

School Profile

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

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School Information

School Information District Name:	Bleckley
School Information School or Center Name:	Bleckley County Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Janet E. DeLoach
Principal Position:	Principal
Principal Phone:	478-934-3600
Principal Email:	jdeloach@bleckley.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Janet E. DeLoach
School contact information Position:	Principal
School contact information Phone:	478-934-3600
School contact information Email:	jdeloach@bleckley.k12.ga.us

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) (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)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

i. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

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

Ianet E DeLoach
Signature of Applicant's Authorized Agency Head (required)

Ianet DeLoach, 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

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

• I Agree

Grant Assurances

Created 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 STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

Page 3

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:

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

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:

LEA Project/Grant	Amount	Audit Results	
Comprehensive Academic Performance Standards 2006-07	\$106,741	No audit findings were cited for FY 2009-2011.	
Governor's Office of Highway Safety Drivers' Ed Grant 2007-09	\$58,937		
Ocmulgee EMC 2008	\$10,200		
Oconee EMC 2008	\$6,700		
Service Learning Grants (BPS) 2011	\$6,000		
Safe & Drug Free Schools & Community National Program 2008-13	\$5,989,501		The FY 2012 audit has not yet been conducted.
Governor's Office, State of GA Children & Families Abstinence Grant 2011-13	\$188,317		
Drug Free Community Support 2002-12	\$24,360		
21 st Century CCLC Primary School 2009-12	\$197,000		
21 st Century Community Learning Center 2009-12	\$665,000		
Title IID, Enhancing Education Through Technology 2009-11	\$15,865		
Title IA Grants – ARRA 2010-11	\$525,802		
ARRA Education State Grant 2010-11	\$1,620,475		
Title IID, Engaging AP Students Through Mobile 2010-11	\$68,403		
Title IA Distinguished School Awards 2010-12	\$11,133		

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.

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Fully Operational

The “Why”

Research-Based Practices:

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

- to communicate effectively with others,
- to think and respond critically in a variety of settings to a myriad of print and nonprint text, and
- to access, use, and produce multiple forms of media, information, and knowledge in all content areas (page 23, The “Why”).

In an increasingly global society, the definition of literacy expands to encompass all means of communication and must be applicable in all settings and across all content areas. Literacy is no longer simply the ability to read or write but also includes the ability to communicate through speaking and listening and to produce and retrieve information through technology-based sources. The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas. The Georgia goal is for the student to become a self-sustaining, lifelong learner and contributor to his or her community. The Georgia Literacy Indicators emphasize the literacy skills that will enable a Georgia graduate to be college and work ready. (page 94, The “Why”).

School Rationale:

Bleckley County Elementary School has an active leadership team which has made decisions and recommendations concerning literacy in the past. However, a separate literacy leadership team needs to be established in order to better assess the school’s needs, establish goals and priorities for literacy, and develop a literacy plan for the school as well as a professional learning plan to meet the school’s identified literacy goals.

The “What”	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Develop master schedule which ensures 100 protected minutes of classroom literacy instruction	Currently in use and ongoing		Administrators	Schedule
Participate in state-sponsored webinars in literacy leadership	Currently in use and ongoing		Administrators	Sign-in Sheets

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Schedule times for the literacy leadership team to meet and plan monthly	October 2012 and ongoing		Administrators	Monthly Calendar, Meeting Agendas
Create a shared literacy vision and mission for the school and community aligned with the state literacy plan	October 2012 and ongoing		Literacy Leadership Team	Meeting Agenda, Meeting Minutes
Research effective walkthrough observation forms to ensure consistency of effective instructional practices	January 2013	GA Literacy Instruction Observation Checklist	Administrators	Observation
Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement	Fall 2013 and ongoing	GA Literacy Instruction Observation Checklist - eWalk	Administrators	eWalk Data

Building Block 1: Engaged Leadership

Goal: B. Organize a Literacy Leadership Team

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices:

The role of leadership in developing literacy in the nation, state, district, school and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level in education. Strengthened leadership at every level is necessary. According to *Reading Next*, leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools. A literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic should be established in order to acquire local expertise (page 156, The “Why”).

One of the belief statements of the Georgia Literacy Task Force is that ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy (page 31, The “Why”).

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School Rationale:

The Bleckley County Elementary School Literacy Leadership Team will be made up of administrators and teachers from all content areas as well as stakeholders and partners in the community, including school council members, parents and community/business leaders and representatives from other schools in our system. The literacy leadership team will analyze results from the Literacy Plan Needs Assessment and various forms of student, school, and teacher data to create a shared literacy vision for the school and community aligned with the state literacy plan.

The “What”	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Identify stakeholders and partners to be a part of the literacy leadership team	October 2012 and ongoing		Administrators	Roster
Identify literacy needs and prioritize to make best use of resources and plan for future implementation	Oct-Nov 2012	Literacy Needs Assessments, Resource Inventory	Literacy Leadership Team	Meeting Agenda, Meeting Minutes, Survey Results
Create a shared literacy vision and mission for the school and community aligned with the state literacy plan	Oct-Nov 2012		Literacy Leadership Team	Meeting Agenda, Meeting Minutes
Schedule times for the literacy leadership team to meet and plan monthly	October 2012 - ongoing		Administrators	Monthly Calendar, Meeting Agendas
Share minutes from literacy leadership team meeting with faculty and staff; post minutes from meeting on school website	November 2012 - ongoing		Administrators, School Webmaster	Meeting Minutes, School Website
Devote a section of monthly school newsletter to literacy highlights; share strategies that can be used by parents at home	Fall 2013 - ongoing		Literacy Leadership Team	School Newsletter

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Visit exemplary schools with similar demographics to gain valuable insights and innovative ideas on integrating literacy and higher order thinking skills as well as differentiation to address student and teacher learning needs	Spring 2013	Substitutes, Travel Expenses	Administrators	Notes from visit
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Building Block 1: Engaged Leadership

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

Needs Assessment Results: Operational

The “Why”
Research-Based Practices:

The need for extended time for literacy has been recognized in numerous sources including *Reading Next*, *Writing to Read*, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. (page 58, The “Why”). *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006, p. 20).

Aligning all the educational resources, including personnel, materials, time, and curricula has been proven through research and practice to reap significant improvement in student achievement. Alignment can mean aligning the curriculum with standards and assessments. It may also include improving the alignment of the efforts of all the personnel working within a school, district, or state (page 91, The “Why”).

School Rationale:

Schedules at Bleckley County Elementary School include at least a 100 minute protected block of literacy instruction in grades three, four, and five. In addition, a 35-40 minute period has been set aside for reading intervention called FLAG (Flexible Learning Assessment Groups). Teachers use formative and summative assessment data to identify students who need remediation as well as enrichment.

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

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planning period to coordinate instruction, examine student work, determine flexible learning groups, and conference with parents. In the future, these teams will meet to discuss current literacy skills/standards that are being taught in order to coordinate literacy instruction in the different content areas and maximize the use of time.

Teachers meet monthly with same-subject teachers from grades three, four, and five. This time allows for vertical alignment in each subject and provides valuable support for teachers. In the future, these groups will receive literacy-focused professional learning and share strategies and ideas for incorporating disciplinary literacy into their content area.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Provide a block of literacy instruction consisting of at least 100 protected minutes	Currently in use and ongoing		Administrators	Schedule
Establish 35-40 minute daily literacy intervention (FLAG – Flexible Learning Assessment Groups)	Currently in use and ongoing		Administrators	Schedule
Integrate strategic literacy instruction into all curriculum areas following content teachers’ training in disciplinary literacy instruction	Spring 2013	Professional Learning on Content Area Literacy Strategies, Cost of class, Substitutes, Stipends	Administrators, Content Area Teachers	Roster
Eliminate unnecessary interruptions to classrooms	Currently in use and ongoing		Administrators, Office Personnel	Faculty/staff Handbook
Collaborate monthly with same-subject teachers to plan and share strategies	Currently in use and ongoing		Administrators Teachers	Meeting Agenda, Meeting Minutes
Train teachers to conduct peer observations to observe research-based strategies being implemented in classrooms	Fall 2013		Teachers	Observation notes
Meet with teachers from feeder schools (primary school and middle school) to coordinate literacy instruction,	Spring 2013		Administrators	Meeting Agenda,

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interpret students' previous data, and establish grade-level academic expectations				Meeting Minutes
Utilize technology to efficiently collect and analyze data from assessments and evaluations	Spring 2013 and ongoing	Computers, Hand-held devices, Tablets	Literacy Leadership Team	Data results

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Emergent

**The “Why”
Research-Based Practices:**

In today’s world, literacy extends well beyond the basics of reading (phonics and decoding skills). Not only does literacy include a person’s ability to be a lifelong learner and contributor to society, but also the ability to retrieve and understand new information. A student must be able to communicate information by producing quality writing or other delivery modes (e.g., speeches, visual presentations, debates).

Georgia’s mission is to develop students’ literacy skills, especially reading comprehension and writing productivity in multiple contexts (page 30, The “Why”).

As outlined in the belief statements of the Georgia Literary Task Force, a learner’s literacy ability is the root of ALL academic performance, and a direct relationship exists among the language capacities of reading, writing, listening, and speaking. Literacy skills are embedded and emphasized in each content area in all grade levels. ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively (page 31, The “Why”).

The Lexile Framework® for Reading connects students with reading materials using 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 educators, parents, and students to find books and other materials that meet and challenge a reader’s unique ability and interests or school assignments. By reading a variety of texts, the student is exposed to different kinds of thinking and language which can then be incorporated into his or her own writing. The reading and writing connection becomes apparent and strengthens the student’s opportunities to grow as a

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learner. Georgia has implemented a three-phase plan to educate both parents and educators in the use of Lexiles to guide instruction. The components of the plan are understanding, application, and continuity (page 152, The “Why”).

School Rationale:

All grade levels and all content areas must work together to redesign instructional practices so that we can better prepare the students in our school and also address the new rigor of the Common Core curriculum. A shift in perception is critical so that we realize it is not just the English/Language Arts teachers’ responsibility to develop the literacy skills of students. Since students are required to read more complex text in content areas, teachers need to be trained in the use of the Lexile Framework to match students to appropriate content text. Integrating strategic literacy instruction in each content area and all grade levels will not only ensure that students are given the foundations for literacy success, but will help meet new, rigorous content area standards.

The “What”	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Participate in targeted, sustained professional learning on literacy strategies within the content area	Spring 2013	Professional Learning on Content Area Literacy Strategies, Cost of class, Substitutes, Stipends	Administrators	Professional Learning class rosters
Evaluate current literacy practices in classrooms using an observation or walkthrough tool to determine strengths in instruction and to identify needs for improvement	Spring 2013 and ongoing	GA Literacy Instruction Observation Checklist - eWalk	Administrators	eWalk Data
Train teachers, parents and stakeholders in the use of Lexiles	Fall 2013	Lexile Data and materials	Administrators, Teachers and Staff	Training Session sign-in sheet
Develop a literacy web page on school website which provides parents and teachers with resources, links, and training videos that strengthen literacy and help address the instructional shift of the Common Core curriculum.	Summer 2015	Online Literacy Training Videos	Literacy Leadership Team, School Webmaster	Webpage
Provide guidance and support to parents by sharing	Fall 2014	School Newsletter	Administrators,	Newsletter

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information and strategies for improving literacy in the school newsletter		Teachers	
Expand parent resource center in the media center	Summer 2015	Computers, Books	Media Specialist
Utilize class blogs for student/teacher communication on literacy-related activities and assignments	Fall 2015	Blogging website, computers, tablets	Administrators, Teachers
			Resource Center inventory Website

Building Block 1: Engaged Leadership

Goal: E. Optimize literacy instruction across all content areas

Needs Assessment Results: Emergent

The “Why”
Research-Based Practices:

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (page 141, The “Why”).

Reading Next identifies fifteen research-based program elements which improve literacy achievement. They recommend implementing a technology component which uses technology as a tool for and a topic of literacy instruction (pages 66-67, The “Why”). To keep up with the higher levels of literacy expectations in a global society, students must have a repertoire of strategies that will enable them to access, use, and retain information from different sources. To prepare all students for increased academic achievement in a technological society, there is a need for 21st century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity (page 51, The “Why”).

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Other research-based elements suggested by *Reading Next* include text-based collaborative learning, which involves students interacting with one another around a variety of texts and diverse texts, which are texts at a variety of difficulty levels and on a variety of topics. (pages 66-67, The “Why”). Intensive writing is also recommended, including instruction connected to the kinds of writing tasks students will have in high school and beyond, (pages 66-67, The “Why”). Literacy is the gate-keeper for the ability to become a lifelong learner and contributor to society. Today’s global citizens must be able to retrieve and understand information and then to disperse this learning through writing and a growing array of other delivery modes (e.g., speech, visual presentations, video). Georgia’s mission is to enhance students’ productivity by enhancing their skills in reading strategically, writing for a variety of audiences, speaking, viewing, and listening. (pages 118, The “Why”).

School Rationale:

Content area teachers need training so that they can provide rigorous literacy instruction. All teachers need to be encouraged to integrate literacy in all subjects, utilizing research-based strategies and appropriate resources to support student learning of the CCGPS.

Technology is a key component of 21st century literacy instruction. New technologies impact the way we think, learn, and interact. In our school, student access to technology is restricted due to lack of resources in classrooms and limited technology knowledge/experience of teachers. After participating in professional learning, teachers will be better equipped to help students acquire a repertoire of strategies and skills which will enable them to access, use, and retain information from different sources. Students would learn to understand technology vocabulary. They would be assisted and monitored as they evaluate websites, set up email accounts, learn how to blog, and create Podcasts, PowerPoint presentations, and wikis. This initiative would ensure that our school meets the National Education Technology Standards (NETS), the Georgia Technology Literacy Assessment standards, and the Common Core Georgia Performance Standards.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Participate in targeted, sustained professional learning on literacy strategies within the content area	Spring 2013 and ongoing	Professional Learning on Content Area Literacy Strategies, Cost of class, Substitutes, Stipends	Administrators	Professional Learning class rosters
Train teachers in the use of Lexiles to ensure that text complexity is appropriate to grade levels and adjusted to needs of individual students	Spring 2013 and ongoing	Instructional materials	Literacy Leadership Team	Sign-in sheets
Provide professional learning for using technology	Fall 2013	Cost of professional	Administrators	Sign-in sheets

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successfully to promote literacy	and ongoing	learning	BOE Technology Department	Classroom Inventory, Lesson Plans
Purchase informational and trade books to equip classrooms with student libraries that offer a variety and choice in reading materials and are within an appropriate range of reading and text complexity	Fall 2013 and ongoing	Informational Texts, Classroom sets of trade books, eBooks, Interactive White Boards	Reading and ELA teachers	

Building Block 1 : Engaged Leadership

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

Needs Assessment Results: Emergent

**The “Why”
Research-Based Practices:**

Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students’ skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. Georgia’s Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members (page 26, The “Why”).

School Rationale:

There have been many community learning supports that partner with our school. The Communities in Schools/Family Connection Collaborative, in partnership with the Bleckley County School System provides much of this support. This agency was awarded a Safe Schools/Healthy Students (SSHS) grant in 2008. This grant provided 2 full-time Mental Health Therapists, 2 full-time Family Case Managers, a Prevention and Wellness Specialist and a Parents-As-Teachers Coordinator to serve our system. FAST (Families and Schools Together), a parent engagement program, is also funded by the SSHS grant. It is an intensive, comprehensive parent engagement program lasting 8 weeks. The SSHS was also responsible for a mentoring program for BCEs students, which is currently inactive due to the termination of the grant. This program coordinated the pairing of at-risk students with a mentor from the community. It is our hope to re-establish this mentoring program in cooperation with the Communities in Schools/Family Connection Collaborative.

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Communities in Schools/Family Connection also joins together with the Bleckley County School System to offer the 21st Century Community Learning Center After-School Program which provides intensive remediation and reinforcement to students considered at-risk. Literacy-focused opportunities are also provided for struggling students during summer camp. This program will be further enhanced as a result of After-School Program staff members being trained in literacy strategies.

The Bleckley County High School Teacher Cadet program was established to allow participating high school students an opportunity to work with small groups of students under the supervision of a teacher. These high school students come to BCES for an hour daily and receive academic credit hours. We plan to provide strategic literacy skills training so that these cadets will be better prepared to work with struggling students.

Pre-service teachers from local colleges are assigned to classrooms as they complete requirements for their field-based experience. These student teachers help with small group literacy instruction and collaborate with the teachers as they develop and implement research-based instructional units.

The “What”	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Investigate ways to reinstate a mentoring program to include a system of community volunteers who will be partnered with struggling readers to provide motivation and support	Fall 2015 and ongoing	Sets of books per grade level	Administrators	List of volunteer/ student partners, volunteer sign-in sheets
Train all volunteers who work with students (BCHS teacher cadets, 21st Century After-School Program volunteers, retired teachers) in effective strategies to enhance literacy learning	Fall 2015 and ongoing	Instructional materials, Consultant cost	Administrators	Workshop sign-in sheets
Celebrate literacy successes in school newspaper, on school and district websites, on school morning news program and in community newspaper	Current and ongoing		Teachers	Newspapers, website archives, news scripts, community newspapers
Partner with local colleges to collaborate research-based strategies and host field-based students	Current and ongoing		Administrators, teachers	Sign-in sheet

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Participate in a Community Literacy Advisory Board who will assist in planning for ways to help support literacy and celebrate academic success	Summer 2015	Literacy Leadership Teams	Roster
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Building Block 2: Continuity of Instruction

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

Needs Assessment Results: Emergent

**The “Why”
Research-Based Practices:**

Reading Next (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement (page 67-68, The “Why”). Several of these elements substantiate using collaborative teams to ensure a consistent literacy focus across the curriculum:

- Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
- Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.
- A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community (page 67-68, The “Why”).

School Rationale:

Each grade level is divided into two cross-disciplinary 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 to coordinate instruction, examine student work, determine flexible learning groups, and conference with parents. In the future, these teams will meet to discuss current literacy skills/standards that are being taught in order to facilitate reinforcement in the different content areas. A grade-specific literacy plan will be developed to guide instruction in all curriculum areas so that all teachers are sharing the responsibility of teaching key areas of literacy and writing instruction.

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The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Determine specific, measurable literacy goals for each grade based on the school literacy plan and student needs as identified by formative and summative assessments	Fall 2013 and ongoing		Literacy Leadership Team	List of goals
Create grade-specific literacy pacing guides to ensure that strategic literacy instruction is integrated into all curriculum areas	Summer 2013	Instructional materials, Stipends	Cross-disciplinary teams	Grade-specific literacy guides
Develop curriculum maps to orchestrate attainment of literacy goals in all curriculum areas	Summer 2013	Instructional materials, Stipends	Cross-disciplinary teams	Grade-specific curriculum maps
Provide opportunities for teachers in all content areas to share effective literacy strategies and classroom activities during faculty meetings	Fall 2014 and ongoing		Administrators	Faculty meeting agenda
Share exemplary literacy activities with parents and community through blogging and school website articles	Fall 2015 and ongoing	Blogging website, Literacy webpage	Teachers	Webpage Archives

Building Block 2: Continuity of Instruction

Goal: B. Support teachers in providing literacy instruction across the curriculum
Needs Assessment Results: Emergent

The “Why”

Research-Based Practices:

The focus of the 2009 Literacy Task Force on the need for content area literacy has been affirmed by Georgia’s adoption of the Common Core Georgia Performance Standards (CCGPS). Because the current Georgia Performance Standards (GPS) included standards that address the need for reading across the curriculum, this is a focus that is not new to Georgia. However, with the adoption of the CCGPS that focus is given even greater specificity. In grades K-5, there are separate standards for reading literature and for reading informational texts. The standards for grades 6-12 are divided into those for English Language Arts (ELA) and a separate section containing standards for reading in history/social studies, science, and technical subjects. The following statement is found in the introduction of the CCGPS:

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school....Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research

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establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. (p. 27, the “Why”).

School Rationale:

Integrating literacy strategies and skill development is necessary for achievement in all content areas. After receiving professional learning on research-based strategies for instruction, teachers on grade-level cross-disciplinary teams will collaborate to discuss ways to improve literacy instruction and integrate writing across subject areas.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Monitor use of instructional strategies to improve literacy through formal and informal observations	Fall 2013 and ongoing	GA Literacy Instruction Observation Checklist - eWalk, Annual Evaluation	Administrators	Results of observations and evaluations, eWalk data
Devote a segment of each faculty meeting to sharing a strategy from the “Why” document to inform teachers of best practices identified by the Georgia Literacy Task Force	Spring 2013 and ongoing	“The Why” document	Administrators	Faculty meeting agenda
Create Literacy Focus webpage on school website so that teachers can share ideas and effective literacy strategies and activities	Summer 2015 and ongoing		School webmaster	Webpage
Create Literacy folder on school network drive to provide a central location for teachers to save resources	Spring 2014 and ongoing		Technology Contact person	Network folder
Infuse all types of literacy into each content area (print, nonprint, online, blogs, wikis, social media)	Spring 2014 and ongoing	Tablets, computers, print and nonprint resources	Administrators Teachers	
Expand opportunities for students to write across content areas and feature student writing on school displays, on district and school websites, and in community and school newsletter	Fall 2015 and ongoing		Teachers	Website archives, Newsletters
Use peer observations to observe research-based strategies being implemented in classrooms	Spring 2013		Teachers	Observation notes

Building Block 2: Continuity of Instruction

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

Needs Assessment Results: Operational

The “Why”

Research-Based Practices:

One of the most salient issues raised in *Reading Next* is that of motivation. Though it is listed as one of nine recommendations for improving instruction for adolescents, the Georgia Literacy Team has taken the stance that this is an area that requires unique focus. Two recommendations are contained in that document. The first is to provide students with a certain amount of autonomy in their reading and writing. To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read. A second is to take deliberate steps to promote relevancy in what students read and learn. To facilitate relevance, another suggestion made in *Reading Next* was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school (page 51, The “Why”).

Youth Services at Georgia Public Library Service (GPLS) provides myriad services to improve the quality of childrens’ and families’ lives. The benefits of youth services are numerous. From providing quality, literature based programs for children and families to assisting teens with their informational needs, Georgia’s public libraries strive to develop lifelong readers and learners. Through the services offered across the state, a community of support and advocacy is created for library personnel working with children, families, and teens (page 159, The “Why”).

School Rationale:

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 Bleckley County Communities in Schools, this after-school program which has been in existence for 7 years, serves students at BCES Monday through Thursday for three hours after school, provides intensive remediation and reinforcement to students considered at-risk and gives opportunities for students to get assistance with homework. We can evaluate the effectiveness of the after-school program through the use of progress monitoring assessments. We plan to continue to utilize the mentors provided by Safe Schools/Healthy Students (SSHS) and extend the number of mentors and tutors by identifying and contacting learning supports in the community such as the retired teacher organization.

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Teachers currently involve students in activities that allow for communication between students and the community, such as sending student-written thank you letters and cards to volunteers and military personnel. We can encourage literacy-based activities such as advertising contests in which students create advertisements for local businesses which will be featured in the local newspaper. These types of projects will make learning relevant as students practice writing in real-life situations.

We will work cooperatively with the Public Library to involve parents in literacy activities. Students are encouraged in the spring to participate in the summer reading program. We will also set up a display of literacy information at the local Public Library to provide information to parents who are interested.

The "What"	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Actions, Strategies, and Interventions Establish a means of communication between school and stakeholders through the use of technology (blogs, Twitter, electronic newsletters, and school website) to highlight literacy activities and achievement	Fall 2015 and ongoing	Blogging website, Twitter	School Technology Contact Media Specialist	Blog archives, Newsletters
Enlist the help of local businesses in promoting positive literacy messages in the community (student-created messages on shopping bags, flyers, posters)	Fall 2014 and ongoing		Literacy Leadership Team	Copy of messages
Participate in a Community Literacy Advisory Board who will assist in planning for ways to help support literacy and celebrate academic success	Summer 2015		Literacy Leadership Team	Roster
Host "Literacy Learning" nights, providing activities that engage parents and students in literacy-focused activities	Fall 2014 and ongoing	Print/non-print texts, apps, tablets, computers	Literacy Leadership Team,	Informational Flyer, Agendas
Work closely with Communities in Schools to coordinate services for students who are at-risk for failure according to formative and summative test data	Currently in use and ongoing		Administrators Teachers 21 st Century staff	Data
Communicate with feeder schools (primary school and middle school) to ensure continuity of services/programs	Spring 2013 and ongoing		Administrators	Notes from meeting

Building Block 3: Ongoing formative and summative assessments

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

Needs Assessment Results: Fully Operational

The “Why”

Research-Based Practices:

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment (page 95, The “Why”).

School Rationale:

Teachers have access to students’ CRCT results and Lexile scores on the state’s Longitudinal Data System (LDS). In an effort to provide teachers with a cumulative report of the results from other assessments, data collected in grades 3, 4, and 5 is compiled on a Student Profile sheet. This profile sheet shows an individual student’s scores on all summative assessments given throughout the year, and is kept in a student’s permanent record file so that the information is accessible to all teachers. A copy of the sheet is sent to parents at the end of each school year so that they see updated assessment results. Teachers also organize data on Class Tracking Sheets which show assessment results for classes to determine students’ strengths and weaknesses.

Common Assessments are administered three times a year in each subject area. These tests are used to assess student progress and identify the need for intervention and enrichment. There is a need for an online curriculum tool which would allow our teachers to customize a student’s individual instruction throughout the year. A great challenge in preparing students for success is the huge task of assessing, scoring, and organizing data so that instruction can be differentiated for each student. Added to this challenge is the fact that new assessments will be different from the current state assessments. After being identified for an intervention, students would use an online diagnostic program consisting of assessments and instructional materials which would diagnose, prescribe, and differentiate instruction to bridge the gap for each specific student.

There is a need for more frequent analysis of student writing that identifies strengths and weaknesses to inform the most effective instruction and guarantee differentiation according to needs. An online writing assessment program would provide individual student data reports

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linked directly to an online bank of targeted lesson plans designed to meet specific needs of individual students, small groups, or whole classes. Teachers in all content areas would be able to access data and lessons to provide immediate intervention or support.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s)Responsible	Evidence/ Artifacts
Develop a formative and summative assessment calendar based on local and state guidelines including a specific timeline for administration and persons responsible	Currently in use and ongoing		Administrators	Calendar
Develop Common Assessments to administer three times a year in each content area to assess student progress and identify needs for intervention and enrichment	Currently in use and ongoing		Teachers	Common assessment results
Select an online assessment program which will be used to create formative assessments that will be administered to gauge student preparedness and provide practice in answering rigorous test questions	Spring 2014 and ongoing	Online assessment program, Computers	Teachers	Copy of assessments
Select a universal screening tool to use in assessing the literacy needs of each student	Spring 2013	Universal screening tool, tablets	Literacy Leadership Team	Assessment data
Select an online diagnostic tool for literacy which will be used as an intervention to diagnose, prescribe, and differentiate instruction	Spring 2014	Online diagnostic tool	Literacy Leadership Team	Assessment data
Select a formative writing assessment program to provide detailed analysis of student writing and prescriptive follow-up lessons	Spring 2014	Formative Writing Assessment Program	Literacy Leadership Team	Assessment data
Organize assessment results (CRCT, ITBS, STAR Tests, Universal Screenings, Online Assessment System (OAS), Common Assessments, Writing Assessments) for each student on a Student Profile sheet and a Class Tracking sheet	Currently in place and ongoing		Teachers	Profile sheets
Pursue attainment of a data collection program that will digitally store and disseminate assessment results by student or class	Spring 2014	Data collection program/data base	BOE Technology Department	Student results documents

Building Block 3: Ongoing formative and summative assessments

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

Needs Assessment Results: Fully Operational

The “Why”

Research-Based Practices:

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

- Beginning of the year: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.
- Throughout the year: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments.
- End of the year: The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, the GHSQT, and the EOCT assess the Georgia Performance Standards of certain content areas. (page 97, The “Why”).

A universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A universal screening will not identify why students are underperforming; that is, it will not identify specific skill weaknesses. Rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. (page 99, The “Why”).

The one consistent and urgent theme coming from all three 2011 Literacy Committees is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages. Citing J.R. Jenkins (2003), the following are identified as three criteria that should be found in screening approaches:

- Accurately identifies students at risk or not at risk for reading failure
- Must not be expensive, time-consuming or cumbersome to implement
- Must result in equitable, timely and effective intervention, thus having good outcomes for all students

One less frequently mentioned reason for the use of universal screeners is that they may allow administrators to detect patterns of achievement during the school year to provide additional support to particular teachers or classrooms (pages 99-100, The “Why”).

School Rationale:

Assessment dates (for ITBS, CRCT, Writing Assessment, and Common Assessments) are included on our school calendar. These dates as well as dates for screenings will be listed on an assessment calendar.

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Instead of waiting until a child is failing, we will use universal screeners to assess all students three times per year to identify those who are at risk for reading difficulties. A web-based assessment program will help drive effective use of data by monitoring progress and providing results instantly, allowing for more timely interventions. Students would use an online diagnostic program during intervention that will diagnose, prescribe, and differentiate instruction.

The “What”	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Develop a formative and summative assessment calendar based on local and state guidelines including a specific timeline for administration and persons responsible	Currently in use and ongoing		Administrators	Calendar
Utilize data from web-based formative assessments and common assessments as a diagnostic tool to monitor student progress, identifying students who need intervention and high achieving students who will receive enrichment instruction	Fall 2014	Online assessment program, computers	Administrators Teachers	Data, assessment Results
Use online diagnostic tool for literacy to monitor progress of interventions by diagnosing, prescribing, and differentiating instruction	Fall 2014	Online diagnostic tool	Literacy Leadership Team	Assessment data
Create assessments using an online assessment program which will be administered to gauge student preparedness and provide practice in answering rigorous test questions	Fall 2014 and ongoing	Online assessment program, computers	Teachers	Copy of assessments
Use a formative writing assessment program to provide detailed analysis of student writing and prescriptive follow-up lessons	Fall 2014	Formative Writing Assessment Program	Literacy Leadership Team	Assessment data, Copies of formative writing pieces
Use results from formative writing assessments which determine strengths and weaknesses to differentiate instruction	Fall 2014	Formative Writing Assessment Program	Teachers	Copies of formative writing pieces
Administer at least two school-wide mock writing assessments per year; submit pieces of writing to be scored by an outside agent	Fall 2014 and ongoing	Cost of scoring and analysis of data for each student	Teachers	Writing results

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Provide ongoing professional learning for all content teachers in the area of formative writing assessments and in the use of online writing assessment program	Spring 2015 and ongoing	Professional learning materials, workshop cost	Administrators	Professional Learning class roster
Use a universal screening tool in assessing the literacy needs of each student	Fall 2014	Universal screening tool, tablets	Literacy Leadership Team	Assessment data
Train retired educators in the use of a universal screening tool assessment on tablet computers to assist teachers in assessing students three times a year	Summer 2014 and ongoing	Universal Screening tool assessment, tablet computers	Administrators	Student data, volunteer sign-in sheets

Building Block 3: Ongoing formative and summative assessments

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

Needs Assessment Results: Operational

The “Why”

Research-Based Practices:

The key to a comprehensive assessment plan is conducive to the timing. The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction (page 94-94, The “Why”).

School Rationale:

It is a challenge to make timely adjustments to facilitate student success. Flexible grouping is crucial to the success of our FLAG remediation/enrichment period. Groups are changed regularly based on formative and summative data. Teachers are required to evaluate students then organize all of the data by hand which is very time consuming. Additionally, some skills deficiencies may not be identified until later in the year if they are not assessed on a regular basis. Diagnostic tests taken online would establish a correlation between the student's knowledge/skills base and help identify learning gaps so that educators could pinpoint and remediate Common Core skills with prescribed instruction to bridge the gaps and ensure content mastery.

The Literacy Task Force recommends that we provide students with work that allows them to experience success. An online assessment program would assist students who are challenged within the constraints of the traditional classroom. Because the curriculum is customizable and interactive, it would meet the criteria of any individualized learning plan and provide interventions which further develop technological and critical thinking skills necessary for 21st century achievement.

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The “What”	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Actions, Strategies, and Interventions Establish a protocol for steps that will be taken when students are identified by screenings to ensure that they will receive further diagnostic assessment	Currently in use and ongoing		Literacy Leadership Team	Copy of protocol
Utilize data from web-based formative assessments to monitor student progress, identifying students who need intervention and high achieving students who will receive enrichment instruction	Fall 2014	Online assessment program, computers	Administrators	Data assessment results
Use online diagnostic tool for literacy to monitor progress of interventions by diagnosing, prescribing, and differentiating instruction	Fall 2014	Online diagnostic tool	Literacy Leadership Team	Assessment data
Recognize students’ progress toward reaching literacy goals and celebrate improvements	Currently in use and ongoing		Administrators	Website archives, copy of newspaper articles

Building Block 3: Ongoing formative and summative assessments

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

Needs Assessment Results: Operational

The “Why”

Research-Based Practices:

One of the fifteen research-based program elements identified by *Reading Next* that improve literacy achievement is the use of ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes (page 67-68, The “Why”).

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The educator should consider students' ability to access the content area text using on-going measures, formal and informal, formative and summative in nature. Of the summative assessments, the state-mandated measures include the following: Georgia Kindergarten Inventory of Developing Skills, Criterion Referenced Competency Tests, Iowa Tests of Basic Skills, End-of-Course Tests, Georgia High School Writing Test, and Georgia High School Graduation Tests, and other district-specific measures. These offer a cumulative body of evidence to support students' current reading skills status. Teachers should actively seek critical data and continually review and update students' profiles to adapt their instruction to meet individual needs. These summative, high-profile assessments need to be complemented by a coordinated system of assessments that are ongoing and of smaller scale to direct instructional decision making (page 99, The "Why").

School Rationale:

There is a great need for an online curriculum which allows teachers to customize a student's individual instruction, prescribing lessons to support mastery of CCGPS standards. As mentioned in the Section C, an online assessment program would serve as an invaluable tool because teachers could direct, manage, and evaluate learning, providing the structure and feedback to effectively diagnose student readiness. Teachers could use this program to develop Common Assessments based on CCGPS standards, administer the tests via computer, and then utilize the results to set individual goals for students. This data could be easily disaggregated to monitor the progress of subgroups as well as provide a way to evaluate the effectiveness of the instruction in meeting the goals for the student.

The "What"	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Review and analyze summative assessment results in team meetings at the beginning of the school year and at the end of each grading period to evaluate the effectiveness of programs and determine ways to improve instruction	Currently in use and ongoing		Teachers	Data, assessment results
Use online assessment program to make adjustments to students' individualized remediation plan based on CRCT and ITBS results so that students will practice component skills not yet mastered	Fall 2014	Online assessment program, computers	Teachers	Data, assessment results
Use formal and informal summative assessment data to monitor progress of subgroups	Currently in use and ongoing		Teachers	Data, assessment results by subgroup

Building Block 3: Ongoing formative and summative assessments

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

Needs Assessment Results: Operational

**The “Why”
Research-Based Practices:**

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school’s plan (page 105, The “Why”).

The Georgia Literacy Task Force, 2010-11, recommends on-going purposeful, differentiated professional learning for teachers by providing professional learning in the area of assessment:

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

The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants include the principal, grade level/content area representatives, counselors, and school psychologist (page 96, The “Why”).

School Rationale:

A universal screening tool is needed to assess each student. Using tablet computers to administer the screening assessment will lead to students being monitored more frequently (at least three times a year). Reports and graphs provided through this tool will simplify progress monitoring. Teachers will need to be trained to analyze screening data as well as formative and summative assessment data to identify student instructional needs and determine the need for intervention.

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A data team comprised of teachers, administrators, parents, and business/community leaders will serve as the driving force for instructional decision making in the school. This team will meet regularly to establish protocol for making decisions to identify the instructional needs of students, and set expectations for staff as they review, analyze, and disseminate assessment results. The data team as well as all other teachers will use a data collection program to digitally store and disseminate assessment results by student or class.

The “What”	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Provide professional learning in how to administer assessments, organizing and interpreting data, and using assessment results to plan instruction	Spring 2013 and ongoing	HGRESA Consultant, Cost of Workshop and/or Training	Administrators	Registration
Identify participants for data team who will meet regularly to establish protocol for making decisions to identify instructional needs of students and set expectations for using assessment results	Spring 2013		Administrators	Meeting Logs
Utilize data collection program that will digitally store and disseminate assessment results by student or class	Fall 2014	Data collection program/data base	BOE Technology Department	Student results documents

Building Block 4: Best Practices in Literacy Instruction

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

Needs Assessment Results: Operational

The “Why”

Research-Based Practices:

Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. Students acquire literacy skills by accessing information through a variety of texts with specific organizational patterns and features. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers (page 26-27, The “Why”).

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Content area educators construct and differentiate lessons based on the role of Lexiles in the selection of materials for their students' literacy needs. In order to accomplish this goal, a connection needs to be made between the Lexile Framework and existing programs/initiatives to underscore relevance and universality of Lexile use (Reading First, Accelerated Reader, Secondary content framework, etc...) (page 153, The "Why?").

School Rationale:

The daily literacy block at BCES includes whole group instruction in word identification, vocabulary and comprehension as well as small groups for differentiation. Because literacy instruction is a shared responsibility in the school, a determined amount of time will be set aside for disciplinary literacy instruction in the content areas. Created units that focus on CCGPS standards will be used in classrooms. Within each unit, reading strategies and skills will be taught using novels, trade books and complex informational text to promote rigor in each content area.

Content area teachers will use research-based instructional strategies for teaching reading and writing skills. Instruction will include nonfiction texts at appropriate Lexiles. During this time, content area teachers will weave disciplinary literacy instruction into their lessons by incorporating books and passages covering current topics, activating schema before, during, and after reading, discussing the meanings of academic vocabulary, interacting with graphic organizers, and demonstrating knowledge by making connections that are text-to-self, text-to-text, and text-to-world. Teachers will identify the text structures most common to a particular content area and use them during instruction. All teachers will increase student interaction with non-print and multimodal texts, including the MOSAIC (Mastering Our Standards by Actively Integrating Creativity) class. Renaissance Place will continue to be used to monitor student reading levels. Since Renaissance Place uses the ATOS Framework to level texts, we will use both the Lexile and ATOS Frameworks interchangeably when ensuring appropriate text complexity.

The "What"	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Survey all teachers to determine knowledge about and current use of research-based writing strategies	October 2012	Survey	Literacy Leadership Team	Survey Results

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<p>Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement</p>	<p>Fall 2013 and ongoing</p>	<p>GA Literacy Instruction Observation Checklist - eWalk</p>	<p>Administrators</p>	<p>eWalk Data</p>
<p>Participate in targeted, sustained professional learning on literacy strategies within the content area</p> <ul style="list-style-type: none"> ● using data to inform instructional decisions ● differentiating instruction ● using Lexiles in all content areas to support and enhance literacy instruction ● selecting appropriate text and strategy for instruction ● informing students about specific strategies, explaining why a strategy was chosen, and modeling how the strategy is used ● providing guidance and independent practice with feedback 	<p>Spring 2013 and ongoing</p>	<p>Professional Learning, Cost of class, Substitutes, Stipends</p>	<p>Administrators</p>	<p>Professional Learning class rosters</p>
<p>Provide continuous training to new staff in the integration of literacy in all content areas</p> <p>Purchase informational and trade books to equip classrooms with student libraries that offer a variety and choice in reading materials and are within an appropriate range of reading and text complexity</p>	<p>Ongoing as needed</p> <p>Spring 2013 and ongoing</p>	<p>Informational Texts, Classroom sets of trade books, eBooks, Interactive White</p>	<p>Administrators</p> <p>Reading and ELA teachers</p>	<p>Sign-in sheets</p> <p>Classroom Inventory, Lesson Plans</p>

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Use the Lexile/ATOS Framework to guide educators in the choosing of appropriate text to use in their content areas.	Spring 2014 and ongoing	Boards	Literacy Leadership Team, Teachers
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Building Block 4: Best Practices in Literacy Instruction

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

Needs Assessment Results: Emergent

**The “Why”
Research-Based Practices:**

With the fast pace of today’s electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today’s highly competitive, technology-driven global economy (page 27, The “Why”).

A student must be able to communicate information by producing quality writing or other delivery modes (e.g., speeches, visual presentations, debates). Georgia’s mission is to develop students’ literacy skills, especially reading comprehension and writing productivity in multiple contexts. To better prepare Georgia’s students, the Department of Education has outlined various steps that state, district, and school leaders can take to redesign more effective literacy instructional practices for all grade levels and for all content areas (page 30, The “Why”).

Because students enter the classroom with such diverse needs, one single approach is no longer effective (NCTE, 2008, p. 1). According to NCTE, “Instructional practices, writing genres, and assessments should be *holistic, authentic, and varied*.” (NCTE, 2008, p. 2). The following are effective instructional and assessment strategies for writing:

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

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- 5 Use formative assessment strategies that provide students with feedback while developing drafts.
- 6 Employ multiple assessment measures, including portfolios, to assess students' development as writers (page 44, The "Why").

School Rationale:

There is a critical need to organize the results of formative writing assessments and student writing samples. The State Writing Assessment is returned at the end of the school year, making it difficult to determine specific instructional adjustments that need to be made. An online writing assessment program would provide immediate access to this information, thus enabling teachers to identify strengths and weaknesses of individuals and groups of students and plan instruction that targets specific needs. Teachers would have access to a score report and detailed analysis of each student's writing performance on formative mock writing assessments. In addition, teachers would have online access to a data bank of student scores for the current school year, as well as their writing scores and archived writing samples from previous grades. Students' individual score reports would highlight areas of need and provide links to online lesson plans that address each CCGPS writing skill. Their online writing portfolios would be used to determine students' annual progress and to help plan for any necessary interventions. Since all content areas have writing components in their expectations, data from the online writing assessment program could be utilized by content area teachers to help strengthen writing skills. The 3rd and 5th grade State Writing Assessment results will be analyzed to determine overall program effectiveness and any areas of weakness and well as to monitor each student's individual writing progress and to plan for future instruction.

Because research clearly indicates that evidence-based writing skills are essential for being hired and sustaining a job, teachers will incorporate extensive writing practice into their daily plans. Writing instruction will occur across all content areas. All students will be expected to write in each classroom and will be given daily opportunities for writing. Writing instruction, based on the CCGPS writing standards, will correlate with and extend the content area topics of study. Students will be given opportunities to practice a variety of "real world" writing tasks across all content areas. Writing instruction will directly address weaknesses as determined by data analysis. To improve student engagement, teachers will provide ample amount of autonomy in reading and writing instruction.

Writing instruction was identified as a major area of weakness on the Georgia Literacy Plan Needs Assessment. More than half of the teachers in our school report that writing instruction is not a regular part of their curriculum. The assessment also reveals that 43.5% of the teachers in content areas are providing writing opportunities only one time a year. CCGPS standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Additionally, the number of BCES students who have met or exceeded standards on the state writing test has declined over the past three years. The number of reluctant writers has increased even among the gifted and talented student population. This is a major concern since future standards and assessments will require students to have a higher level of writing performance. Based on faculty perception and student performance, it is clear that writing is a targeted area for improvement. Although writing standards are found at each grade level,

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accountability falls on 5th graders as they take the Georgia Writing Assessment. Writing must be a focus at all grade levels 3-5 in order for students to become effective writers.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Design a vertically and horizontally articulated writing plan consistent with CCGPS including protocols for writing instruction across all subject areas which includes explicit instruction, guided practice, and independent practice	Spring 2014 and ongoing		Literacy Leadership Team	Scope and Sequence, Curriculum units
Determine and acquire the programs and materials needed to implement the writing plan at each level.	Spring 2014	Workshop method of writing instruction curriculum materials, Informational Texts, Classroom sets of trade books	Administrator, Literacy Leadership Team	Minutes of meeting
Train Language Arts and Reading teachers to use a workshop method of writing instruction and to effectively prepare students to become successful writers	Fall 2014 and ongoing	Training and materials cost, Substitutes	Administrators	Student Writing Portfolios
Train content area teachers on how to incorporate writing instruction in their subject area	Spring 2015 and ongoing	Professional learning materials, workshop cost	Administrators	Professional Learning class roster
Incorporate writing instruction (narrative, argumentative, informational) in all subject areas at least one day a week	Fall 2015 and ongoing	Content area writing resources	Content area lead teachers	Student writing portfolios
Utilize technology for research, production, publishing, and communication across the curriculum	Fall 2014 and ongoing	Computers, Tablets, Hand-held devices, Interactive White Boards	Teachers	Inventory of technology
Use a school-wide commonly adopted writing rubric that is aligned with CCGPS to set expectations and goals. Post rubric and writing definitions in every classroom	Fall 2015 and ongoing		Literacy Leadership Team	Posters of Rubric and Writing

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Use an online formative writing assessment program to provide detailed analysis of student writing and prescriptive follow-up lessons	Fall 2014	Formative Writing Assessment Program	Literacy Leadership Team	Definitions Assessment data Student Writing Portfolios
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Building Block 4: Best Practices in Literacy Instruction

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

Needs Assessment Results: Fully Operational

The “Why”

Research-Based Practices:

Adolescents’ perceptions of how competent they are as readers and writers, generally speaking, will affect how motivated they are to learn in their subject area classes (e.g., the sciences, social studies, mathematics, and literature). Thus, if academic literacy instruction is to be effective, it must address issues of self- efficacy and engagement (page 52, The “Why”).

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

- Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries
- Provide students with work that allows them to experience success, thus increasing their self-efficacy
- Construct opportunities for students to work with peers
- Incorporate technology into literacy through the use of e-readers, blogs, and social networking (page 59, The “Why”).

School Rationale:

The library media specialist will help BCEs reach our goals for achievement in reading by providing support as teachers select the most engaging resources to use in classrooms. Students will have an opportunity to choose what texts to read as rich classroom libraries are established. Through the use of co-teaching, the media specialist and classroom teacher will work together to train students to be strategic readers who know how to use 21st century skills.

The integration of technology in all content area is recommended by the Literacy Task Force. Based on the results of our needs assessment inventory, there is a critical need for updated technology in order to accomplish our goals. Because teachers have had little training and

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experience using technology such as blogs, e-readers, and educational apps, they choose not to incorporate them into instruction. The addition of student computers in classrooms and mobile tablet labs will promote student engagement across each content area by allowing students to become more active learners as they research, analyze, and share information with others. Teachers will be trained to actively use technology to extend classroom instruction in order to further develop research, writing, and comprehension skills. Creative uses of technology to support literacy will be utilized to further extend classroom instruction, including e-books, blogging, podcasting, and tablet computers. Students will use digital information and media to complete performance tasks as outlined in the CCGPS standards. They will be given opportunities to practice a variety of "real world" writing tasks across all content areas. Students will write for a variety of purposes, for different audiences, and in different genres. Real world writing practice will make writing more relevant, motivate students to write in formats that are new and engaging to them, and encourage them to become more fluent and flexible writers.

The lack of technology in our school limits students' access to innovative programs and prevents them from acquiring the latest skills to compete globally. Teachers have 2-3 workstations consisting of host computers linked through NComputing Virtual Computers. Most of the host computers are refurbished machines that were donated to our school. All teachers have a ceiling-mounted data projector. Only three classrooms currently have SmartBoards, with the remaining classrooms having a MimioTeach Bar which transforms an existing dry-erase board into an interactive whiteboard. This technology was a cost-efficient solution, however, teachers find that they do not function consistently and do not use them. We have one computer lab with 30 modern computers. The computer lab is included in an Activity rotation, resulting in only 45 days of technology experience per year. The media center houses 24 computer workstations which teachers as a resource for instruction. We do currently have wireless access at BCES, which will make using tablets and hand-held devices possible. Our ultimate goal is to put technology in students' hands so that they are better prepared to thrive in a technology-driven world.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Offer opportunities for students to select reading materials of their choice based on school-wide interest inventories	Fall 2014	Interest Inventory	Teachers	Results of inventory
Provide professional learning for using technology successfully to promote literacy	Fall 2013 and ongoing	Cost of professional learning	Administrators BOE Technology Department	Sign-in sheets
Utilize technology to promote student engagement across each content area by allowing students to become more active learners as they research, analyze, and share information with others	Fall 2013 and ongoing	Classroom computers, tablets, hand held data devices, apps for tablets and data devices, online	Teachers	Inventory of technology

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Arrange web connections with students at other schools (i.e. collaborate on writing projects, edit each other's work)	Fall 2015 and ongoing	writing assessment program	Computer Lab Personnel	Lesson Plans
Upgrade network infrastructure to support new devices if necessary	Fall 2013 and ongoing	Cost of improvements	BOE Technology Department	Inventory of technology

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

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

Needs Assessment Results: Fully Operational

**The “Why”
Research-Based Practices:**

The Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective assistance for ALL underperforming students. Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

School Rationale:

We recognize the need to support teachers in order to impact instructional practices and student outcomes. The Bleckley County RTI Policy and Procedures Committee developed protocols 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. When students do not master standards or are functioning below grade level, the Bleckley County Assessment Team (BCAT) meets to devise a personal educational plan in order to ensure that students are progressing.

The principal serves as the RTI coordinator to monitor formulated data and current practices. During a walk-through, administrators monitor formative assessments and offer suggestions for adjusting instruction in order to meet the at-risk learners' needs. While we do not have an RTI Interventionist, the BCAT charts data and prescribes differentiated instruction for individual students. Effective interventions are

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provided during certain times of the day. Currently BCES provides instruction for all learners through small group and whole group instruction. The inclusion model, resource model, and EIP reduced-class size model are used in areas where such students are identified.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Determine the percentage of students being served in each tier at each grade level on a regular basis to determine effectiveness of instruction in each tier	Currently in use and ongoing		Administrator Teachers	RTI folders
Monitor results of formative assessments to ensure that students are progressing and that interventions are effective	Currently in use and ongoing	Online curriculum assessment program	Administrator Teachers	RTI folders
Follow standard protocols for identifying students and matching them to the appropriate intervention	Currently in use and ongoing		Administrator Teachers	Protocol, minutes of RTI meetings
Evaluate personnel providing interventions to ensure that established protocols are being followed and that interventions are occurring regularly and with fidelity	Currently in use and ongoing	GA DOE problem-solving checklist	Administrator	Checklist results

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

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

Needs Assessment Results: Fully Operational

The “Why”

Research-Based Practices:

In Tier I Standards-Based Classroom Learning, all students participate in general education learning that includes:

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

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Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students (page 132, The “Why”).

School Rationale:

All students are in standards-based classrooms where CCGPS are implemented. There is a minimum of at least 100 minutes of literacy instruction in reading and language arts for whole and small groups. Forty minutes of flexible learning is implemented daily for small groups and individualized instruction in reading (FLAG). Universal screenings are used to target groups for specific instructional needs. Multiple formative assessments are used to monitor progress of all learners and assist in making decisions for the next steps in instruction. The Bleckley County RTI checklist is utilized to ensure the movement from Tier 1 to Tier 2 is fluid and flexible.

Some examples of strategies utilized as part of the Tier 1 protocol and plan include: examining student data on profile sheets, using CCGPS units and Reading and Language Arts Frameworks to guide instruction, referring students who would benefit from after school tutoring, assigning peer tutors and study buddies to assist struggling students.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Examine student data to determine instructional areas of greatest need (e.g. decoding, fluency, vocabulary, comprehension, written expression)	Currently in use and ongoing		Teachers	Formative assessment data
Evaluate current literacy practices in classrooms using an observation or walkthrough tool to determine strengths in instruction and to identify needs for improvement	Spring 2013 and ongoing	GA Literacy Instruction Observation Checklist - eWalk	Administrators	eWalk Data
Participate in targeted, sustained professional learning on literacy strategies within the content area	Spring 2013 and ongoing	Professional Learning on Content Area Literacy Strategies, Cost of class, Substitutes, Stipends	Administrators	Professional Learning class rosters
Select a universal screening tool to use in assessing the literacy needs of each student	Spring 2013	Universal screening tool, tablets	Literacy Leadership Team	Assessment data

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

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

Needs Assessment Results: Emergent

**The “Why”
Research-Based Practices:**

- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS and (the CCGPS by 2014).
- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior.
- These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction.
- As student assessment data indicates a need for Tier 2 support, the data team will follow school-created procedures for decision making.
- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed (page 133-134, The “Why”).

School Rationale:

Interventions at Tier 2 are the same as Tier 1 with further individualized instruction as identified by student assessments and present level of performance. Student learning plans are developed based on teacher observation, grades, informal assessments, and common assessment results. During 45 additional minutes of instructional time, students work in small groups or work one on one with the teacher using Intervention Central resources. Progress monitoring data is charted each week to monitor student’s response to intervention. The SST/data team meets every 6 weeks to discuss students’ progress.

Based on the literacy needs assessment, teachers stressed the need for additional Tier 2 interventions in order to meet individual students’ needs. An online diagnostic tool for literacy can be used to allow educators to monitor mastery of Common Core skills and provide prescribed instruction to bridge the gaps in multiple ways. Students would work through skills-focused mini-lessons with targeted skills, remediation, and practice.

The “What”	Timeline	Resources	Person(s)	Evidence/
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Bleckley County Elementary School Literacy Plan 2012-13

Actions, Strategies, and Interventions			Responsible	Artifacts
Provide sufficient resources (time, cost of materials and implementation of interventions)	Currently in use and ongoing	Spring 2013 and ongoing	Administrators	Assessment data
Provide professional learning in how to administer assessments, organizing and interpreting data, and using assessment results to plan instruction	ongoing	Spring 2013 and ongoing	Administrators	Registration
Use technology to track the movement of students between Tier 1 and Tier 2 based on response to interventions	Fall 2014 and ongoing	Computers, Tablets	Administrators	Digital profile sheet
Use online diagnostic tool for literacy to monitor progress of interventions by diagnosing, prescribing, and differentiating instruction	Fall 2014 and ongoing	Online diagnostic tool	Literacy Leadership Team	Assessment data
Discuss student progress during SST/data teams held at least once each six weeks.	Currently in use and ongoing	SST Manual	Administrators School Counselor	Meeting notes

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

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

Needs Assessment Results: Fully Operational

The “Why”

Research-Based Practices:

After a student moves to Tier 3, the data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction. Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented. After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required (page 134, The “Why”).

School Rationale:

Bleckley County Elementary School Literacy Plan 2012-13

In addition to components of Tier 1 and Tier 2, student support teams meet regularly to develop individual plans to address the learning needs of each student. Intensive interventions are scheduled and instructional times are increased based on data. Progress monitoring is recorded each week and analyzed for progress. If progress is not made, it may lead to a referral for testing with the Bleckley County school psychologist.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Discuss student progress during SST/data teams held at least once each six weeks.	Currently in use and ongoing		Administrators School Counselor	Meeting notes
Provide research-validated interventions 1:1 - 1:3 during a protected time daily by a trained interventionist	Currently in use and ongoing		Teachers	Meeting notes
Follow established protocol to determine further steps to take if student fails to respond to the intervention.	Currently in use and ongoing	SST Manual	Administrators School Counselor Teachers	Meeting notes

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

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

Needs Assessment Results: Operational

The "Why"

Research-Based Practices:

Bleckley County Elementary School Literacy Plan 2012-13

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of progress in the Individualized Education Program (IEP) will constitute prior delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas (page 134-135, The "Why").

School Rationale

The Literacy Team will explore ways to incorporate additional assessments such as GRASP, Aimsweb, or STEEP for all students. In order to increase the graduation rate, the Literacy Team will encourage teachers to focus on the domain from Graduate First. All teachers will incorporate learning strategies from the Center of Research on Learning at the University of Kansas to provide integrated and research-based instructional to diverse learners. The Literacy Team will organize training for teachers and paraprofessionals in the use of WIDA standards in all content areas. Because of the high percentage of students in the RTI process, it is imperative to investigate the means to hire an RTI Interventionist which would deliver 1:1 - 1:3 instruction during a protected time daily.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Develop school schedules to ensure the least restrictive environment	Currently in use and ongoing		Administrators	School schedules
Ensure that administrators are familiar with funding formulas affecting students and special programming	Currently in use and ongoing		BOE Administrators	FTE data
Base interventions on the CCGPS and the individual learning and/or behavioral needs of the student.	Currently in use and ongoing		Administrators Teachers	Lesson plans, IEP

Building Block 6: Improved Instruction through Professional Learning

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

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices:

The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy. The International Reading Association’s Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading. The NABSE study group, who was responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom (page 150, The “Why”).

School Rationale

Practicum and student teachers at our school are placed into classrooms with teachers who are fully trained in providing instruction in disciplinary literacy. Mentoring teachers communicate with college supervisors to ensure that best practices for literacy and effective instructional strategies are being implemented by practicum and student teachers.

The “What” Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Pair pre-service teachers with mentors who are fully trained in providing instruction in disciplinary literacy	Currently in use and ongoing		Administrators	Professional learning documentation
Communicate with colleges and universities to ensure that teacher-preparation programs focus on best practices for literacy and effective instructional strategies	January 2014 and ongoing		Administrators	Letters to colleges and universities
Consider an applicant’s literacy training and experience	Currently in		Administrators	Applicant’s

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when hiring teachers	use and ongoing	resume
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Building Block 6: Improved Instruction through Professional Learning

Goal: Provide professional learning for in-service personnel

Needs Assessment Results: Emergent

The “Why”

Research-Based Practices:

In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students’ experience. Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. (The “Why”, page 140-141).

Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to “see” the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels (page 150, The “Why”). ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy.

School Rationale

With the increasing need for students to have strong literacy skills as outlined in the College and Career Georgia Readiness Standards and in the global economy, it is of utmost importance to provide adequate professional learning opportunities that will keep teachers up-to-date with how students learn and provide innovative strategies that can be incorporated in the classroom.

We recognize the importance of measuring the effectiveness of professional learning, both in terms of teacher understanding and in terms of student achievement. After engaging in professional learning, increased teacher knowledge and application of new strategies will be identified during administrative walkthroughs. In addition, better teacher preparation will result in enhanced classroom instruction which

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will result in higher student achievement, with more students meeting/exceeding the standards. This will allow administrators 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 was relevant.

The “What”	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Utilize online resources and webinars to help sustain teacher professional learning and practices	Currently in use and ongoing	Computers, Smartboards	Administrators	Webinar sign in sheets
Contact RESA consultants for assistance in analyzing assessment data and providing literacy training	Currently in use and ongoing		Administrators	Data provided by RESA consultants, meeting sign in sheets
Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction, effectiveness of professional learning, and needs for improvement	Fall 2013 and ongoing	GA Literacy Instruction Observation Checklist - eWalk	Administrators	eWalk Data
Re-deliver information learned at professional learning sessions and conferences	Currently in use and ongoing		Teachers	PowerPoint notes, handouts
Develop a list of specific literacy training that new teachers will need; when possible, videotape important training sessions that can be kept in a library	Fall 2013 and ongoing		Literacy Leadership Team	List of training; videotapes
Include paraprofessionals, substitute teachers, high school teacher cadets and pre-service teachers in professional learning	Fall 2013 and ongoing		Administrators	Training sign in sheets
Provide feedback after attending professional learning the use of online evaluation forms	Spring 2013	Professional Learning Evaluation forms	Administrators	Evaluation results

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

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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

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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.

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Analysis and Identification of Student and Teacher Data

(a-c) Student CRCT Data

CRCT scores which have been disaggregated and analyzed by grade, subgroups, and gender groups, are studied by teachers to assist in planning. With a majority of students scoring in the “Meets” or “Exceeds” categories, Bleckley County Elementary School made Adequate Yearly Progress each of the three years. It is our goal to have more students scoring in the “Exceeds” category.

Over the past few years we have targeted “Black” and “Students with Disabilities” subgroups as a priority. We also recognize in all three grade levels the lowest performing domain on the CRCT has been “Information and Media Literacy” for the past three years.

While much work has been accomplished in this area, much needed technology and supportive tools are essential to move students from “not meeting the standard” to “exceeding the standards” under this domain. While our test scores indicate a measure of success, we believe that a paradigm shift will be necessary in order to prepare students for the increased rigor of the Common Core Georgia Performance Standards.

READING CRCT - % Meeting/Exceeding Standard

Year/Grade	All			Black			White			SWD			Male			Female		
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th
2011-2012	96	94	99	86	91	100	97	97	99	86	86	100	97	97	100	94	95	99
2010-2011	94	95	100	92	85	100	94	99	100	96	85	100	93	94	100	96	97	100
2009-2010	97	99	97	95	95	95	98	100	99	89	90	89	96	99	98	99	98	96

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LANGUAGE ARTS CRCT - % Meeting/Exceeding Standard

Year/Grade	All					Black			White			SWD			Male			Female				
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	
2011-2012	99	99	99	98	98	10	99	100	100	99	100	100	100	100	100	100	100	100	100	100	99	99
2010-2011	98	100	99	96	100	98	98	100	100	98	100	100	96	100	96	97	100	99	99	99	100	100
2009-2010	97	100	98	89	97	94	99	100	100	86	95	93	96	99	99	99	99	98	98	100	100	98

ELA CRCT - % Meeting/Exceeding Standard

Economically Disadvantaged	
Grade 3-5	
2011-2012	not available
2010-2011	97.4
2009-2010	98

Results show that the number of 5th grade Bleckley Elementary students scoring at the meeting and exceeding levels on the state writing assessment decreased from 2011 to 2012. Third grade writing assessment results for 2011-12 also show that a higher percentage of BCES students scored in the DNM category than the state average for every writing genre assessed. Based on these scores, our goal is to increase the number of 3rd and 5th grade students in the “Meets” and “Exceeds” categories on the state writing assessment and to also put a data retrieval system in place to archive 3rd and 4th grade formative writing scores for better analysis of strengths and weaknesses. This decline in writing scores indicates a need to closely evaluate instructional strategies and utilization of class time.

GRADE 5 - GEORGIA WRITING ASSESSMENT - %

Meeting/Exceeding Standard

	All	Black	White	SWD	Male	Female
2011-2012	84	70	90	42	78	90
2010-2011	84	68	91	59	78	93
2009-2010	76	62	83	20	69	86

We understand that students take many different types of assessments and receive many different scores from summative to diagnostic and formative. All scores provide some type of information to measure the proficiency in certain areas, but most of these scores are often static. The Lexile Framework for Reading is the most widely adopted reading metric, measuring both reader ability and text complexity on the same scale. The measures are important tools for linking assessment with instruction across content areas as well as provide parents with the needed information for reading at home. Research experts agree that the best method for building component readers is through practice. Lexile measures give a way to enable the practice to be meaningful. BCES teachers recognize the need to use Lexile scores to build better readers. However, professional learning is needed to understand the implementation of the data and how to better use the valuable information in all classrooms. The chart below indicates the percentage of students below the recommended Lexile score in each grade from the 2012 CRCT.

2012 Lexile Data	
Grade 3 -percentage of	33 %

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students below 650	
Grade 4 - percentage of students below 750	23%
Grade 5 - percentage of students below 850	17%

(d-e) Teacher Data

BCES has a low teacher turnover rate, with only two members of the faculty leaving in the past two years. These positions were not replaced due to budget cuts. Eighty-seven percent of the teachers at BCES have an advanced degree. There is a near equal amount of teachers at each level of experience as shown on the chart. One hundred percent of BCES staff is highly qualified. All of these factors contribute to our school having an experienced and stable staff.

Attrition Rate of BCES Teachers		
Year	Number	Percent of Population
2012	1	3
2011	1	3

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2010	0	0
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Advanced Degrees of BCES Teachers		
Degree	Number	Percent of Population
Master	20	67
Specialist	5	17
Doctoral	1	3

Years in Education of BCES Teachers		
Years	Number	Percent of Population
less than 10	9	30
10 - 19	10	33
20 or more	11	37

(f-g) Formative, Summative Assessments and District Data

BCES 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

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at BCES has been implemented through the use of student data profile sheets and a student tracking document, but there is a great need to design a data collection program that will digitally store and disseminate assessment results by student and class.

h) BCES Professional Learning Communities

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

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

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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

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:

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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

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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 1:1 BCES Current Assessments

Assessment	Purpose	Skills	Group Assessed	Frequency (per year)
STAR	RTI Screening; Reading Level Determination	Literacy	Grades 3, 4, and 5	1
			RTI and EIP students	3
CRCT	Diagnose Strengths/Weaknesses RTI	GPS and CCGPS (all subjects)	Grades 3, 4, and 5	1
ITBS	NPR; Gifted Referral/Eligibility	Vocabulary, Word Analysis, Language, Listening, Reading Comprehension	Grade 4	1
DIBELS	Screening	Phonemic Awareness Fluency, Reading Comprehension, vocabulary	Grade 3	3
			RTI	(monthly)
School Mock Writing Assessment	Progress monitoring	Informational	Grade 3	1
		Persuasive	Grade 4	2
		Narrative	Grade 5	3
		Response to Literature		
3rd Grade Writing Assessment	Diagnostic Feedback	Informational Persuasive Narrative Response to Literature	Grade 3 (1 genre sample per grading period)	4
5th Grade Writing Test	Diagnostic Feedback	Informational Persuasive Narrative	Grade 5	1
Common Assessments	CCGPS mastery; Progress monitoring	CCGPS in Reading and Language Arts	Grades 3, 4, and 5	3
GAA	CCGPS Mastery	CCGPS/GPS	SWD - Grades 3, 4, and 5	Ongoing
ACCESS	ELLs screening	English Language Proficiency	English Language Learners	1

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

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

* 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.

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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

Resource	Funding	Rationale
Substitutes, Travel Expenses, and Workshop Costs	SRCL	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.
Stipends	SRCL and Title funding	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.
Professional Learning - Using Lexiles to enhance literacy instruction	SRCL	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.
Professional Learning - Writing across the curriculum training	SRCL and Title funding	Will train language arts and reading teachers to use a writing across the curriculum method to effectively prepare students to become better writers.
Professional Learning - Literacy Training for Volunteers	SRCL	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.

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Professional Learning - Effective use of assessments	SRCL and Title funding	Provide professional learning in how to administer assessments, organizing and interpreting data, and using assessment results to plan instruction
Professional Learning - Utilization of technology to promote literacy	SRCL, state funding, and e-rate	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.

Table 1.2 Technology

Resource	Funding	Rationale
Hand-held devices, Tablets (including apps), Student computer workstations for classrooms	SRCL, Title funding, Donors Choose.org	<ul style="list-style-type: none"> • 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

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		help sustain teacher professional learning practice.
Universal Screening Tool	SRCL, Title funding	An online universal screener will allow schools to provide longitudinal data that can be compared from one school to the next.
Online Assessment Program	SRCL, state funding, and Title funding	<ul style="list-style-type: none"> • 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

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Literacy Games	QBE	way to practice literacy strategies
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Table 1.3 Literacy Materials and Other Resources

Resource	Funding	Rationale
GA Literacy Instruction Observation Checklist	no cost	Will allow administrators to ensure that teachers are incorporating strategic literacy strategies in lessons and will provide teacher feedback.
School Newsletter	SRCL	Will share information and strategies for improving literacy to provide guidance and support for parents.
Informational Texts, Classroom sets of trade books	SRCL, Title funding, EMC grant funding, local funds	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.
Writing Resources	SRCL	Allow teachers to incorporate writing instruction (narrative, argumentative, informational) in all subject areas
Writing Survey for Teachers	no cost	Will determine knowledge about and current use of research-based writing strategies.
School-Wide Writing Rubric (printing cost)	local funding	Will be used to set student expectations and goals when writing.

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

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- Guided and Leveled Readers
- E-Response System Clickers
- Scantron Grading Machines

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

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Professional Learning Activities

2011-2012		
	Number of Hours	% of Staff
CCGPS – Phase I & GPTV Webinars	10 hours	100%
Eng and Harassment	4 hours	1%
Antonetti: Planning for Engagement	5 hours	1%
Market Game Advisory Training	5 hours	5%
ES Training	2 hours	1%
Math Workshop for Struggling Math Teachers	5 hours	2%
Board to Enhance Standards Based Learning	10 hours	1%
Identifying the Unmotivated Student	5 hours	2%
Specialist Meeting	4 hours	1%
Leadership Seminar	5 hours	1%
Form an Effective RTI Team	5 hours	1%
Classroom Assessment Training	5 hours	2%
Writing Workshop	2 hours	2%
Lesson Plan Design Collaborative	10 hours	1%
McGehee CCRI	3 hours	1%
Teacher Keys	3 hours	1%
Science Initiative	5 hours	1%
Distance Learning and CCGPS	5 hours	1%
Distance Learning Forum “Let’s Talk Common Sense about Common Core”	5 hours	1%
ES Instructional Units - Understanding Standards	5 hours	3%
ES Reading/ELA Training	3 hours	1%
ESOL Conference	5 hours	1%
ES/ELA CCGPS Training	3 hours	4%
ES K-% Math	3 hours	2%

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CCGPS	3 hours	2%
and FTE	5 hours	1%
ow	5 hours	1%
ion Core	8 hours	1%
) Conference	14 hours	1%
Education Consortium	5 hours	2%
chool Counselor's Conference	15 hours	1%
Teacher Leader Institute	5 hours	1%

ing Professional Learning

seminars for CCGPS in each content area.

Professional 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)

Professional 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 skills 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 administrators 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.

Goals:

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.

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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

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- Printing costs
- Miscellaneous supplies for computer equipment
- Program for data collection/storage
- Upgrade network infrastructure to support new devices