

**GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program**

LEA Grant Application

System Cover Sheet

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr. 1758 Twin Towers East Atlanta, GA 30344		DOE Use Only: Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Clarke County School District		Project Number: (DOE Assigned)	
Total Grant Request: \$3,316,782		System Contact Information:	
Number of schools in system: 1 applying:		Name: Dr. Mark Tavernier	Position: Director of Teaching and Learning
Congressional District: 10		Phone: 706-516-7721	Fax: 706-549-0555
Sub-grant Status		Email: tavernierm@starline.k12.ga.us	

Large District (45,000 or more students)
 Mid-Sized District (10,000 to 44,999 students)
 Small District (0-9,999 students)

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

STRIVING READERS

Clarke County School District's Grant Proposal

I. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

a. CRCT Data: Norm-Referenced Test: Along with the state's Criterion-Referenced Competency Tests (CRCT) assessments, the Clarke County School District (CCSD) also administers the Scantron Performance Series Norm-Referenced Test each year, an assessment that, when compared to CRCT scores (Table 2), provides a better yardstick to determine how Clarke County students measure up to students across the nation. With the 50th percentile representing the *average* student performance level, CCSD's third-grade students combined scored at the 34th percentile in reading, fifth-grade students

scored at the 40th percentile, and eighth-grade students scored at the 39th percentile—all significantly below average. Percentile results for the four target elementary schools and target middle school are shown in Table 1:

Table 1: Nationally Norm-Referenced Reading & ELA Performance Results 2011		
Schools	Reading Percentile Scores	Language Arts Percentile Scores
Fowler Drive Elementary School	34	31
J.J. Harris Elementary Charter School	40	33
H.B. Stroud Elementary School	44	35
Winterville Road Elementary School	35	23
Coile Middle School	47	47

Because the norm-referenced test compares Clarke County students to students nationwide, the gaps identified in Table I are alarming.

State Writing Test: On Georgia’s 2011 Fifth-Grade Writing Assessment, the percentages of students NOT meeting standards in all four target elementary schools—Fowler Drive Elementary (22%), J.J. Harris Elementary (32%), Stroud Elementary (43%), and Winterville Elementary (31%)—are too high, despite the fact that the schools had significantly improved their writing scores last year as compared to the year before (by 22%, 27%, 22%, and 28%, respectively). Nevertheless, these scores are all still higher than the state’s “Does Not Meet” (DNM) average of 21%. Although fifth-grade writing test results have improved over the past five years, too many Clarke County students are entering middle school with significant writing deficits. On the 2011 Eighth-Grade Writing Assessment, improvements were far less dramatic, but Coile Middle School had the highest DNM score at 34%, as compared to the state average of 18%. At Coile Middle School, 19.9% of students are enrolled in the Remedial Education Program, and 13.2% are enrolled in special education.

CRCTs in Reading and Language Arts: Table 2 presents the assessment results for all Clarke County students in grades 3, 5, and 8 who did NOT meet standards on the 2011 CRCTs in Reading and Language Arts:

Table 2: 2011 CRCT Results in Reading and Language Arts – Grades 3, 5, and 8¹							
Schools	% Reading DNM			% Language Arts DNM			
Grades	3	5	8	3	5	8	
Alps Road ES & Clarke MS	20.0	25.0	8.1	23.6	18.8	14.9	
Barnett Shoals & Hilsman MS	16.2	8.1	5.3	22.1	4.2	10.3	
Barrow ES & Clarke MS	7.4	9.6	8.1	10.3	1.9	14.9	
Chase Street & Clarke MS	9.4	15.8	8.1	9.4	5.3	14.9	
Cleveland Road & BHL MS	12.7	3.8	5.3	16.4	7.5	16.0	
Fowler Drive & Coile MS	16.3	9.3	10.3	20.4	3.7	11.4	
Gaines ES & Hilsman MS	25.6	10.3	5.3	29.5	13.8	10.3	
Harris Charter ES & Coile MS	15.1	18.2	10.3	8.2	14.3	11.4	
Oglethorpe ES & BHL MS	15.6	15.5	5.3	20.8	13.1	16.0	
Stroud ES & Coile MS	13.0	11.1	10.3	24.1	13.9	11.4	
Timothy Road ES & Clarke MS	3.1	11.5	8.1	12.5	7.7	14.9	
Whit Davis ES & Hilsman MS	12.0	7.8	5.3	14.1	4.9	10.3	
Whitehead Road & BHL MS	6.7	15.2	5.3	9.6	12.1	16.0	
Winterville ES & Coile MS	22.0	26.4	10.3	28.8	14.8	11.4	

A CRCT Reading Domain Analysis reveals that the percentage of items correct in the Literacy Comprehension Domain was 68% for third-grade students and 67% for fifth-grade students. Furthermore, the percentage of items correct for Reading Skills and Vocabulary Domain was 78% for third-grade students and 79% for fifth-grade students. The district’s CRCT ELA Domain Analysis reveals that the percentage of items correct for third-grade students was 68% and 69% for fifth graders in the Grammar & Sentence Construction Domain, while in the Research & Writing Process Domain the number of correct items for third graders was 62% and 76% for fifth-grade students. In the Reading Skills & Vocabulary Acquisition Domain, the number of correct items was 75% for fifth-graders. For the Grammar & Sentence Construction and Research & Writing Process Domains, Coile Middle School is the

¹ Shaded rows indicate schools targeted for CCSD’s Striving Readers project.

district’s lowest scoring middle school.² At a time when the English/Language Arts Common Core Georgia Performance Standards are being implemented in Georgia, our schools need to prepare students for the increased rigor of the new state standards by identifying each student’s skill deficits, designing targeted intervention plans (RTI), and monitoring each student’s progress as they master the reading skills necessary for reading competency at or above their current grade levels. For disaggregated CRCT results, see Table 7.

High School Reading and Writing Tests: CCSD does not currently determine Lexile scores for high school students, but will do so using the Scholastic Reading Inventory with Striving Readers grant funding. English Language Arts and Writing scores are shown below:

Table 3: Graduation Test Domain Analysis – Meets English Language Arts Standards - 2011			
	Reading Comprehen.	Literary Analysis	Conventions/Writing
Georgia	76	74	82
CCSD	70	69	76
Cedar Shoals HS	69	68	75

Table 4: Comparison of 2011 Georgia High School Writing Test Pass Results				
Students Tested	Ideas	Organization	Style	Conventions
Cedar Shoals High School	3.1	3.0	3.0	2.8
CCSD (3 high schools)	3.1	3.1	3.1	2.9
Georgia	3.2	3.2	3.3	3.2

b. High School Graduation Data:³

² This data represents scores prior to summer retests.

³ CCSD’s third high school, Classic City High School, is a small (125 students), alternative, self-paced high school.

Table 5: CCSD's Graduation Data over the Past Five Years					
	2007	2008	2009	2010	2011
Cedar Shoals High School	58.1	62.2	61.4	70.4	71.7
Clarke Central High School	63.6	69.3	68.7	71.4	74.1
CCSD Graduation Rates	58.4	63.1	63.3	70.1	70.8
CCSD Targets	65.0	70.0	75.0	80.0	85.0
State of Georgia Graduation Rate	72.3	75.4	78.9	80.8	Not avail.

c. Early Learning Readiness: CCSD's Office of Early Learning (Early Head Start, Head Start, Pre-K, and Early Reading First) administers the Peabody Picture Vocabulary Test (PPVT-IV) twice a year, in fall and spring, to children ages 3-5. For three-year-olds, the fall 2010 administration revealed that only 45% of students were on target for language development, while the spring 2011 administration demonstrated that 70% of students were on track—a growth factor of 25 percentage points. In the fall of 2010, 42% of children entered Clarke County's Pre-K program with significant language delays. While 58% of Pre-K students demonstrated age-appropriate language development in the fall, 81% of students did so in the spring—a growth rate of 23 percentage points, indicating that 81% of our Pre-K students were ready for kindergarten by the end of the school year.

The results of the 2011 Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment, shown in Table 6 below, reveal that for Clarke County kindergarten students, the English/Language Arts scores across the district are slightly better than the state average; however, the percentage of students with *low motivation to learn* ("Approaches to Learning") is significantly worse than the state average, especially in two of the target elementary schools, Stroud and Winterville; target schools are shaded:

Table 6: 2011 GKIDS Results for ELA and Motivation to Learn - % NOT Meeting Standards					
Schools	ELA	Motivation to Learn	Schools	ELA	Motivation to Learn
Alps Road ES	15.00	33.20	J.J. Harris (C)ES	11.80	15.30
Barnett Shoals ES	11.00	36.90	Oglethorpe ES	31.20	22.40

Barrow ES	13.30	19.50	Stroud ES	19.40	52.00
Chase Street ES	12.80	15.90	Timothy Rd. ES	21.30	41.60
Cleveland Road ES	11.40	18.10	Whit Davis ES	13.40	18.60
Fowler Drive ES	12.30	10.20	Whitehead ES	18.00	28.40
Gaines ES	20.40	37.50	Winterville ES	8.90	40.80
CCSD	16.40	28.50	State of Georgia	18.6	23.70

Clarke County teachers are challenged not only to teach the standards-based curriculum at each grade level but also to draw out of children their natural curiosity to learn and grow academically. Motivation to learn can be a greater predictor of school success than assessment results.

d. Disaggregation of Data in Subgroups: For the 2011-2012 school year, CCSD’s federal lunch-program rate is 79.03% (Absolute Priority and Competitive Priority). Table 7 presents CRCT Data for Clarke County subgroups:

Table 7: Disaggregated CRCT Data Grades 3, 5, and 8 – % NOT Meeting Standards						
Grades	% Reading DNM			% Language Arts DNM		
	3	5	8	3	5	8
All Students 2010/2011	37/28	45/34	39/28	56/36	43/32	56/40
Asian Students 2010/2011	0/5	5/5	0/9	6/11	5/11	0/9
Black Students 2010/2011	18/20	21/17	13/9	27/24	17/13	23/16
Hispanic Students 2010/2011	9/8	15/13	6/8	14/14	18/8	16/13
White Students 2010/2011	4/2	8/5	5/1	7/3	5/3	7/2
Economically Disadvantaged 2010/2011	10.00/ 16.33	11.00/ 16.10	9.00/ 8.03	17.00/ 20.39	17.00/ 10.04	21.00/ 14.88
Students with Disabilities 2010/2011	27.00/ 26.50	30.00/ 34.54	32.00/ 32.60	53.00/ 34.49	43.00/ 33.14	55.00/ 41.75
Limited English Proficient 2010/2011	8.00/ 20.55	15.00/ 14.67	10.00/ 24.10	19.00/ 25.11	30.00/ 19.94	31.00/ 35.75

e. Teacher Retention Data: CCSD has 1,150 teachers and typically hires about 100 teachers every year. The current turnover rate for Clarke County teachers is 9.47% with 109 teachers resigning by the end of the 2010-2011 school year. Last summer (2011), CCSD had 99 positions posted for certified teachers. Each year, the school district fills about 30% of its open teacher positions from the pool of new University of Georgia College of Education graduates.

f. Teacher Participation in Professional Learning Communities or Ongoing Professional Learning at the School: See school proposals.

II. NEEDS ASSESSMENT

Clarke County’s Striving Readers needs-assessment process involved brainstorming sessions; compiling and examining student literacy-assessment data and districtwide survey data; determining the needs of the teachers; and exploring the capacity and readiness of schools to implement Striving Readers with fidelity (implementing, monitoring, collecting and reporting data). As a result of the needs assessment, the cluster identified for the Striving Readers grant is the Cedar Shoals High School/Coile Middle School cluster, including the four feeder elementary schools and the district’s Early Learning Center.

a. Description of the Materials Used in the Needs Assessment:

Table 8: Materials Used for Needs Assessment	
CCSD Materials	Contribution to Comprehensive Needs Assessment
CCSD’s annual “School Improvement Survey”	This survey is designed to gather perception data related to each school’s implementation of various components of the <i>Georgia School Keys</i> .
Annual District Data Notebook	This notebook summarizes current and longitudinal school and district performance results of all national, state, and district assessments.
“Comprehensive District-wide Assessment Plan”	<i>Assessment Strand - Georgia School Keys</i> ; Assessment Pyramid; list of K-12 district assessments; “Elementary Reading Levels Correlations”; “District Expectations for Using Data Teams”
“Amended AYP Tracking Charts”	“Grades 3-8 AYP Progress in CRCT Reading/English Language Arts”; “AYP Progress in GHSGT English Language Arts”; “AYP Progress in Graduation Rate”
“Literacy Assessment Results”	“Percentage of Students at or above Benchmark Reading Level” (by quarters); list of students’ reading levels in grades 1, 2, & 3, assessments in spelling, writing, sight words; “Percentage of Students at or above Benchmark Reading Level After Quarter 4”; writing scores
“Preliminary State Assessment Results”	“Historical Data”; “Performance Level Information”; “Subgroup Data”; “Benchmark Data”; “Domain Data”; “GKIDS Data”; “GAA Data”; “ACCESS Results”; “Writing Test Data”; “EOCT”; “Scantron Predictability Study”; “State/RESA/District Comparison”; “Literacy Assessments & CRCT Comparison”; “Cohort Analysis”; “AYP Tracking Charts”; “District School Improvement Survey Data”
CCSD’s District	District goals, initiatives, action steps, timelines

Improvement Plan	
School Improvement Plans	Each school’s primary literacy focus and efforts.

b. Description of the Needs Assessment: CCSD is a data-rich school district; therefore, identifying a school cluster to participate in a Striving Readers grant was based on historical and recent student-achievement data; AYP trends; SES-usage; the schools’ capacity to implement a rigorous Striving Readers grant with fidelity; and the ability to collect evaluation data over the next five years. In November, district administrators collected assessment data related to reading, language arts, graduation rate, and other indicators. The data revealed that the Coile Middle School quadrant of Clarke County (Cedar Shoals High School, Coile Middle School, and the four feeder elementary schools) would be the best placement for a state Striving Readers grant, based on student achievement data, capacity to implement the grant, and individuals located within that quadrant; Deborah Haney, Principal of Winterville Elementary School, for example, is on the Georgia Department of Education’s Literacy Team, and Dwight Manzy, Principal of Coile Middle School, implemented the district’s only Reading First grant at an elementary school. In addition, CCSD’s centrally located Early Learning Center, which serves children from birth to five years of age, is included in the proposed implementation plan because the Center serves all Clarke County schools. Carolyn Wolpert, the district’s Early Reading First Coordinator, and Linda Sprague, the Early Learning Center’s Professional Learning Coordinator, both serve on Georgia’s Literacy Task Force. Based on the needs identified, the Professional Learning Plan (see pp. 19-20) was developed, highlighting examination of assessment data, targeted RTI, reading endorsements, and writing. On November 15, the Striving Readers grant program was explained to principals and district leaders. On November 22, the principals of the 7 target schools met with district leaders, including Superintendent Philip Lanoue, to discuss the

requirements of the Striving Readers grant program related to needs assessment, identification of gaps in each school’s literacy practices, and proposal writing. Following that meeting, each school formed literacy teams that examined school-specific, relevant student-assessment to determine each school’s literacy plan. CCSD conducts a “School Improvement Survey” in the spring of each school year in every school to gather perception data regarding each school’s implementation of various components of the *Georgia School Keys*. Each school’s certified staff, parents, and students participate in this online survey. In the target Cedar/Coile cluster, the following results indicate a need for additional professional learning in these areas:

- (1) The principal and other leaders plan adult learning by utilizing data: Fowler, 46.43%; Harris, 19.30%; Stroud, 13.95%; Winterville, 11.11%; Coile, 27.27%; Cedar, 42.11%.
- (2) Teams meet to review and study current research to make informed instructional decisions: Fowler, 46.43%; Harris, 21.05%; Stroud, 30.23%; Winterville - 11.11%; Coile, 30.91%; Cedar, 40.58%.
- (3) The staff participates in long-term, in-depth professional learning that is aligned with our school: Fowler, 42.86%; Harris, 7.02%; Stroud, 9.30%; Winterville, 8.33%; Coile, 20.00%; Cedar, 33.33%
- (4) Professional learning in our school provides opportunities for teachers and administrators to learn: Fowler, 57.14%; Harris, 17.54%; Stroud, 27.91%; Winterville, 19.44%; Coile, 40.00%; Cedar, 42.11%
- (5) Our principal and other school administrators utilize multiple types of data to drive and monitor instruction: Fowler, 32.14%; Harris, 8.77%; Stroud, 2.33%; Winterville, 5.56%; Coile, 5.45%; Cedar, 35.09%

With a Striving Readers grant, professional learning will focus on teachers’ abilities to analyze student-achievement data and student work related to literacy; enhance CCSD’s response-to-intervention literacy program; use data to inform instruction on a day-to-day, student-by-student basis; and increase teacher expertise in reading and writing strategies across content areas.

c. Listing of Individuals Who Participated in the Needs Assessment:

- Dr. Noris Price, Associate Superintendent of Instructional Services & School Performance
- Dr. Mark Tavernier, Director of Teaching and Learning and SR Project Director
- Xernona Thomas, Principal, J.J. Harris Elementary Charter School
- Deborah Haney, Principal, Winterville Elementary School

- Tim Jarboe, Director of Assessment
- Dr. Toni Reed, Director of Grants & Research
- Lynn Snelling, Executive Director, Technology Services
- Dr. Tony Price, Principal, Cedar Shoals High School
- Dwight Manzy, Principal, Coile Middle School
- Anissa Johnson, Principal, Fowler Drive Elem. School
- Dr. Ingrid Gilbert, Principal, Stroud Elementary School
- Alita Anderson, Elem. Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- School-based Literacy Teams of 5-7 people each

III. AREAS OF CONCERN

a & b. Areas of Concern as They Relate to the Researched-based Practices Found in

the “What” Document: DOE’s “What” document stresses writing as an important foundation for literacy development beginning with children birth to three years of age (p. 2) and extending through twelfth grade (p. 15). Skills learned during the first five years—including alphabet knowledge, awareness and concepts of print, writing as a means of communication, use of writing tools, and early attempts at writing—provide the foundation for later, more sophisticated reading and writing mastery. Many Clarke County students enter kindergarten without prerequisite oral-language skills and emergent reading and writing skills. For teachers, reading and writing instruction is challenging at every level. As teachers in all content areas learn effective ways of incorporating reading and writing instruction into their daily lessons, student’s literacy skills are expected to improve. Across the school district, the most conspicuous areas of concerns are: (1) transitions from Pre-K to kindergarten, K to 1st grade, 5th to 6th, and 8th to 9th; (2) literacy-focused vertical and horizontal alignment; (3) instructional materials for grades K-2; (4) Lexile scores for high school students; (5) strategies for addressing student motivation; and (6) professional-learning on research-based instructional strategies for teaching reading and writing, including across the curriculum.

c. Areas of Concern and Steps Schools Have or Have Not Taken to Address Them:

Table 9: Areas of Concern and Solutions	
Areas of Concern	What CCSD Has Done or Has NOT Done to Address the Problem
1	CCSD has few SBRR services in place to address transitions between these early grades.
2	Vertical alignment has been achieved in K-5 and 6-8, but CCSD has not vertically aligned literacy efforts in transitions from grades 8-9 or in grades 9-12.
3	K-2 does not have a core reading series for this age group.
4	CCSD does not currently determine Lexile scores for high school students.
5	Because students typically are competent users of technology, handheld computing devices, such as iPads or e-readers, increase student motivation to learn; through professional learning opportunities, teachers need to learn additional ways of increasing student motivation to learn.
6	CCSD provides ongoing professional learning and middle and high schools in reading and writing strategies identified in School Improvement Plans, but there has not been a systematic effort K-12 for literacy goals. Teachers need intensive professional learning focused on literacy, especially literacy instruction across the curriculum.

IV. ROOT CAUSE ANALYSIS

a. Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment:

Each July, CCSD provides schools with an “Annual District Data Notebook” that summarizes school and district performance on all state and district assessments. During pre-planning of each school year, CCSD provides schools with re-rostered data to match each school’s current enrollment. During the 2010-2011 school year, the Instructional Services Division conducted over 2,500 classroom walkthroughs to assess the implementation of standards-based classrooms. Each school’s School Improvement Leadership Teams use these data to conduct root cause analyses in order to target specific students, grades levels, and content areas in need of focused effort. During the Striving Readers planning and grant-writing stage, school-based Literacy Teams examined school-specific literacy data in their attempt to discover: (1) areas of concern; (2) specific root causes of the identified areas of concern; (3) gaps in each school’s comprehensive literacy plan when compared to DOE’s “What” document; (4) what each

school's identified needs are as the literacy teams designed a comprehensive literacy plan for the school; and (5) the action steps needed to implement the literacy plan. For specific root-cause analyses results, see each school's grant proposal.

b. Specific Grade Levels Affected: Literacy practices at all grade levels must be improved.

Over the past five or six years, only two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center, however, has implemented two Early Reading First grants (the largest ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. Transitions between grades and vertical articulation of teaching practices need to take place throughout the school district. Grades K-2 do not currently have a core reading series, and Lexile scores for high school students are currently not available with current assessments. DIBELS and Scholastic Reading Inventory will be integrated into the current assessment schedule and practices.

c. Specific Rationale for the Determination of the Cause: There has been a lack of intensive, coordinated *districtwide* professional learning—birth through 12th grade—on *how* to teach reading and writing across the curriculum effectively to all students, especially those who struggle with reading and writing.

d. What Has Been Done in the Past to Address the Problem: Professional learning focused on literacy has been offered primarily to early learning and elementary teachers. The district has purchased software programs, e.g., *FastForward* and *READ 180*, to supplement Tier I instruction for students in grades 6-12. CCSD recently purchased *Voyager* for grades 1-8.

e. New Information the Needs Assessment Uncovered: The need for Lexile scores for high school students; the need for additional materials and assessments for RTI Tiers 2, 3, and 4.

V. PROJECT GOALS AND OBJECTIVES

a. List of Project Goals Directly Related to the Identified Needs:

Table 10: Needs and Goals	
Identified Needs	Goals
Reading and writing instruction in all content areas based on specific strategies needed for each discipline; professional learning on content (e.g., grammar) and pedagogy (instructional strategies on RTI Tiers).	Goal 1: To increase best practices with teachers of every content area in direct, explicit reading instruction, and writing proficiency.
Professional learning related to formative and summative assessments birth through 12 th grade is needed for effective RTI monitoring.	Goal 2: To implement frequent screening, diagnostic, progress, and summative assessments so reading and writing proficiency is monitored for all students in Tiers 1-4.
Although ELA standards are vertically and horizontally aligned, teachers' knowledge of standards, skill levels, and practices required for other grades is lacking.	Goal 3: To clearly articulate vertically and horizontally common core standards and standards-based practices so that cohesion is experienced between grades and schools.

b. Project Objectives That Relate to Implementing the Goals Identified:

Table 11: Project Objectives	
Goals	Objectives
1	1.1: All students in Tiers 1-4 will receive direct and explicit reading strategies, including application of strategies for diverse texts, guided practice of strategies appropriate to the difficulty of texts, extended reading time with an instructional focus. 1.2: All students in Tiers 1-4 will receive explicit vocabulary instruction, including learning new words by multiple exposures in a variety of contexts, and strategies to become independent vocabulary learners (knowledge of word components, use of reference materials). 1.3: All students in Tiers 1-4 will receive writing strategies in every content area, including writing in all content areas on a daily basis and engaging in the writing process for specific audiences or purposes. 1.4: Quarterly research-based writing will be required in all content areas.
2	2.1: All students will be assessed quarterly on reading comprehension and writing proficiency and will receive strategic instruction through Tier 1 and Tier 2-4 interventions. 2.2: Teachers will identify Tier 2-4 students and their literacy assets and deficits by domains, and 90% of students will be correctly placed on Tiers 1-4, as appropriate. 2.3: Teachers will provide interventions appropriate for students on Tiers 2-4, as indicated by ongoing formative assessments and will track student results.
3	3.1: Teachers will actively participate in professional-learning communities for multiple grade levels; schools will meet quarterly to examine benchmarks and similar student data as well as RTI data on a student-by-student basis. 3.2: Professional learning includes comprehensive training and re-delivery of common core training with job embedded follow-up for all teachers by administrators and instructional coaches. 3.3: During Year 1, Curriculum Teams (early learning, elementary and secondary) will meet to create vertical and horizontal

	articulation documents that teachers will use to plan instruction. 3.4: All students will receive literacy common core standards and standards-based practices in all content areas.
--	---

c. Research-Based Practices in the “What” and “Why” Document as a Guide for Establishing Goals and Objectives:

Table 12: Research-Based Practices that Support Goals & Objectives	
Goals & Obj.	Research-Based Practices
Goal 1 Obj. 1.1-1.4	Grade-level or content groups of teachers will focus on student work and data to plan instruction and interventions on a student-by-student basis; provide modeling, classroom observations, and coaching to improve instruction; require all students to write extensively—extended prose in elementary and essays in high school; use functional approaches to teaching the rules of grammar; provide students with opportunities for collaborative writing; study media approaches to writing; use multiple formative assessments that provide students with detailed feedback (“Why,” p. 46); have students write about the texts they read, and explicitly teach students the writing skills and processes that go into creating text (“Why,” p. 48). Use Mills’ list of non-conventional reading skills (i.e., multimodal cueing systems; emergent, screen-based genres; non-linear reading comprehension and navigation skills; computer skills, such as switching between reading and writing; and critical literacy skills (“Why,” p. 52). teachers must become proficient in the use of instructional technology; identify consultants to work with CCSD secondary schools on reading and writing for struggling adolescents and reading and writing across the curriculum; let students pick some of their reading material; provide opportunities for teachers, especially at the secondary level, to earn Reading Endorsements.
Goal 2 Obj. 2.1 & 2.3	Non-ELA teachers will participate in intensive PL to learn how to strategically incorporate literacy instruction in all content classes; teachers will design project-based learning assignments that require collaborative research and writing; teach students at all reading levels and all content areas to visualize, question, make connections, predict, infer, determine importance, and synthesize/create; help students to relate content material to their own lives; help students become proficient in three types of texts—argument, informative/explanatory, narrative (“Why,” pp. 44-45);
Goal 3 Obj. 3.1 - 3.4	Teachers will use “Lexile Ranges Aligned to CCR Expectations” (“Why,” p. 50); update Growth charts following formative assessments; design and deliver lessons and assignments based on Growth Chart groupings.

d. Practices Already in Place When Determining Goals and Objectives:

Table 13: Practices Already in Place That Support Goals & Objectives	
Goals and Obj.	CCSD’s Practices
Goal 1; Obj. 1.1-1.4	Formative & summative assessments, classroom walkthroughs; data summits; data notebooks; coordinated professional-learning sessions; annual School Improvement Surveys of teachers, students, and parents; school-improvement process
Goal 2; Obj.	Four-Tier RTI process; targeted professional-learning; “Assessment Calendar”

2.1 - 2.3	(see Appendix A)
Goal 3; Obj. 3.1 & 3.4	Limited use of Lexiles; limited use of Reading Growth Charts; Curriculum Renewal Committees

e. Goals to Be Funded with Other Sources: All of the Striving Readers Goals will be supported with local, state, federal funds and competitive grant funds when available.

VI. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

a. Plan to Implement the Goals and Objectives Identified: Over the past several years, Clarke County leaders and teachers have implemented some elements of a comprehensive, districtwide literacy plan, but until the Striving Readers grant opportunity became available, CCSD had never designed or implemented an evidence-based birth-through-12th-grade literacy plan. During Year 1, CCSD will provide targeted, differentiated professional learning for administrators and teachers in the six Striving Readers schools and Early Learning Center; implement reading and writing across the curriculum; develop Reading Growth Charts that will immediately enable teachers to identify and respond to students at all performance levels; purchase new instructional materials and diverse texts; base lesson plans on the Common Core GPS; and implement handheld computing devices in target grades to increase student engagement. During Year 2, CCSD will provide professional learning and will develop a scope and sequence for CCGPS ELA Standards. In years 3-5, CCSD will collect and report data and will continue to administer the Striving Readers Literacy Plan in target schools and expand SR practices to additional schools. Dr. Mark Tavernier, Director of Teaching and Learning, will serve as Project Director for the Striving Readers grant. Dr. Tavernier administers CCSD’s curriculum and instruction programs in all content areas, the district’s professional-learning program, textbooks, and state and federal grant projects in the content areas. In addition, he supervises content coaches and instructional technology specialists. As Project Director, he will facilitate the work of a districtwide Literacy Team initially composed of leaders and teachers from the six targeted schools and Early

Learning Center. The Literacy Team will ensure that the activities presented in this grant proposal are implemented with fidelity.

All grant activities will support the nine research-based key components that provide the foundation of comprehensive literacy plans (“What,” p. 1): (1) standards; (2) components unique to birth-to-five; (3) ongoing formative and summative assessments; (4) response to intervention; (5) best practices in instruction; (6) high-quality teachers; (7) engaged leadership; (8) clearly articulated plan for transitions and alignment; (9) intentional strategies for maintaining engagement. All grant activities will be aligned with these nine key components, as follows:

Table 14: Grant Activities and Their Alignment with Nine Key Components	
9 Components	Activities
1	Standards for birth to three; Pre-K; K-5; 6-8; and 9-12, including the Common Core Georgia Performance Standards in ELA.
2	Provide professional-learning activities based on birth-5 standards. ⁴
3	Update the birth-5 assessment schedule to fill gaps in data collection; use Work Sampling System to share data with kindergarten teachers; provide transition support for infants moving from infant to toddler, toddler to preschool and preschool to Pre-K programs; Pre-K to K; K to 1; 1 to 2; 2 to 3; 5 to 6; 8 to 9 (“What,” pp. 11-12). In January 2012, Cedar Shoals High School will implement a new Rising 9 th Grade Transition Program for Coile Middle School students (as well as Cedar’s other feeder middle school).
4	See Clarke County’s Response to Intervention – Literacy, (see Appendix B); “What,” pp. 15-16).
5	Provide professional learning on high-impact, research-based best practices for birth-5, elementary, middle school, and high school teachers; provide best practices for reading and writing instruction across the curriculum (“What,” pp. 12-15).
6	Beginning in August 2012, classroom walkthroughs (see Appendix C) will focus on literacy for two years. During the 2011-2012 school year, CCSD is implementing a new CCSD Teacher Evaluation System that replaces the GTEP. The new multi-tiered, rigorous system identifies specific instructional and classroom skills and content knowledge that teachers need to master in order to become highly effective teachers. The new system also provides teachers with a pathway to school leadership.
7	As instructional leaders, principals will monitor the literacy RTI program in their schools, participate in professional-learning sessions focused on literacy (e.g., coaches’ training, redelivery of training for teachers). Implementation and impact analysis of the Striving Readers grant will be built into monthly professional-learning communities for principals

⁴ In addition to providing direct services at the district’s Early Learning Center, CCSD partners with two community early learning centers to provide birth-to-five educational and developmental services to students based on Early Head Start, Head Start, Pre-K, and Early Reading First standards and requirements.

	and district leaders (“What,” pp. 16-17).
8	In CCSD, an area of concern involves <i>transitions</i> , particularly between birth-to-three to Pre-K, Pre-K to kindergarten, kindergarten to first grade, fifth grade to sixth grade, and eighth to ninth grade (“What,” p. 11). A central feature of the proposed Striving Readers implementation plan, teachers will focus on developmental stages of childhood, vertical alignment of standards, ongoing assessments, and RTI (“What,” p. 18).
9	Teachers will adopt A-F action steps (“What,” p. 19). As a strategy for maintaining student engagement, grant funding is requested for handheld computing devices for 5 th - and 8 th -grade students and their teachers, as well as school media centers.

b. Who Will Implement: Dr. Noris Price, Associate Superintendent of Instructional Services and School Performance, will oversee the Striving Readers grant. Dr. Mark Tavernier will serve as Project Director. Each of the schools in the Cedar/Coile cluster—plus the Early Learning Center—will implement its own Striving Readers’ Literacy Plan, which have all been coordinated with the overarching district’s grant proposal.

c. What Will Take Place in the Project Based on the “What” Document: Early Learning Center: Vertical alignment with kindergarten and first grade (p. 4); improve transitions from one learning environment to another; additional reading materials; 4-Tier model (p. 15-16). Four elementary schools: Adopt DIBELS (pp. 11-12); 90-110 minutes of protected literacy time for grades K-3 and 2-4 hours per day for grades 4-5 (p. 15); vertical alignment with Pre-K and grades K-6; improve transitions from one grade to another (p. 11); additional reading materials. Coile Middle School: Alignment with fifth grade and ninth grade; improve transitions from one grade to another; additional reading materials; 2-4 hours of literacy instruction per day (p. 15); 4-Tier model (p. 15-16). Cedar Shoals High School: Adopt Scholastic Reading Inventory to obtain Lexile scores; focus on college and career readiness (p.7); improve transitions from one grade to another; additional and more complex reading materials (p.7); 2-4 hours of literacy instruction per day (p. 15); 4-Tier model (p. 15-16).

d. Current Instructional Schedule:

Birth-Two: 8:00 a.m. - 3:45 p.m.
Head Start-3 and Pre-K: 7:40-2:45
Kindergarten - 5: School hours are 7:40 a.m. – 2:35 p.m.
Grades 6-8: School hours are 8:25 a.m. – 3:45 p.m.
Grades 9-12: School hours are 8:25 a.m. – 3:35 p.m. Clarke County high schools are currently on a 4 x 4 block schedule. Credit recovery is available during zero and fifth periods.

e. Plan for Tiered Instruction:

Tier 1: 100% of students—universal screenings; GPS/CCGPS through a standards-based classroom structure; differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
Tier 2: 10% of students—Tier 1 and standard intervention protocol process for identifying and providing research-based interventions based on need and resources; ongoing progress monitoring to measure RTI and to guide decision making.
Tier 3: 5% of students—Tiers 1 and 2 and SST-driven learning, including intensive, formalized problem solving to identify student needs; targeted research-based interventions tailored to individual needs; frequent progress monitoring and analysis of student RTI.
Tier 4: 2-5% of students—Tiers 1-3 and specialized programs, methodologies or instructional delivery; greater frequency of progress monitoring of student RTI.

f. Materials Currently Used for Tier 1 Instruction: Table 15 lists reading series and materials for all Clarke County schools. These materials, and others specific to individual schools, are used for reading/language arts instruction.

Table 15: Literacy Materials Currently Being Used for Tier I (Universal) Instruction	
<i>Age/Grade Levels</i>	<i>Materials</i>
Birth – Five	Infants and Toddlers: <i>1, 2, 3 READ</i> ; HS 3s: <i>Scholastic Early Childhood Program</i> ; All 4s: <i>Opening the World of Learning, Breakthrough To Literacy</i>
Kindergarten	<i>Rigby Literacy; Phonics Lessons</i>
Elementary Schools	<i>StoryTown; Rigby Literacy; Phonics Lessons; Writers Express</i>
Middle Schools	<i>KeyTrain; Nettekker; Renzulli Learning; Scantron Achievement Series; SOLO; TinkerPlots; FastForWord; Ticket to Read; SuccessMaker; Reading A to Z; Vocabulary A to Z; Destination Reading</i>
High Schools	<i>Nettekker; Scantron Achievement Series; SOLO</i>

g. Time, Personnel and Strategies for Tier II, III, IV, and V Instruction: CCSD uses a four-tier RTI strategy (see Appendix B). CCSD’s RTI plan is shown in Table 16:

Table 16: Literacy Plan for Tiers II, III, and IV Instruction

<i>Grade Levels</i>	<i>Time</i>	<i>Personnel</i>	<i>Strategies</i>
Birth - 5			
Tier II	Standard instructional time	All classroom & collab. teachers	Differentiation; small group targeted instruction in content areas and language and literacy development.
Tier III	Extended instructional time	All classroom and support personnel	Individualized instruction during cooperative learning work sessions (1:1 or 2:1); extended day/extended year
Tier IV	Extended/pre-scriptive	Classroom & SPED teachers	Special education services delivered according to IEP in the least restrictive environment
Elementary Schools			
Tier II	90-120 min.	All classroom teachers	Universal screeners, benchmark assessments; small group, differentiated support/interventions; extended PL; add'l. engagement/motivational strategies
Tier III	Extended/prescriptive	Classroom teachers	Individualized or small groups; add'l. monitoring with frequent contacts; explicit vocab; comprehension strategies; add'l. engagement & motivational strategies.
Tier IV	Extended/Prescriptive based on IEP	Classroom & SPED teachers	Targeted remediation or acceleration instruction; push in, pullout; individualized instruction; explicit use of intervention, motivational and engagement strategies
Middle and High Schools			
Tier II	Standard instructional time	All classroom & collab. teachers	Differentiation; students in smaller groups; frequent monitoring of progress; in MS, <i>Voyager</i> is used in some small classes with all three RTI Tiers.
Tier III	Longer instructional time	All classroom & collab. teachers	Longer-term intervention; collaborative teaching; more frequent progress monitoring; content instructional materials; SOLO/Read OutLoud; Read 180.
Tier IV	Instructional time; time in labs	All classroom & collab. teachers	Individualized instruction with specialized pro-grams and collaborative teaching processes; course instructional materials; SOLO/Read OutLoud; Read 180

h. Statement Regarding Conflict with Other Initiatives: CCSD's Striving Readers grant

implementation plan conflicts with no other CCSD, state, or federal initiative that the school district is currently implementing or anticipates implementing. The district's two key initiatives—International Baccalaureate for secondary schools and a Professional Development Schools Partnership with the University of Georgia—will be supported by a Striving Readers grant, providing the same level of rigor, focus, high expectations for teacher and student success.

VII. PROFESSIONAL LEARNING STRATEGIES BASED ON DOCUMENTED NEEDS

a. Table Indicating the Professional Learning Activities That Staff Have Attended in the Past Year:

Table 17: Professional-Learning Activities That Staff Have Attended in the Past Year			
PL Activities	Dates ⁵ / Hours	Purpose	# Teachers
Early Reading First Summer Institute	7-19-10/130	Routines and procedures; strategies to de-escalate inappropriate student behavior, classroom observations, ELL students;	91
Pre-K & ERF	8-3-10/48	Using GA Content Standards & GA Early Learning Standards	55
ERF	8-13-10/50	For ERF Interventionists; standards, assessments/progress monitoring, CCSD's framework for delivering lessons	12
Literacy Materials	7-28-10/34	<i>Voyager Passports</i> for ES; <i>Voyager Reading</i> for MS and HS; <i>Read 180</i> for HS	78
ESOL Students	8-3-10/110	Elementary ESOL teachers; MS/HS ESOL teachers; curriculum; use of data; instructional strategies based on needs.	42
Gifted Students	8-3-10/170	Human development, individual differences, developing talents, cultural factors	115
Benchmark Institute	5-24-10/40	Review and revise CCSD Benchmark tests; connections to CCSD's "Non-Negotiables" (See Appendix D) and Goals	40

b. Number of Hours of Professional Learning That Staff Have Attended: During the 2010-2011 school year, 1,929 Clarke County school administrators, teachers, and other professionals participated in 2,392 hours of district-provided professional learning (not including school-specific PL sessions). Of those, 458 of the sessions were literacy related and were attended by 407 teachers and others.⁶ Topics ranged from specific literacy programs, such as *Read 180*, *Voyager Passports*, *Voyager Reading*, and *Headsprout*, to guided reading, writing data teams, and ESOL methods and materials.

⁵ Starting dates; PL continued throughout the school year.

⁶ Some teachers attended numerous PL sessions and therefore may be counted two or more times.

c. The Percentage of Staff Attending Professional Learning: CCSD has approximately 1,100 teachers, which means that about 37% of teachers participated in literacy-related professional-learning sessions last year—indicating a large gap in literacy training across the school district.

d. Detailed List of Ongoing Professional Learning:

- Content-specific curriculum renewal
- School-improvement planning
- Core Curriculum GPS
- PL provided by grants (e.g., Title I, Math & Science Partnership, Early Reading First, 21st Century Community Learning Centers)
- Data/assessment/domain/root-cause analyses
- Special populations (e.g., special education, economically disadvantaged, ESOL)
- New Teacher Orientation/Mentoring
- Special initiatives/special focus (e.g., International Baccalaureate, Professional Development Schools)

e. Preferred Method of Delivery of Professional Learning: CCSD provides a wide range of professional-learning opportunities for teachers and building and district leaders, including face-to-face, small- and large-group sessions with local and nationally known experts; job-embedded instructional coaching in each school; webinars; and monthly professional-learning communities for many groups (e.g., ESOL teachers, Technology Integration Specialists, Counselors, Instructional Coaches) that incorporate intensive work sessions. In addition, some teachers enroll in graduate programs or endorsement programs.

f. Programmatic Professional Learning Needs Identified in the Needs Assessment: The results of the needs assessments carried out by the six target schools and Early Learning Center indicated a universal need for professional learning for teachers and administrators in the following areas: High-impact, research-based instructional methods of teaching reading and writing from birth through 12th grade; effective strategies for teaching literacy across the curriculum (especially the structure of texts, content vocabulary, and comprehension); reading

endorsements; assessments for high school students that provides Lexile scores; as well as school-by-school literacy needs.

VIII. ASSESSMENT/DATA ANALYSIS PLAN

a. Detailed Listing of the District’s Current Assessment Protocol: CCSD’s current assessment protocol is based on the Assessment Strand of the *Georgia School Keys*. Tier 1 provides 100% of students with a standards-based classroom learning environment. Tier 2 provides a needs-based, standard intervention protocol for struggling students. Tier 3 provides intensive, SST-driven learning for approximately 5% of students, and Tier 4 provides, in addition to Tiers 1-3 services, specialized programs and instructional strategies, and a greater frequency of progress monitoring of RTI. For the district’s four-tier “CCSD Educator’s Guide for Response to Intervention (RTI)” pyramid and “Assessment Calendar” (see Appendix A).

b. Explanation of the Current Data Analysis Protocol: All CCSD schools implement the district’s Data Team Process for grade and subject area teams. The process involves five steps: **Step 1:** Collect/Chart Data Results (develop system for organizing data from a pre-assessment); establish levels of proficiency; prepare a graph/chart to include teacher and student data. **Step 2:** Analyze Data (identify skills and concepts proficient students use and understand by examining actual student work; list obstacles/reasons why students did not achieve a level of proficiency; prioritize the identified skill concept weaknesses to focus teaching). **Step 3:** Set, Review, or Revise Goals (using data from Step 1, generate a number/percentage to serve as a goal or desired outcome). **Step 4:** Design Instructional Strategies; Team agrees on 2-3 strategies to implement during next teaching period; model or demonstrate strategy to group. **Step 5:** Interpret Results Using Common Assessments, Teams will use this process on an ongoing basis with data reviews at least every three weeks. This process is not an add-on to grade-level functions but provides a structure for teacher teams to identify student academic

needs and changes to instructional delivery. Use of the Data Team Process can facilitate the steps of the RTI actions required during the 2011-2012 school year. For the 2011-2012 Assessment Calendar and further discussion of CCSD's Data Analysis, see Appendix A.

c. Comparison of the Current Protocol with the Striving Readers Assessment Plan: Table 18 compares the district's current assessment plan with a proposed assessment plan.

Table 18: Comparison of Current and Proposed Assessment Protocols	
Current Assessment Plan:	
Birth to 5	Ages & Stages Questionnaire (ASQ-III) 1 x per year (screening) for ages 0-5 (Early Head Start & Head Start); Developmental Profile (DP-III) 2 x per year Pre-K and 3 x year EHS (progress monitoring and outcome) for ages 0-5 (EHS, HS, Pre-K); BASQ-II 2 x per year (screening & progress monitoring) for ages 2-5 (EHS and HS); GELS Checklist – ongoing (progress monitoring) for ages 0-3; Get it, Got It, Go! – monthly (progress monitoring, outcome) for ages (Pre-K, EHS); Peabody Picture Vocabulary Test (PPVT-IV) 2 x year (3 x if below benchmark) (screening, progress, outcome) for ages 3-5 (Pre-K, HS, Early Reading First); Phonological Awareness Literacy Screening for Preschool (PALS Pre-K) 3 x year (monitoring, outcome) for ages 3-5; Work Sampling System – ongoing (monitoring, outcome) for ages 4-5 (Pre-K, HS)
K	GKIDS
K-8	Ongoing diagnostic literacy assessments for grades K-8; scored writing samples quarterly.
Grade 1	Voyager Oral Reading Fluency
Grades 1 & 2	Phonics Test, Sight Word Tests, CCSD Fluency Assessment, Informal Running Record, Rigby Literacy Benchmarks; Scantron Performance Series provides norm-referenced, diagnostic summative ELA data in Dec. and May.
Grades 1-8	ACCESS for ELL students
Grades 2-8	Scantron Performance Series provides norm-referenced, diagnostic ELA data.
Grades 3-8 & 11	Benchmark assessments every 6 weeks; CRCT or CRCT-M, for specific students with disabilities
Grades 3, 5, & 8	State Writing Test annually in grades 3, 5, 8
Grades 6-8	<i>Read 180</i> ; <i>Voyager</i> , Quarterly Writing Samples
Grades 9-12	<i>Read 180</i> ; literacy assessments throughout year for 9 th grade students; GA High School Writing Test for grades 11 & 12; Literature & Composition, grades 9-11
Striving Readers Assessment Plan:	
Grades	Assessments
Birth to 2	DP-III, ASQ-III, GELS Checklist
3-Pre-K	WSS/WSO, PPVT-IV, PALS Pre-K or Locally Developed Literacy Measure, GGG
K	GKIDS
K-2	Writing Samples; Sight Vocabulary
K-5	1 st Quarter Literacy Assessments (reading level)
K-8	3 rd Quarter Literacy Assessment; Reading Level
K-9	Reading Level; 2 nd and 4 th Quarter Literacy Assessments

1-2	Writing samples; Spelling Inventory; Sight Vocabulary; Comprehensive Benchmark Assessments
1-8	Reading Fluency; 2 nd Quarter ELA Benchmarks
2-8	Norm-referenced in Reading and Language Arts
3-8	CRCTs; CRCT-M; Writing Samples; Quarterly Benchmark Assessments
3-8 & 11	Georgia Alternative Assessment
5	Writing Test
8	Writing Test
6-8	CRCTs, GA Eighth-Grade Writing Test; <i>Scholastic Reading Inventory</i> ; <i>Read 180</i> Stage B
9-12	Advanced Placement; End-of-Course Tests, Graduation Test; Graduation Writing Test; PSAT (grade 10); <i>Scholastic Reading Inventory</i> (SRI) (Lexile Scores) for <i>Read 180</i> , Stage C
K-12	ACCESS (for ELL)
9-12	<i>KeyTrain</i> is used primarily in Career and Technical Education classes for literacy enrichment and building ELA skills.

d. How the New Assessments Will Be Implemented into the Current Assessment Schedule:

Elementary schools will incorporate an assessment, such as DIBELS, to identify students having difficulties with phonemic awareness and phonics. Coile Middle School and Cedar Shoals High School will adopt an assessment, such as the Scholastic Reading Inventory (SRI), that will provide student Lexile scores for the first time to track students' RTI plans.

e. Current Assessments That Might Be Discontinued: For high school students, CCSD currently uses district-based screeners and assessments such as *STEEP MAZE* to identify reading levels. As a result of Striving Readers, CCSD will discontinue this assessment and use Scholastic Reading Inventory for all students and other interventional assessments as needed.

f. Listing of Training That Teachers Will Need to Implement Any New Assessments:

Teachers will need to be trained on DIBELS and the Scholastic Reading Inventory.

g. How Data Is Presented to Parents and Stakeholders: CCSD has a districtwide Family Engagement and Equity Plan for families of Clarke County students with seven components: family inclusiveness, effective communication, parenting skills, equitable school culture, shared decision-

making, community collaboration, and equity in human resources. Because all CCSD schools are Title I schools, they utilize a “School-Family Partnership Agreement” that clarifies goals, expectations, and shared responsibilities of the school and parents as partners for student learning. The Agreement or compact is signed and dated by the student, parents, and teacher. CCSD’s website provides teachers, students, parents, and community with AYP data, CCSD’s Strategic Plan with District Performance Measures and aggregate data, “Facts and Figures,” “Annual Performance Report,” and many other reports of interest to stakeholders. Report cards and parent-teacher conferences provide parents with academic data on their children.

IX. EXPERIENCE OF THE APPLICANT

a. Table Describing Other Initiatives with which the LEA Has Been Involved:

Table 19: Other CCSD Initiatives
<ul style="list-style-type: none"> • CCSD partners with the Georgia DOE and University of Georgia College of Education to develop new model-learning environments with an emphasis on student use of technology embedded into everyday learning. DOE will provide instructional technology consultation, technical assistance, access to Georgia Virtual online content, professional learning, assistance with funding formulas and waivers, and statewide purchasing. UGA will assist with teacher preparation, professional learning, and research related to instructional design, student learning, and teacher practices.

<ul style="list-style-type: none"> • CCSD partners UGA’s College of Education to develop and implement Professional Development Schools (PDS). Several schools are at various stages of implementing PDSs. Harris Elementary was the first PDS school. A Professor-in-Residence and many UGA faculty and students are in classrooms throughout the day.
<ul style="list-style-type: none"> • CCSD partners with the UGA College of Education and Franklin College of Arts & Sciences to implement eight years of state Math and Science Partnership grants.
<ul style="list-style-type: none"> • CCSD partnered with Athens Technical College to construct and implement the Athens Community Career Academy, a charter program that opened in August 2011.

b. Initiatives the LEA Has Implemented Internally with No Outside Funding Support:

- 1) Professional-Learning Communities for school and district leaders meet each month to engage in data analysis and professional growth as leaders.
- 2) International Baccalaureate Middle Years Programme (grades 6-10).
- 3) Orchestra programs at Coile Middle School and another middle school and afterschool orchestra and band programs for several elementary schools.
- 4) CCSD’s Advanced Placement Fee Program pays for one AP exam for students.

c. Description of the LEA’s Capacity to Coordinate Resources in the Past: CCSD

Coordinates millions of dollars worth of formula and competitive grants each year under the direction of Dr. Noris Price, Associate Superintendent of Instructional Services and School Performance. Dr. Price and district directors in charge of Title I, Title II, Title III, Title VI, Head Start, Early Head Start as well as competitive grants, such as Math and Science Partnership grants, 21st Century Community Learning Centers grants, and Early Reading First grants, routinely coordinate grant budgets with other federal, state, and local fiscal resources.

d. Description of the Sustainability of Initiatives Implemented by the LEA: Following the implementation of several state Math and Science Partnership grants, many of the instructional strategies for teaching math and science in grades 3-12 have been institutionalized in the Clarke County School District. The same is true of a Georgia Department of Human Services

afterschool and summer contract and four 21st Century Community Learning Centers (21st CCLC) grants. The original philosophy and instructional approaches (relevant, engaging, hands-on, project-based academic enrichment) that defined the district’s first 21st CCLC were subsequently adopted by all of the district’s out-of-school programs.

X. RESOURCES

a. Clear Alignment Plan for Striving Readers and All Other Funding:

Table 20: Alignment of Funding Sources		
	Striving Readers Funding	Other Funding Sources
Professional Learning	Intensive, aligned PL for all Striving Readers teachers	Title II, Part A; Title I, Part A; GA Staff Development Funds; QBE; Title III (ESL); Title VI, Part B; IDEA Pre-School
Print Materials	Additional books for all 7 Media Centers	Early Reading First (ERF); Title I, Part A;
Tier I Literacy Materials	Universal screener/progress monitoring; classroom libraries (K-5); core SBRR program for K-2; supplemental SBRR materials for small groups; technology	ERF; Early Intervention Program (EIP); QBE; Extended-Year
Tier II Literacy Materials	Supplemental SBRR intervention materials; high interest/low level trade books; technological resources	ERF; EIP/REP
Tier III Literacy Materials	Supplemental interventions materials; technological resources	ERF; EIP/REP
Tier IV Literacy Materials	Targeted classroom libraries; technological resources	ERF; EIP/REP
Formative and Summative Assessments	Additional assessments: Informal reading inventory, phonemic awareness, phonics, fluency screener; (DIBELS; Scholastic – SRI)	EIP/REP; Extended Year; Title I, Part A; Title II, Part A; Title III; Title VI, Part B; IDEA, Part B (SWDs); IDEA Pre-School (SWDs)
Instructional Technology	Handheld computing devices	SPLOST IV
Parent/Family Communication	Striving Readers updates to parents/families via website, Channel 16 (school district TV channel), school newsletters, newspaper articles	QBE; Title I, Part A; Title III; Title IV, Part B; IDEA, Part B (SWDs)

b. List of the Resources Available at Each Building:

- SmartBoards & overhead projectors

- Electronic student-response systems
- Media Center with fiction and non-fiction books
- Document cameras
- Literacy software programs (e.g., FastForward, SuccessMaker)

c. Plan to Ensure That No Supplanting Takes Place: During the grant-writing phase, as well as at the beginning of Years 1-3 of the performance period, all budget items in the participating school budgets will be examined by the Associate Superintendent of Instructional Services as well as the district-based Directors of Teaching and Learning, Special Education, Career and Technical Education, Title I, Assessment and Accountability, Gifted and ESOL Services, Grants and Research, Technology Services, and Business Services to ensure that supplanting will not take place, except as allowed by federal Striving Readers rules.

d. Detail How Striving Readers Will Add Value to Existing Resources in Schools: A

Striving Readers grant will provide intensive professional learning for teachers in six cluster schools and the district's Early Learning Center. Training will focus on emergent literacy skills, how children become proficient readers and writers, how to teach reading and writing across the curriculum, and how to identify and assist readers at all performance levels. A grant would also provide an opportunity for teachers and students in the target schools to explore the capabilities of handheld computing devices, such as iPads, to facilitate group writing projects, group research assignments, and communication and collaboration between teachers and their students and between and among the students themselves. For the first time, a Striving Readers grant would provide Clarke County teachers of students from birth through 12th grade with developmentally targeted, literacy-focused professional learning designed to facilitate the adoption of research-based, high-impact practices in every classroom within the six schools and Early Learning Center. In addition, technology purchased with grant funds will provide students with access to thousands of books, other materials in print, and online subscriptions to

which they would not otherwise have access. Handheld technology for students will also allow them to access educational apps and resources for the first time. Many students who do not typically read books would be far more likely to read the same books using e-readers. Striving Readers will offer these schools opportunities to instill 21st century literacy skills into all curricular areas and prepare students for college and career success.

XI. MANAGEMENT PLAN AND KEY PERSONNEL

a. Plan for Management of the Grant Implementation: Dr. Mark Tavernier, Project Director, supervises the district’s content specialists, including elementary and secondary literacy coaches; four instructional technology specialists; and two budget assistants. Tavernier’s staff will be available to carry out grant activities, such as coordinating, scheduling, and, at times, providing professional-learning; training teachers on new formative and summative assessments; purchasing and distributing print materials; and training teachers on the pedagogical uses of mobile technology. The principals of the Striving Readers’ schools will oversee grant-focused literacy activities in their schools as part of a long-term strategy to institutionalize high-impact instructional practices. CCSD’s Business Office has the capacity to drawdown Striving Readers grant funds as it currently does for numerous state and federal grant programs. Under the direction of Dr. Tavernier, a part-time Budget Assistant (paid for with indirect funds) will enter and process purchase orders, timecards, and other time sensitive records; and will receive, inventory, and distribute purchased items and services.

b. List of Individuals Responsible for the Day-to-Day Grant Operations:

- Dr. Noris Price, Associate Superintendent for Instructional Services
- Dr. Mark Tavernier, Project Director
- Carlyn Maddox, Secondary Literacy Coach
- Alita Anderson, Elementary Literacy Coach
- Linda Sprague, Office of Early Learning Professional Learning Coordinator
- Dr. Tony Price, Cedar Shoals High School
- Dwight Manzy, Coile Middle School
- Anissa Johnson, Fowler Drive Elementary
- Xernona Thomas, Harris Elementary
- Dr. Ingrid Gilbert, Stroud Elementary
- Debbie Haney, Winterville Elementary
- Tom Guthrie, Director of Business Services

- Carolyn Wolpert, Office of Early Learning Early Reading First Coordinator
- Kim Seabolt, Purchasing Coordinator
- Budget Assistant

c. Responsibilities of the People Involved with the Grant Implementation:

Table 21: Timeline of Grant Activities and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)⁷	1	2	3	4	1	2	3	4	
Announce SR grant to CCSD and the community. (PD, PR)	x	x			x	x			x
Convene District Literacy Team for overview/planning.(PD)	x		x		x		x		x
Convene school Literacy Teams for overview/planning. (P)	x	x	x		x	x	x		x
Purchase new assessments. (BA)	x				x				x
Purchase and distribute instructional materials and instructional technology. (PD, BA)	x	x			x	x			x
Plan/implement professional-learning focused on literacy (curriculum, assessments, RTI, etc.) (PD, LC)	x	x	x	x	x	x	x	x	x
Teachers enroll in Reading Endorsement Programs. (PD)	x	x	x	x	x	x	x	x	
Extend early learning instructional days from 164 days to 180. (EL)			x				x		x
Extended literacy time (afterschool/summer). (PD, P, LC)	x	x	x	x	x	x	x	x	x
Drawdown funds. (BO)	x	x	x	x	x	x	x	x	?
Write and submit end-of-year reports (5 years). (PD, LC, E)				x				x	x

d. Individuals Listed Understand the Goals, Objectives, and Implementation Plan: All

of the administrators, teachers, literacy coaches, and instructional technology specialists involved in implementing the Striving Readers grant program as described in this grant proposal will have an orientation session focused on the details of CCSD’s Striving Readers implementation plan, as well as DOE’s “What” and “Why” documents (and the “How” document when it becomes available). At the orientation session, all CCSD personnel will sign a commitment statement pledging to work towards accomplishing the project’s goals and objectives and grant activities described in the district’s grant

⁷ PD = Project Director; DL = District Literacy Team; SL = School Literacy Teams; P = Principals; BA = Budget Assistant; LC = Literacy Coaches; EL = Early Learning Literacy Team; ELA = ELA Teachers; CT = Content Teachers; PR = CCSD’s Public Relations; BO = Business Office

proposal, combined with each school's Striving Readers grant proposal/implementation plan with fidelity.

XII. SUSTAINABILITY PLAN

a. Plan for Expanding the Lessons Learned through the Striving Readers Project with Other Schools and New Teachers to the LEA: During New Teacher Orientation every August, a summary of the Striving Readers Implementation Plan will be given to all new teachers. At the six target schools and Early Learning Center, a discussion of the grant program will be far more extensive, and all new teachers will be given a copy of this grant proposal that lists the instructional strategies, materials, and assessments that all teachers in the school will use in their classes, including teachers in other content areas, such as science, math, and social studies. Because the target schools in the Cedar/Coile cluster will serve as a pilot project for the entire district, CCSD intends to institutionalize the best literacy practices throughout the entire school district, as appropriate. Once CCSD's Striving Readers Literacy Plan is completed, using Georgia's Literacy Plan as a model, SR practices will be institutionalized in the school district.

To ensure sustainability of evidence-based, high-impact practices, the district-level Striving Readers Literacy Team compiled a list of no-cost activities that may be used during and beyond the grant-performance period. A partial list is provided below:

- Require 90 minutes per day of protected, uninterrupted reading time in elementary schools and two to four hours per day for middle and high school students
- Transition strategies horizontally and vertically across grade levels
- Knowing standards of grades before and after each teacher's grade
- Create Reading Growth Wall in every school that tracks student growth.
- Use DOE's Lexile Map to match reading materials to students' current lexile levels.
- Provide data summits to examine literacy assessment results at the domain and element levels
- Provide intensive in-house professional learning on literacy for struggling readers and RTI

- Facilitate reading and writing across the curriculum

These activities and others will sustain Clarke County's Striving Readers Literacy Plan well beyond the grant period.

b. Plan for Extending the Assessments Protocol beyond the Grant Period: Because CCSD expects the Striving Readers assessment protocol to result in increased student achievement in the area of literacy due to ongoing, monitored formative and summative assessments, the assessment protocol will be sustained in the target schools. As the results are shared with other schools, additional schools will adopt the Striving Readers assessment protocol, which is based on high-impact practices for raising student-academic achievement.

c. Plan for Extending the Professional Learning Practices beyond the Grant Period and to New Staff to the System: Assessment data is useful only if teachers actually use it to make instructional decisions and adjustments. Therefore, teachers will be shown through on-going professional-learning sessions how to use screening, diagnostic, and progress assessment data to guide instruction. Principals will ensure that grade-level and content-specific teacher groups understand and use student-achievement data at the domain level for designing lessons and student tasks.

d. Plan for Sustaining Technology That Was Implemented with the SR Funds: The technology and site licenses funded by a Striving Readers grant will include handheld computing devices for students, their teachers, and Media Centers. The Clarke County Regional Library provides K-12 students with access to over 300,000 e-books and audiobook titles that can be downloaded on handheld tablets and computers 24 hours a day, seven days a week. After grant funding ends following Year 3, this virtual library will continue to be available to students with purchased technology as well as with classroom and media center computers already in place. To sustain CCSD's investment in technology made possible with Striving Readers funding, CCSD's

SPLOST IV, approved by voters in November 2011, will provide significant funding to expand the reach of handheld computing devices into all schools and to refresh the mobile technology in the six target Striving Readers schools and Early Learning Center.

STRIVING READERS

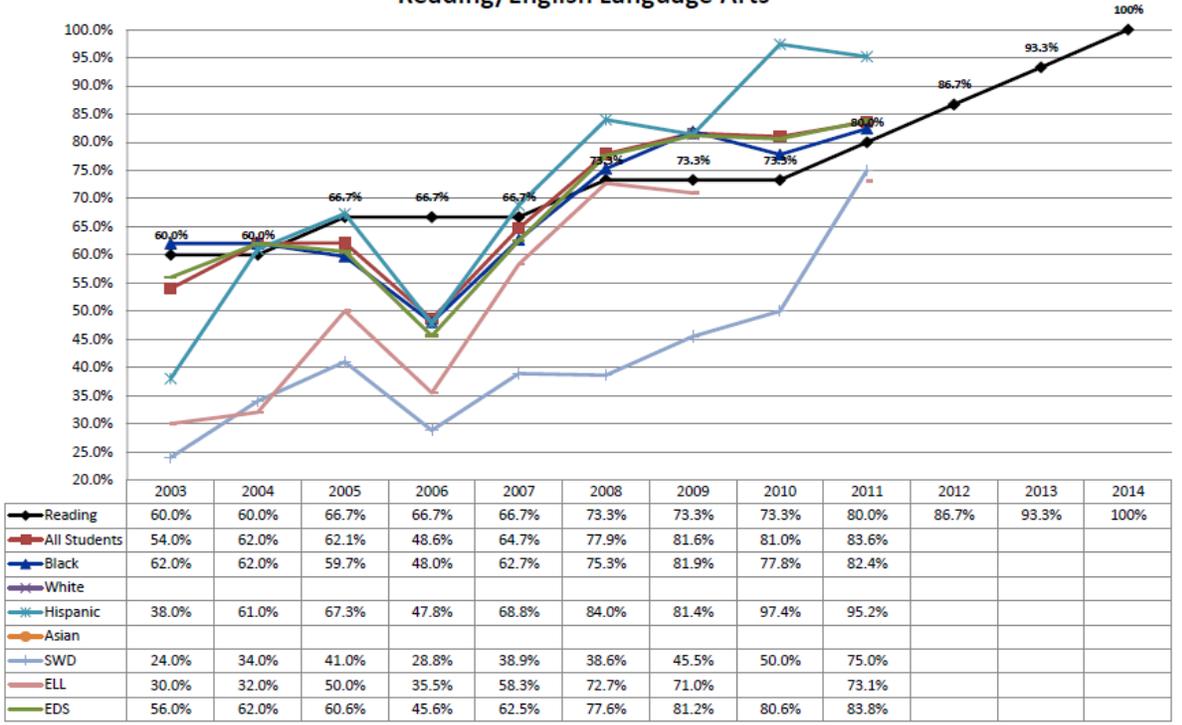
Howard B. Stroud Elementary School's Grant Proposal

XIII. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

d. School Student CRCT Data

The CRCT data for 3-5th grade students after summer retest is shown in the graph below. Although Stroud met the state's target for Annual Yearly Progress (AYP) we still have approximately 16% of our students not meeting standards in Reading/English Language Arts. The Reading domain analysis shows that 35% of students in grades 3-5 did not answer Literacy Comprehension items correctly. In addition 45% of those same students did not answer the Reading for Information items correctly, and 27% did not answer Vocabulary Acquisition items correctly. The Language Arts domain analysis shows that 36% of students in grade 3-5 did not answer Grammar & Sentence Construction items correctly, while 34% did not answer Research & Writing Process items correctly.

**Howard B. Stroud Elementary School - Grades 3, 4, 5 AYP Progress in CRCT
Reading/English Language Arts**



Fifth grade students also take the state writing test. For the 2011 school year, 43% of the students did not meet standards. Although the writing scores increased for the 2011 school year, they are far below the state where only 21% did not meet standards. Data for students in grades one and two is based on the district 4th Quarter Literacy Assessments: Sight Vocabulary, Spelling Inventory, and Reading Levels. For first grade 14.2% of students did not meet standards in sight word recognition; 88.9% did not meet the target on the spelling inventory; and 22.5% were not on grade level in reading at the end of the 1st grade. In second grade 50.8% of students did not meet standards in sight word recognition; 83.1% did not meet the target on the spelling inventory; and 45.5% were not on grade level in reading.

First Grade Literary Assessments 2010-2011			
	% Meeting or Exceeding Standards as of end-of-year measurement		
	Quarter 4 Sight Vocabulary	Quarter 4 Spelling Inventory	Quarter 4 Reading Level
CCSD	71.1%	25.3%	74.4%

Second Grade Literary Assessments 2010-2011			
	% Meeting or Exceeding Standards as of end-of-year measurement		
	Quarter 4 Sight Vocabulary	Quarter 4 Spelling Inventory	Quarter 4 Reading Level
CCSD	62.8%	21.3%	68.1%

b. Student Norm-Referenced Test Data All student groups in grades 2-5 had a mean norm-referenced score below the 50th percentile rankings in both Reading and English Language Arts during the 2010-11 and 2011-12 school years. According to the norm-referenced test results for the 2010-11 and 2011-12 school years, more than 70% of the students in grades 2-5 performed in the low average to below

Stroud	85.2%	11.1%	77.5%
--------	-------	-------	-------

average range in reading and language arts.

Stroud	49.2%	14.9%	54.4%
--------	-------	-------	-------

b. Disaggregation of Data in Subgroups - The CRCT graph in section I.a. shows disaggregated data by subgroups since 2003. The percentage passing for all subgroups has improved significantly. Students in grades 2-5 at Stroud continue to perform below the national average on the norm-referenced test: Black students have a range of scores from the 27th percentile to the 39th percentile; Hispanic students have a range of scores from the 20th to the 37th percentile; White students' scores ranged from the 22nd to the 68th percentile; Students with Disabilities had scores from the 9th to the 27th percentile; and English Language Learners score from the 2nd to the 31st percentile.

e. Teacher Retention Data - In 2007 Stroud Elementary had a total of 41 positions allocated for teaching. Due to budgetary restraints, the number allocated for 2011 was 36. During that five year period approximately 4-5 five teachers have been hired each year, an 87% retention rate.

f. Participation in Professional Learning Communities/On-Going Professional Learning –

All faculty members of Stroud engage in professional learning. Whole school professional learning is a response to the needs presented by the action steps in the school improvement plan. All other professional learning is embedded in the school day and facilitated by the Principal, Instructional Coach,

and teachers through grade level collaborative planning, data team cycles, observations, and modeling.

The details of professional learning are outlined in Section X.

XIV. NEEDS ASSESSMENT

d. Description of the Materials Used in the Needs Assessment:

The process for determining the school's literacy need was conducted with the participation of the School Improvement Leadership Team (SILT) which has a Literacy Committee as well as the School Council. Stroud used the following instruments, procedures, or processes to obtain information (Needs Assessment Literacy Survey [see Appendix A], Professional Learning feedback, CRCT data, 5th Grade Writing Scores, School Improvement Survey, Walkthrough Data, Literacy Benchmarks, RTI Data, and Attendance). In addition to the data collected at the school level, the Clarke County School District prepares the following on an annual basis: 1) An annual school profile to include current demographics, state assessments results, parent and student perception data, student attendance and discipline data, personnel information, and school performance information; 2) Adequate Yearly Progress determination; and 3) Data to support measures of effectiveness related to current continuous improvement plan initiatives. Stroud used all the information as our needs assessment to develop the current school-wide plan.

e. Description of the Needs Assessment:

The SILT team met June 8 and July 28-29, 2011, to analyze data in order to draft a school improvement plan that included literacy. In addition to the SILT team members serving as facilitators of the plan, Stroud utilizes the collaborative planning process to determine what school-wide interventions should be provided for students to help them meet local and state standards. Staff members determine what school-wide reform strategies/supplemental interventions should be provided for students to help them meet the state standards.

f. Listing of Individuals Who Participated in the Needs Assessment:

Ingrid Gilbert, Principal; Makeba Clark, Assistant Principal; Fraser Kent, Counselor; Hallie Williamson, Instructional Coach	Resource teachers: Michael Farley, Jennifer Jones, Lynn Holland, Jennifer Satterfield, Lori Sims, Heather Kask, Jessica Smith, Stephanie Franks	Special Areas: David Harvell, Katrina McCarver, Jonathan Croxton, Shannon Thompson
Kindergarten teachers: Cecilia Grant, Loleeta Linston, Mary Smith, Melissa Tolbert	1 st grade teachers: Kristin Carter, Rocio Greer, Erica Kittrell	2 nd grade teachers: Andrea Goodman-Terrell, Jenny Learnard, Mary H. Smith
3 rd grade teachers: Amber Buffington, Le’Ann Fleisher, Patrice Richburg, Linda Smith	4 th grade teachers: Kerry Cavanaugh, Quintori Dock, Harvey Franklin, Janice Stephen	5 th grade teachers: Sandra Alexander, Hattie Lawson, Carolyn Moore

XV. AREAS OF CONCERN

a. Clearly Identifies the Areas of Concern Related to the “What” Document:

Concern 1: Fifty-three percent of the staff surveyed indicated that both screening and diagnostic literacy assessments are not adequate.	The Needs Assessment Literacy Survey given in the fall of 2011 indicates that a primary area of concern is Component 3 (The What, pg 11), “Ongoing formative and summative assessment to inform instructional decisions regarding the need for and intensity of interventions and to evaluate the effectiveness of instruction.”
Concern 2: The 3-5 th grade student achievement data indicates a concern in intentional strategies for developing and maintaining engagement.	The concerns are in the strands of motivation and self-directed learning, intensive writing, and technology, some of the 10 key instructional improvements of an effective literacy program under Component 4 (The What, pg 13). Related concerns are found in Component 9 (What, p 19).
Concern 3: Seventy-five percent of the K-2 staff indicates a lack in the areas of phonics, phonemic awareness and vocabulary instruction, whereas only 42% indicate a concern in 3-5.	The Needs Assessment Literacy Survey and the Professional Learning feedback surveys indicate a concern in Component 4 (The What, pg 12) which states that early literacy programs need to include systematic, explicit instruction in the five components of reading.

b. Specific Age, Grade Levels, or Content Areas in Which the Concern Originates

The concerns originate with K-5 teachers and are focused on literacy skills in reading and writing. When we reviewed the data it was noted that our Black Students, Students with Disabilities, students served through the Early Intervention Program (EIP), and Students in Response to Interventions (RTI) are the

subgroups on which we need to focus. Writing data in 3-5th grade, 2-5 NRT reading data, and K-2 reading/phonics are content area concerns.

c. Identifies the Areas of Concern and Details the Steps Taken to Address the Problems

Concern One: the fragmented screening and diagnostic assessments materials in literacy	The district routinely re-evaluates required assessments and has added/changed assessments regularly. However, the assessments do not always give the information we need across all grade levels and are generated from various sources.
Concern Two: the need for intentional strategies for developing and maintaining engagement as students progress in the intermediate grades	We have taken steps to increase engagement by participating in professional learning with Jo Robinson, a literacy engagement specialist, by adding a few iPods for student use, by purchasing some high interest books for classroom libraries, by attending professional learning in writing, and by beginning to have students monitor their own progress toward meeting the standards. All of these steps are in their beginning stages and need further development to become part of the culture of the school.
Concern Three: the lack of systematic, explicit instruction in K-2 in the areas of phonics, phonemic awareness and vocabulary	Last year the literacy team took steps toward researching a phonics/vocabulary program for K-2. However, the district decided to purchase a program so we stopped our research. Due to budget cuts, the program was not purchased. Striving Reader funding would allow us to purchase such a program for K-2.

XVI. ROOT CAUSE ANALYSIS

a. Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment –

Root causes of Concern One:

- current assessments are not comprehensive, lack variety in reading material across grade levels and are not available past the 5th grade level
- assessments don't always match or guide instructional practices
- current assessments do not assess all five components of reading
- there has not been ongoing training for teachers to give the assessment reliability

Root Causes of Concern Two:

- lack of high interest reading materials, programs and activities for struggling readers
- lack of training to implement reading workshop where students are self-directed learners
- lack of interdisciplinary resources to promote reading interest (reading across the curriculum)
- lack of teacher confidence to incorporate technology due to lack of training
- lack of parental literacy involvement

Root Causes of Concern Three:

- teachers lack training in the use of the current K-2 phonics resource, which is an add on that does not correlate to the reading component
- K-2 does not have a resource for instruction in all 5 reading components
- the current resource does not include resources for instruction for RTI tiers 2, 3, and 4
- there is a lack of real world experience to expand vocabulary that builds background knowledge in and out of the classroom to increase reading comprehension

b. Specific Grade Levels That Are Affected

Grades K-2 are affected by concerns 1 and 3; grades 3-5 are affected by concerns 1 and 2.

c. Specific Rationale for the Determination of the Cause

The literacy team convened to discuss the root causes of the concerns. It was determined that there is inconsistency in the literacy assessments conducted and the ability to progress monitor the effectiveness of instruction. The current K-2 literacy resources are fragmented. By the time students reach the intermediate grades, many are behind and lack the motivation to succeed.

d. What Has Been Done in the Past to Address the Problem

- 1) The school has followed the district in administering assessments. The district re-evaluated assessments and put in a new fluency assessment this past year. The district provided an alternate assessment for students reading above grade 5. Although this has been a positive step, a K-5 comprehensive literacy assessment option would be preferable.
- 2) Last year we began a weekly assessment of basic skills to help 3-5 students monitor their own progress toward meeting standards. We continue to find that students lack the skills and motivation for self-directed learning.
- 3) We discussed providing professional learning for the current phonics resource in K-2 but instead chose to research a more systematic program. Prior to completing that research, the

district offered a program to be implemented in 2012. However, budget cuts have interfered with that adoption. The Striving Readers grant will allow us to purchase such a program.

e. New Information the Needs Assessment Uncovered

Through discussions with teachers based on Needs Assessment data, it became apparent that more professional learning is needed in the area of assessment. Some teachers do not understand the purpose of screener assessments or how to use literacy diagnostic assessments to plan for instruction. Overall, the Needs Assessment uncovered new information related to teacher understanding of the relationship between screener and diagnostic assessments, planning for instruction, and identifying the available resource materials.

XVII. SCHOOL LITERACY TEAM

a. Listing of the Members of the Site-Based Literacy Team –

Ingrid Gilbert, principal	Hattie Lawson, 5 th teacher
Mekaba Clark, assistant principal	Michael Farley, special ed teacher
Hallie Williamson, instructional coach	Jessica Smith, ESOL teacher
Fraser Kent, counselor	Stephanie Franks, Gifted teacher
Melissa Tolbert, K teacher	David Harvell, Art teacher
Rocio Greer, 1 st teacher	Andrea Goodman-Terrell, PBIS chair
Mary H. Smith, 2 nd teacher	Cay Summers, PreK teacher
LeAnn Fleisher, 3 rd teacher	Tallulah Harrell, family engagement
Quintori Dock, 4 th teacher	Shannon Thompson, media specialist

b. Function of the Site-Based Literacy Team in Terms of the Needs Assessment

The function of the Literacy Team is to give input into the initiatives established by the School Improvement Leadership Team based on analyzing the data from the various needs assessment

documents and data, as well as monitoring the implementation of the literacy initiatives set forth in the School Improvement Plan. A Literacy Dynamic Team, a subset of the School Improvement Leadership Team (SILT), was created to monitor English/Language Arts initiatives, including, once funded, Striving Readers.

c. Minutes of the Meeting of the Site-Based Literacy Team - The mission of the SILT is to establish a comprehensive needs assessment which addresses all academic areas, but for the purposes of this grant, the literacy/ initiatives are included in the minutes. See Appendix B.

d. How the Literacy Team Communicates and Includes All in Decision-Making Process
Stroud utilizes the collaborative planning process to determine what school-wide interventions should be provided for students to help them meet local and state standards. The Literacy Team shares information at the regular monthly meetings, which is then shared at grade level meetings for team input. Monthly minutes are also provided to all faculty and staff in the weekly newsletter from the principal.

VI. PROJECT GOALS AND OBJECTIVES

a. A clear list of project goals directly related to the identified needs

- **Goal 1:** Identify at-risk students and provide appropriate interventions by implementing a comprehensive assessment tool for K-5 literacy screening and diagnostic assessment. (Georgia Literacy Plan, The Why, 5.A.5)
- **Goal 2:** Provide a variety of resources, intentional strategies and opportunities to motivate students to read and write in the content areas. (Georgia Literacy Plan, The Why, 3.C.2)
- **Goal 3:** Implement an early literacy program that provides the five essential components of effective early reading instruction in order to ensure students are reading on grade level by the end of grade three. (Georgia Literacy Plan, The Why, 3.B)
- **Goal 4:** Provide on-going professional learning for all staff in process and content standards to determine learning priorities, to apply research best practices, to use learning strategies including technology, to deepen content knowledge, to provide research-based instructional strategies, to prepare teachers to use various types of assessments appropriately, and to provide skills to involve families appropriately. (Georgia Literacy Plan, The Why, 7.B 2 & 3)

b. A clear list of project objectives that relate to implementing the goals identified

- **Goal 1 objectives:** Routinely screen K-5 students in skills critical to literacy; administer diagnostic assessment to students demonstrating problems during screening to guide instruction. (Georgia Literacy Plan, The Why, 5.A.5 c & d)
- **Goal 2 objectives:** Increase motivation in adolescents, a component of reading associated with improved outcomes. Provide direct, explicit comprehension instruction; embed content; build motivation to read; involve students in collaborative learning involving interacting with one another; provide diverse texts, intensive writing (Georgia Literacy Plan, The Why, 2.C), and a technology component. (Georgia Literacy Plan, The Why, 3.C 1 & 2; The What, section 8.A p 18)
- **Goal 3 objectives:** Provide a high quality early literacy experience that is systematic and explicit to prevent reading difficulties and lay the foundation for future academic success, including hands on experiences to increase background knowledge and vocabulary. (The What, section 1 p 6, section 4 A, section 9 p 19)
- **Goal 4 objectives:** All teachers will participate in professional learning in the use of scientifically research-based programs, assessments, technology, and instructional strategies.

c. The research-based practices in the “What and Why” document

Goal 1 Research: Universal screeners are necessary to identify which students need assistance and should accurately identify at-risk students, should not be expensive or time-consuming to implement, and must result in timely and effective interventions. Kindergarten screeners should include phonological awareness, alphabet knowledge, concept of word, and letter-sound correspondence. First grade screeners should include word identification fluency (WIF) and grade two should add oral reading fluency (ORF) to the WIF. Grade 3 should include ORF, as well as grades four and five, which should also add a comprehension screener. Following the screener, more comprehensive diagnostic assessments should be conducted to identify specific student-by-student skill weaknesses. (Georgia Literacy Plan, The Why, 5.A.5 b, c, d)

Goal 2 Research: Provide students with a quality learning environment. Students need a variety of reading materials, time to read self-selected texts with an awareness of Lexile levels, and opportunities to discuss. Teachers need to use research-based literacy strategies, provide literacy rich content-area reading, provide frequent assessment, and quality instruction. (The What, section 4 C, section 9 A-F; Georgia Literacy Plan, The Why, 3 C 1 & 2)

Goal 3 Research: Early, high quality instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension must be provided. (Georgia Literacy Plan, The Why, 3 B)

Goal 4 Research: Substantiated academic growth will occur when professionals receive ongoing, targeted professional learning. (Georgia Literacy Plan, The Why, 7 B) Professional Learning that enables teachers to: study student work and data to plan for instruction and intervention on an individual student level; build knowledge of key literacy components; and deliver engaging instruction that promotes active learning. (The What, section 7 B)

d. Consider practices already in place when determining goals and objectives

Universal screeners and diagnostic assessments are in place but further professional learning on the goal and use of each assessment is needed. The Kindergarten screener is right on target according to the research. The reading workshop framework is in place in grades one and two. Teachers are beginning to provide direct, explicit comprehension instruction in 3rd-5th grade with the implementation of the textbook adoption of 2010.

e. Goals to be funded with other sources

- 1) Collaborative scoring of quarterly writing assessments;
- 2) Teacher analysis of comprehensive reading data to determine appropriate interventions;
- 3) ELA data team training

VII. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

i. Proposes a Plan to Implement the Goals and Objectives Identified

<p>Year 3: Provide PL to teachers; continue to refine the implementation of instructional materials and/or strategies; continue to train parents in strategies to increase literacy at home; continue to improve classroom and media collections; continue to expand extended day and extended year programs; continue to document and monitor literacy data</p>
<p>Year 2: Provide PL to teachers; continue training and support in the adopted resource material for K-2; continue training in the comprehensive literacy assessment tool (like DIBELS; continue PL for teachers in ways to implement research-based techniques to increase motivation; continue PL for teachers in phonemic awareness, phonics instruction, and</p>

vocabulary; continue to expand extended day and extended year programs; improve parent partnership: offer parents a way to check out books; train parents in strategies to increase literacy at home; continue to improve classroom and media collections

Year 1: Provide PL to teachers; provide training and support in the adopted resource material for K-2; select a comprehensive literacy assessment tool (like DIBELS) and provide training; engage in PL to improve reading instruction: plan study groups, engage in on-going cycle of study, practice, reflection based on student achievement; continue to document and monitor student literacy data; provide training for the implementation of instructional materials and/or strategies; unpack CCGPS literacy standards; improve classroom and media collections ; provide PL for teachers in ways to implement research-based techniques to increase motivation: increasing engagement, incorporating technology, selecting high-interest reading material, providing interventions, acceleration and enrichment; provide PL for teachers in phonemic awareness, phonics instruction, fluency, vocabulary and comprehension; expand extended day program for struggling readers to include grades other than 3 and 5; implement a Summer School transition academy to build literacy life experience and to assist at-risk students;

j. Establishes Who Will Implement

The Administration and Instructional Coach will provide coordination and oversight of Stroud’s Literacy Plan along with district personnel. All certified staff will participate in PL.

k. Clearly Defines What Will Take Place in the Project Based on the “What” Document

- Use reliable screening assessments to identify students with reading difficulties and follow up with formal and informal assessments to pinpoint each student’s instructional needs.
- Select an intervention that provides an explicit instructional focus to meet each student’s identified learning needs.
- Provide interventions where intensiveness matches student needs.
- Make sure text is appropriate for the reading level of students.
- Provide a positive learning environment that promotes student autonomy in learning.
- Make literacy experiences more relevant to student interests.
- Build classroom conditions that promote higher reading engagement through such strategies as goal setting, self-directed learning, and technical learning.
- Use a four-tiered instructional model at each grade level to provide for core instruction, strategic intervention, intensive intervention and a targeted and individualized intervention.
- Teachers will implement the action steps used to increase engagement and motivation (What, pg 19).
- Funding will be used to purchase K-2 literacy manipulatives, K-5 texts for classrooms and media center, and technology software and hardware to support student engagement.
- Use a variety to professional learning models to support teachers in the implementation of key Striving Reader grant goals and objectives.

l. Details the Current Instructional Schedule –

The instructional day begins at 8:10 until 2:35. Each grade level includes 30 minutes for lunch, 15 minutes for recess, 50 minutes for special area classes (art, music, P.E.), and 45-50 minutes of extended learning time. See Appendix E for the detailed schedule.

RTI	Interventions
TIER 1	Successmaker Lab ELT small group instruction All students participate in general education learning that includes: Universal screeners, implementation of the Georgia Performance Standards through a standards-based classroom, and differentiated instruction
TIER 2	Successmaker Lab Reading and Math ELT small group instruction (2-3 days) Extended Day Instruction (Pathways to Success) Voyager Reading and Math Direct Instruction
TIER 3	AM Computerized Interventions (Successmaker/FastForward) ELT small group Instruction (4 days/week) Extended Day Instruction (Pathways to Success)
TIER 4	AM Computerized Interventions - EXC, ESOL ELT Pull-out Instruction - EXC, ESOL, Advanced and Gifted

m. Details a Plan for Tiered Instruction

Direct & Collaborative core instruction – EXC,
ESOL, Advanced and Gifted

Students who are in the response to

intervention process receive a variety of interventions to support academic gaps. To provide academic support in reading, the Success Maker, FastForward, Voyager Passport, and Headsprout computer programs are used as well as teacher created activities and other available resources. Advanced content and gifted interventions may include Renzulli projects, portfolios, and book clubs.

n. Details the Materials Currently Used for Tier 1 Instruction: Rigby literacy K-2 minus

the word study component; Storytown literacy 3-5; Rigby leveled books; Write Source 2-5.

o. Lists the Time, Personnel and Strategies for Tier II, III, and IV Instruction –

- A variety of instructional strategies are used to address the needs of these students such as, small group instruction, flexible grouping, centers, additional segments of instruction, and more explicit and targeted instruction.
- Tier II and III instruction is provided as part of the reduced class size model for early intervention students, as well as during extended learning time, and before the first instructional block during the school day.
- Tier IV instruction is provided by one ESOL and one Gifted teacher serving K-5.
- Tier IV special education students receive direct and/or collaborative instruction from special education teachers and paraprofessionals.
- Selected Tier II, III and IV students in grades 3-5 have the opportunity to attend the Pathways to Success after school program. Striving Readers funding will enable all Tier II, III, and IV students to participate in this literacy opportunity.

p. Includes a Statement Regarding Conflict with Other Initiatives

The Stroud grant implementation plan does not conflict with other initiatives.

VIII. STRATEGIES AND MATERIALS TO SUPPORT THE LITERACY PLAN

a. General List of Current Classroom Resources for Each Classroom in the School

- Smartboard
- Projector
- 2-3 desktop computers
- Storytown literacy resources and leveled readers, grades 3-5
- Rigby literacy resources and Big Books from 2002

- Classroom libraries (outdated)
- Writers' Express, grades 3-5

b. Generic List of Shared Resources

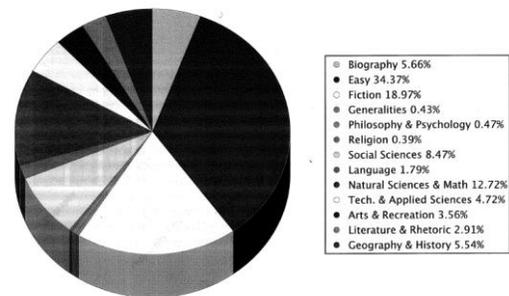
- leveled reader bookroom
- flip cameras (3)
- digital cameras (5)
- sound system (1)
- smart document cameras (2)
- computer labs (with software used for various interventions) – (2)
- iPod touches (12)
- audio books
- SMART response clickers (2)
- wifi network broadband internet access
- Storytown Strategic Intervention
- Passport Reading

c. General List of Library Resources or a Description of the Library as Equipped

Our general collection contains 9,176 copies, which is over 20 copies per student. In recent years, the focus has been on aligning our collection to the Georgia Performance Standards, with a particular focus on animal books, social studies, and poetry. Our primary goal this

year is to purchase materials aligned with our science standards. We were also fortunate to win a grant from First Book this year, which allowed us to add 116 fiction titles to our collection.

**Stroud Elementary School
Current Collection**



d. List of Resources Needed to Implement the Literacy Plan Including Student Engagement. Items needed include:

- Books for 25 classroom libraries
- Software and hardware to support ebooks and other electronic literacy materials
- handhelds like the iPads
- professional learning materials for staff
- stipends to cover professional learning
- travel expenses for professional learning conferences
- substitutes for release time for teacher collaboration and school day PL
- funding for consultants
- extended day program for struggling readers
- summer school programs
- research based literacy materials
- educational field trips
- books for the media center for parents and students

- K-2 literacy manipulative sets for K-2 classrooms
- SMART table for K-2
- SMART document cameras (8)
- comprehensive literacy assessment tool similar to DIBELS
- K-2 instructional materials similar to Storytown in 3-5

e. Generic List of Activities That Support Classroom Practices

- Word-level skills, vocabulary knowledge and oral language skills
- broad conceptual knowledge and abilities required specifically to comprehend text
- thinking and reasoning skills
- motivation to understand and work toward academic goals
- instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension
- direct, explicit comprehension instruction using a comprehensive literacy program
- effective instructional literacy principles embedded in content
- motivation and self-directed learning, including building motivation to read and learn
- text-based collaborative learning and extended time for literacy
- strategic tutoring, diverse texts and intensive writing in the content areas
- a technology component, which includes technology as a tool for literacy instruction
- professional learning that is long term and on-going
- on-going formative and summative assessments of students and programs, teacher teams
- leadership team who has a solid understanding of how to teach reading and writing

f. Generic List of Activities That Support Literacy Intervention Programs

- Effective literacy interventions grades 4-5
 - explicit vocabulary instruction
 - direct and explicit comprehension strategy instruction
 - provide opportunities for extended discussion of text meaning and interpretation
 - increased motivation and engagement in literacy learning
 - make intensive and individualized interventions available for struggling readers than can be provided by trained specialists
- Effective literacy interventions for K-3
 - phonemic awareness
 - letter/sound relationship
 - letter identification
 - phonics
 - fluency
 - vocabulary
 - comprehension

g. Generic List of Additional Strategies Needed to Support Student Success

1. Teach students how to use reading comprehension strategies.
2. Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.

3. Guide students through focused, high-quality discussion o the meaning of text.
4. Select texts purposefully to support comprehension development.
5. Establish an engaging and motivating context in which to teach reading comprehension.
(What Works, pg 1)

IX. PROJECT PROCEDURES AND SUPPORT

a. Details a sample schedule by grade level indicating a tiered instructional schedule

Teachers provide grade level instruction in literacy in the general education classroom for all students. See Reading schedule in Appendix C. In addition, targeted instruction is also provided through guided reading, learning centers and small groups in the homeroom classrooms based on data that reveal a need for interventions or additional support for the targeted instructional time: English Language Learner (ELL) teachers, Early Intervention Prevention (EIP) teachers, Special Education Teachers, or Paraprofessionals.

The master schedule also includes a 45-minute school-wide intervention block called extended learning time (ELT). The ELT block is needs-based instruction designed for each child based on analysis of quarterly data, and data collected from Tier2 & 3 interventions.

b. Show that students in elementary will receive at least 90 minutes of Tiered instruction.

The sample grade level schedule (Appendix D) shows a Tiered Instructional Schedule. Students at Howard B. Stroud receive uninterrupted literacy instruction for 120 minutes daily. The reduced class size model is used to lower student-to-teacher ratios and to provide more in-class interventions to Tier 2, 3, and 4 students. The collaborative model is also implemented at each grade level, where support personnel providing tiered instruction push into the general education classroom during the literacy block. This schedule is designed for Response to Intervention and students may be moved into or out of tiers based on data analysis. The Striving Readers grant will provide teachers with the materials needed to provide additional support to tiered students.

c. Shows a schedule that is designed for RTI.

Students receiving tiered interventions will be provided additional instruction before school, during the extended learning intervention block, and after school. See schedule, Section VII e.

RTI Schedule

Before school	Computerized Instruction (Tier 2, 3, 4)	7:20-7:55
During school	Extended Learning Time (Tier 1, 2, 3, 4)	45 minutes in grades K-2 50 minutes in grades 3-5 See Appendix E for ELT schedule
After school	Targeted Instruction (Tier 2, 3, 4)	2:35-4:45

X. PROFESSIONAL LEARNING STRATEGIES IDENTIFIED

g. Table Indicating Professional Learning Activities Staff Have Attended in the Past Year

In the 2010-2011 the staff attended Professional Learning (PL) activities that directly related to the literacy initiatives in the School Improvement Plan. Refer to the PL Table in Appendix E. In the future, the PL activities will directly relate to the literacy initiatives identified in the Striving Readers grant.

h. Number of Hours of Professional Learning That Staff Have Attended

Staff attended 36 hours of Professional Learning in literacy workshops or trainings in 2010-2011. Staff participated in an additional 30 minutes each week, for 30 weeks, of professional learning in data teams. The total time spent in professional learning related to literacy was 51 hours.

i. The Percentage of Staff Attending Professional Learning

100% of teachers who teach literacy participated in literacy related professional learning.

j. Detailed List of On-Going Professional Learning

Ongoing PL in literacy is taking place in the following strands: (See PL Table in Appendix F)

- Writing PL: genre studies, unpacking standards, workshop
- Technology PL: Voyager, Successmaker, Renzulli
- Instructional Strategies PL: Marzano, engagement, higher order thinking

- Schoolwide Enrichment PL: extending background knowledge, student-led learning
- School Initiatives: collaborative analysis of data, positive behavior, progress monitoring

k. Preferred Method of Delivery of Professional Learning

The preferred method of delivery for on-site PL is a workshop format with teacher engagement led by a facilitator. Off-site PL is also encouraged when the opportunity is deemed useful.

l. Programmatic Professional Learning Needs Identified in the Needs Assessment –

The use of screener and diagnostic assessment tools; engagement and motivation strategies in 3-5; K-2 literacy instruction with a phonics component; using technology to increase motivation; student efficacy strategies; the use of specific technologies (SmartBoards, handhelds, digital readers); writing across the curriculum.

XI. ASSESSMENT/DATA ANALYSIS PLAN

h. Detailed Listing of the School’s Current Assessment Protocol

August, December, May	Scored Writing Samples (K-2)
August	Norm Referenced ELA assessment (2-5)
August, December, May	Reading Fluency (1-5)
September, December, March, May	Quarterly Literacy Assessments: reading level (K-5), writing sample (3-5), sight words (1-2), spelling inventory (1-2)
October, December, March, May	Quarterly ELA Benchmark (3-5)
October, December, March, May	Quarterly GKIDS (K)
December, April	Comprehensive ELA benchmark (1-2)
January	ACCESS testing for ELL’s
March	Writing Test (3, 5)
April	CRCT (3-5)

See Appendix G for the complete district assessment schedule.

i. Explanation of the Current Data Analysis Protocol

The comprehensive needs assessment is conducted by Stroud’s school improvement leadership team (SILT) through participation in a school improvement workshop prior to the beginning of

each school year. The current protocol used consists of: analysis of overall school performance; analysis of subgroup performance; analysis of grade level performance; analysis of data by standard and element; and, analysis of individual performance. Stroud's school improvement plan serves as the foundation for all ongoing school improvement efforts and is based on the results of the comprehensive needs assessment. An Implementation and Impact check is conducted by the SILT at least twice a year.

j. Comparison of the Current Protocol with the Striving Readers Assessment Plan

The current protocol does not allow for a seamless assessment protocol between grade levels. There is also not an intentional progress monitoring program in place for struggling readers. The Striving Readers assessment plan contains a universal screener and diagnostic assessments for connected progression across grade levels.

k. Detail How New Assessments Will Be Implemented into Current Assessment Schedule

Stroud will implement a comprehensive literacy assessment, such as *DIBELS Next*. New assessment tools will replace similar district assessments already in place and will be scheduled according to the district plan as outlined in section XI a.

l. Narrative Listing Current Assessments That Might Be Discontinued

Our literacy team believes that a new comprehensive literacy assessment tool in the essential components of reading will measure the same components as the current district assessments but will be contained in one assessment tool instead of across several different tools. We will not be discontinuing any assessments that are currently in place, but will use a different tool.

m. Listing of Training That Teachers Will Need to Implement Any New Assessments

Teachers will need training in the use of the new assessment tool for K-5 literacy.

n. Brief Narrative on How Data Is Presented to Parents and Stakeholders –

Stroud shares data reports with the parents via Annual Title I meetings, school council meetings, parent/teacher conferences and family engagement events.

XII. RESOURCES

e. Clear Alignment Plan for Striving Readers and All Other Funding

The chart below shows how our existing funds are used at Stroud. The Striving Readers grant will allow us the opportunity to purchase additional resources and to provide professional learning directly related to literacy. Students demonstrating the need for remediation will be addressed early on with a scientifically research based literacy component, such as *Storytown*.

	Striving Readers Funding	Other Funding Sources
Professional Learning	Professional Learning (Literacy) consultant fees; conferences; stipends; trainings	Title II, Part A; title I, Part A; QBE; Title II (SSL); Title IV, Part B; IDEA
Instructional Technology	Technology Resources: i.e. handhelds, software, hardware	Technology – Title II, Part D: SPLOST IV
Literacy Material - Tier II, III, and IV –	Literacy materials that provide intense remediation and/or acceleration	EIP/REP
Literacy Assessment	Comprehensive Literacy Assessment comprised of screener, diagnostic and progress monitoring	EIP/REP; Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B; IDEA Pre-School
Family Engagement	Parent Literacy, books for families and students; hand-held devices ; staff for extended library hours	QBE: Title I, Part A; Title II; Title IV, Part B, IDEA, Part B
Other: (field trips, after-school; summer school)	Extended day and extended year programs; Field Trips; K-2 Literacy Programs i.e. Story town and K-2 Literacy manipulatives	Title I; QBE, IDEA, Part B
Print Materials	Print materials: media, classroom libraries, PL books	Title I, Part A; First Books Grant;

f. List of the Resources Available at Each Building

- Extended Learning Time (ELT)
- EIP classes
- After-School Program
- Paraprofessional support
- Software Programs (Voyager, SuccessMaker, Fast ForWord)
- 3-5 StoryTown
- Leveled Readers
- Instructional Coach
- Family Engagement Specialist

g. Plan to Ensure That No Supplanting Takes Place

During the grant writing stage, as well as years one and two of implementation, all budget items in the district and in participating school budgets will be examined by the Associate Superintendent of Instructional Services as well as district-based directors of each department to ensure that supplanting will not take place.

h. Detail How Striving Readers Will Add Value to the Existing Resources in the Schools

Striving Readers will add value to our existing resources by allowing us to provide additional interventions to support literacy in the school. By implementing a strong K-2 early literacy program we will be able to effectively teach the five components of literacy with consistency. Having the funds to provide professional learning in the area of literacy will be a great resource for the school. Students will have access to various forms of technology to support the way students learn in the 21st century. In addition, having field trips to extend the learning will give students the opportunity to make real world connections.