School Profile
Created Wednesday, September 12, 2012
Updated Wednesday, September 19, 2012

Page 1

School Information

<table>
<thead>
<tr>
<th>School Information</th>
<th>District Name:</th>
<th>Bleckley</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School or Center Name:</td>
<td>Bleckley County Elementary School</td>
</tr>
</tbody>
</table>

Level of School

*Elementary (K-5 or Primary, Elementary)*

Principal

<table>
<thead>
<tr>
<th>Principal</th>
<th>Janet E. DeLoach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Principal</td>
</tr>
<tr>
<td>Position:</td>
<td>478-934-3600</td>
</tr>
<tr>
<td>Phone:</td>
<td><a href="mailto:jdeloach@bleckley.k12.ga.us">jdeloach@bleckley.k12.ga.us</a></td>
</tr>
</tbody>
</table>

School contact information

(the persons with rights to work on the application)

<table>
<thead>
<tr>
<th>School contact information</th>
<th>Name:</th>
<th>Janet E. DeLoach</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Position:</td>
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<tr>
<td></td>
<td>Email:</td>
<td><a href="mailto:jdeloach@bleckley.k12.ga.us">jdeloach@bleckley.k12.ga.us</a></td>
</tr>
</tbody>
</table>

Grades represented in the building

example pre-k to 6

3 to 5

Number of Teachers in School

37

FTE Enrollment

520
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: Charlotte H. Pipkin, Ed. D.

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

Address: P. O. Box 516, 242 East Dykes Street

City: Cochran Zip: 31014

Telephone: (478) 934-2821 Fax: (478) 934-9595

E-mail: cpipkin@bleckley.k12.ga.us

Charlotte H. Pipkin
Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Charlotte H. Pipkin, Superintendent
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

November 8, 2012
Date (required)
Conflict of Interest & Disclosure Policy

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.

Georgia Department of Education
John D. Barge, State Superintendent of Schools
August 31, 2012 • Page 1 of 4
All Rights Reserved
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.

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John D. Barge, State Superintendent of Schools
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iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. Disclosure of Conflict of Interest after Agreement Execution

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

Charlotte H. Pipkin
Signature of Fiscal Agency Head (official sub-grant recipient)

Charlotte H. Pipkin, Ed. D., Superintendent
Typed Name of Fiscal Agency Head and Position Title

November 14, 2012
Date

Janet D. Leach
Signature of Applicant’s Authorized Agency Head (required)

Janet D. Leach, Principal, Bleckley County Elementary School
Typed Name of Applicant’s Authorized Agency Head and Position Title

November 14, 2012
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)
Preliminary Application Requirements
Created Thursday, October 18, 2012

Page 1

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

General Application Information

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

- Yes

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

SRCL Rubric

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.

Assessment 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 5 in General Application Information 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


NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrii@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 Thursday, October 25, 2012
Updated Thursday, December 13, 2012

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 STRIVINGREADER COMPREHENSIVE LITERACY GRANT Project Grant Program.

- Yes

All activities must be correlated with the development of STRIVINGREADER 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.
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
The BCSD management plan and key personnel in supporting, implementing and overseeing the grant will include both system and school leaders. Pansy Corbett, the Associate Superintendent for Teaching & Learning will be the SCRL Administrator at the district office. She has twelve years of leadership experience in the district office and has managed various state and federal programs and grants. Mrs. Corbett currently oversees K-8 curriculum, K-12 testing and professional learning, and Title IIA. She is also involved with the development and monitoring of the Consolidated Application and the Strategic Plan.

While principals who are not designated as their building coordinator are expected to be heavily involved with the project, each school will have a designated Striving Reading Project Coordinator who will oversee the day-to-day operations of the project at their respective school and collaborate with the SRCL Project Administrator. The SRCL management team is:

<table>
<thead>
<tr>
<th>SRCL PROJECT TITLE</th>
<th>PERSON RESPONSIBLE &amp; TITLE</th>
<th>SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRCL District Project</td>
<td>Mrs. Pansy Corbett Associate Superintendent</td>
<td>Dr. Charlotte Pipkin, Superintendent</td>
</tr>
<tr>
<td>Administrator</td>
<td>for Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>Bleckley Learning Center</td>
<td>Mrs. Jan Evans Pre-K Director</td>
<td>Dr. Charlotte Pipkin, Superintendent</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bleckley Primary School</td>
<td>Dr. Andrea Williams Assistant. Principal &amp;</td>
<td>Mr. Quent Floyd Principal</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>District SACS Coordinator</td>
<td></td>
</tr>
<tr>
<td>Bleckley Elementary</td>
<td>Ms. Janet DeLoach Principal</td>
<td>Dr. Charlotte Pipkin, Superintendent</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bleckley Middle Project</td>
<td>Mrs. Carla Thrower Assistant. Principal, Math</td>
<td>Mr. Trey Belflower Principal</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Design Collaborative Leader</td>
<td></td>
</tr>
<tr>
<td>Bleckley High Project</td>
<td>Mrs. Michele Dyal Assistant Principal, CTAE</td>
<td>Mr. Anthony Jenkins Principal</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Director, Literacy Design Collaborative</td>
<td></td>
</tr>
</tbody>
</table>

The BSCD Literacy Team, which includes teachers and project coordinators/administrators from all schools have been instrumental in the development of the grant application and project development process at the district and school levels. These individuals have attended training sessions, school and district information and planning sessions, reviewed the needs assessment results, reviewed school and system assessment results, and clearly understand the goals, objectives, and plans for implementation as well as their respective roles in regards to the SRCL project.

All schools, the BCSD literacy team, and SRCL project coordinators will be involved with budget development and performance plans for the SRCL grant. This will be done by prioritizing needs based on the grant allocations as they relate to the school literacy plans, and identifying resources that best align with our needs and best practices. The SRCL project will coordinate with and compliment the Strategic Plan which aligns with the individual school improvement plans.
The BCSD Literacy Team and SRCL Project Coordinators will meet quarterly, and more frequently if needed to share progress updates, concerns, best practices, and monitor project effectiveness and implementation.

Financial aspects of the grant will be handled according to district protocol whereby all purchase order requests align with the approved budget and allowable expenditures, are signed by the appropriate supervisor, the District Project Administrator, and the Superintendent. Purchase order requests will be processed by the system bookkeeping staff according to district protocol. The District Project Administrator and the System Bookkeeper will periodically review the budget, expenditures, and submit the required reports.
The Bleckley County School District is a respected school district with a strong history of sound fiscal management. The Georgia Department of Audits conducts an audit of the BCSD financial records annually. No findings were cited for 2009-2011. The 2012 audit has not been conducted at this time.

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff are the only employees who issue system level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Approved requests must supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, address needs as indicated in school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the BCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. Such funds include Title I Part A Disadvantaged Children, Title IIA Improving Teacher Quality, Title VI B Individuals with Disabilities Education Act (IDEA), Title VI Part B Rural and Low Income, Early Intervention Program (EIP), Remedial Education (REP), American Recovery and Reinvestment Act of 2009 (ARRA), 21st Century Community Learning Centers, etc. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL. Below are some recent examples of funding awarded and responsibly managed by the BSCD:

<table>
<thead>
<tr>
<th>LEA Project/Grant</th>
<th>Amount</th>
<th>Audit Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Academic Performance Standards 2006-07</td>
<td>$106,741</td>
<td>No audit findings were cited for FY 2009-2011.</td>
</tr>
<tr>
<td>Governor’s Office of Highway Safety Drivers’ Ed Grant 2007-09</td>
<td>$58,937</td>
<td></td>
</tr>
<tr>
<td>Ocmulgee EMC 2008</td>
<td>$10,200</td>
<td></td>
</tr>
<tr>
<td>Oconee EMC 2008</td>
<td>$6,700</td>
<td></td>
</tr>
<tr>
<td>Service Learning Grants (BPS) 2011</td>
<td>$6,000</td>
<td>The FY 2012 audit has not yet been conducted.</td>
</tr>
<tr>
<td>Safe &amp; Drug Free Schools &amp; Community National Program 2008-13</td>
<td>$5,989,501</td>
<td></td>
</tr>
<tr>
<td>Governor’s Office, State of GA Children &amp; Families Abstinence Grant 2011-13</td>
<td>$188,317</td>
<td></td>
</tr>
<tr>
<td>Drug Free Community Support 2002-12</td>
<td>$24,360</td>
<td></td>
</tr>
<tr>
<td>21st Century CCLC Primary School 2009-12</td>
<td>$197,000</td>
<td></td>
</tr>
<tr>
<td>21st Century Community Learning Center 2009-12</td>
<td>$665,000</td>
<td></td>
</tr>
<tr>
<td>Title IID, Enhancing Education Through Technology 2009-11</td>
<td>$15,865</td>
<td></td>
</tr>
<tr>
<td>Title IA Grants – ARRA 2010-11</td>
<td>$525,802</td>
<td></td>
</tr>
<tr>
<td>ARRA Education State Grant 2010-11</td>
<td>$1,620,475</td>
<td></td>
</tr>
<tr>
<td>Title IID, Engaging AP Students Through Mobile 2010-11</td>
<td>$68,403</td>
<td></td>
</tr>
<tr>
<td>Title IA Distinguished School Awards 2010-12</td>
<td>$11,133</td>
<td></td>
</tr>
</tbody>
</table>
Through the coordination of efforts and resources the BCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and strategic planning. Examples of internal initiatives and sustainability are: withdrawing from a consortium and establishing our own alternative school program and credit recovery program; redelivery of professional learning strategies, lessons learned, and best practices; expanding lessons learned from the Suzy Pepper training provided State Professional Development Grant to other content areas; collaborated with RESA to provide training on Reading First Strategies for Non-Funded Schools; and coordinated resources and services with CIS/FCCC to provide after-school remediation for struggling students; providing new hires and additional training for SMARTBoards after the EMC grants expired; and staffing and maintaining the driving simulator class after the Drivers’ Ed Grant expired.
School History

January 2, 1997 was an exciting day in Cochran, Georgia as the newly constructed Bleckley County Elementary School opened its doors to third and fourth grade students from the former elementary school and to the fifth grade students from the middle school. We adopted as our motto “Bleckley Elementary Succeeds Together,” and we went on to launch a school whose legacy was and is still excellence and commitment.

Recognized in 1998 as a Georgia Dream School, Bleckley Elementary was also on both the 1999 and 2007 Bus Stops for the Georgia Partnership for Excellence in Education. In 2006, the school received a Bronze Award for the highest percentage of students meeting and exceeding standards and a Platinum Award for greatest gains in students meeting and exceeding standards. More recognition came when BCES was named a 2007 Georgia School of Excellence and when the school was accredited by the Southern Association of Colleges in 2009. BCES has been a Title I Distinguished School since 2005 and was just recently named one of the Highest Performing Title I Schools in the state of Georgia in 2012. Bleckley Elementary has made AYP for the past 12 years and is diligently working to implement and teach the Common Core Georgia Performance Standards and Georgia Performance Standards.

Bleckley County Elementary has a total enrollment of 518 students in third through fifth grades, 61.5% of whom are economically disadvantaged. The student demographics break down to 66.98% white, 26.83% African-American, 2.3% Hispanic, 3.1% Multiracial, and .8% Asian. Fifty-six students benefit from Gifted classes, thirty-three have Early Intervention Plans, and seventy-eight receive Special Education services, which involve inclusion and resource classes. Speech and occupational therapy are also provided for eligible students. Furthermore, all teachers at Bleckley County Elementary School have highly qualified status for the area in which they are currently teaching.

Administrative and Teacher Leadership Team

Leadership within Bleckley County Elementary is facilitated by weekly meetings that have a specific focus and by the utilization of various committees. The Leadership Committee meets at least once a month. This committee is composed of Mrs. Janet DeLoach (principal), Mrs. Jessie Smith (assistant principal), our school counselor, the special education lead teacher, one connection teacher, the lunchroom manager, the Teacher of the Year, the Support Staff of
the Year, and one master teacher representing each grade level. The purpose of this committee is to study data, investigate research-based strategies, and to make decisions and recommendations related to implementing our school improvement plan.

Other committees meet once a month on the designated Wednesday and include the Teaching and Learning Committee, the Media and Communications Committee, the Culture and Climate Committee, and the Community and Resources Committee. The Teaching and Learning Committees participate in vertical and horizontal planning. Each group studies data including formative and summative assessments, plans units, attends Common Core Georgia Performance Standards webinars, and participates in book studies and other professional learning development.

Teachers within the grade levels also collaborate daily and weekly with their grade-level subject partners. Their collaboration yields consistent quality instruction and ensures that differentiation is provided where needed. All-inclusive faculty meetings are also held to share research and to facilitate team-building and communication. These meetings address crucial aspects of providing challenging and effective instruction of Common Core Georgia Performance Standards. Our goal is to move our students forward and to prepare them to successfully participate in a global economy of information and opportunities. Though these leadership teams have been meeting, a separate Literacy Team was formed in October to assess the school’s literacy needs and to begin planning how to meet those needs.

**Past Instructional Initiatives**

Past instructional initiatives include a 21st Century Classroom on every hall with an interactive whiteboard, computer labs with N-Computing virtual Desktops, networked computers in every classroom, school-wide internet access, Classroom Performance System remotes for every team, a computer lab with networked computers, and mobile notebook lab and Quickpad lab. However, because of the lack of funding in the area of technology, one lab has been disconnected in order to provide two student computers in classrooms. Furthermore, the use of reading and math core basal programs were once used but the transition to Common Core Georgia Performance Standards has forced the development of curriculum units which does not include a core program.
**Current Instructional Initiatives**

Ongoing instructional initiatives focus on parental communication, technology, and involving students in real-world experiences. Parents have access to students’ grades on Powerschool. Students use Study Island in the computer lab, in the classroom for remediation and enrichment, and at home when they have access. The Accelerated Reader/Reading Renaissance program continues to be enjoyed by the students, who are encouraged to read at home each night.

A major initiative strongly supported by our principal is the current Flexible Learning Assessment Groups (FLAG). Students spend 35-40 minutes each day in either reading or math remediation and enrichment. Teachers use formative and summative assessments to determine the needs of the students and to plan interventions or enrichments. The groups are flexible in order for students to receive instruction based on their needs. Additional initiatives include but are not limited to:

- Instructional shift toward Common Core GPS
- Analysis of Formative and Summative assessments
- Exposure to non-fiction print and real-life experiences
- Clearly posting standards, essential questions, vocabulary, and exemplars
- Implementation of schoolwide mock writing

**Professional Learning Needs**

Based on the annual system wide needs assessment and the literacy needs assessment for Striving Readers Grant through a root cause analysis, the literacy leadership team identified the following as major needs in the area of professional learning:

- Content area literacy strategies
- Writing across the curriculum
- Effective use of assessments
- Differentiating instruction
- Using Lexiles to enhance literacy instruction
- Workshop method for writing instruction
- Utilizing technology to promote literacy

**Need for Striving Literacy Project**
There is a significant need for resources, support, and professional learning to sustain the level of excellence at Bleckley County Elementary School. We recognize that funds from the Striving Reader Comprehensive Literacy alone will not support the entire literacy program, but the funds will strengthen current instructional strategies and practices. The SRCL funding will provide professional learning for teachers to implement new literacy practices, strengthen current practices to enhance instruction, solidify assessment protocol, and build strong student readers with the ultimate goal to graduate from high school and college. Understanding literacy is the direct relationship and the root to all academic performances. The need for the Striving Reader Comprehension Literacy Project is critical as Bleckley County Elementary School strives to prepare students to become lifelong learners and self-sustaining community members.
<table>
<thead>
<tr>
<th>Narrative</th>
<th>Evidence</th>
<th>Resources</th>
<th>Timeline</th>
<th>Leadership</th>
<th>Action, Strategies, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in site-sponsored webinars in literacy</td>
<td>Currently in use and ongoing</td>
<td>Currently in use and ongoing</td>
<td>Current Literacy Initiatives</td>
<td>Currently in use and ongoing</td>
<td>Develo master schedule with ongoing 100 projects</td>
</tr>
<tr>
<td>Develop master schedule with ongoing 100 projects</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The "What"

Library Goals:

- and priorities for literacy and develop a literacy plan for the school as well as a professional learning plan to make the school's identified
- the goal.

- However, a separate literacy leadership team needs to be established in order to better assess the school's needs, establish goals

**School Vision:**

Information emphasized in the literacy skills that will enable a Georgia graduate to be college and work ready. (p. 94, The "Why").

**Georgia’s Standard:**

- For the student to become a self-sustaining, lifelong learner and contributor to his or her community. The Georgia’s Literaly
- Literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas. The Georgia, for
- Through speaking and listening to produce and receive information through technology-based sources. The Georgia, for
- in all content areas. Literacy is no longer simply the ability to read or write but also includes the ability to communicate
- In an increasingly global society, the definition of literacy expands to encompass all means of communication and must be applicable in all

- The Georgia Literacy Task Force’s definition of literacy is the ability to speak, listen, read, and write as well as view, print, and non-print

**Research-Based Practices:**

**The "Why"**

- Needs Assessment Results: Fully Operational

**Goal:** A demonstrated commitment to learn about and support evidence-based literacy instruction in his/her school

**Building Block 1: Engaged Leadership**

Bleckley County Elementary School Literacy Plan 2012-13
### Research-Based Practices: Literacy Leadership Team

**Goal:** Organize a Literacy Leadership Team

**Building Block 1: Engaged Leadership**

|   | Walk Data | Administrators | Checklist | Observation | Inservice | GA Literacy | Fall 2013 and
|---|-----------|----------------|-----------|-------------|-----------|-------------|---------------
|   |           |                | Walk       |             |           |             |               |
|   |           |                | Walk       |             |           |             |               |
|   |           |                |            |             |           |             |               |

- **Implementation:** in Literacy Instruction and to identify needs for reflection or workshop to determine strengths and opportunities.
- **Observation:** Consistency of effective instructional practices.
- **Meeting:** Literacy Leadership Team.
- **Agenda:** Literacy Meeting.
- **Minutes:** School and community aligned with the same literacy and plan monthly for the literacy leadership team to meet.

Blende County Elementary School Literacy Plan 2012-13
With the school's Literacy Plan:
Assessment and various forms of student, school, and teacher data to create a shared literacy vision for the school and community alignment.
Achieve and sustain gains in our system, including school councils, members, teams, and community/business leaders and well as stakeholders and partners in the community, including school council members, teams, and community/business leaders and
The Bleecker County Elementary School Leadership Team will be made up of administrators and teachers from all content areas as

| Home | Develop a section of monthly school newsletter to identify
| | highlighting strategies that can be used by parents at
| | fall 2013 -
| |
| | School Website
| | School News
| | Minutes
| | with agenda, minutes, dates, and times.
| | Share minutes from literacy leadership team meeting
| | with faculty and staff.
| |
| | Monthly
| | Administrators
| | Team
| |
| | and plan monthly
| | Schedule times for the literacy leadership team to meet
| | Create a shared literacy vision and mission for the school
| | and community aligned with the state literacy plan
| |
| | Results
| | Survey
| | Minutes
| | with agenda, minutes, dates, and times.
| |
| | Literacy Needs
| | Resource Inventory
| | Team
| |
| | Identify literacy needs and prioritize to make best use of
| | Resources and plan for future implementation
| | Literacy leadership team
| | Literacy leadership team and partners to be a part of the

### "What?"

### School Rationale

Bleecker County Elementary School Literacy Plan 2012-13
Each grade level is divided into two academic teams. Each team consists of a Reading Teacher, a Language Arts Teacher, a Math Teacher, and a Social Studies/Science teacher who teach a common group of students. Teachers on each team collaborate daily during a common planning period.

Each team uses formalized and summative assessment data to identify students who need remediation as well as enrichment.

Each teacher uses formative and summative assessment data to identify students who need remediation as well as enrichment.

In addition, a 5-minute period has been set aside for reading instruction called PeRAG (Practice, Enrichment, Assessment, and Growth). In addition, a 5-minute period has been set aside for reading instruction called PeRAG (Practice, Enrichment, Assessment, and Growth).
<table>
<thead>
<tr>
<th>Meeting Notes</th>
<th>Administrators</th>
<th>Teachers</th>
<th>Spr 2013</th>
<th>Peer to Peer observations in classrooms</th>
<th>Research-based strategies being implemented in classrooms</th>
<th>Teachers are receiving feedback on their own teaching and learning in the areas of literacy and numeracy.</th>
<th>Teachers are meeting monthly with same-subject teachers from grades three, four, and five. This time allows for vertical alignment in each area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Agenda</td>
<td>Administrators</td>
<td>Teachers</td>
<td>As part of professional development, teachers are learn about strategies to enhance student learning.</td>
<td>Spr 2013</td>
<td>Professional learning networks are being established in all curriculum areas.</td>
<td>Teachers are receiving feedback on their own teaching and learning in the areas of literacy and numeracy.</td>
<td>Teachers are meeting monthly with same-subject teachers from grades three, four, and five. This time allows for vertical alignment in each area.</td>
</tr>
<tr>
<td>A Fishbowl Schedule</td>
<td>Administrators</td>
<td>Teachers</td>
<td>(F)LA and PALS (Peer Learning Assessment) Groups</td>
<td>Spr 2013</td>
<td>(F)LA and PALS (Peer Learning Assessment) Groups</td>
<td>Teachers are receiving feedback on their own teaching and learning in the areas of literacy and numeracy.</td>
<td>Teachers are meeting monthly with same-subject teachers from grades three, four, and five. This time allows for vertical alignment in each area.</td>
</tr>
<tr>
<td>A Schedule</td>
<td>Administrators</td>
<td>Teachers</td>
<td>Provide a block of literacy instruction consisting of all subjects and ideas for incorporating discipline literacy into their content area.</td>
<td>Spr 2013</td>
<td>(F)LA and PALS (Peer Learning Assessment) Groups</td>
<td>Teachers are receiving feedback on their own teaching and learning in the areas of literacy and numeracy.</td>
<td>Teachers are meeting monthly with same-subject teachers from grades three, four, and five. This time allows for vertical alignment in each area.</td>
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<td>Teachers are meeting monthly with same-subject teachers from grades three, four, and five. This time allows for vertical alignment in each area.</td>
</tr>
</tbody>
</table>

The words “The "What"”}

"The "What""
The reading and writing connection becomes apparent and strengthens the student's opportunities to grow as a reader and writer. The reading and writing connection, in turn, allows for the student to develop a variety of skills. The student is exposed to different kinds of thinking and language which can then be incorporated into their future reading and writing experiences. Properly designed assessments, curriculum, and instructional materials can help students meet and achieve grade-level and higher performance expectations in reading and writing. Lexile measures, for example, provide a common measure called a Lexile. It measures both reading ability and text difficulty on the same developmental scale. Together, Lexile reader measures and Lexile text measures enable teachers to provide differentiated instruction to meet the needs of all students.

Commencing these efforts, utilizing sources of information efficiently and effectively (Page 1), the "Why?"

promoting literacy by helping students develop strategies and skills for accessing texts and media; expressing ideas in writing; and a direct relationship exists among the language capabilities of reading, writing, listening, and speaking. Literacy skills are embedded and a direct relationship exists among the language capabilities of reading, writing, listening, and speaking. Literacy skills are embedded and a direct relationship exists among the language capabilities of reading, writing, listening, and speaking.

Research-Based Practices:

Needs Assessment Results: Emergent

The Common Core Georgia Performance Standards

Goal: D. Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in

Building Block 1: Engaged Leadership

<p>| Blockley County Elementary School Literacy Plan 2012-13 |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>

### The "Why" of Literacy

All grade levels and all content areas must work together to educate students in the use of lexicons to guide instruction. The components of the plan are understanding, application, and continuity (pages 12-13, "The Why"). Georgia has implemented a three-phase plan to educate both parents and educators in the use of lexicons to guide instruction.
There is a need for 21st century skills that include digital age literacy, innovative thinking, effective communication, and high productivity. A need exists in preparing students for increased academic achievement in a technologically driven society. Students need a repertoire of strategies that will enable them to access the higher levels of literacy expectations in a global society. Educators must have a repertoire of strategies that will enable them to access.

Reading: Next generation research-based program elements which improve literacy achievement. They recommend implementing a reading next generation research-based program elements which improve literacy achievement (p. 66-67, The "Why").

Learning is linked to higher student achievement (p. 68). The "Why").

Research-Based Practices:

Needs Assessment Results: Emergent

Goal: E. Optimize Literacy Instruction across all content areas

Building Block 1: Engaged Leadership

<table>
<thead>
<tr>
<th>Website</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inversed Center Resource</td>
<td>Media Specialist</td>
<td>Blogs</td>
<td>Literacy-related activities and assignments on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Utilize class blogs for student/teacher communication on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expand parent resource center in the media center</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expand parent resource center in the media center</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Information and strategies for improving literacy in the</td>
</tr>
</tbody>
</table>

Blockley County Elementary School Literacy Plan 2012-13
<table>
<thead>
<tr>
<th>School Board of Education</th>
<th>Content Areas</th>
<th>Literacy/Reading</th>
<th>Technology/Innovation</th>
<th>Instructional Materials</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions, Strategies, and Interventions</strong></td>
<td><strong>Person(s)</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Timeframe</strong></td>
<td></td>
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<tr>
<td><strong>©2013</strong></td>
<td><strong>©2013</strong></td>
<td><strong>©2013</strong></td>
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</tr>
</tbody>
</table>

**Content Area Standards:**

The "W" is a key component of 21st century literacy instruction. New technologies support student learning of the CCPS.

**School Board:**

118. The "W(s)" productivity guidelines help teachers achieve their goals for effective learning, selecting, and using instructional technologies that are available, affordable, and appropriate to educational objectives. Today's digital citizens must be able to evaluate and analyze information and technology effectively to produce quality work in school, work, and in life.

**Other research-based elements suggested by Reading Next include text-based collaborative learning, which involves students interacting with one another around a variety of tasks, which will lead to a variety of skills, which are linked and a variety of different levels and a variety of topics.**
Establish this mentoring program in cooperation with the Communities in Schools/Family Connection Collaborative.

1. Definition of the Grant: This program coordinated the pairing of at-risk students with a mentor from the community. It is our hope to re-launch the program. The SSIS was also responsible for a mentoring program for BCS students, which is currently ineffective due to the lack of funding.

2. Description of the Program: A parent engagement program is also funded by the SSIS Grant. It is an intrinsic, comprehensive parent engagement program that provides regular communication and activities with families. The program includes family case management, parent education, and professional development for parents.

3. There have been many community learning situations that have supported our school. The Communities in Schools/Family Connection Collaborative in partnering with the Bloedey County School System provides much of this support. This synergy was awarded a grant to continue this program.

School Rationale:

- Students, parents, and community members (Pace 26, The "Why")
- Rationale for the program. Understanding why the program is needed, the benefits, and the impact on students.

Research-Based Practices:

- The "Why" for the program. Understanding the need and importance of the program.

Needs Assessment Results: Elementary

- Articulated in the Common Core Georgia Performance Standards.

Goal 1: Engage the community at large to support schools and teachers in the development of college- and career-ready students.

<table>
<thead>
<tr>
<th>Building Block 1: Engaged Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boards and Schools</td>
</tr>
<tr>
<td>Literacy White</td>
</tr>
<tr>
<td>Reading and Language</td>
</tr>
<tr>
<td>ELA Teachers</td>
</tr>
<tr>
<td>Textbook books, Textbooks,</td>
</tr>
<tr>
<td>Classroom sets of</td>
</tr>
<tr>
<td>Informational, Texts,</td>
</tr>
<tr>
<td>Fall 2013</td>
</tr>
<tr>
<td>BOE Technology</td>
</tr>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>and Outreach</td>
</tr>
<tr>
<td>Purchase informational and trade</td>
</tr>
<tr>
<td>books to equip</td>
</tr>
<tr>
<td>Successfully to promote Literacy</td>
</tr>
</tbody>
</table>

Bloedey County Elementary School Literacy Plan 2012-13
<table>
<thead>
<tr>
<th>Actionables</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre-service teachers and local college faculty assist their classrooms as they complete requirements for their field-based experience. These instructional units help with small group literacy instruction and collaborate with the teachers as they develop and implement research-based strategies.**

**Student leaders help with small group literacy instruction and collaborate with the teachers as they develop and implement research-based strategies.**

**Volunteer leaders help with small group literacy instruction and collaborating with the teachers as they develop and implement research-based strategies.**

**Support for student leaders and volunteers to provide motivation and support.**

**Model of community volunteer service to provide motivation and support.**

**Becoming Key to the Program to Integrate Research:**

**The "Why"s:**

- **Instructional units:**
  - Student leaders help with small group literacy instruction and collaborate with the teachers as they develop and implement research-based strategies.
  - Pre-service teachers and local college faculty assist their classrooms as they complete requirements for their field-based experience.

- **Student leaders help with small group literacy instruction and collaborate with the teachers as they develop and implement research-based strategies.**

- **Volunteer leaders help with small group literacy instruction and collaborating with the teachers as they develop and implement research-based strategies.**

- **Support for student leaders and volunteers to provide motivation and support.**

- **Model of community volunteer service to provide motivation and support.**

- **Becoming Key to the Program to Integrate Research:**
  - **The "Why"s:**
    - Instructional units:
      - Student leaders help with small group literacy instruction and collaborate with the teachers as they develop and implement research-based strategies.
      - Pre-service teachers and local college faculty assist their classrooms as they complete requirements for their field-based experience.
Sharing the responsibility of teaching key areas of literacy and writing Instruction.

A grade-specific literacy plan will be developed to guide instruction in all curriculum areas so that all teachers are

cognizant of content areas. A grade-specific literacy plan will be developed to guide instruction in all curriculum areas so that all teachers are

in the hierarchy. These plans will meet or exceed current literacy skills/skills standards that are being taught in order to enhance instruction in the

community. Instructional support is coordinated to ensure student work is aligned with the total learning goals, and conferences with parents.

Common planning periods are coordinated to ensure instructional support is aligned with the total learning goals, and conferences with parents.

Teams on each team collaborate daily during a teacher and a schoolwide, interdisciplinary teacher who teach a common group of students. Teachers on each team collaborate daily during a

teacher and a schoolwide, interdisciplinary teacher who teach a common group of students. Teachers on each team collaborate daily during a

teacher and a schoolwide, interdisciplinary teacher who teach a common group of students. Teachers on each team collaborate daily during a

Each grade level is divided into two cross-disciplinary teams. Each team consists of a Reading teacher, a Language Arts teacher, a Math

School: Pathways:

out-of-school organizations and the local community (p. 67-68, The "Why")

A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with

Teacher teams, which are interdisciplinary teams that meet regularly to discuss standards and align instruction.

Effective instructional principles embedded in common, including language arts teachers using content-area lessons and content-area

Reading Next (Biancones & Snow, 2004) has identified three research-based program elements that improve literacy achievement (p. 67-68, The "Why"). Several of these elements substainable using collaborative teams to ensure a consistent literacy focus across the

Needs Assessment Results: Emergent

L1: A. Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Section 1)

Building Block 2: Community of Instruction

<table>
<thead>
<tr>
<th>Teams</th>
<th>Leadership</th>
<th>Literacy Roster</th>
<th>2015 Summer</th>
</tr>
</thead>
</table>

Berekeley County Elementary School Literacy Plan 2012-13
Part of the motivation behind the interdisciplinary approach to literacy instruction is the desire to promote the development of a shared responsibility within the classroom. The Standards for the Common Core of English Language Arts (ELA) and the Common Core State Standards for Reading in History/Social Studies, Science, and Technical Subjects have been built around a framework that emphasizes the integration of literacy across content areas. The CCSS define the standards for reading literature and for reading informational texts. The focus on the Common Core of English Language Arts (CCSS) literature is on the need for teachers to address the curriculum. This focus is not new to Georgia. However, with the adoption of the CCSS, there is a greater emphasis across the curriculum. The focus is on the need for teachers to provide balanced instruction in literacy, including standards that address literature and informational text.

The focus of the 2009 Literacy Task Force on the need for common literacy instruction has been affirmed by Georgia's adoption of the Common Core State Standards.

### Building Block 2: Continuity of Instruction

<table>
<thead>
<tr>
<th>Phase</th>
<th>Action</th>
<th>Goal</th>
<th>Responsible Person(s)</th>
<th>Evidence</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Develop a common literacy initiative, with parents and community partners, through blogging and school website articles.</td>
<td>Ensure that all content areas are supported.</td>
<td>Teachers, Librarian, Webpage Administrator</td>
<td>Literacy Webpage, Blogging Webpage</td>
<td>Fall 2015</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Create grade-specific, literacy pacing guides.</td>
<td>Teachers, Cross-disciplinary teams</td>
<td>Cross-disciplinary teams</td>
<td>Instructional Supports, Textbooks, Helpful Guides</td>
<td>Summer 2013</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Create grade-specific, measurable literacy goals.</td>
<td>Leadership Team, Librarian, Teachers</td>
<td>Leadership Team</td>
<td>Library, Textbooks, Test Scores</td>
<td>Fall 2013</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

### Research-Based Practices: The "Why?"

- Needs Assessment: Results: Important
- Goal: B. Support teachers in providing literacy instruction across the curriculum
<table>
<thead>
<tr>
<th>Articles</th>
<th>Responsible Person(s)</th>
<th>Responsible Resources</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>EWalk data, evaluations, and observations</td>
<td>Administrations</td>
<td>Gr literacy</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>EWalk, Annual Observation Checklist</td>
<td>Administrations</td>
<td>EWalk, Annual Observation Checklist</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

### School Literacy Plan

<table>
<thead>
<tr>
<th>Action, Strategies, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy instruction and integrate within across subject areas.</td>
</tr>
<tr>
<td>Literacy instruction and integrate within across subject areas.</td>
</tr>
</tbody>
</table>

**School Literacy Plan: 2012-13**

Blended County Elementary School Literacy Plan 2012-13
School/Realtor Students (SHS) and extend the number of mentors and tutors by identifying and connecting learning supports in the school program through the use of progress monitoring assessments. We plan to continue to utilize the resources provided by state-funded programs to assist students. The ACE (After School) program is a four-hour after-school program that provides extra support and enrichment to students.

Our school is fortunate to have access to a successful after-school program at the 21st Century Community Learning Center. Funded by a grant received by the Berkeley County Community, it provides a variety of educational and recreational activities for students.

**School Rachelle:**

*Teens (page 13, The "Why")*

Services offered across the state, a community of support and advocacy, are created for library personnel working with children, families, and adults. Services offered include the state's network of school libraries, public libraries, and other institutions. The benefits of youth services are numerous. From providing quality, learner-centered programs for children and families to helping students in school assignments, the Georgia Public Library Service (GPLS) provides myriad services to improve the quality of children's and adults' lives.

The community is poised to support students with a sense of continuity between what they experience in and out of school (page 7). The "Why"?

*Research-Based Practices:*

1. **The "Why"**

2. **Needs Assessment Results: Operational Goal:**

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

3. **Building Block: Continuity of Instruction**

Berkeley County Elementary School Literacy Plan 2012-13
<table>
<thead>
<tr>
<th>Action/Interactions</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Write&quot; Challenge</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Middle School and High School Collaboration</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>&quot;Reading, Writing, and Critical Thinking&quot;</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Bexley City School Library Plan 2012-13**
17

and guarantee differentiation according to needs. An online writing assessment program would provide individual student data reports

There is a need for more frequent analysis of student writing that identifies strengths and weaknesses to inform the most effective instruction

Before the gap for each specific student, differentiation involves constructing of assessment and instructional materials which would diagnose strengths, and differential instruction is

assessments will be different from the criterion-angled assessments. After gaining knowledge for an intervention, students would use an online

writing process and diagnostic for each section. Added to this challenge is the fact that new

evaluation and organizing data to the instruction can be different for each student. Added to this challenge is the fact that new

student's individual instruction throughout the year. A challenge in preparation for success is the huge risk of assessment.

the need for intervention and enrichment. There is a need for an online curriculum tool which will allow our teachers to customize a

Common Assessments are administered during those times a year in each subject area. These tests are used to assess student progress and identity

results for classes to determine students' strengths and weaknesses.

school year so that they see updated assessment results. Teachers also organize data on Class Tracking Sheets which show assessment

students' permanent records so that the information is accessible to all teachers. A copy of the sheet is sent to parents at the end of each

Teacher's profile sheet shows an individual student's scores on all summative assessments given throughout the year, and is kept in a

Teachers have access to students' CRT results and Lexile scores on the site's longitudinal data system (LDs). In order to provide

School完结:

overall picture of assessment (page 95, The "Why")

The "Why"

Research-Based Practices

The "Why"

Needs Assessment Results: Fully Operational

of interventions and to establish the effectiveness of instruction

Goal: A. Establish an infrastructure for ongoing formative and summative assessments to determine the need for and intensity

Building Block 3: Ongoing Formative and Summative Assesments

Bledsoe County Elementary School Literacy Plan 2012-13
<table>
<thead>
<tr>
<th>Documents</th>
<th>Student Results</th>
<th>Department</th>
<th>Program/Database</th>
<th>Timeline 2014</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile Sheets</td>
<td>Teachers</td>
<td>BOE Technology</td>
<td>Data Collection</td>
<td>Spring 2014</td>
<td>Teaching sheet for each student provides a base score and a class profile.</td>
</tr>
</tbody>
</table>

Student achievement data collection program that will provide a detailed analysis of student writing and select a format for the assessment program to be used.

Provide detailed analysis of student writing and assessment results to differentiate instruction for each child to increase proficiency and provide support in the classroom. Teachers are needed for the assessment process and provide feedback in the classroom.

Assessing responses to questions to gauge student proficiency and provide evidence to create comprehensive assessments that will be administered in the classroom. Teachers are needed for the assessment process and provide support in the classroom.

Develop action strategies and interventions based on local and state guidelines including a specific timeline. Currently in development.

**Timeline**

The "What" is the action strategies and interventions.

**Resources**

Verification for the action.

**Attitudes**

Administrators and teachers.

**Be the Person**

Responsive Evidence/Action is the focus of the response.

Elementary School Literacy Plan 2012-13
Well as dates for screenings will be listed on an assessment calendar. These dates as
Assessment dates (for ITBS, CCRCT, Writing Assessment, and Common Assessments) are included on our school calendar.

School Rationale:

Achievement during the school year to provide additional support to specific teachers or classrooms (pages 99-100. The "Why")

Less expensive and more accurate intervention than high-stakes tests for all students

Not be expensive, time-consuming or cumbersome to implement

Accurately identifies students at risk or not at risk for reading failure

Should be found in screening approaches:

Specifi c scores are used to assist educators for students of all ages. The SII, (2003; The "Why") followed are identified as three criteria that

The one consistent and uniform measure coming from all three 2011 Literacy Comprehensive is the need to identify or develop a set of goals.

Grade level in reading and mathematics (page 99. The "Why")

Is it will identify specific skill weaknesses. After the identify difficulties, which students are not at the expected performance criteria for a given
district, school, classroom, and student in reading and math, a universal screening will identify why students are underperforming that
criteria. The CCRCT is a general outcome measure used to identify underperformance of a district, school, classroom, and student in reading and math. A universal screening tool is used to identify why students are underperforming that

The CCRCT, the GHST, and the EOC assess the criteria performance standards of certain content areas. The "Why"

End of the year: The summative assessment component provides the information regarding grade level expectations in Georgia's the

The process allows the educator to access the results of each assessment, the student's level of achievement, and the next steps for the educator.

Needs Assessment Results: Fully Operational

Goal B: Use universal screening and progress monitoring for formative assessment

Building Block 3: Ongoing formative and summative assessments

Bleckley County Elementary School Literacy Plan 2012-13
<table>
<thead>
<tr>
<th>Results</th>
<th>Writing with Pieces Formative Writing Instruction</th>
<th>Teachers Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Pieces of data on student performance</td>
<td>Teachers Formative Writing Instruction</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Committee of Assessments</td>
<td>Teachers</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Leadership Team</td>
<td>Assessment Program</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Online Diagnostic Tool</td>
<td>Teachers</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Online assessment program, quarterly, ongoing</td>
<td>Teachers</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Online assessment program, quarterly, ongoing</td>
<td>Teachers</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Calendar</td>
<td>Administrators</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Articles</td>
<td>Responsible Person(s)</td>
<td>Resources</td>
</tr>
</tbody>
</table>

The “Why?”

Instead of using a child's progress as a way to identify those who are at risk for reading difficulties, a needs-based assessment program will help drive intervention use of data by monitoring progress and providing an early intervention, allowing for more timely interventions. Students would use an online diagnostic tool to identify those who are at risk for reading difficulties. A needs-based assessment program will help drive effective use of data by monitoring progress and providing an early intervention, allowing for more timely interventions. Students would use an online diagnostic tool to identify those who are at risk for reading difficulties.

Breckley County Elementary School Literacy Plan 2012-13
School Plan:

and monitoring tools to plan for instruction (page 4, "Why").

Research-Based Practices:

Needs Assessment Results: Optional

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

Building Block 3: Formative and Summative Assessments

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Students in Sheds, Volunteer, and Student Data</th>
<th>Computers, Too Assessed, Aborder</th>
<th>Summer 2014 and 2015</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Administrators, Leadership Team, Learning Team</td>
<td>Universal Screening</td>
<td>Fall 2014</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Class roster</td>
<td>Professional Learning Workshop, Professional Learning</td>
<td>Professional Learning</td>
<td>Spring 2015</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

Bleeker County Elementary School Literacy Plan 2012-13
<table>
<thead>
<tr>
<th>Building Block 3: Ongoing Formative and Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles: Newspaper copy of data, website archives.</td>
</tr>
<tr>
<td>Administrations:</td>
</tr>
<tr>
<td>Online diagnostic tool</td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Goals and celebrate improvements</td>
</tr>
<tr>
<td>Recognize students' progress toward teaching hierarchy.</td>
</tr>
<tr>
<td>Needs assessment results: Operational</td>
</tr>
<tr>
<td>Co: D. Use summative data to make programmatic decisions as well as to monitor individual student progress.</td>
</tr>
<tr>
<td>Assessment data:</td>
</tr>
<tr>
<td>Leadership team</td>
</tr>
<tr>
<td>Literacy Program:</td>
</tr>
<tr>
<td>Online diagnostic tool</td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Receive diagnostic tool</td>
</tr>
<tr>
<td>Recognize students' progress toward teaching hierarchy.</td>
</tr>
<tr>
<td>Literacy assessment:</td>
</tr>
<tr>
<td>Online assessment</td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Recognize higher diagnostic assessment</td>
</tr>
<tr>
<td>Receive data from web-based formative assessments to improve student progress. Identify students who need additional help and support.</td>
</tr>
<tr>
<td>Artifacts:</td>
</tr>
<tr>
<td>Responsible Person(s):</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Timeline</td>
</tr>
<tr>
<td>Actions, Strategies, and Interventions</td>
</tr>
</tbody>
</table>

Blekley County Elementary School Literacy Plan 2012-13
## Building Block 3: Ongoing Formative and Summative Assessments

<table>
<thead>
<tr>
<th>Subtopics</th>
<th>Teachers</th>
<th>Online assessment programs</th>
<th>Teachers</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support results by assessment data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ongoing use and collection of data to monitor progress of subgroups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common instructional not yet mastered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core and ITB results so that students will practice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students' individualized remediation plan based on online assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program online assessment program to make adjustments to</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online assessment programs and determine ways to</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effectiveness of programs and determine ways to</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and analyze summative assessment results in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actions, Strategies, and Interventions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The "What" section includes a description of how to implement ongoing formative and summative assessments. It explains the importance of these assessments for individual student needs and how they support teachers in making informed instructional decisions.

**School Relevance:**

The system of assessments that are ongoing and of similar scale to direct instructional decision making (page 99, "The What") adapts to individual needs. These summative, high-stakes assessments need to be complemented by a coordinated approach to ensure that instruction is aligned with student needs. Teachers should actively seek critical data and analyze it to inform instruction, adjust teaching strategies, and adjust remediation plans as needed. This approach ensures that students receive the support they need to succeed and demonstrates the value of ongoing and summative assessments.
School Rebuttable

Psychological (page 96, The "Whys")

Support the learner. School level prioritizes include the principal, grade level committees, representation, counselors, and school and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to address grade level and discipline data from all formative and summative measures in use. This team leads the work of using district and schoolwide student assessment data to inform instruction. This team should be responsible for

- How to interpret data from assessments given in the grade of setting from which the student has come
- How to respond to data through instruction
- How to interpret the data
- How to analyze the data
- How to administer grade-level assessments

Professional Learning in the Area of Assessment:

The Georgia Literacy Task Force, 2010-11, recommends on-going professional learning for teachers by providing:

Releasor-based Practices

Needs Assessment Results: Operational

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

Bleckley County Elementary School Literacy Plan 2012-13
and improved readiness for college and careers (page 26-27). The "Why?"

Personal teacher and student achievement addresses the components of adolescent literacy: advanced world study, vocabulary

and comprehension. Literacy is key in improving graduation rates

patterns and goals. Contact area teachers and address specific literacy components in reading, information, and skills. Students may achieve literacy skills by accessing information through a variety of texts, with specific goals.

Subject: Career, Technical, and Agricultural Education (CTA), World Language, English Language Arts (ELA), fine arts, physical

and all grade levels must include reading comprehension and process skills. Subject-specific tests in all areas: mathematics, science, social

on all grade levels must include reading comprehension and process skills. Subject-specific tests in all areas: mathematics, science, social

Teachers are responsible for ensuring that students are capable of mastering the definition of literacy. Specifically, content-area teachers

Research-Based Practices: 

Needs Assessment Results: Operational

Goal: A Provide direct, explicit instruction for all students

Building Blocks 4: Best Practices in Literacy Instruction

<table>
<thead>
<tr>
<th>Block</th>
<th>Action</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Articulate</td>
<td>HRESA Consultant(s)</td>
<td>Articulate to identify instructional needs for daily classroom instruction</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>2</td>
<td>Articulate</td>
<td>HRESA Consultant(s)</td>
<td>Articulate to establish instructional needs for daily classroom instruction</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>3</td>
<td>Articulate</td>
<td>HRESA Consultant(s)</td>
<td>Articulate to establish instructional needs for daily classroom instruction</td>
<td>Spring 2013</td>
</tr>
</tbody>
</table>

Students will use a daily collection program to identify daily and disseminate assessment results. The daily plan is as well as all other

occurrence in the school. These plans will meet regularly to establish protocol for making decisions. Identify the instructional needs

A daily plan comprised of teachers, administrators, parents, and business/community leaders will serve as the driving force for instructional

Beechley County Elementary School Literacy Plan 2012-13
| Lesson Plan | Classroom | ELA | Books, E-books, Classroom sets of Trade | Interdisciplinary Writing | Range of reading and text complexity | Choice in reading materials and the within an appropriate classrooms with student libraries that offer a variety of professional materials and trade books to grip

<table>
<thead>
<tr>
<th>Phase</th>
<th>Duration</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign-in Sheets</td>
<td>Ongoing</td>
<td>Needed</td>
<td>Provide continuous training to new staff in the provision of feedback and independent practice with modeling how the strategy is used explaining why a strategy was chosen and informing students about specific strategies.</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Ongoing</td>
<td>Spring 2013</td>
<td>Participate in networked sustained professional learning on literacy instruction and 100% needs for evaluation of school-wide programs in all classrooms by using an evaluation of school-wide programs in all classrooms by using an</td>
</tr>
</tbody>
</table>
3 Foster collaborative writing processes.
4 Include the writing formats of new media as an integral component of writing.

1 Engage students in writing across a variety of texts and in various genres.
2 Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.

Following are effective instructional and assessment strategies for writing:

Because students enter the classroom with widely diverse needs, one single approach is no longer effective (NCTE, 2008, p. 1). According to NCTE’s "Instructional Practices, Writing Genres, and Assessments Should Be Holistic, Authentic, and Varied." (NCTE, 2008, p. 2), The concept of "Why?" can take any form of effective literacy instructional practices for all grade levels and for all content areas (p. 30). The school leader in charge of educational instruction must realize that literacy skills, especially reading comprehension, are essential skills that prepare students to be successful in their future endeavors.

Technology-driven global economy (p. 72, "Why?") builds on the "Why?" by emphasizing the need to incorporate technology and quickly this needs to be more important than today's highly competitive workforce. Additionally, the need for comprehensive literacy and quickly has never been more important than today's highly competitive workforce. Building Blocks: Best Practices in Literacy Instruction

| Teachers Lead the Team. Literacy and ongoing Spring 2014 | Use the Literacy/ATS framework to guide educators in the choosing of applicable texts.
| Boards |
Although proficiency in writing is a targeted area for improvement, although proficiency in reading and writing standards and assessments will require students to have a higher level of proficiency in reading and writing proficiency. This is a major concern, since the number of students who meet or exceed standards on the state writing test has declined over the past three years.

Additionally, the number of WCS students who have met or exceeded standards on the state writing test has declined since the school.

Writing proficiently is a critical component of learning, and language is a natural extension of proficiency in writing. The assessment of writing proficiency is a larger part of their curriculum. The assessment also reveals that 43% of the teachers in our school report that writing instruction is not a regular part of their instruction. More than half of the teachers identified an area of weakness on the Georgia Literacy Plan Needs Assessment. More than half of the teachers identified an area of weakness in reading and writing instruction.

Improving student achievement, teachers will provide multiple moments of autonomy in reading and writing instruction. To improve student achievement, teachers will provide multiple opportunities to practice a variety of real-world writing tasks across all content areas. Writing instruction will directly address weaknesses in students' writing abilities. To improve student achievement, teachers will provide opportunities to practice a variety of real-world writing tasks across all content areas. Writing instruction will directly address weaknesses in students' writing abilities.

Individual writing progress and plan for future instruction

Results will be gathered to determine overall program effectiveness and any areas of weakness and will be used to plan instructional strategies for each student. Writing instruction could be utilized by teachers and teachers to help students improve their writing proficiency. Since all content areas require writing proficiency, including reading, science, mathematics, and social studies, all teachers will plan for any necessary instruction. Since all content areas require writing proficiency, including reading, science, mathematics, and social studies, all teachers will plan for any necessary instruction. Since all content areas require writing proficiency, including reading, science, mathematics, and social studies, all teachers will plan for any necessary instruction. Since all content areas require writing proficiency, including reading, science, mathematics, and social studies, all teachers will plan for any necessary instruction.

School Rationale:

6 Employ multiple assessment measures, including portfolios, to assess students' development and proficiency.
5 Use formal assessments that provide students with feedback while developing skills.
| Activity | Responsible Person(s) | Resources | Timeline | Action: Strategies and Interventions | The "What" | The "Why"
|----------|-----------------------|-----------|----------|-------------------------------------|----------|----------
| Posts of Writing and Reading Leadership Team | Boards | Leadership Team | Fall 2015 | Use a school-wide common vocabulary adopted with writing rubric that is aligned with CCPS to set expectations and goals. | - Utilize technology for research production publishing. | - Utilize technology to enhance the curriculum. |
| Technological Integration of Hand-held devices, Computers, Tablets, | Teachers | Fall 2015 | - Instruct writing strategy to students in each grade. | - Instruct writing strategy to students in each grade. | - Instruct writing strategy to students in each grade. |
| Student Writing | Teachers | Fall 2015 | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a |
| Writing class and Professional Learning | Administrators | Fall 2014 | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a |
| Student Writing | Administrators | Fall 2014 | - Train language arts and reading teachers to use a | - Train language arts and reading teachers to use a | - Train language arts and reading teachers to use a |
| Writing class and Professional Learning | Leadership Team | Spring 2014 | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a | - Workshop writing method to increase instruction and to train language arts and reading teachers to use a |
| Units of Curriculum Sequence and Scope and Sequence for Literacy | Leadership Team | Spring 2014 | - Design a vertically and horizontally articulated writing | - Design a vertically and horizontally articulated writing | - Design a vertically and horizontally articulated writing |
There is a critical need for updated technological tools in order to accomplish our goals. Because teachers have had little training and

The integration of technology in all content areas is recommended by the Library Task Force. Based on the results of our needs assessment

School Randome

- Incorporate technology into literacy through the use of e-readers, blogs, and social networking (page 99, "THE WHP").
- Construct opportunities for students to work with peers
- Provide students with work that allows them to experience success this increases their self-confidence

Classroom Libraries

- Grades 4-12:
- In keeping with the research on motivation, the Library Task Force recommended the following to improve engagement and motivation in
- Effective, I must address issues of self-esteem and engagement (page 52, "THE WHP").
- In their subject areas classes (e.g., science, social studies, mathematics, and literature). Thus, I address the literacy instruction is to be

Research-Based Practices: Fully Operational

Needs Assessment Results: Fully Operational

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

Building Block 4: Best Practices in Literacy Instruction

<table>
<thead>
<tr>
<th>Portfolio Writing</th>
<th>Leadership Team</th>
<th>Assessment Program</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Becley County Elementary School Literacy Plan 2012-13
| Technolo
<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Inventory Signs-in Sheets</td>
</tr>
<tr>
<td>DOE Technology Administration Learning and Online Instructional Support for Professional Development</td>
</tr>
<tr>
<td>Fall 2013</td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Action Strategies and Interventions</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Person(s)</td>
</tr>
<tr>
<td>Timeline</td>
</tr>
</tbody>
</table>

The Wireless Network

The goal is to prepare students for the workforce, so that they are better prepared to thrive in a technology-driven world.

Our aim is to ensure that all students have access to technology, which will make them more successful and better prepared for the future.

The network is designed to be accessible to all students, regardless of their background or ability. The infrastructure is designed to support a wide range of applications, from basic email and web browsing to more advanced applications like video conferencing and online collaboration.

The network is also designed to be secure, with strict access controls to ensure that only authorized users can access sensitive information.

The implementation of the network has been carefully planned to ensure that it meets the needs of all students, and that it is scalable to meet future demands.

The network will be continuously monitored and maintained to ensure that it remains reliable and secure.

The benefits of the network include:

- Improved access to information and resources
- Increased collaboration and communication
- Enhanced learning and teaching
- Improved student performance

The network will be implemented in phases, with the initial phase focusing on the core services and infrastructure.

The final phase will include the full implementation of all services, as well as the integration of additional features and applications.

The project will be managed by a dedicated team, with regular progress reports to ensure that the goals are met.

The project will be funded through a combination of government grants and private donations.

The implementation of the network is a key part of our strategy to prepare students for the future, and we are confident that it will have a significant impact on student success.
Effective interventions are identified through the BCAT, which is used to monitor the academic performance of students. The data collected is used to identify students in need of additional support.

The RTI (Response to Intervention) model is used to ensure early identification and implementation of interventions for students who are not meeting grade-level expectations. The model involves a three-tiered approach, focusing on student data and progress monitoring.

**School RtI Model**

Assess student response and progress. When students do not make progress, more intense interventions are introduced.

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 Practices:**

Needs Assessment: Fully Operational

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

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

<table>
<thead>
<tr>
<th>Technology Inventory of BOE Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
</tr>
<tr>
<td><strong>Improvements</strong></td>
</tr>
<tr>
<td>Cost of Fall 2013</td>
</tr>
<tr>
<td>Uplink Network Infrastructure to Support New Devices (if necessary)</td>
</tr>
<tr>
<td>Work (e.g., collaborative on writing projects, etc.) at each other's school</td>
</tr>
<tr>
<td>Arrange web conferences with students at other schools</td>
</tr>
</tbody>
</table>

Bleeker County Elementary School Literacy Plan 2012-13
progress monitoring of learning through multiple formative assessments.

- Differentiation of instruction including the use of various instructional strategies to meet the needs of all learners.
- Implementation of the Common Core State Standards.
- Utilization of best practice instructional support.

In Tier 1, standards-based classroom learning, all students participate in general education learning that includes:

**Research-Based Practices:**

**The “why”**

Needs Assessment Results: Fully Operational

Goal B: Provide Tier 1 instruction based upon the CCPS in all grades to all students in all classrooms

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

<table>
<thead>
<tr>
<th>Checklist Results</th>
<th>Administrator</th>
<th>Teacher</th>
<th>Resources</th>
<th>Timeframe</th>
<th>Action, Strategies, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CA DOE Problem-</strong></td>
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<tr>
<td>solving checklist</td>
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<tr>
<td>Currently in use</td>
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<tr>
<td>and with fidelity</td>
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</tbody>
</table>
| Establishing protocols to ensure effective intervention are occurring regularly and with fidelity.
| Follow standard protocols for identifying students and matching them to the appropriate intervention.
| Monitor results of formative assessments to ensure that interventions are effective.
| Determine the percentage of students being served in each tier level at each grade level on a regular basis.
| The "why" is satisfied.

Instructional model, resourcing model, and ELP reduced-class size model are used in areas where such students are identified.

Provided during certain times of the day, currently BECS provides instruction for all learners through small group and whole group.
<table>
<thead>
<tr>
<th>Data</th>
<th>Leadership Team</th>
<th>Smart Literacy Assessment</th>
<th>Universal Screening</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Core</td>
<td>Submissions, Submissions,</td>
<td>Literature, Literature,</td>
<td>Literature, Literature,</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>stops</td>
<td>Class</td>
<td>classroom Area</td>
<td>classroom Area</td>
<td>stops</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Administrators</td>
<td>Administrators</td>
<td>Administrators</td>
<td>Administrators</td>
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<tr>
<td>Students, Students</td>
<td>E-Walk Data</td>
<td>E-Walk Data</td>
<td>E-Walk Data</td>
<td>E-Walk Data</td>
</tr>
<tr>
<td>Teachers</td>
<td>Formative Assessment</td>
<td>Teachers</td>
<td>Formative Assessment</td>
<td>Teachers</td>
</tr>
<tr>
<td>Activities</td>
<td>Responsible Person(s)</td>
<td>Resources</td>
<td>Timeline</td>
<td>&quot;The Why/What&quot;</td>
</tr>
</tbody>
</table>

**Meta Analysis and Interventions**

Assigning work and study buddies to assist struggling students.

The Pleasanton County RTI checklist is utilized to ensure the movement from Tier 1 to Tier 2 is fluid and effective.

The Pleasanton County RTI checklist is utilized to ensure the movement from Tier 1 to Tier 2 is fluid and effective.

- **Tier 1:** Universal Screening (PLAC) Universal Screening are used to identify students needing specific instructional needs.
- **Tier 2:** Instruction and intervention in reading, writing, and math for students who need additional support.
- **Tier 3:** Instruction and intervention in reading, writing, and math for students who need additional support.

All students are in standards-based classrooms where CCPS are implemented. The minimum of at least 100 minutes of literacy instruction in reading and related activities for whole and small groups. Forty minutes of flexible learning is implemented daily for small instruction in reading and related activities for whole and small groups.

---

**School Rationale:**

Students (Page 132, "The Why"). Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
</table>

The "What":

To bridge the gaps in multiple ways. Students would work through small-lesson focused mini-lessons with targeted skills, remediation, and practice.

An online formative tool for teachers can be used to allow educators to monitor mastery of Common Core skills and provide prescription instruction.

Based on the literacy needs assessment, teachers stress the need for additional Tier 2 interventions in order to meet individual student's needs.

Intervention: The SSI team meets every 6 weeks to discuss student's progress.

The teacher uses Tier 2 resources. Progress monitoring data is shared each week to monitor student's response to instruction.

and common assessments. During 45 additional minutes of instructional time, students work in small groups or work one on one with a teacher.

Interventions at Tier 2 are the same as Tier 1 with another individualized instruction as identified by student assessments and present level of performance.

Schools can use these resources in Tier 1 or Tier 2.

Research-Based Practices:

<table>
<thead>
<tr>
<th>Research-Based Practice</th>
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</thead>
</table>

Goal: Implement Tier 2 needs-based interventions for targeted students

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

Bloomfield County Elementary School Literacy Plan 2012-13
### School Profile:

(Note: 134. The "WHY"

Through Tier 2 is expected, if additional Tier 2 interventions are required, or Tier 3 support in addition to Tier 1 and Tier 2 is required.

### Research-Based Practices:

The "WHY"

Needs Assessment Results: Fully Operational

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

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

<table>
<thead>
<tr>
<th>Meeting Notes</th>
<th>Administration</th>
<th>School Counselor</th>
<th>SST Manual</th>
<th>Critical Time Use and Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment data</td>
<td>Leadership Team</td>
<td>Literacy</td>
<td>Online Diagnostic tool</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Assessment data</td>
<td>Administration</td>
<td>Digital Profile</td>
<td>Computer’s Links</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Observation</td>
<td>Administration</td>
<td>Training</td>
<td>Cost of Workshop and/or</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Assessment data</td>
<td>Administration</td>
<td>Responsible</td>
<td>Online Diagnostic tool</td>
<td>Currently in use</td>
</tr>
</tbody>
</table>

- Discuss student progress during SST/Data team held at least once every six weeks.
- Discuss Tier 1 progress of interventions by diagnosing, prescribing, and implementing.
- Use online diagnostic tools for intervention.
- Use data to assess Tier 2 performance.
- Use technology to track the movement of students between tiers.
- Provide professional learning in how to administer assessments, interpret data, and use these results to plan instruction.
- Provide sufficient resources (time, cost of materials and interventions) to implement Tier 3 intervention.

---

Bleakley County Elementary School Literacy Plan 2022-23
### Research-Based Practices

**The Why?**

**Needs Assessment Results:** Operational

Based upon student inability to access the CCLS and other way

**Goal:** E. Implement Tier 4 specially-designed learning through specialized programs, methodologies or institutional strategies

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

<table>
<thead>
<tr>
<th>Meeting Notes</th>
<th>Teachers</th>
<th>School Counselor</th>
<th>Administrators</th>
<th>Manual</th>
<th>SST Manual</th>
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</tr>
</tbody>
</table>

- **Resource:** Research-Based Practices
- **Timeframe:** Currently in use and ongoing
- **Baseline:** Currently in use and ongoing
- **Progress:** Currently in use and ongoing
- **Data:** Currently in use and ongoing
- **Frequency:** Least once six weeks
- **Decision:** Discuss student progress during SST/data teams held at...
<table>
<thead>
<tr>
<th>Plan, IEP</th>
<th>Lesson</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>One-on-One</td>
<td>Bystanders, family, and immediate peers</td>
<td>Current and in the community</td>
<td>Baseline interventions on the individual's IEP</td>
<td>Learning and/or behavioral needs of the student</td>
</tr>
<tr>
<td>Peer</td>
<td>One-on-One</td>
<td>Friends</td>
<td>Current and in the community</td>
<td>Peer-mediated interventions</td>
<td>Bystanders, family, and immediate peers</td>
</tr>
<tr>
<td>Integrated</td>
<td>One-on-One</td>
<td>Special education teachers</td>
<td>Current and in the community</td>
<td>Ensuring that administrators are familiar with funding</td>
<td>Forms to the school's schedule to ensure the least restrictive environment</td>
</tr>
<tr>
<td>Self-Sustained</td>
<td>One-on-One</td>
<td>Special education teachers</td>
<td>Current and in the community</td>
<td>Develop school schedules to ensure the least restrictive environment</td>
<td>Action strategies and interventions</td>
</tr>
</tbody>
</table>

**School Literacy**

Additional disability areas (See 134-135, "Why?"

Schools may require a comprehensive evaluation to determine eligibility for special education and related services. In some cases, the student may require a comprehensive evaluation to determine eligibility for special education and related services. The purpose of the comprehensive evaluation is to determine if the student needs special education and related services. If a student has already been determined to have a disability, the school district should not require additional documentation to determine eligibility for special education and related services. If a student has already been determined to have a disability, the purpose of the evaluation is to determine if the student needs special education and related services. The evaluation should include a review of the student's educational history and current educational performance. If the student is determined to have a disability, the school district should provide the student with special education and related services. If the student is determined to have a disability, the school district should provide the student with special education and related services. If the student is determined to have a disability, the school district should provide the student with special education and related services. If the student is determined to have a disability, the school district should provide the student with special education and related services. If the student is determined to have a disability, the school district should provide the student with special education and related services. If the student is determined to have a disability, the school district should provide the student with special education and related services. If the student is determined to have a disability, the school district should provide the student with special education and related services.

In addition to the IEP, the student must participate in state and local programs and activities. The student must participate in state and local programs and activities. The student must participate in state and local programs and activities. The student must participate in state and local programs and activities. The student must participate in state and local programs and activities. The student must participate in state and local programs and activities.
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<tr>
<th>Applicants</th>
<th>Administrators</th>
<th>Currently in</th>
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<td>Universities</td>
<td>Administrators</td>
<td>Currently in</td>
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<tr>
<td>Colleges and</td>
<td>Administrators</td>
<td>Currently in</td>
</tr>
<tr>
<td>Universities</td>
<td>Administrators</td>
<td>Currently in</td>
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<tr>
<td>Letters to</td>
<td>Administrators</td>
<td>Currently in</td>
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<td>Learners</td>
<td>Administrators</td>
<td>Currently in</td>
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<td>Documents</td>
<td>Administrators</td>
<td>Currently in</td>
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<td>Professional</td>
<td>Administrators</td>
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<td>Articulate</td>
<td>Responsible</td>
<td>Currently in</td>
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<tr>
<td>Evidence</td>
<td>Resources</td>
<td>Currently in</td>
</tr>
<tr>
<td>Timeline</td>
<td>Interventions</td>
<td>Currently in</td>
</tr>
<tr>
<td>&quot;The Why&quot;</td>
<td>&quot;The How&quot;</td>
<td>Currently in</td>
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</tbody>
</table>

Instructional strategies are being implemented by principal and student teachers.

School Rationale

"The Why"

Teacher in every classroom (p. 150, "The Why")

Be the leader in every classroom. Becoming teachers and administrators, you must demonstrate competency in literacy and application across the curriculum. A quality literacy program needs to focus on instruction, not just the delivery of content. Effective instruction is necessary for teachers to be successful. Teachers who are knowledgeable in the classroom and who understand the importance of developing literacy skills within the context of core academic curricula will be successful. This leads to the development of effective instructional programs that will support the learning of all students. Effective instructional programs focus on evidence-based practices that are linked to student learning.

Research-Based Practices

Needs Assessment Results: Emergent Goal: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

Building Block 6: Improved Instruction through Professional Learning
Building Block 6: Improved Instruction through Professional Learning

<table>
<thead>
<tr>
<th>Resoure</th>
<th>Outcome when using Professional Learning</th>
</tr>
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<tbody>
<tr>
<td>Resume</td>
<td></td>
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</tbody>
</table>
|          |                                         | 2012-13

Developed during this legislative workshop. In addition, better teacher preparation will result in enhanced classroom instruction which student achievement. When teachers in professional learning increased teacher knowledge and application of new strategies will be.

We recognize the importance of measuring the effectiveness of professional learning, both in terms of teacher understanding and in terms of student success with our schools. This ensures that we can be incorporated in the classroom.

With an increasing need for students to have strong literacy skills as outlined in the College and Career Georgia Readiness Standards.

School Improvement

Students are responsible for promoting literacy.

The "Why". All stakeholders, including educators, parents, and students, are critical in promoting literacy. This can include teacher training and ongoing professional development.

Online resources help sustain teacher professional learning and practice through strategies such as interactive blogs and webinars, and professional learning opportunities.

Research-Based Practice: The "Why"

Needs Assessment Results: Immediate

Goal: Provide professional learning for in-service personnel

BlackDeer County Elementary School Literacy Plan 2012-13
| Results | Evaluation Forms | Professional Learning | The use of online evaluation forms to ensure the professional learning was relevant. Teachers will also have an opportunity to provide feedback after attending each type of performance to effective professional learning. Teachers will also have an opportunity to provide feedback after attending each type of performance to effective professional learning. Teachers will also have an opportunity to provide feedback after attending each type of performance to effective professional learning. Teachers will also have an opportunity to provide feedback after attending each type of performance to effective professional learning. Teachers will also have an opportunity to provide feedback after attending each type of performance to effective professional learning. Teachers will also have an opportunity to provide feedback after attending each type of performance to effective professional learning. 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SRCL School Application: Bleckley County Elementary School

Needs Assessment

a) Description of Needs Assessment Process

The BCES Literacy Team was organized with eleven educators representing grades 3, 4, and 5 in various content areas. The team also included the principal, the media specialist, the SPED lead teacher, and the gifted teacher/coordinator. The *Bleckley County Literacy (Reading & Writing)* Needs Assessment Survey was dispersed to all Bleckley Elementary certified personnel through an online survey distributed by Survey Monkey. Once all surveys were collected, the data was compiled. The BCES Literacy team then met and disaggregated the data.

b) Surveys Used in Needs Assessment Process

The Bleckley Elementary Literacy (Reading & Writing) Needs Assessment Survey was administered online (which offers a printed survey in electronic form). The interface used was a simple point and click approach, which is familiar to internet users. The survey consisted of fifty literacy standards which faculty and staff rated with the following responses: not addressed, emergent, operational, or fully operational.

An additional survey, the *BCES Classroom Teacher Survey on Writing Instruction*, was also distributed online to certified teachers through Survey Monkey in order to obtain more specific information concerning writing instruction in all content areas. The survey assessed teachers’ current use of strategies for teaching writing skills as addressed in research-based models that focus on the following writing traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Teachers also completed an informal technology inventory to determine current resources.

c) Root or Underlying Causes

The BCES Literacy team met and conducted a root cause analysis of each survey standard that was indicated as an area of concern using the “5 Whys Approach” to facilitate an understanding of the problem. We found that writing instruction across content areas was consistently
indicated at an “emergent stage” by our teachers and staff. Additionally, after a review of the most recent 5th grade writing assessment scores it was noted that only 7 BCES students had a score of exceeding, while 130 students met requirements, and 25 students did not meet writing requirements. Closer analysis showed that the number of students exceeding on the 5th grade writing assessment has declined for the past three years. Also, declining for 2012 was the number of BCES students meeting requirements on the 5th grade writing assessment. Clearly, many educators feel inadequately prepared to provide the instruction necessary to develop and implement an explicit, content-related literacy curriculum required by the rigor of the new CCGPS.

In addition, many of our students come from high poverty homes with little exposure to literature or written media of any kind. With such limited resources and no access to technology outside of school, there is a very restricted opportunity for these students to expand their experiences or even explore their immediate environment. More exposure to informational texts is crucial for these students in order to give them a broader spectrum of experiences on which to write. The Literacy Team also concluded that additional resources are needed in order to successfully implement new tools, techniques, and the technology necessary to engage students in real-world critical thinking skills.

d) Teachers Participating in Needs Assessment Process

BCES Faculty Members Participating in the Needs Assessment Survey:

- Reading and Writing Teachers
- Math, Science, Social Studies Teachers
- Special Education Teachers and Paraprofessionals
- Gifted Education Teacher
- All Content Area Paraprofessionals
- Media Specialist
- Principal and Assistant Principal
e) Disaggregated Data

During the root cause analysis conducted by the members of the BCES Literacy Team, the literacy standards were studied and discussed in depth using the “5 Whys Approach.” Any standard that received a high “emergent” response percentage was analyzed to determine the root cause and to address weaknesses in writing instruction across the content areas. Data collected from the first survey, the Bleckley Elementary Literacy (Reading & Writing) Needs Assessment Survey, consistently rated writing instruction (47.8%), including academic vocabulary and narrative, informational, and argumentative writing, as “emergent” (Standard 5).

More than half (51.1%) of the educators surveyed in grades 3, 4, and 5 believe that our writing curriculum instruction across all subject areas is “emergent” (Standard 20a.). Most telling, however, is the lack of BCES personnel participating in professional learning aspects of literacy instruction, including disciplinary literacy in content areas (Standard 29). A large portion of our faculty and staff (45.5%) consider this standard as “emergent.” Also, for the past three years, students consistently scored the lowest on the “Information and Media Literacy” section of the reading CRCT. This particular fact was discussed and analyzed by the Literacy team and found to be a result of the recent scarcity of funding for professional learning. The Literacy Team recognized the school-wide need for a strong writing literacy program in discipline-specific content areas.

f) Areas of Concern

The BCES Literacy Team recognizes that literacy is the foundational block to all student learning as well as to college and career readiness, and that a renewed emphasis on writing at all grade levels is needed due to the decline in student scores and the added writing requirements of CCGPS and the PARCC assessment. The team’s findings indicate a need for professional training for our teachers in the areas of: writing across the curriculum, effective use of data analysis to help focus instruction, utilizing technology to teach literacy standards for research, production, publishing, and communication across the curriculum, and using Lexiles to help enhance instruction. An informal technology survey was also completed by BCES teachers.
which demonstrated a need for the necessary technology to implement content-related literacy standards. Despite the high level of poverty in our district, the Literacy Team acknowledges a need to provide our staff with the literacy resources and skills necessary to address the changing instructional shift and added rigor of CCGPS so that we can better prepare all of our students to meet these higher standards.
<table>
<thead>
<tr>
<th>Year/Grade</th>
<th>4th</th>
<th>5th</th>
<th>16</th>
<th>11</th>
<th>2011-2012</th>
<th>Male</th>
<th>Female</th>
<th>SSWD</th>
<th>Black</th>
<th>White</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>2009-2010</td>
<td>66</td>
<td>66</td>
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<td>66</td>
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<td>97</td>
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<td>2010-2011</td>
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<td>97</td>
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<td>2011-2012</td>
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<td>66</td>
<td>66</td>
<td>66</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

**Reading CRT - % Meeting/Exceeding Standard**

Performance Standards:

We believe that a paradigm shift will be necessary in order to prepare students for the increased rigor of the Common Core Georgia Standards. From "not meeting the standard" to "exceeding the standard," much needed technology and supportive tools are essential to move students.

While much work has been accomplished in this area, much more work needs to be done to ensure that all students are succeeding.

Over the past few years we have increased the number of students meeting the "Exceeds" standard. Teachers have been trained to assist in planning and with a majority of students scoring in the "Meets" or "Exceeds" categories, the school is making adequate yearly progress each of the three years. It is our goal to have more students scoring in the "Exceeds" category.

---

**Student CRT Data**

Analysis and Identification of Student and Teacher Data

Special School Application: Bleckley County Elementary School
class time.

strengths and weaknesses. This decline in writing scores indicates a need to closely evaluate instructional strategies and utilization of assessment and to also put a data retrieval system in place to archive 3rd and 4th Grade Formative Writing Scores for better analysis.

scores, our goal is to increase the number of 3rd and 5th Grade Students in the "Meets" and "Exceeds" categories. Based on these results, show that the number of 5th Grade Black/Bleeker Elementary Students scoring at the meeting and exceeding levels on the

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>3-5</td>
<td>Economically Disadvantaged</td>
<td>97.4</td>
</tr>
<tr>
<td>ELA CRCT - % Meeting/Exceeding Standard</td>
<td>98</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year/Grade</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>SED</td>
<td>10</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Black</td>
<td>13</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>All</td>
<td>13</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

LANGUAGE ARTS CRCT - % Meeting/Exceeding Standard

SCL School Application: Bleeker County Elementary School
The recommended Lexile score in each grade from the 2012 CCRCT.

<table>
<thead>
<tr>
<th>2012 Lexile Data</th>
<th>33% Percentage of</th>
</tr>
</thead>
</table>

The data and how to better use the valuable information in all classrooms. The chart below indicates the percentage of students below the need to use Lexile scores to build better readers. However, professional learning is needed to understand the implementation of common core standards through practice. Lexile measures give a way to enable the practice to be meaningful. DCS teachers recognize the need to provide parents with the needed information for reading at home. Research experts agree that the best method for building reading ability and text complexity on the same scale. The measures are important tools for linking assessment with instruction across content areas. Scores are often static. The Lexile Framework for Reading is the most widely adopted reading metric, measuring both reader ability and diagnostic and formative. All scores provide some type of information to measure the proficiency in certain areas, but most of these diagnose 5 - Georgia Writing Assessment.

<table>
<thead>
<tr>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>69</td>
<td>62</td>
<td>56</td>
</tr>
<tr>
<td>83</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>62</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>88</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>42</td>
<td>42</td>
<td>42</td>
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<tr>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Meeting/Exceeding Standard

% Grade 5 - Georgia Writing Assessment

SCL School Application: Beulah County Elementary School
<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Percent of BECS Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2012</td>
<td>3</td>
<td>I</td>
</tr>
</tbody>
</table>

These factors contribute to our school having an experienced and stable staff.

Amount of teachers at each level of experience as shown on the chart. One hundred percent of BECS staff is highly qualified. All of the teachers at BECS have an advanced degree. There is a near equal distribution of teachers, with only two members of the faculty leaving in the last two years. These positions were not replaced due to budget cuts. Eighty-seven percent of the teachers at BECS have an advanced degree.

(d) Teacher Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Students Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>17%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
</tr>
</tbody>
</table>
BCSS recognizes the need to develop goals and objectives based on formative and summative assessments. However, a holistic and systematic method for collecting district data has not been established. A strategic method for recording all assessments is needed to develop goals and objectives based on formative and summative assessments.

<table>
<thead>
<tr>
<th>Population</th>
<th>Number</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10 - 19</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>20 or more</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population</th>
<th>Number</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Degrees</th>
<th>Number</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td>Specialist</td>
</tr>
<tr>
<td>Master</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in Education of BCSS Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in Education of BCSS Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in Education of BCSS Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in Education of BCSS Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in Education of BCSS Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in Education of BCSS Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
opportunities

Our goal is to move our students forward and to prepare them to successfully participate in a global economy of information and meaning. A crucial aspect of providing challenging and effective instruction of Common Core Georgia Performance Standards is needed. All instruction faculty meetings are also held to share research and to facilitate learning-building and communication. These meetings address crucial aspects of providing challenging and effective instruction of Common Core Georgia Performance Standards. Level-related content and professional development needs are also held to share research and to facilitate learning-building and communication. These meetings address crucial aspects of providing challenging and effective instruction of Common Core Georgia Performance Standards.

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Project Plan - Procedures, Goals, Objectives, and Support

Needs
Based on the needs of all BCES teachers and students, CRCT data, and the results of three surveys (Georgia Literacy Plan Needs Assessment, Classroom Teacher Survey on Writing Instruction, and Technology Resource Inventory), we have identified four major areas of need: Writing Instruction Across the Curriculum, Literacy-Based Instruction Across the Curriculum, Tier 2 Interventions, and Technology.

Area 1
Need: Writing Instruction Across the Curriculum

Root Cause: Insufficient training of teachers to provide instruction necessary to develop and implement an explicit content-related writing literacy curriculum

Goal: Prepare students to write effectively and communicate clearly to ensure that they are successful in today's highly competitive, technology-driven global economy

Measurable Objective:
On the Georgia Writing Assessment, the percentage of fifth grade BCES students meeting and exceeding the standards will increase from 84% to 88%.

Process Objectives:
The Literacy Leadership Team will:
- Design a vertically and horizontally articulated writing plan consistent with CCGPS including protocols for writing instruction across all subject areas

BCES Teachers will:
- Participate in professional learning on how to incorporate writing instruction in each subject area
- Incorporate writing instruction in all subject areas at least one day a week
- Utilize technology for research, production, publishing, and communication across the curriculum
- Use an online formative writing assessment program to provide analysis of student writing and prescriptive follow-up lessons
- Use a school-wide commonly adopted writing rubric that is aligned with CCGPS to set expectations and goals.

Area 2
Need: Literacy-Based Instruction Across the Curriculum
**Root Cause:** Insufficient training of teachers to provide instruction necessary to ensure content area literacy

**Goal:** Students will develop strategies and skills for accessing texts and media, ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively.

**Measurable Objective:**
After establishing a baseline for the percentage of literacy instruction observed in content area classrooms, eWalk observations will determine evidence of effective literacy skills being implemented. The following year, there will be an expectation of increasing this percentage by ten percent.

**Process Objectives:**
The Literacy Leadership Team will:
- Identify literacy needs and prioritize to make best use of resources and plan for future implementation
- Provide parents and stakeholders with resources, links, and training videos that strengthen literacy

BCES Teachers will:
- Integrate literacy instruction into all curriculum areas following training in disciplinary literacy instruction and use of Lexiles
- Incorporate the use of literary texts in content areas
- Adopt a common, systematic procedure for teaching academic vocabulary in all subjects
- Utilize a universal screening tool
- Create grade-specific literacy pacing guides and curriculum maps
- Create and utilize assessments to gauge student preparedness and monitor student progress
- Follow protocol when students are identified by screenings to ensure that they will receive further diagnostic assessment
- Use online tool for literacy to monitor progress of interventions
- Offer students variety and choice in informational and trade books that are within an appropriate range of text complexity to use while doing research
- Utilize technology (teacher and student) to successfully promote literacy
- Infuse all types of literacy into each content area (print, nonprint, online, blogs, wikis, social media)
- Share literacy information and celebrate literacy successes

**Area 3**
SRCL School Application: Bleckley County Elementary School

Need: Tier 2 Interventions

Root Cause: There are limited resources available to implement Tier 2 student plans in order to meet the demands of their learning deficiency.

Goal: BCES will effectively utilize scientifically proven, research-based, and evidence-based intervention methods at Tier 2

Measurable Objective:
In order to move at-risk students to performing on grade level, 100% of the intervention methods implemented in individual RTI plans will be research-based strategies.

Process Objectives:
BCES Teachers will:
- Participate in professional learning on administering assessments, organizing and interpreting data, and using assessment results to plan instruction
- Follow standard protocols for identifying students, determining intervention, and further steps if intervention is not successful
- Base interventions on the CCGPS and the individual learning and/or behavioral needs of the student
- Implement research based practices and procedures in order to provide direct services for students not on grade level.
- Use online diagnostic tool for literacy to monitor progress of interventions by diagnosing, prescribing, and differentiating instruction
- Discuss student progress during SST/data teams held at least once each six weeks

Area 4
Need: Technology
Technology is a key component of 21st century literacy instruction. We have determined that technology is an integral part of our SRCL plan and will provide the vehicle to literacy success in our school.

Root Cause: Student access to technology is restricted due to lack of resources in classrooms and limited technology knowledge/experience of teachers.

Goal: Students will acquire a repertoire of strategies and skills which will enable them to access, use, and retain information from different sources, enabling them to be successful in today's highly competitive, technology-driven global economy

Measurable Objective:
SRCL School Application: Bleckley County Elementary School

After establishing baseline data, a performance-based checklist of technology skills will be utilized to determine the proficiency level of each student with students mastering 100% of the skills.

**Process Objectives:**
After participating in professional learning for using technology successfully to promote literacy, BCES Teachers will utilize technology:
- as a tool for and a topic of literacy instruction.
- to efficiently collect and analyze data from assessments and evaluations
- for research, production, publishing, and communication across the curriculum
- to promote student engagement across each content area
- Share literacy activities, information, and progress with parents and community

**Current Practices**
- Instructional shift toward Common Core GPS
- Analysis of Formative and Summative assessments
- Exposure to non-fiction print and real-life experiences
- Flexible learning assessment groups (FLAG)
- Clearly posting standards, essential questions, vocabulary, and exemplars
- Implementation of schoolwide mock writing

**Sample Schedule**
Fifth Grade
7:30  Homeroom & Accelerated Reader
7:45  School News
8:00  First Period (Reading)
9:00  Second Period (Language Arts)
10:00 Third Period (Math)
11:00 Fourth Period (Science & Social Studies)
12:00 Recess
12:20 Lunch
1:15  FLAG (Flexible Learning Assessment Groups - RTI, Gifted, Remedial,& Enrichment)
1:50  Activity (PE, Art, & Computer Lab)
2:35  Class Meeting & Accelerated Reader
2:55  Dismiss

**Response to Intervention (RTI) Model**
In order to support teachers in impacting instructional practices and student outcomes, BCES uses a protocol for identifying students and determining appropriate interventions. Checklists are used to collect data which is analyzed to determine whole-group, small-group, and individual
interventions. The use of scientifically validated, research-based, and evidence-based strategies provides rigor and relevance. Specific information about RTI procedures is included in our Literacy Plan.

**Tier 1 - Regular Classroom Instruction**
- Differentiated instruction
- Ongoing progress monitoring
- Analysis of progress monitoring data

**Tier 2 - RTI Team**
- Identify concerns
- Identify and apply interventions
- Small-group interventions
- Ongoing progress monitoring
- Analysis of progress monitoring data

**Tier 3 - SST (Student Support Team)**
- More intense focus on individual student
- Analysis of intervention history and progress monitoring results
- More intense level of intervention approaches
- More intense level of progress monitoring and data analysis
- Referral decisions based on individual student history and data analysis

**Tier 4 (Special Education eligibility decisions and services)**
- Comprehensive psychological assessment
- Records review of RTI data
- Team eligibility decisions based on current Georgia guidelines
- Special Education Services if student meets eligibility guidelines

**Goals to be Funded With Other Sources**
Certain expenditures are not allowed under SRLC guidelines. The following resources will be used to fund Literacy Night refreshments and literacy achievement incentives.

- Winterfest and Afterschool Xtra fundraisers
- Slam Dunk - Drug Free
- Coin Drive Funds
- Oconee EMC-Operation Round-Up
Assessment/Data Analysis Plan

a) Current Assessment Protocol

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Skills</th>
<th>Group Assessed</th>
<th>Frequency (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR</td>
<td>RTI Screening; Reading Level Determination</td>
<td>Literacy</td>
<td>Grades 3, 4, and 5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RTI and EIP students</td>
<td></td>
</tr>
<tr>
<td>CRCT</td>
<td>Diagnose Strengths/Weaknesses RTI</td>
<td>GPS and CCGPS (all subjects)</td>
<td>Grades 3, 4, and 5</td>
<td>1</td>
</tr>
<tr>
<td>ITBS</td>
<td>NPR; Gifted Referral/Eligibility</td>
<td>Vocabulary, Word Analysis, Language, Listening, Reading Comprehension</td>
<td>Grade 4</td>
<td>1</td>
</tr>
<tr>
<td>DIBELS</td>
<td>Screening</td>
<td>Phonemic Awareness Fluency, Reading Comprehension, vocabulary</td>
<td>Grade 3, RTI</td>
<td>3 (monthly)</td>
</tr>
<tr>
<td>School Mock Writing Assessment</td>
<td>Progress monitoring</td>
<td>Informational Persuasive Narrative Response to Literature</td>
<td>Grade 3, Grade 4, Grade 5</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3rd Grade Writing Assessment</td>
<td>Diagnostic Feedback</td>
<td>Informational Persuasive Narrative Response to Literature</td>
<td>Grade 3 (1 genre sample per grading period)</td>
<td>4</td>
</tr>
<tr>
<td>5th Grade Writing Test</td>
<td>Diagnostic Feedback</td>
<td>Informational Persuasive Narrative</td>
<td>Grade 5</td>
<td>1</td>
</tr>
<tr>
<td>Common Assessments</td>
<td>CCGPS mastery; Progress monitoring</td>
<td>CCGPS in Reading and Language Arts</td>
<td>Grades 3, 4, and 5</td>
<td>3</td>
</tr>
<tr>
<td>GAA</td>
<td>CCGPS Mastery</td>
<td>CCGPS/GPS</td>
<td>SWD - Grades 3, 4, and 5</td>
<td>Ongoing</td>
</tr>
<tr>
<td>ACCESS</td>
<td>ELLs screening</td>
<td>English Language Proficiency</td>
<td>English Language Learners</td>
<td>1</td>
</tr>
</tbody>
</table>
b) Comparison of Current/SRCL Assessment Protocol
As a result of implementing the SRCL plan, an Informal Phonics Inventory will be added to our assessment plan. DIBELS screenings currently being administered only to students in third grade to RTI and EIP students will be administered 3 times a year to all students in grades three, four, and five. After identifying a scientifically evidenced-based Informal Phonics Inventory, teachers will be trained to administer, analyze, and use the information from the IPI and DIBELS Next to plan appropriate instruction. The current protocol for the remaining assessments aligns with that in the SRCL assessment plan.

c) New Assessments Protocol

Table 1:1 BCES New Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Skills</th>
<th>Group Assessed</th>
<th>Frequency (per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIBELS Next</td>
<td>Screening</td>
<td>Phonemic Awareness, Oral Reading Fluency, Alliteration/Rhyming</td>
<td>Grades 3, 4, and 5</td>
<td>3</td>
</tr>
<tr>
<td>IPI</td>
<td>Diagnostic</td>
<td>Decoding</td>
<td>Grades 3, 4, and 5</td>
<td>3</td>
</tr>
<tr>
<td>Formative Online Assessments</td>
<td>Diagnostic</td>
<td>CCGPS in Reading and Language Arts</td>
<td>Grades 3, 4, and 5</td>
<td>TBA*</td>
</tr>
<tr>
<td>School Mock Writing Assessment</td>
<td>Progress monitoring</td>
<td>Informational Persuasive Narrative</td>
<td>Grade 3, 4, 5</td>
<td>3</td>
</tr>
</tbody>
</table>

* Will be determined by Literacy Leadership team once the assessment program is obtained

As we begin to implement the SRLC plan, we intend to research available Online Curriculum Assessment programs to find the one that will best meet our needs. It may be possible to find a program that will also include a component that can be used for RTI interventions which will eliminate the need for a separate diagnostic tool for literacy.

d) Discontinued Current Assessments
DIBELS will be discontinued; DIBELS Next will replace this assessment. All other current assessments will continue as scheduled.
e) Professional Learning Needs for Assessment Implementation
Professional learning will be required in order to educate teachers in administering new literacy skills assessments and also, just as importantly, teachers will need to receive training in completing a valid data analysis of scores in order to more effectively plan future instruction. Needed assessment trainings for certified staff include those for:
- Online assessment program - program use and data analysis
- Universal screening tool (including retired educators)
- Wireless tablet - used as an assessment tool
- Formative writing assessment tool
- Data collection program - recording, and archiving student scores
- Assessment data analysis

f) Data Presentation to Parents and Stakeholders
Students’ CRCT and Lexile scores can be accessed by teachers on the state’s Longitudinal Data System (LDS). CRCT and ITBS student score reports are sent home annually. Common Assessment results are sent home to inform parents of student progress. All assessment data collected in grades 3, 4, and 5 is compiled by teachers on a student profile sheet which is kept in a student’s permanent record file so that the information is easily accessible. A copy of the student’s profile sheet is also sent home at the end of each school year so that parents are able to review their child’s updated assessment results for the entire year.

We also plan to share group assessment results with parents and stakeholders through the following sources:
- Local and regional newspapers
- Monthly school newsletter
- School/system website
- BCES’s live broadcast morning news program
- Other available technology sources including blogs, Twitter, and electronic newsletters

g) A description of how the data will be used to develop instructional strategies as well as determine materials and need.
Data from DIBELS testing collected by K-2 teachers at Bleckley Primary School is documented on Student Sheets which are passed along to third grade teachers at the beginning of the school year. Using DIBELS as a universal screener at BCES will allow for coordination among those screeners and assessments that would permit the receiving teachers to interpret the findings of the earlier grade or level.
The data collected through the online assessment program will be easily accessible and will assist in a collaborative effort across the curriculum. Teachers will be able to implement lessons from the online bank of targeted lesson plans to provide individuals, small groups, and/or whole classes with interventions or support in specific areas in both reading and writing. High achieving students will receive enrichment instruction while students in need of intervention will receive the extra support they need. The previous year’s CRCT data is used to determine how the school-wide FLAG (Flexible Learning Assessment Groups) will be organized at the beginning of the year. For the remainder of the year, data from formative assessments and common assessments will be used to determine FLAG groups and differentiate instruction based on the needs of students. This allows FLAG groupings to be fluid and driven by a student’s needs as reflected in their assessment results. As new data is collected, teacher reflection is of the utmost importance. Teachers will reflect on and discuss data in content area study groups across grade levels as well as in grade level groups across the curriculum. Teachers will look for achievement gaps between subgroups, grade levels, and content areas as well as individual students. As overall schemes of intervention are detected, administrators and teachers will be able to determine and plan more specific instructional strategies needed to close the achievement gap for all students.

h) A plan detailing who will perform the assessments and how it will be accomplished. District and school level Common Assessments will be administered by certified teachers. DIBELS Next will be administered by Reading teachers, Special Education teachers, paraprofessionals, and retired certified teachers, all who will have been trained in how to administer the assessment.

Mrs. Pansy Corbett, our BCSD Associate Superintendent for Teaching and Learning, oversees the administration of all district level assessments such as ITBS, CRCT, and the state writing assessments in grades 3 and 5. After the district-wide testing calendar is developed, it is distributed to teachers and made available on our district web page. Mrs. Vonda Bryant, our BCES school counselor, coordinates the administration of all assessments given at the school level, including common assessments, which are given three times annually to students in grades 3-5. Mrs. Bryant schedules staff development sessions before each assessment to ensure that certified staff members and proctors are informed of appropriate testing protocols and requirements. Building administrators, Mrs. Janet DeLoach, BCES Principal, and Mrs. Jessie Smith, Assistant Principal, also assist in scheduling for school-wide assessments to help ensure that transitions continue to go smoothly for all classes. District and school-level assessments are administered by certified teachers at BCES.
Resources, Strategies, and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

a) Resources and Strategies Needed to Implement the Literacy Plan and Support Student Success

Table 1.1 Professional Learning

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitutes, Travel Expenses, and Workshop Costs</td>
<td>SRCL</td>
<td>Substitutes and travel expenses will allow teachers to attend professional learning opportunities where they will learn how to integrate strategic literacy instruction into all curriculum areas, including on how to incorporate research-based writing strategies.</td>
</tr>
<tr>
<td>Stipends</td>
<td>SRCL and Title funding</td>
<td>Stipends will be used to compensate cross-disciplinary teams to create grade-specific pacing guides and curriculum maps to orchestrate attainment of literacy goals in all curriculum areas and ensure that strategic literacy instruction is integrated into all curriculum areas.</td>
</tr>
<tr>
<td>Professional Learning - Using Lexiles to enhance literacy instruction</td>
<td>SRCL</td>
<td>Will allow teachers, parents, and stakeholders to understand and know how to use Lexiles and to ensure that text complexity is appropriate to grade levels and adjusted to the needs of individual students.</td>
</tr>
<tr>
<td>Professional Learning - Writing across the curriculum training</td>
<td>SRCL and Title funding</td>
<td>Will train language arts and reading teachers to use a writing across the curriculum method to effectively prepare students to become better writers.</td>
</tr>
<tr>
<td>Professional Learning - Literacy Training for Volunteers</td>
<td>SRCL</td>
<td>Train all volunteers to work with students (BCHS teacher cadets, 21st Century After-School Program volunteers, and retired educators) in effective strategies to enhance literacy learning.</td>
</tr>
<tr>
<td>Professional Learning - Effective use of assessments</td>
<td>SRCL and Title funding</td>
<td>Provide professional learning in how to administer assessments, organizing and interpreting data, and using assessment results to plan instruction</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Professional Learning - Utilization of technology to promote literacy</td>
<td>SRCL, state funding, and e-rate</td>
<td>In an increasingly technologically-driven society, it is essential for students to have the ability to work with various types of technology. In order for teachers to teach using an array of technology, they need to have professional learning on how to use it themselves.</td>
</tr>
</tbody>
</table>

**Table 1.2 Technology**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| Hand-held devices, Tablets (including apps), Student computer workstations for classrooms | SRCL, Title funding, Donors Choose.org | • Student engagement will be increased as they practice literacy strategies using interactive programs such as blogs, wikis, and social media.  
• Student will be allowed to utilize technology for research production, publishing and communicating across the curriculum.  
• Students will be allowed web connections with students at other schools to collaborate on writing projects and edit each other’s work.  
• Hand-held devices, Tablets, and Computers will be used to administer, collect, and analyze data from student assessments and evaluations  
• Administrators will use tablets to evaluate teachers through observations and walkthroughs using the GA Literacy Instruction Observation Checklist and to electronically send the checklist results to teachers.  
• Will allow class blogs for student/teacher communication on literacy-related activities on assignments  
• Will infuse all types of literacy into each content area (print, nonprint, online blogs, wikis, and social media)  
• Will allow school to host “Literacy Learning” nights for parents and students to provide for engagement in literacy focused activities.  
• Will allow teachers to utilize online resources and webinars to |
<table>
<thead>
<tr>
<th>Tool</th>
<th>Source Funding</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screening Tool</td>
<td>SRCL, Title funding</td>
<td>An online universal screener will allow schools to provide longitudinal data that can be compared from one school to the next.</td>
</tr>
</tbody>
</table>
| Online Assessment Program                 | SRCL, state funding, and Title funding | • Will be used to create formative assessments which will be administered to gauge student preparedness and provide practice in answering rigorous test questions.  
• Will identify students who need intervention and high achieving students who will receive enrichment instruction.  
• Will be able to make adjustments to students' individualized remediation plan based on CRCT and ITBS results so that students will practice component skills not yet mastered. |
| Online Diagnostic Tool                    | SRCL           | Will be used as an intervention to diagnose, prescribe, and differentiate instruction.                                                                                                                       |
| Formative Writing Assessment Program      | SRCL           | Student writing pieces will be sent off twice a year to an outside scoring program which in turn will provide detailed analysis of student writing and prescriptive follow-up lessons and determine strengths and weaknesses to differentiate instruction |
| Data Collection Program                  | SRCL and local funding | Will digitally store and disseminate assessment results by students or class                                                                                                                                  |
| Literacy Web page                        | SRCL and local funding | Will be posted on the literacy web page to provide parents and teachers with resources, links, and training videos to strengthen literacy.                                                              |
| eBooks                                    | SRCL and EMC Grant funding | Will offer a variety and choice in reading materials and are within an appropriate range of reading and text complexity                                                                                 |
| Interactive Whiteboards                  | SRCL           | Student engagement will be increased by displaying eBooks, playing interactive literacy games, and teaching lessons through the use of interactive presentations.                                          |
| Interactive                               | SRCL and       | Will provide for student engagement by providing a fun and exciting                                                                                                                                          |
| Tool                                      | state funding  |                                                                                                                                                                                                          |
Table 1.3 Literacy Materials and Other Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA Literacy Instruction Observation Checklist</td>
<td>no cost</td>
<td>Will allow administrators to ensure that teachers are incorporating strategic literacy strategies in lessons and will provide teacher feedback.</td>
</tr>
<tr>
<td>School Newsletter</td>
<td>SRCL</td>
<td>Will share information and strategies for improving literacy to provide guidance and support for parents.</td>
</tr>
<tr>
<td>Informational Texts, Classroom sets of trade books</td>
<td>SRCL, Title funding, EMC grant funding, local funds</td>
<td>Classrooms will be equipped with student libraries that offer a variety and choice in reading materials and are within an appropriate range of reading and text complexity.</td>
</tr>
<tr>
<td>Writing Resources</td>
<td>SRCL</td>
<td>Allow teachers to incorporate writing instruction (narrative, argumentative, informational) in all subject areas</td>
</tr>
<tr>
<td>Writing Survey for Teachers</td>
<td>no cost</td>
<td>Will determine knowledge about and current use of research-based writing strategies.</td>
</tr>
<tr>
<td>School-Wide Writing Rubric (printing cost)</td>
<td>local funding</td>
<td>Will be used to set student expectations and goals when writing.</td>
</tr>
</tbody>
</table>

b) Activities that Support Literacy
- Incorporate informational text with grade-appropriate text complexity and Lexile level
- Commentary-Written and Oral Feedback
- Build Background Knowledge

c) Shared Resources Available
d) Library Resources
The Bleckley County Elementary School library collection’s average age is 15 years. Currently, the library houses 67 class-sized novel sets, 3,800 nonfiction books (12 per student), 7,400 fiction books (22 per student). The library also has the following technology resources: 24 student computers, a SmartBoard and projector, a school wide video distribution system, and 3 video cameras for checkout.

e) Activities that Support Classroom Practices
- FLAG
- Study Island
- Posted Standards, Essential Questions, Vocabulary, and Exemplars
- Higher order questioning
- Varied strategies to re-teach standards not mastered
- Vertical and Horizontal Alignment

f) See information in Tables 1.1, 1.2, and 1.3

g) List of Current Classroom Resources for Each Classroom in the School
Based on a survey with 25/32 teachers participating, the following is an average of classroom resources for each classroom.
- School subscriptions to Study Island, Brain Pop, Enchanted Learning, and EdHelper
- 2-3 student NComputing Computer Workstations
- Data projectors
- Teacher-Produced Materials
- Textbooks and Ancillary Materials for All Content Areas
- Smartboard/MimioTeach Bars
- Tradebooks - 1 to 2 classroom sets
- 6-10 informational books
- Thinking Maps
- Writing Resources

h) See information under “Funding” in Tables 1.1, 1.2, and 1.3

i) See information under “Rationale” in Tables 1.1, 1.2, and 1.3
# Professional Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>2011-2012</th>
<th>Number of Hours</th>
<th>% of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPS - Phase I</td>
<td></td>
<td>10 hours</td>
<td>100%</td>
</tr>
<tr>
<td>GPTV Webinars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ng and Harassment</td>
<td></td>
<td>4 hours</td>
<td>1%</td>
</tr>
<tr>
<td>InotoneTT -- Planning for Engagement</td>
<td></td>
<td>5 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Market Game Advisory Training</td>
<td></td>
<td>5 hours</td>
<td>5%</td>
</tr>
<tr>
<td>S Training</td>
<td></td>
<td>2 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Math Workshop for Struggling Mathers</td>
<td></td>
<td>5 hours</td>
<td>2%</td>
</tr>
<tr>
<td>Board to Enhance Standards Based Learning</td>
<td></td>
<td>10 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Dating the Unmotivated Student</td>
<td></td>
<td>5 hours</td>
<td>2%</td>
</tr>
<tr>
<td>Specialist Meeting</td>
<td></td>
<td>4 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Leadership Seminar</td>
<td></td>
<td>5 hours</td>
<td>1%</td>
</tr>
<tr>
<td>In Effective RTI Team</td>
<td></td>
<td>5 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Assessment Training</td>
<td></td>
<td>5 hours</td>
<td>2%</td>
</tr>
<tr>
<td>ng Workshop</td>
<td></td>
<td>2 hours</td>
<td>2%</td>
</tr>
<tr>
<td>Design Collaborative</td>
<td></td>
<td>10 hours</td>
<td>1%</td>
</tr>
<tr>
<td>gget CRI</td>
<td></td>
<td>3 hours</td>
<td>1%</td>
</tr>
<tr>
<td>er Keys</td>
<td></td>
<td>3 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Science Initiative</td>
<td></td>
<td>5 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Science Learning and CCGPS</td>
<td></td>
<td>5 hours</td>
<td>1%</td>
</tr>
<tr>
<td>Science Learning Forum “Let’s Talk”</td>
<td></td>
<td>5 hours</td>
<td>1%</td>
</tr>
<tr>
<td>ons Sense about Common Core”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S Instructional Units - Understanding</td>
<td></td>
<td>5 hours</td>
<td>3%</td>
</tr>
<tr>
<td>S Reading/ELA Training</td>
<td></td>
<td>3 hours</td>
<td>1%</td>
</tr>
<tr>
<td>SOL Conference</td>
<td></td>
<td>5 hours</td>
<td>1%</td>
</tr>
<tr>
<td>ng/LA CCGPS Training</td>
<td></td>
<td>3 hours</td>
<td>4%</td>
</tr>
<tr>
<td>S K-% Math</td>
<td></td>
<td>3 hours</td>
<td>2%</td>
</tr>
</tbody>
</table>
Professional Learning

- Workshops for CCGPS in each content area.

Instructional Learning Needs
- Literacy strategies within the content area (Content area teachers)
- Writing across the curriculum (Content area teachers)
- Workshop method of writing instruction (Language Arts/Reading teachers)
- Effective use of assessments (All teachers)
- Using Lexiles to enhance literacy instruction (All teachers)
- Literacy Training for Volunteers (Retired educators, after school program staff, teacher cadets)
- Utilization of technology to promote literacy (All Teachers)

Instructional Learning Effectiveness

Recognize the importance of measuring the effectiveness of professional learning, both in terms of teacher understanding and student achievement. After engaging in professional learning, increased teacher knowledge and application of new strategies identified during administrative walkthroughs. In addition, better teacher preparation will result in enhanced classroom instruction, which will result in higher student achievement as more students meet/exceed the standards. This will allow strategists to tie student performance to effective professional learning. Teachers will also have an opportunity to provide feedback after attending each type of training through the use of online evaluation forms to ensure that the professional learning is effective.
Professional Learning will provide teachers with targeted strategies which will help ensure successful reading and writing instruction in all content areas. Through professional learning, we will achieve the goals outlined in our plan.

Is:
Prepare students to write effectively and communicate clearly to ensure that they are successful in today's highly competitive technology-driven global economy.

Students will develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively.

BCES will effectively utilize scientifically proven, research-based, and evidence-based intervention methods at Tier 2.

Students will acquire a repertoire of strategies and skills which will enable them to access, use, and retain information from different sources, enabling them to be successful in today's highly competitive, technology-driven global economy.
Sustainability Plan

a) The Bleckley County School District (BCSD) places a strong emphasis on the sustainability of its initiatives and programs. Assessment protocols will be extended beyond the grant period through the use of local, state, and federal funds. This will be accomplished through collaboration of funding among program directors, administrators, and the superintendent. Expanding the assessment protocols will be an ongoing process whereby teachers will further develop their skills to interpret and assimilate data to gain an understanding of individual and subgroup achievement, effectiveness of instructional strategies, and the use of high-quality assessments that accurately measure student achievement. All teachers will be trained on assessment protocols and new hires will receive training and support from mentors or other qualified colleagues. Additionally, we will collaborate with our RESA to provide support and training as needed.

b) Our commitment to sustainability requires a supportive BOE and much collaboration among program directors, administrators, teachers, community supporters, resource providers, and partners in education, as well as our local collaborative, Communities in Schools. Through a focused commitment to the continuation of the initiatives, resources will be coordinated for meeting the annual costs of sustaining the initiatives of the SRCL.

c) Professional learning is utilized as a vehicle for sustainability, professional enhancement, lessons learned and best practices. This is accomplished through redelivery, professional learning communities, grade level/content area meetings, and support from the HGRESA. These types of job-embedded professional learning opportunities are highly effective for developing a learning culture that is viable and also one that fosters professional growth.

d) All teachers will be trained on the assessment protocols and new hires will be proctored through training and support from mentors. Growth in content areas will be assessed by analyzing formative and summative data. Teachers will meet to connect and correlate coursework material in each content area. Video recordings of professional learning redelivery, lessons taught, and student demonstration of skills will be used as exemplars. Information and lessons plans will be scanned and archived for new teachers to use as a reference.

e) Print materials will be replaced as needed through the use of local and state funds. BCES uses money from several fundraisers and local grants to help purchase classroom resources and additional books.

f) Professional learning opportunities will continue beyond the life of the grant to sustain and advance teachers’ skills. Funding will come from state, local, and federal funds such as Title IIA. Our staff participates in job-embedded professional learning and professional learning communities which fosters a culture of learning that is a continuum for enhanced teacher
effectiveness. The BCSD will continue to encourage and support these efforts to ensure a professional growth model that is sustainable.

g) The BCSD will maintain technology, site licenses, and professional learning through the use of state, local, and federal funds as well as E-Rate and other applicable funding. Each school has a Technology Contact that assists teachers with technology maintenance and instructional technology training. Our BCSD technology department, technology teachers, and media specialist serve as supports for maintaining and utilizing instructional technology.

h) A team of teachers has been established to help guide new and current teachers in literacy instruction across the curriculum. Literacy resources such as exemplary lesson plans and videos of best practices will be made available to teachers. We will meet with teachers from feeder schools to discuss vertical alignment of literacy-based instruction. Administrators will observe and monitor the implementation of Common Core curriculum units during eWalks throughout the school year and provide time for team leaders to share professional resources and strategies that serve as a model for effective teaching.
Budget Summary

Bleckley County Elementary School plans to use SRCL grant funding to address essential literacy needs in the following areas for children in grades 3 – 5.

1 Professional Learning Needs: Effective student instruction comes from teachers who have ongoing and effective training to implement all areas of literacy instruction. In order to provide teachers with instructional strategies to implement best practices as they assist students in meeting rigorous academic standards, professional learning will be provided on the following topics:
   - Content area literacy strategies
   - Writing across the curriculum
   - Effective use of assessments
   - Differentiating instruction
   - Using Lexiles to enhance literacy instruction
   - Workshop method for writing instruction
   - Utilizing technology to promote literacy

Expenses will include cost of training/classes, instructional learning materials, travel expenses, substitute pay, and stipends for participants.

2 Curriculum Needs: In an effort to meet the instructional needs of students while implementing the CCGPS and having students write across the curriculum, the following needs have been identified:
   - Content area writing resources
   - Formative writing assessment program which includes scoring and analysis of writing
   - Workshop method for writing instruction
   - Online curriculum tool/assessment program
   - Universal screening tool
   - Online diagnostic tool
   - Variety of literary and informational texts
   - Classroom sets of trade books
   - eBooks

3 Technology Needs: BCES lacks the tools required to integrate information, media, and technology skills. Student access to computers is limited in every classroom. Based on the list of curriculum needs, we will be required to update existing technology, as well as purchase new devices to adequately implement and maintain the programs that will help support our literacy instruction. Funds from the SRCL grant will enable us to purchase the following:
   - Universal Screener
   - Interactive whiteboards (including cost of installation)
   - Student computer workstations for classrooms
   - Tablets/hand-held devices (including cases, keyboards, earphones)
   - Software
   - Apps for tablets and portable data devices
Printing costs
Miscellaneous supplies for computer equipment
Program for data collection/storage
Upgrade network infrastructure to support new devices