Lunch
	12:45-2:45	Science
Fifth	8:10-9:30	Reading/Language Arts
	9:30-10:50	Social Studies/Writing
	10:50-1145	Math
	11:50-12:20	Lunch
	12:20-12:50	Math
	12:50-2:05	Science
	2:05-2:45	Specials

Fourth and fifth grade classes are content specific and students attend four 80 minute

classes. Students rotate between classes in Reading/Language Arts, Science, Math, and

Writing/Social Studies. All teachers are highly qualified.

E. Details plan for tiered instruction

Tier I- Students will receive a minimum of 90 minutes of standards based instruction in the regular classroom to include differentiated instruction for all students.

Tier II- Students will be provided needs-based, flexible grouping in order to address specific individual needs. Progress monitoring will occur every two weeks.

Tier II- Students will be provided more intensive research based instruction that is tailored to their individual needs. Students will be progress monitored more frequently to assess the student's growth.

Tier IV- Students' instruction is based on the student's IEP (Individual Educational Plan). Special Education teachers and co-teachers work together to implement interventions.

F. Details the materials currently used for tier I instruction

Content Area	Text	Comment
Language Arts	*Storytown,* Houghton Mifflin Leveled texts and classroom novels sets Trade books	Basal reading program with some of the accompanying supporting materials Limited in quantity and diversity
Social Studies	*Social Studies, Our Democracy,* Houghton Mifflin	
Science	*Georgia Science,* Harcourt	
Math	*Mathematics,* Scott Foresman Addison Wesley	Traditional Text

G. List time, personnel and strategies for tier II, III, and IV instruction

Tier	Time	Personnel	Strategies
Tier II	Daily	Regular classroom teacher	Small group or one-on-one remediation with volunteer or a resource teacher. Universal Screener
Tier III	Daily	Regular classroom teacher Paraprofessional	Small group Differentiation Universal Screener
Tier IV	Daily	Special Ed teacher Regular Ed teacher Paraprofessional	Individual and small group assistance from special education teacher

H. Includes a statement regarding conflict with other initiatives

There are no conflicts with any other initiatives at this time.

Strategies and materials to support the literacy plan

A. General list of current classroom resources for each classroom in the school	
Pre-Kindergarten – Grade Two	Grades Three-Five
Four student computers per grade (outdated)	Four student computers per grade (outdated)
Printers (one per classroom)	Printers (one per classroom)
Televisions (one per classroom)	Televisions (one per classroom)
CD Players	Interactive White Boards (fourth and fifth grades)
Classroom libraries	Document camera (five)
Leveled texts-limited in quantity and diversity	CD Players
Literacy centers	Leveled texts-limited in quantity and diversity

B. Generic list of shared resources

Materials	Technology
Novel sets	Media Lab
Videos	Distribution system
DVDs	Digital cameras
Trade books-(limited in quantity and diversity)	LCD Projectors
Renaissance Place	Laptops
Leveled book room with leveled text	Galileo
	United Streaming
	Internet access school-wide

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

Materials	Resources
Books: Labeled with a grade equivalency Shelved by category (easy reader, fiction, nonfiction, etc.)	Distribution system needs to be updated by Lexile Research Stations (three) Reading Room Teacher Resource Room Videos/DVDs

D. Generic list of resources needed to implement the literacy plan

Classroom Resources/Print	Media/Technology
Leveled texts for classrooms Classroom libraries	Updated distribution system (ability to digitally stream-blue ray)

Audio and E-books	Brain based learning software
Graphic Novels for media	Interactive white boards
Fiction/Nonfiction books for media center	Laptops, modern computers
Professional journals	E-readers, digital books, electronic tablets
Children's magazine subscriptions	Response devices
	Headsets with microphones
	Document cameras, projectors
	Augmented reality and text to speech software
	Charging station
	Digital/video/web cameras

E. Generic list of activities that support classroom practices

- CCGPS Standards based instruction

- Frequent formative assessments and common summative assessments

- Language Experience activity

- Thinking Maps

- Read Alouds

- Buddy Reading

- Frequent progress monitoring

- Emphasis on Depth of Knowledge

F. Generic list of activities that support literacy intervention programs

- Road to the Code

- Stepping Stones to Literacy

- Words Their Way

- Universal Screener

- Response to Intervention (RTI)

G. Generic list of additional strategies needed to support student success	
Teacher Support	Student Support
Professional learning for/on:	Extended learning time
Foundational and adolescent reading	Frequent student assessment and
Lexiles	progress monitoring
Writing across the curriculum	Make twenty-first century technology
Current and advanced technology to enhance	available
instruction and engage students	
The diverse needs of all learners	
Formative assessments to guide instruction	
How to conduct data reviews	

Project Procedures and Support

The chart below indicates the following: A) a sample schedule by grade level indicating a tiered instructional schedule, B) evidence of 90 minutes of tiered instruction, and C) incorporation of RTI into the daily schedule.

Sample Kindergarten-Third RTI Schedule								
	8:15-9:00	9:05-9:50	9:55-10:35	10:40-11:15	11:15-11:30	11:45-12:30	12:35-1:15	1:20-2:10
Teacher A	**RTI** Reading	Small Group Reading	Whole Group Reading	Lunch	Recess	Whole Group Math	Small Group **RTI** Math	Small Group Math
Teacher B	**RTI** Reading	Small Group Reading	Whole Group Reading	Lunch	Recess	Whole Group Math	Small Group **RTI** Math	Small Group Math
Teacher C	Whole Group Math	Whole Group Reading	Small Group Reading	Lunch	Recess	Small Group **RTI** Reading	Small Group Math	Small Group **RTI** Math

Teacher D	Whole Group Math	Whole Group Reading	Small Group Reading	Lunch	Recess	Small Group **RTI** Reading	Small Group Math	Small Group **RTI** Math
RTI Interventionist	Small Group **RTI** Reading	Small Group **RTI** Reading	Small Group **RTI** Reading	Lunch	Recess	Small Group **RTI** Reading	Small Group **RTI** Math	Small Group **RTI** Math

Sample Fourth-Fifth RTI Schedule							
	8:15-9:30	9:30-10:50	10:50-11:45	11:45-12:15	12:20-12:45	12:45-2:10	2:10-2:50
Math Teacher	Whole Group Math (small group within class)	Whole Group Math (small group within class)	Whole Group Math (small group within class)	Lunch	Whole Group Math (small group within class)	Whole Group Math (small group within class)	Specials **RTI** Tier 2 & 3
Reading Teacher	Whole Group Reading (small group within class)	Whole Group Reading (small group within class)	Whole Group Reading (small group within class)	Lunch	Whole Group Reading (small group within class)	Whole Group Reading (small group within class)	Specials **RTI** Tier 2 & 3
Science Teacher	Science	Science	Science	Lunch	Science	Science	Specials **RTI** Tier 2 & 3
SS & Writing Teacher	Social Studies & Writing	Social Studies & Writing	Social Studies & Writing	Lunch	Social Studies & Writing	Social Studies & Writing	Specials **RTI** Tier 2 & 3

Professional Learning Strategies Identified on the Basis of Documented Needs

The chart below indicates the following: A) Professional learning activities attended in the past year, B) the number of hours and C) the percentage of staff attending.

Professional Learning Activities 2010-2012	Number of Hours	Percentage of Staff Attending
RTI Tools	7 hours	16%
Interactive White Board Training • Beginning Interactive white boards • Advanced Interactive white boards	12 hours	7%
Universal Screener – Train the Trainer	3.5 hours	9%
WES Professional Learning • Response to Intervention • Curriculum Mapping • Universal Screener	20 hours	100%
Working on the Work • Curriculum Development • Guidance & Counseling • ELA/Writing/SS Science • Math	20 hours	100%
Technology Plan	5 hours	9%

D. A detailed list of on-going professional learning

On-going professional learning activities include CCGPS, tiered intervention,

opportunities for collaboration with peer teachers, CLASS Keys, Depth of Knowledge (DOK)

and staff book studies.

E. The preferred method of delivery of professional learning

Funding from this grant would enable the staff to participate in high-quality, evidence-based professional learning activities that are engaging and interactive. Collaborative participation, which involves professional learning designed for groups of teachers from the same grade level or content area tend to create more active learning (observing and being observed while teaching); planning for classroom use of what was learned in professional development; reviewing student work; and giving presentations, leading discussions, and producing written work related to the professional task.

F. The programmatic professional learning needed identified in the needs assessment

The programmatic professional learning needs include early literacy and foundational reading, technology use and integration, tiered instruction, differentiation strategies, and research based modeling techniques and strategies.

Assessment /Data Analysis Plan

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

Assessment	Grade	Times Given
Work Sampling System (WSS)-Measures learning on Pre-k content standards	Pre-K	Fall, Spring
Dial III-Used to identify children in one or more of the following five developmental areas: cognitive/basic concepts, language, motor, self help, and social emotional.	Pre-K	Fall, Spring

GKIDS-Provides on-going diagnostic information about kindergarten students developing skills in English Language Arts, Math, Science, Social Studies, personal/Social Development and approaches to learning.	Kindergarten	Fall, Winter, Spring
Informal Phonics Inventory-Helps teachers monitor specific skill acquisition	Kindergarten-Second	Fall, Winter, Spring
ITBS-Norm Referenced Test used as a comprehensive assessment to show students progress in reading and math.	Second and Fourth grades	Fall
Georgia Writing Test	Third and Fifth grade	Spring
STAR-Computer generated test that provides a ZPD level for students. The ZPD indicates reading levels for students.	Second-Fifth grade	Fall, Winter, Spring
CRCT-Measures how well students acquire the skills and knowledge describe in the Georgia Performance Standards.	Third-Fifth grade	Spring
Universal Screener-Program aligned with common core standards used to provide individualized instruction to students in the four tiers of RTI.	All Grades	Universal Screening (Fall, Winter, Spring) Instructional (on-going)

E.   An explanation of the current data analysis protocol

The school has not used a data analysis protocol. However, the protocol chart below will

be used in the future.

Data Analysis Protocol for Wrens Elementary *(See appendix for complete version of the Data Analysis Protocol)*

Guiding Questions:

- In what areas were our students NOT successful? Why?
- What DOK level is required for students to master the objective/skill/standard?
- What best practice strategies were used to teach these objectives/skills/standards?
- What did we do to promote success?
- What specific interventions were used to address these areas?

Exploring Root Causes:

Use the "Five Why's" or other root cause analysis procedures to identify root cause.

Questions to reflect upon:

- What strategies did not produce the expected results?
- List some possible reasons/hypotheses to explain lack of student success.

Taking Action:

Questions to reflect upon:

- What resources are needed to support student needs?
- How can we set and monitor measurable learning objectives?
- How will students in tiers two, three, and four be supported?
- What differentiated instruction might be implemented?
- Are there some gaps that could be filled using whole class instruction?
- What will we do for students that do not master objectives/skills/standards?
- How can we schedule time to meet with individuals or small groups?

How should we target professional development?

Wrens Elementary's Data Analysis Protocol, continued

Use the data from your planning session above to complete this plan.

Student Learning Goals:

Improvement Strategies:

Action Steps to include materials, time, and people:

Implications for Professional Development:

Evidence of Success:
Evaluation Process:

C. A comparison of current protocol with the SRCL assessment plan

Age/Grade Level	SRCL Assessments	Currently used by Wrens Elementary	Plans for future use at Wrens Elementary	Other assessments administered by Wrens Elementary
Four Year Olds	PALS	No		DIAL III
	PPVT	No		
	ELLCO	No		
	CLASS		Yes	
		WSS	WSO	
Kindergarten-Second grade	DIBELS	No	Yes	
	CRCT	No		
	IPI	Yes	Yes	
Third-Fifth grade	DIBLES	No	For selected students	
	CRCT	Yes	Yes	
	IPI	No	For selected students	

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

Assessments for the pre-k program will be administered as allowed by Bright from the Start. DIBELS will be administered in the early childhood grades to assess the five components of early literacy. Although Scholastic Reading Inventory (SRI) is indicated for grades six and up, WES will administer the SRI rather than the STAR for students in grades four and five and possibly for students in grade three. The high school uses data from the

SRI in designing interventions for struggling students. Having extensive longitudinal data will

be useful in planning instruction for students in middle school and in high school. The Informal

Phonics Inventory (IPI) provides a convenient means of monitoring specific skill acquisition. It

will be assessed three times a year.

E. A narrative listing current assessment that might be discontinued as a result of the

implementation of SRCL

The STAR assessment will be discontinued if SRI is adopted for the upper elementary

grades. Because SRI gives a Lexile, it will not be necessary to obtain a grade equivalency on

each student. The current universal screener may be discontinued in favor of DIBELS

universal screener as decided by the system.

F. A listing of training that teachers will need to implement any new assessments

Teachers will need training in the administration of SRI and DIBELS Next.

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

Data will be presented to parents in the following manner: individualized standardized

test data will be sent home, formative assessments will be sent home weekly, parents will

have access to the on-line grading system used by teachers, and the principal will have a

yearly meeting with parents to present data from standardized tests.

Appendices are on hard copies as per Ms. Morrill (via email).