

School Profile

Created Monday, December 09, 2013

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School Information

School Information District Name:	Clarke County School System
School Information School or Center Name:	Gaines Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Katrina Daniel
Principal Position:	Principal
Principal Phone:	7063575338
Principal Email:	danielk@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Katrina Daniel
School contact information Position:	Principal
School contact information Phone:	7063575338
School contact information Email:	danielk@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

PK-5

Number of Teachers in School

51

FTE Enrollment

673

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Philip D. Lanoue, Ph.D.

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

Address: 240 Mitchell Bridge Road

City: Athens, GA Zip: 30606

Telephone: (706) 546-7721 Fax: (706) 208-9124

E-mail: lanouep@clarke.k12.ga.us



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

Philip D. Lanoue, Ph.D.

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 13, 2013

Date (required)

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 3

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 3

Did you download and read the SRCL Rubric to assist you with writing the grant?

-
- Yes
-

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

Pre-Award Costs: *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

Entertainment, Refreshments, Snacks: *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

-
- Yes
-

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

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- Yes
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In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

-
- Yes
-

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

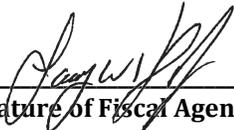
II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



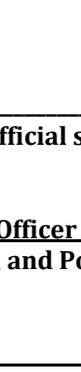
Signature of Fiscal Agency Head (official sub-grant recipient)

Larry Hammel, Chief Financial Officer

Typed Name of Fiscal Agency Head and Position Title

December 13, 2013

Date



Signature of Applicant's Authorized Agency Head (required)

Philip D. Lanoue, Superintendent

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

December 13, 2013

Date

N/A

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

N/A

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

Date (if applicable)

Clarke County School District (CCSD) Narrative

A. Brief History:

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, Classic City High School, and a Career Academy. Named as a Title I Distinguished District in 2011 for being the top large school district in Georgia for closing the achievement gap, CCSD continues to gain in graduation rate (70% in 2013, up 4% from 2012). In 2013, 92% of grades 3-8 students met or exceeded the state standard on the Reading CRCT, and 86% met or exceeded on the Language Arts CRCT. CCSD is a data-rich district, targeting needs through school and district data team processes, monitoring student progress, and continuous communication with stakeholders.

B. System Demographics:

Currently, CCSD has 13,327 students in grades pre-K through grade 12. Our student population is 54% African American, 23% Hispanic, 20% white, and 2% Asian. Nearly 13% of students are English Language Learners, and 13% are special needs students.

Per capita income in Clarke County was \$15,000 below the state average in 2011, and the poverty rate of 35% was more than double that of Georgia (Table 1). The child poverty rate was double that of Georgia at 16%, and 82% of students received free or reduced lunches.

Table 1. Clarke County Demographic Indicators		
	Clarke County	Georgia
ECONOMIC		
Per Capita Income (2011)	\$49,736	\$34,151
Poverty Rate (2011)	35%	17%
Child Poverty (2011)	38%	27%
Free or Reduced Lunch Eligibility (2013)	82%	60%
EDUCATION		
Adult Illiteracy Rate (2003)	16%	17%
Teen High School Dropouts (2011)	2%	8%
Students Graduating from High School on Time (2012)	70%	70%
FAMILY & COMMUNITY		
2011 Children Living with Single Parent	44%	33%
HEALTH		
2011 Babies Born to Mothers with Less than 12 Years of Education	20%	18%
<i>Source: KIDS COUNT, US Census Bureau, National Center for Education Statistics</i>		

C. System Literacy Priorities:

CCSD is committed to: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes.

CCSD Literacy Needs and Objectives	
<p>Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy.</p>	<p><i>GOAL 1: To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.</i> Objectives: 1.1: All students will receive explicit vocabulary instruction and reading strategy instruction. 1.2: All students will receive writing strategies for CCGPS literacy. 1.3: Quarterly research- based writing required in all content areas.</p>
<p>Professional learning related to formative, summative, and screening processes for birth- 12th grade for effective RTI monitoring.</p>	<p><i>GOAL 2: To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.</i> Objectives: 2.1: All students will be assessed quarterly in reading comprehension and receive strategic instruction through Tier 1 and interventions in tiers 2-4. 2.2: Teachers will identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.</p>
<p>Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.</p>	<p><i>GOAL 3: To articulate vertically and horizontally K-12 CCGPS strategies, and text complexity.</i> Objectives: 3.1: Teachers will participate in professional learning communities for CCGPS literacy. 3.2: During years 1-2, develop vertical and horizontal documents regarding text complexity and CCGPS strategies.</p>

D. Strategic Planning:

Schools conduct root cause analyses and develop school improvement plans based on data provided by district summarizing student and school performance. School literacy teams examined literacy data to: 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE’s “What” document; 4) identify needs in each school’s plan; and 5) develop action steps to inform goals/objectives of the plan.

CCSD SR Implementation Plan:

- Year 1:
 - Provide professional learning in literacy to all schools in Cohort 3
 - Implement reading and writing across the curriculum
 - Develop reading growth charts from screeners and other assessments
 - Implement RTI for students according to instructional needs

- Purchase instructional and diverse texts
- Implement technology to foster student engagement.
- Year 2:
 - Develop CCGPS units and focus on scope and sequence of reading and writing instruction
- Years 3-5:
 - Collect and report on data in order to implement the SR Plan

E. Current Management Structure:

Dr. Noris Price, Deputy Superintendent, will oversee all management of the SR grant. Dr. Mark Tavernier, Director of Teaching and Learning, serves as Project Director. Mrs. Deborah Haney will serve as Striving Readers Support Specialist, providing technical support to all awarded schools. All schools in Cohort 3 will implement their own SR grant with principals, teachers, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

F. Past Instructional Initiatives:

Over the past seven years, two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center has successfully implemented two Early Reading First Grants, which include Pre-K programs at all 14 elementary schools. Three elementary schools are currently part of the Governor's Office of Student Achievement's "Read across Georgia". SR (Cohorts 1 and 2) grants are implemented in six elementary schools, three middle schools, one high school, and the Office of Early learning. Interventions such as Voyager, SuccessMaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

G. Literacy Curriculum:

CCSD Present Literacy Curriculum
Pre-K/Early learning literacy, Georgia Pre-K Content Standards, and Georgia Early Learning Standards Materials: Birth-2 yrs: 1,2,3 READ 3s: Scholastic Early Childhood Program 4s: Opening the World of learning
CCGPS in grades K-12 Materials: K-2: Rigby Literacy, Phonic Lessons 3-5: Storytown, Rigby Literacy, Writers Express 6-8: Language of Literacy
Ongoing formative and summative assessments targeting literacy Performance

<ul style="list-style-type: none"> · Data team process in grades PreK-12 · Classroom walkthroughs to inform instructional next steps · Data summits to analyze concerns/target next steps in planning
<p>Tiered Intervention Systems</p> <ul style="list-style-type: none"> · Systematic data to target students in tiers 1-4 · Using non-fiction texts with specific reading strategies and academic vocabulary instruction
<p>Targeted Professional Learning based on the following:</p> <ul style="list-style-type: none"> · Classroom walkthrough data/district walkthrough data · Focused walkthrough data from coaches · School Improvement surveys to target needs
<p>Utilizing technology literacies</p> <ul style="list-style-type: none"> · All K-12 schools utilize 2:1 technology for digital literacy and research strategies

H. Literacy Assessments Used District-wide:

Grade	Current Assessment Plan
Birth to Age 5	Ages and Stages Questionnaire (ASQ-111); Developmental Profile (DP); Early Head Start/Head Start; GELS checklist; Peabody Picture Vocabulary (PPVT-JV); Phonological Awareness literacy Screening (PALS Pre-k); Work Sampling System
K	GKIDS
K-8	Quarterly diagnostic literacy assessments; Scored writing samples
1-5	Voyager Oral Reading Fluency
1-8	ACCESS for EL students
1&2	Phonics and sight word <i>tests</i> , Fluency assessments, Informal running record, Scantron norm-referenced tests
1-8	Benchmark assessments every 6 weeks; CRCT or CRCT-M
3, 5, 8 & 11	State Writing tests
6-8	Voyager, Steep/Maze screener; quarterly writing samples
9-12	Read 180; Benchmark assessments every 6 weeks; STEEP/Maze Comprehension screeners

I. Need for SR Project:

Poverty has effects on education, and in Clarke County educational impediments include suppressed academic progress, health problems, low literacy rates, emotional and behavioral problems, and lower measures of verbal ability, reading readiness, and problem solving skills. However, CCSD has progressed in recent years toward mitigating the effects of poverty. CCSD is committed to developing powerful literacy and 21st century literacy skills in our students. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

A. Plan for Striving Readers’ (SR) Grant Implementation:

With years of experience successfully administering scores of federal grants, CCSD is poised and prepared to implement the SR Grant with integrity and quality. Dr. Mark Tavernier, Project Director, supervises the Striving Readers Support Specialist, elementary/secondary literacy coaches, instructional technology coordinator and specialists, and administrative/budget assistant. The SR Support Specialist is tasked with providing SR grantees with technical assistance related to fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. SR's principals will oversee grant-focused literacy activities as part of their commitment to whole-school literacy achievement. CCSD's Business Office will process SR grant funds.

B. Individuals Responsible for Day-to-Day Grant Operations:

- Dr. Noris Price, Deputy Superintendent
- Dr. Mark Tavernier, Director of Teaching and Learning and Project Director
- Deborah Haney, Striving Readers Support Specialist
- James Barlament, Grants and Research Coordinator
- Carlyn Maddox, District Literacy Coach
- School-based Literacy Coaches
- Principals
- Assistant Principals
- Larry Hammel, Chief Financial Officer
- Accounts Payable Coordinator
- Budget Administrative Assistant

C. & D. Responsibilities with Grant Implementation Goals/Objectives

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs 3-5
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)									
Orientation of SR’s objectives based on DOE’s “What”, “Why”, and “How” of K-12 Literacy Plans (All Striving Readers’ grant recipients)	X	X			X	X			X
Convene District Literacy Team for planning (Project Director, Striving Readers Support Specialist)	X		X		X		X		X
Convene school Literacy Teams for overview and implementation (Principal, Literacy Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase and distribute instructional materials and instructional technology (Project Director, Budget Assistant)	X				X				X
Plan and implement professional learning focused on CCGPS and Grant Literacy Objectives (Project Director, Striving Readers Support Specialist, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Teachers begin Reading Endorsements (Project Director, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Extend Literacy Time (afterschool/summer) (Project Director, Striving Readers Support Specialist, Principals, Literacy Coaches)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Business Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)	X	X	X	X	X	X	X	X	X
Submit quarterly/yearly reports (Principals, Literacy Coaches, School Literacy Teams, Striving Readers Support Specialist)				X				X	X

E. Implementation of Goals and Objectives:

All administrators, teachers, literacy coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE’s “What”, “Why”, and “How” documents. Mrs. Haney will be available for implementation technical assistance throughout the grant period. CCSD personnel will sign a commitment statement pledging to meet the project’s objectives and grant activities.

F. Involving Grant Recipients in Budget and Performance Plans:

Grant recipients will meet quarterly with Dr. Tavernier, Mrs. Haney, coaches, and District Literacy Team in order to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign in sheets.

G. Evidence of Meetings with Grant Recipients:

Grant recipients will be part of the District Literacy Team designed to support Striving Readers' schools with professional development and resources. This team will meet and report quarterly on grant implementation and meetings will be documented with agendas and sign in sheets. In addition, Mrs. Haney serves as Striving Readers Support Specialist, and provides technical assistance with fidelity of implementation, budget inquiries, programmatic resources, educational technology, and professional learning. She is available for meetings throughout the grant year.

Experience of the Applicant

A. & B. Other Initiatives and State Audit Results:

Other CCSD Initiatives
CCSD partners with GaDOE and UGA College of Education to develop new model-learning environments with an emphasis on the use of technology embedded into curriculum development, instruction, and assessment of Common Core standards. The GaCASH/CASH EQUIVALENTS DOE provides technology consultants and access to Georgia Virtual online content. UGA assists our schools with teacher preparation, professional learning, and research related to instructional design, student learning, and teaching practices.
CCSD partners with UGA’s College of Education to develop and implement the Professional Development School District (PDS).
CCSD partners with Athens Technical College to provide curriculum at Athens Community Career Academy.
CCSD partners with the UGA College of Education and Franklin College of Arts and Sciences to implement Math and Science partnership grants.

Five Years of State Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY 2012	None audit findings for FY 12	None reported
FY 2011	FS-6291-11-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness	FA-6291-11-01 Allowable costs/cost principal Material weakness Material noncompliance US Department of Education through Georgia Department of Education Special education Cluster (CFDA 84.027, 84.173, 84.391 and 84.392) Title 1, Part A Cluster (CFDA 84.010 and 84.389)
FY 2010	FS-6291-10-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness FS-6291-10-02 Failure to adequately maintain capital assets Material weakness FS-6291-10-03 Inadequate controls over	FA-6291-10-01 Failure to meet maintenance of effort Material weakness Material noncompliance US Department of Education through Georgia Department of Education Special education Cluster (CFDA 84.027 and 84.391)

Clarke County School District – SRCL
Experience of the Applicant

	financial reporting Material weakness	
FY 2009	<p>FS-6291-09-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness</p> <p>FS-6291-09-02 Failure to adequately maintain capital assets Material weakness</p> <p>FS-6291-09-03 Inadequate controls over financial reporting Material weakness</p>	None reported
FY 2008	<p>FS-6291-08-01 Cash/cash equivalents Inadequate internal control Procedures Material weakness</p> <p>FS-6291-08-02 Failure to adequately maintain capital assets Material weakness</p> <p>FS-6291-08-03 Deficiencies in financial statement preparation Significant deficiency</p>	None reported

C. LEA’s Capacity to Coordinate Resources:

Under the direction of Dr. Noris Price, Deputy Superintendent, and CCSD directors, many formula and competitive grants are coordinated and managed such as Title I, Title II, Title III, Title IV, Title VIB, Head/Early Head Start, 21st Century Community Learning Centers, Striving Readers (Cohorts 1 and 2), and State Race to the Top Innovation, Foreign Language Assistance Program (FLAP), and Math and Science Partnerships. Several grants have been awarded to the district’s Early Learning Center including an Early Reading First grant.

D. Sustainability of LEA’s Past Initiatives:

Following the implementation of several Math/Science Partnership grants and Striving Readers grants (Cohorts 1 and 2), many instructional practices have been implemented and sustained in

CCSD schools. The same is true for Georgia Department of Human Services afterschool and 21st Century Community Learning Center grants. The Athens Community Career Academy (ACCA) was established with a Career Academy Charter grant in partnership with Athens Technical College in 2009 with a focus on sustainable practices and curriculum. The Professional Development School District (PDS), which places UGA professors in residence at CCSD schools, has provided a sustainable model for on-going professional learning and teacher induction.

E. Initiatives Implemented Internally with No Outside Funding:

- Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.
- The International Baccalaureate Middle Years Program is implemented in grades 6-10.
- The Advanced Placement Fee Program pays for on AP exam for all students and second exam for those on Free/Reduced Meals.
- SPLOST funds have provided upgrades to technology infrastructure, new laptops for all certified staff, and student netbooks at a 3:1 (K-3) and 2:1 (4-12) ratio in all schools.

I. School Narrative

School History

Gaines Elementary School is one of fourteen elementary schools in CCSD and is designed to be a neighborhood-zoned school. Our building is located on Gaines School Road, which travels past one of four middle schools, a block from one of two high schools, and a few miles from the heart of the campus of the University of Georgia. We desire that each of our students travel this educational journey successfully, beginning in our pre-K classrooms and ending with a college degree.

We are a collaborative community of students, parents and staff with a mission to inspire students to achieve at high academic levels through challenging and innovative learning opportunities that support the development of students' individual talents. We are committed to engaging students in creative and motivating learning experiences that promote positive growth. We continuously measure and track the progress of our students and provide the necessary support to ensure their ongoing success.

The demographics of our school community have changed over the more than 50 years of its history from a predominantly middle class population to a student body with 74% qualifying for free and reduced lunch. Several years ago, a shift in district policy from school choice to geographic zoning increased our enrollment from 450 to approximately 650 students which required eleven portable classrooms to be brought in to house grade levels and support teachers. The shift to geographical zoning also produced a student population at Gaines that is not reflective of the middle-class neighborhoods nearby. Today, many of our students live in public housing community located approximately five miles from the school. This year the racial diversity of our school is 3% Asian, 5% Multi-racial, 5% White, 9% Hispanic, and 78% African American. Many of our students are raised by extended family members rather than their parents.

Our staff includes 32 certified teachers, 22 of whom have advanced degrees. We have a full-time media specialist, counselor, gifted teacher, speech/language pathologist and four EIP teachers. We receive the part-time services of a family engagement specialist, nurse, speech/language pathologist, behavior interventionist and social worker.

Administrative and Leadership Team

The administrative team consists of the principal, Mrs. Daniel, and the assistant principal, Mr. Graichen. Their overall focus is to create a learning environment in which all students are academically successful. To that end, they are committed to a collaborative, data-driven governance process. They are regularly involved in the implementation of curriculum, instruction, assessment and analysis of data and in collaborative professional learning with teachers, students and parents. These learning opportunities occur during weekly planning meetings, monthly staff meetings, dedicated professional learning days designed to have a positive impact on student achievement. Mrs. Daniel and Mr. Graichen believe in and set high

expectations for all students and staff, and they involve stakeholders in the governance of the school.

The SILT is composed of *team leaders* who are committed to monitoring and evaluating the school improvement plan at Gaines Elementary School. They are vital to the evaluation of programs and procedures that impact teaching and learning. This includes, but is not limited to, curriculum and instruction, professional development, data analysis, master schedule design and organization, and lesson planning. Team leaders are responsible for scheduling and conducting collaborative meetings and grade-level meetings to facilitate communication between individual staff members, grade-level team members and SILT. Leaders model professional behavior, exhibit leadership skills, and understand the commitment necessary to serve in this capacity.

SILT meets twice a month and as needed for situations that may occur. The membership of the team this year is:

Team Leader	Position
Katrina Daniel	Principal
Todd Graichen	Assistant Principal
Shynada Taylor	Pre-K
Kimberly Castle	Kindergarten
Carla Johnson	First Grade
Amy Lawrence	Second Grade
Sherry McRae	Third Grade
Philip Smith	Fourth Grade
Brenda Chrisp	Fifth Grade
Victoria Bettis	Spectrum
Sonya Welch	Paraprofessional
Jamie Anderson	Specials (Art, Music, PE, Technology)
Kimberly Green	Special Education
Ginger Woods	EIP (Early Intervention)
Sabrina Stewart	School Counselor
Leneria Bradley	Family Engagement Specialist

Past and Current Instructional Initiatives

Our students face many challenges academically. Past instructional initiatives to address their needs have included phonemic awareness, fluency, Fountas & Pinnell guided reading and word study, Four Square writing, and Writer’s Workshop. Our current instructional initiatives are *The Daily Five* (Gail Boushey and Joan Moser) for developing the daily habits of literacy, *High-Yield Strategies* (Marzano), Read Across Georgia Initiative for the Governor’s Office of Student Achievement, and *Writing Across the Curriculum* (WAC).

Our teachers face many instructional challenges. Nevertheless, in the last five years we have been named a Title 1 Distinguished School, and 3 of our teachers have been recognized as

Teachers of Excellence by the Foundation for Excellence in Public Education. As a staff, we continually strive to improve our instructional practices.

Professional Learning Needs

Our current professional learning needs include:

- Using data to inform instructional decisions.
- Professional learning on the 5 components of reading.
- A systematic, explicit sequence of literacy instruction.
- Selecting of appropriate texts appropriate for instruction.
- Telling students specific strategies to be learned and why.
- Modeling of how strategies are used.
- Providing guidance in independent practice and feedback.
- Discussing when and where strategies are to be applied.
- Differentiating instruction.

Need for a Striving Readers Project

The SRCL grant would be a key component in preparing our staff to deliver quality, standards-based literacy instruction and the CCGPS by providing teachers with relevant, research-based, engaging and motivating professional learning specifically directed at guiding and facilitating the mastery of the literacy skills necessary for our students to successfully take the journey from Gaines Elementary School to a college education.

II. Literacy Plan

Building Block 1. Engaged Leadership

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

Why?

The role of leadership in any initiative is important, and leadership by administrators is “the key component” in all that Georgia is seeking to do to improve education. Leadership needs to come from every level, from state and district levels, to building administrators, teacher leaders and student leaders. State and district leaders must make a concerted effort to change policies, and improve assessments to support building administrators to become more knowledgeable about how to teach reading and writing, and provide effective professional learning for all leaders and teacher. Teachers must take on leadership roles to encourage growth from all teachers in literacy best practices. Student leaders must be developed by effective teachers in order to lead other students in acquiring literacy.

(Georgia’s Literacy Plan (GLP), The Why, 8.B)

What? Current Practices:

Gaines Administration:

1. Ensures that effective data analysis procedures and practices are understood and practiced through grade level data team meetings; quarterly benchmark analysis; SILT data collection and analysis.
2. Schedules and protects time for Literacy Leadership Team (or School Improvement Team) to meet and plan. The SILT team meets twice a month (1st and 3rd Thursdays)
3. Plans for ongoing data collection and analysis to inform program development and improvement through grade level data team meetings; quarterly benchmark analysis; SILT data collection and analysis.
4. Emphasizes hiring new teachers who demonstrate understanding of research-based literacy instruction.

How? To Move Forward:

Gaines Elementary School administration will:

1. Study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plan
2. Participate in professional Learning in literacy leadership in order to support classroom instruction
3. Schedule protected time for literacy and teacher collaboration: Provide time & support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on

student work, etc)

4. Additional professional learning for new resources.

B. Action: Organize a Literacy Leadership Team

Why?

In correlation with Georgia's Literacy Plan: The Why, the goal of our school-developed literacy plan is that students at Gaines Elementary will become self-sustaining lifelong learners and contributors to their communities and to the global society. We agree that literacy leadership should be prevalent at every level, from state and district leaders to building administrators to teacher leaders to student leaders.

(GLP-The Why, 8.A)

What? Current Practices:

Gaines Elementary:

1. Utilizes a Literacy Leadership Team to address the literacy needs and oversee the SRCL Grant Literacy process.
2. Utilizes technology to maintain communication among team members through email, file sharing, and Google docs.

How? To Move Forward:

Gaines Elementary will:

1. Identify stakeholders and partners to be part of the literacy leadership team:
 - faculty
 - representatives from within the feeder pattern for your school (i.e., preschools, daycares, middle schools, high schools, technical schools, universities)
 - community leaders
 - parents
2. Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement.
3. Select or develop a walk-through observation form, such as Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices.
4. Use student achievement data to identify individual teacher needs through follow-up assistance and professional learning.
5. Expand sharing of student achievement/growth gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc.
6. Ensure that effective data analysis procedures and practices are understood and practiced.

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

Why?

There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS, while still considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other subgroups. There is a crucial need to build on students' prior knowledge and background experiences to enrich their foundation of literacy. (GLP-The Why, 2.B)

In addition, especially in grades four and five, and in keeping with the research on motivation and the recommendations of the 2010-2011 Literacy Task Force, it is crucial to take steps to improve student engagement and motivation. It is critical that the allocation and planning for the most effective use of time and personnel through scheduling and collaborative planning occurs. (GLP-The Why, pg. 59)

What? Current Practices:

Gaines Elementary:

1. Provides a protected, dedicated, 90-120 minute block allocated for literacy instruction in grades for all students in self-contained classrooms.
2. Maximizes use of scheduled times for collaborative meetings: prepares agendas and action summaries for all meetings; use protocols to examine student work. Collaborative meetings occur daily during grade level planning, twice a month after school, and quarterly PLC days.

How? To Move Forward:

Gaines Elementary Will:

1. Study flexible scheduling options to include additional time for reading intervention (double dosing)
2. Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
3. Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively
4. Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas
5. Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
6. Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
7. Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools.
8. Maintain anecdotal notes and data portfolios to showcase student and content area successes.

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

Why?

Reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers which include:

- Visualizing
- Questioning
- Making Connections
- Predicting
- Inferring
- Determining Importance
- Synthesizing/Creating

(GLP-The Why, 2.B)

While these strategies are the cornerstones of literacy, it is important to note that research has found that these strategies should not be taught as isolated units. The strategies should be incorporated into all aspects of literacy instruction, which include disciplinary literacy. The intended outcome is that students receive explicit literacy instruction across the curriculum with the most important outcome being the reader's ability to use the strategies flexibly and become proficient in self monitoring for understanding and purposely use the strategies.

(GLP-The Why, 2.B)

What? Current Practices:

Gaines Elementary:

1. Analyzes multiple forms of student and school data, including but not limited to CRCT, quarterly benchmark results, quarterly literacy data (running records, sight words, scored writing samples), DIBELS, etc. to develop a list of prioritized recommendations and goals for improvement.
2. Identifies and prioritizes a list of students to be targeted for intervention or support. Students are identified by various data points including CRCT and benchmark.
3. Provides a literacy resource room for parents and caregivers in the school.
4. Provides parents and caregivers with links to websites that provide resources to strengthen literacy such as SuccessMaker and Voyager's Ticket to Read.

How? To Move Forward:

Gaines Elementary will:

1. Evaluate school culture and current practices by surveying strengths and needs for improvement (e.g., Literacy Instruction Checklist, GA or some other instrument).
2. Analyze multiple forms of teacher data to develop a list of prioritized recommendations and goals for improvement.

3. Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
4. Select or develop a walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) to ensure consistency of effective instructional practices in all content areas of instruction.
5. Study current research on disciplinary literacy in the content areas.
6. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.
7. Provide family-focused services and outreach that engage parents and family members in literacy programs and services.

E. Action: Optimize literacy instruction across all content areas

Why?

The integration of literacy skills into the content areas has been made more explicit in the CCGPS. In grades K-5, there are separate sets of standards for reading literature and for reading informational text. Most importantly, the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. Acquisition of these literacy skills will provide our students with the ability to transfer these skills into college or the workplace.

(GLP-The Why, 2.E.2)

What? (Current Practices):

Gaines Elementary:

1. Provides professional learning on guiding students to conduct short research projects that use several sources.
2. Hosts family nights to engage parents in activities that demonstrate the importance of proficiency in literacy across content areas to increase home buy-in.
3. Requires writing as an integral part of every class every day.

How? To Move Forward:

Gaines Elementary will:

1. Identify research-based strategies and appropriate resources to create a blended curriculum in support of students learning the CCGPS across all content areas as well as for differentiated instruction through tiered tasks.
2. Identify or develop a systematic procedure for teaching academic vocabulary in all subjects, then require teaching of academic vocabulary in all subject areas using systematic process. (see website)
3. Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas.
4. Provide professional learning on:
 - Writing instruction (narrative, opinion, and informational) in all subject areas.

- Vertical alignment across grade levels in literacy instruction.
- Text complexity that is appropriate to grade level and is adjusted to the needs of individual students.
- 5. Provide teachers with resources to provide a variety and choice in reading materials and writing topics.
- 6. Monitor literacy instruction across the curriculum through: formal and informal observations; lesson plans; walkthroughs; student work samples.
- 7. Teachers will implement appropriate text comprehension strategies into all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- 8. Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)

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

Why?

Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including community members. As a result of this common understanding and the state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities.

(GLP-The Why, Section 1)

What? (Current Practices):

Gaines Elementary:

1. Develops an agenda for each meeting to promote cooperation and communication among participants and the schools.
2. Opens school buildings for adult learners from the community, encouraging a community of learners on a weekly basis, including GED classes and computer/basic technology classes.
3. Plans literacy events at community centers within the Gaines attendance zone with cooperation of local library six times per year where literacy strategies are shared with families.

How? To Move Forward:

Gaines Elementary will:

1. Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy).
2. Identify key members of the community, business leaders to serve as members of a community advisory board.
3. Continue to enlist members of the various participating entities to provide leadership

by: serving as mentors; speaking to groups of students; publicize efforts; visiting classrooms to support teachers and students; and adoption of different schools by civic groups.

Building Block 2: Continuity of Instruction

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

Why?

In order for all teachers, media specialists, and administrators to be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively, collaborative teams are a necessity. (GLP - The Why, p. 31)

Literacy data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision making to occur.

As a result of a consistent building level commitment to collaborative teams and the data team cycle, the use of these teams becomes a critical part in ensuring a consistent literacy focus across the curriculum. (GLP - The Why, p. 95-96)

Often overlooked, the Library Media Specialist (LMS) is the classroom teacher's partner in promoting reading and teaching literacy skills. There are many ways in which the two can work together to positively impact students engagement with texts and improve their reading proficiency. Involving the LMS in the plan for instruction will contribute ideas related to the wide variety of texts available in the media center and beyond. As part of the collaborative team, LMS and the classroom teacher can determine which reading comprehension strategies can help students improve their skills. (GLP - The Why, p.58)

What? (Current Practices):

Gaines Elementary:

1. Administration establishes an expectation of shared responsibility for literacy across the curriculum.
2. Holds collaborative planning meetings daily during the planning periods. Twice a month collaborative planning is held after school to include all support staff
3. Administration prepares agendas and action summaries for all meetings regarding school data analysis.

How? To Move Forward:

Gaines Elementary will:

1. Research effective strategies for differentiation, promoting active engagement, and

teaching key areas of literacy and writing instruction.

2. Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible.
3. Assess effectiveness of team actions on student learning.
4. Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).

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

Why?

Literacy demands in content areas are rigorous for all students. The CCGPS asks students to read and analyze a wide range of print and non-print materials. (GLP - The Why, p. 49)

Supporting teachers by providing targeted and explicit professional learning to teach reading and writing across content areas and grade levels is paramount to the success of rigorous literacy instruction.

Online resources, such as the SLDS, help to support and sustain teacher professional learning and best practices when face-to-face or individualized training is not feasible. This technology offers statewide access to resources, such as interactive blogs and wikis, and provide teachers with access to references, instructional tools, and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to “see” the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels. (GLP - The Why, p. 150).

What? (Current Practices):

Gaines Elementary:

1. Provides professional learning provided by the district on components of literacy instruction.
2. Provide quarterly ½ day release time for all teachers to plan literacy instruction.
3. Staff meetings are utilized for professional learning.

How? To Move Forward:

Gaines Elementary will:

1. Identify the concepts and skills students needed to meet expectations in CCGPS.
2. Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback.
3. Provide teachers with professional learning on the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
4. Provide protocol for teachers to identify the qualities of exemplary writing.
5. Professional learning to help teachers notice student learning.
6. Continue to provide ½ release time for all teachers to plan for literacy instruction.
7. Provide opportunities for teachers to attend literacy conferences.

8. Support teachers in integrating a common theme across subject areas, immersing students in content vocabulary connected to the topic.
9. Plan a literacy celebration for the entire school.
10. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject areas (www.myread.org/explicit.htm)
11. Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
12. Provide the professional learning and technology necessary to infuse all types of literacy throughout the day (e.g., print, online, blogs, wikis, social media)
13. Provide books, materials, and other supplies to teachers that are necessary to support a gold standard literacy plan.

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

Why?

A comprehensive system of learning supports within the community complement literacy instruction within the school. A common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members in order to achieve Georgia's goal for all students to become self sustaining, lifelong learners and contributors to their communities.

(Georgia Pre K-12 Literacy Task Force, 2009)

An example of out-of-school agency support includes the Youth Services at Georgia Public Library Service (GPLS). GPLS provides a myriad of services to improve the quality of children's and families' lives. The benefits of GPLS youth services are numerous. From providing quality, literature based programs for children and families to assisting teens with their informational needs, Georgia's public libraries strive to develop lifelong readers and learners. Through the services offered across the state, a community of support and advocacy is created for library personnel working with children, families, and teens. Working in tandem, GPLS and library systems provide parents and caregivers with the best tools to help prepare their children for life and introduce them to a lifelong love of reading.

(GLP-The Why, 9.C)

What? Current Practices:

Gaines Elementary:

1. Welcomes support from over 80 Clarke County School District mentors.
2. Brings in volunteers from the community to read to students.
3. Participates in Read Across America when retired teachers from the community come to Gaines to read to students every March.
4. Provides 12 books to each Gaines student through the Books for Keeps program.
5. Enjoys support from local authors whose work aligns with CCGPS.
6. Support from Athens Regional Library with presentation on how to check out books and the layout of the library, along with storytellers to motivate students to read.

7. Collaborates with University of Georgia Project Focus, which provides student volunteers for literacy support and incentives for reading.

How? To Move Forward:

Gaines Elementary will:

1. Continue all current practices.
2. Develop and distribute a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
3. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)

Building Block 3. Ongoing formative and summative assessments

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

Why?

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

- Beginning of the year: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.
- Throughout the year: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continuous cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments.
- End of the year: The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, the GHS GT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16).

(GLP-The Why, 5.A.2)

What?(Current Practices):

Gaines Elementary:

1. Uses effective screening, progress monitoring, and diagnostic tools (e.g. DORF and reading running records) have been selected to identify reading levels and fluency understandings of all students, advanced as well as struggling.
2. Data teams meet weekly, designing pre/post assessments to identify and prioritize a list of students to be targeted for intervention or support through flexible grouping for ELT, EIP program.
3. A calendar for summative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed by the district.(GLP-The What, p8) These assessments include as quarterly primary spelling inventory; sight vocabulary (grades 1 and 2), scored writing samples (quarterly, grades 1-5; quarters 2-4, kindergarten); District ELA/Reading benchmarks tests (quarterly, grades 3 - 5; bi-yearly, grades 1 and 2).

How? To Move Forward:

Gaines Elementary will:

1. Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students.
2. Ensure that teachers understand the purpose for and use of formative assessments and

how it differs from summative assessment.

3. Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities.
4. Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
5. Use screening, progress monitoring and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
6. Analyze student data in teacher teams to develop and adjust instructional plans.
7. Define a process for selecting appropriate interventions for struggling readers.
8. Identify and purchase assessment and intervention materials aligned with students' needs.
9. Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording.
10. Make a data collection plan for storing, analyzing, and disseminating assessment results.

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

Why?

The Literacy Task Force emphasizes the need for a universal screener at all ages and grades. Additionally, there needs to be coordination among those screeners and assessments that permits the receiving teachers and/or schools to interpret the findings of the earlier grade or level. Teachers need intense professional learning on administering the screeners and then how to interpret the data and determine the best course of instructional action.

(GLP-The Why, P.4)

What? Current Practices:

Gaines Elementary:

1. The Primary Spelling Inventory screener is administered quarterly.
2. The DIBELS Next platform screener is administered three times per year.
3. Utilizes a kindergarten readiness screener is administered to each student entering kindergarten.
4. Uses the results of screening assessments to plan reading and writing instruction.

How? To Move Forward:

Gaines Elementary will:

1. Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary).
2. Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction
3. Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
4. Analyze student data in teacher teams to develop and adjust instructional plans.

5. Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data reporting.

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

Why?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. Problems found in literacy screenings are followed up by diagnostic assessments that guide placement and/or inform instruction in intervention programs. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.

(GLP-The Why, p.5)

Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. "Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback."(Torgesen & Miller, 2009, p24)

What? (Current Practices):

Gaines Elementary:

1. Utilizes running records reading assessments in K-5 three times per year. This data is used to inform guided reading groups and identify students for possible RTI placement.

How? To Move Forward:

Gaines Elementary will:

1. Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
2. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
3. Use results of the diagnostics for student placement within an intervention and to adjust instruction.

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

Why?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as a diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.(GLP-The Why, 5. Introduction)

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both

formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan. (GLP-The Why, 5.C)

What? (Current Practices):

Gaines Elementary:

1. Analyzes previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement.
2. Analyzes assessment data to identify teachers who need support.
3. Administers summative assessments at scheduled intervals.
4. Includes specific times on the school calendar for analyzing summative assessment data.
5. Disaggregates data to ensure the progress of subgroups.

How? To Move Forward:

Gaines Elementary will:

1. Focus team meetings on changes that can be made to improve the instructional program for all students.
2. Share and analyze student work samples as a way to inform instruction during collaborative planning.
3. Plan lessons, re-teaching, and intervention activities and target areas of need.

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

Why?

All appropriate staff members should have access to data and follow the established protocol for making decisions to identify the instructional needs of students.

One of the cornerstones of any Longitudinal Data System (LDS) is the ability to uniquely identify students over time. To accomplish this, each student must have a unique identifier. Since 2005, Georgia has utilized a unique student identifier referred to as the Georgia Testing Identifier, or GTID.

The SLDS Data Collections & Cleansing Project will streamline data exchange between the Georgia Department of Education (GaDOE) and school districts within the state. The Data Hub & Portal project will build access to statewide, longitudinal student data for educators, parents, the public, and other stakeholder groups.

(Georgia's Literacy Plan: The Why, 5.L)

There are a variety of products and services to facilitate the collection, storage and use of longitudinal data. A number of national organizations are providing support as well for LDS developmental efforts. By facilitating the collection and use of high quality student-level

information, these systems potentially provide both a way to use data more effectively and to improve the way schools function from the policy level to that of the classroom. This information was retrieved from <http://slds.doe.k12.ga.us/Pages/SLDS.aspx> (GLP - The Why, 5.L)

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. One of the elements of standards-based classroom learning schools should identify common formative assessments and a common protocol for analyzing and recording student progress.

(GLP-The Why, 6.D.1)

What? (Current Practices):

Gaines Elementary:

1. Identifies participants for data teams for each building and for specific grade bands.
2. Schedules monthly data team meetings with administration into the monthly calendar.
3. Schedules grade level collaborative planning time for data meetings at a minimum of once/month.
4. Communicates the expectations and protocols for data team meetings.

How? To Move Forward:

Gaines Elementary will:

1. Develop a protocol for making decisions to identify the instructional needs of students.
2. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.
3. Implement protocol with fidelity.

Building Block 4. Best Practices in Literacy Instruction

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

Why?

Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:

- Direct instruction, modeling, and practice in reading comprehension strategies
- Structuring of content area instruction and reading assignments to make them more accessible to students
- Selection of texts for students to read in a way that builds motivation and persistence
- Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn
- Use and availability of diverse texts
- Use of writing to extend and reinforce reading
- Use of technology to reinforce skills and keep students motivated

(GLP-The Why, 6.D)

What? (Current Practices):

Gaines Elementary:

1. Teachers understand the need for the following: providing students with opportunities to self-select reading material and topics for research; increasing opportunities for collaborating with peers; increasing access to texts that students consider interesting.

How? To Move Forward:

Gaines Elementary will:

1. Give opportunities to help teachers understand the need for any or all of the following: scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy.
2. Ensure that incentive programs are used with students who are unmotivated to read rather than with those who are already excited about reading.

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

Why?

Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.

(GLP-The Why, 2.C)

In addition to reading, Georgia also assesses another aspect of a student's literacy – writing ability. Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. Grade 3 is a teacher-based evaluation of student writing using state-provided rubrics for multiple genres of writing; the results from this test are for instructional use primarily and not aggregated and reported at the state level. Currently, in Grade 5 students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. (Note: These genres will be changed to reflect the CCGPS by 2014. Those genres are: argument, informative, explanatory, and narrative.)

(GLP-The Why, 5.I)

What? (Current Practices):

1. Grades K-5 uses the Four Square Writing Model, supported by Carlyn Maddox, CCSD ELA Coach

2. Emphasis has been placed on writing across the curriculum throughout all grade levels based on the School Improvement Plan.
3. Writing is a required part of every class every day, using technology when possible. Students are required to publish 2-3 pieces of writing per quarter.

How? To Move Forward:

Gaines Elementary will:

1. Design a vertically and horizontally articulated writing plan consistent with CCGPS.
2. Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level.
3. Develop a coordinated plan for writing instruction across all subject areas that include: explicit instruction, guided practice, and independent practice.
4. Provide professional learning on best practices in writing instruction in all subject areas.
5. Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and hardcopy)

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

Why? Monitor results of formative assessment to ensure students are progressing

There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS, while still considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other subgroups. Aligning with research on motivation and the recommendations of the 2010-2011 Literacy Task Force, we believe it is crucial to take steps to improve engagement and motivation.

(GLP- The Why, 2.1)

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

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

(GLP-The Why, 2.L)

What? (Current Practices):

Gaines Elementary:

1. Implements engagement practices as presented by Jo Robinson.
2. Implements Reading After Hours (RAH) Readers to encourage reading outside of school hours.
3. Implements Book It program Incentive.
4. Hosts authors and storytellers to motivate reading.

5. Books For Keeps provides 12 books for each student per year.
6. Author Studies
7. Literacy Circles are being implemented in the upper grades.

How? To Move Forward:

Gaines Elementary will:

1. Give students the opportunity to choose their own text.
2. Administer a student interest survey to enhance media resources.
3. Continue implementation of Literacy Circles.
4. Continue to enhance present use of technology to interest and engage readers.

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

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

Why?

In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:

- Data collected frequently, often weekly, but at least once a month
- Scores are plotted on a graph with a trend line drawn to show rate of improvement
- Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum
- May be used as a supplement to screening to determine the efficacy of an intervention

(GLP-The Why, 5.B)

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

(GLP-The Why, 5.C).

What? (Current Practices):

Gaines Elementary:

1. Examines student data to determine the current percentage of successful students in the area of literacy (i.e., reading and writing).
2. Identifies and monitors the percentage of students being served in each tier at each grade level.
3. Implemented protocols for identifying students and matching them to the appropriate intervention.
4. Grade level data analysis teams meet weekly to identify students in need of intervention according to established protocols.
5. Grade level RTI teams meet monthly to look at response to intervention.
6. Teachers are trained on the implementation of data collection and analysis of results.
7. Schedule, provide and implement interventions based on students' learning needs

How? To Move Forward:

Gaines Elementary will:

1. Provide professional learning on: GA DOE resources for RTI, universal screening.
2. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
3. Ensure that teachers develop and agree upon common classroom-based formative

assessments within each subject area to ensure consistent expectations across classrooms.

4. Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
5. Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels.

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

Why?

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success.

(GLP-The Why, 6.B)

What? (Current Practices):

Gaines Elementary:

1. Adheres to the CCSD suggested curriculum/pacing guide based on the CCGPS.
2. Implements CCSD Instructional Framework in daily lessons.

How? To Move Forward:

Gaines Elementary will:

1. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
2. Provide professional learning on Tier 1 interventions.
3. Provide professional learning and a framework for systematic, explicit literacy instruction.

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

Why?

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.

(GLP-The Why, 6.B)

Student Movement to Tier 2

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

(GLP-The Why, 6.D.2).

What? (Current Practices):

Gaines Elementary:

1. Schedules times for collaborative discussion and planning between content area Tier 1 teachers and interventionists (teacher or para-educators)
2. Monitors student movement between Tier 1 and Tier 2.
3. Practices team teaching and inclusion of students with special learning needs (ELL, SWD, gifted) in the general education setting. If fewer than 80% of students are successful we examine student data to focus on student areas of greatest need (e.g. vocabulary, comprehension, written expression)
4. Data is examined to determine the current percentage of successful students on formative and summative measures across content areas and those percentages drive dynamic grouping of students. (GLP- The Why, 6.D.1)

How? To Move Forward:

Gaines Elementary will:

1. Plan and provide professional learning for interventionists on: appropriate use of supplemental and intervention materials;
2. Provide professional learning for all teachers on diagnosis of reading difficulties, direct, explicit instructional strategies to address difficulties, charting data, and graphing progress.
3. Establish protocols to ensure consistent progress monitoring, data collection, and reporting.

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

Why?

Student Movement to Tier 3

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

(GLP-The Why, 6.D.3)

What? (Current Practices):

1. The data team will review data presented as a result of interventions implemented at Tier 2.
2. Transition from Tier 2 to Tier 3 will be considered if the interventions provided at Tier 2 are not successful in 4-6 weeks.

How? To Move Forward:

Gaines Elementary will:

1. Consistently provide validated interventions designed to meet individual student's needs.
2. Use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

Why?

Student Movement to Tier 4

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

Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas.

(GLP-The Why, 6.D.4)

What? (Current Practices):

Gaines Elementary:

1. Develops schedules to ensure least restrictive environment (LRE)
2. Ensures that building and system administrators are familiar with funding formulas affecting students in special programming.
3. Considers assigning a case manager to each student so that communication with student and parents is seamless.
4. Assigns most highly qualified and experienced teachers to support the delivery of instruction for students with the most significant needs
5. SPED, ESOL and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

How? To Move Forward:

Gaines Elementary will:

1. Require all SPED, EL, EIP teachers , or gifted case managers meet, to plan and discuss students' progress regularly with general education teachers.

Building Block 6. Improved Instruction through Professional Learning

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

Why?

The NABSE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom.

(GLP-The Why, 7.E.)

What? (Current Practices):

1. Pre-service teachers attend all school/district meetings and professional learning with the mentor teachers.
2. Pre-service teachers work alongside mentor teachers to plan, develop, implement, and assess instruction

How? To Move Forward:

Gaines Elementary will:

1. Initiate conversations with supervising personnel at Piedmont, UGA, and other

participating institutions to heighten awareness of literacy instructional needs in the school setting.

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

Why?

According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches:

- 1) develop a literacy leadership team and vision which includes the literacy coach;
- 2) provide assistance in building trust with the faculty;
- 3) provide assistance in using time, managing projects, and documenting their work;
- 4) provide access to instructional materials;
- 5) provide access to professional learning; and
- 6) provide feedback to the coach.

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches.

(GLP-The Why, 7.3.C)

What? (Current Practices):

Gaines Elementary:

1. Provides professional learning and supports for staff in making the transition to the CCGPS. Since the adoption of CCGPS, grade level teams meet regularly to collaboratively plan lessons. These meetings occur during planning periods, monthly after-school collaborative planning and quarterly PLC days. These sessions include, but are not limited to, grade level team, support staff, administrators, content coaches, and consultants.
2. Schedules and protects time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
3. Encourages every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
4. Provides targeted professional learning based on student and teacher needs.

How? To Move Forward:

Gaines Elementary will:

1. Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation.
2. Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively.
3. Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers

on student learning.

4. Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy instruction checklist; GA or some other equivalent instrument)
5. Use classroom observations (or videotaping) to identify and support individual teachers follow-up coaching, conferencing, and mentoring.
6. Continue program-specific professional learning each year for new and experienced teachers.
7. Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations.

III. Needs Assessment

A. Needs Assessment Description:

In late September, a school-level Literacy Leadership Team was formed in response to the need for enhanced literacy instruction. To write the SRCL Cohort 3 grant, Gaines conducted a needs assessment among all certified staff. Results were compiled and analyzed. In addition, the Literacy Leadership Team reviewed student data to determine areas of concern.

Needs Assessment Surveys:

- The Georgia Literacy Needs Assessment Survey: 30 questions related to Building Blocks of Literacy Instruction.
- Student data provided by district office.
- The School Improvement Survey: 25 questions for parents, 47 questions for teachers based on School Keys.

B. Root Cause Analysis:

The Needs Assessment Survey and review of Gaines' literacy achievement data revealed the following needs and underlying root causes:

Building Block 1: Leadership

- Community is not engaged.
- Literacy team does not include representatives from all stakeholder groups.
- School culture exists in which teachers across content areas do not accept responsibility for literacy instruction as articulated in CCGPS.
- Literacy instruction is not optimized in all content areas.

Root Causes: Literacy leadership team was recently established, and there was not time to decide how to engage the community. Professional learning has been delivered on incorporating literacy across content areas; however, teachers do not have enough expertise or planning time for this implementation to be consistent.

Building Block 2: Continuity of Instruction

- Teachers do not provide literacy instruction across curriculum.
- Core literacy instruction is not consistent, explicit, or systematic across grade levels.
- No strong focus on collaborative literacy instruction across curriculum.

Root Causes: Gaines follows the CCGPS and Clarke County School District curriculum guides as a framework for core instruction. Because this is just a framework, teachers are interpreting literacy instruction in different ways and instruction is not consistent across grade levels.

Teachers do not have the necessary expertise or planning time to incorporate literacy across the content areas consistently. In addition, community collaboration to support literacy instruction has not been a focus.

Building Block 3: Ongoing Formative/Summative Assessments

- Diagnostic tools not used consistently.
- No clearly articulated strategy for using data to improve teaching and learning.
- Inconsistent use of formative and summative data to drive instruction.

Root Causes: Teachers do not have enough expertise regarding formative/summative assessments or planning time in order for this implementation to be consistent.

Building Block 4: Best Practices in Literacy Instruction

- Inconsistent core literacy instruction.
- Need for professional learning in explicit literacy instruction and writing instruction across all content areas.
- Lack of implementation of writing instruction across all content areas.

Root Causes: Teachers do not have sufficient expertise for implementation to be consistent.

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

- Information developed from school-based data teams is not used to inform RTI.
- Students are not receiving core literacy instruction in Tier 1.
- Needs-based interventions are not being provided in Tier 2.
- Student Support Team and Data Team do not monitor progress jointly in Tier 3.
- Confusion about when movement out of Tier 3 should occur.

Root Causes: There is a lack of understanding among teachers and staff about intervention and movement process.

Building Block 6: Professional Learning

- Need for pre-service teachers to participate in all literacy professional learning.
- Need for ongoing professional learning in all aspects of literacy instruction for in-service teachers.

Root Causes: Pre-service teachers do not always understand expectations for participation in professional learning in their host school. There has not been enough literacy-specific professional learning for in-service teachers.

C. Needs Assessment Participants:

The Needs Assessment included all certified and classified staff at TRES as well as parents and students.

D. Disaggregated Data:

After reviewing the data, it was determined a strong focus should be on the following subgroups:

- Black Students
- Economically Disadvantaged Students (EDS)
- Students with Disabilities (SWD)

CRCT Meeting/Exceeding Standards

Reading				
Grade	Black	EDS	SWD	All
3 rd	80%	81%	45%	84%
4 th	69%	70%	50%	71%
5 th	87%	87%	67%	90%
ELA				
3 rd	83%	64%	38%	65%
4 th	69%	77%	33%	78%
5 th	87%	88%	67%	88%
Math				
3 rd	46%	47%	0%	49%
4 th	69%	66%	17%	68%
5 th	87%	89%	57%	88%
Science				
3 rd	43%	47%	38%	48%
4 th	61%	57%	0%	59%
5 th	55%	58%	33%	60%
Social Studies				
3 rd	56%	57%	46%	57%
4 th	55%	52%	0%	55%
5 th	49%	51%	0%	54%

Scantron NRT Meeting/Exceeding Standards

Grade	Black	EDS	SWD	All
2 nd	22%	28%	0%	29%
3 rd	24%	27%	0%	27%
4 th	18%	19%	0%	19%
5 th	18%	25%	0%	28%

Gaines School Improvement Survey (Faculty Responses)

Questions and Standards	Percent Responding Consistently
Curriculum implemented through consistent, systematic process by administrators, members of SILT team.	38%
Teachers use diagnostic assessments to identify students' readiness levels, address individual student needs, monitor learning gaps.	44%
Teachers develop, use variety of formative assessments to monitor student progress, adjust instruction.	33%
Teachers use assessment data to plan, adjust instruction for each student, subgroups.	33%
Teachers form flexible instructional groups based on ongoing diagnostics, formative assessments to differentiate instruction.	31%
Teachers use systematic, data-driven interventions for students who need additional assistance.	27%
School/community partnerships provide effective support for students.	33%
Professional learning prepares teachers to adjust instruction, assessment to meet needs of diverse learners	29%
Teachers participate in professional learning to deepen content knowledge	42%

D. Areas of Concern Related to Research-Based Practices:

Data from literacy assessments for monitoring student achievement and needs assessment indicators identified five main areas of concern.

1. Building Block 1: Need for Literacy Leadership Team at Gaines

Currently:

- School literacy team: 43% of respondents indicated through Georgia Literacy Plan Needs Assessment not addressed/emergent.
- Support from community: 46% of respondents indicated not addressed/emergent.
- This area of concern involves school-based personnel and community stakeholders.

Moving Forward:

Include governmental, educational, civic, and business leaders, as well as parents:

- Identify key members of the community, government, civic, business leaders, and members of higher education, as well as parents to serve as members of a community advisory board.
- Contact potential members and schedule quarterly meetings.
- Include community members in the support of and or participation in a network of learning supports (tutoring, mentoring, after-school programs).

2. Building Blocks 2 & 4: Need for Systematic Core Literacy Program

Currently:

- CCSD has no core literacy program for grades K-2.
- Cross disciplinary teams exist, but have not assumed responsibility for achieving literacy goals across content areas.
- Core literacy: 31% indicated not addressed or emergent status.
- The writing component: respondents indicated 71% emergent or operational status.

Moving Forward:

- Choose and implement core literacy program for grades K-5 that provides continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (GLP - The What, p. 7)

3. Building Blocks 2, 4 & 6: Need for Professional Learning

Currently:

- Survey and leadership observation reveals that teachers meet in active, collaborative teams; however, inconsistent attention is given to ensuring consistent literacy focus across the curriculum.
- Teachers participate in some, but not all, aspects of explicit literacy. 19% indicate not addressed or emergent status.
- Gaines Elementary is in initial implementation of professional learning for integrating literacy standards across content areas, informal running records to identify struggling readers, and fluency. For preservice professional learning, 36% indicate not addressed or

emergent status. For in-service professional learning, 41% indicate not addressed or emergent status.

Moving Forward:

- Professional learning will be delivered to support the implementation of the core program.
 - Professional learning in the following areas:
 - using data to inform instructional decisions and explicit teaching
 - modeling literacy skills and strategies
 - foundational skills (the five components of literacy instruction)
 - differentiating instruction
 - explicit writing instruction
- (GLP - The What, p. 10)

4. Building Block 3: Identify and Implement Formative & Summative Assessments

Currently:

- CCSD assessments are given and data are analyzed to determine instructional needs.
- Assessments are used for screening and diagnostics for a few students.
- Screeners and progress monitoring tools are used without consistency.

A majority of respondents indicated that we are operational or fully operational in the use of ongoing formative and summative assessment.

Moving Forward:

- Select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students (GLP, The What, p. 8).
- Train personnel on assessment and interventions that are aligned with students' needs (GLP, The What, p. 8).

5. Building Blocks 3 & 5: Need for Menu of Interventions

Currently:

- We have an established RTI plan, identifying and placing students into tiers.
- Students at Tier 3 are making progress, but not at a rate that increases chances for recoupment or remediation towards grade level performance and removal from the tiers.

Moving Forward:

- Procure RTI program that includes a bank of interventions for common reading and writing difficulties with corresponding progress monitoring piece.
- Determine level of progress on each skill that communicates trajectory toward recoupment, remediation and a return to successful access of the core program.
- Create a method of including students in goal setting and progress monitoring process.
- Introduce increasingly more intense interventions.

IV. Analysis of Student and Teacher Data

A. Student Achievement Data

Gaines' CRCT Reading scores in 3rd and 4th grades rose from 2011-2013, while 5th grade dropped slightly from 90% to 89%. CRCT Language Arts scores in 4th and 5th grades rose from 2011-2013, while 3rd grade decreased 6%.

CRCT Reading Scores

	2011	2012	2013
3 rd Grade	74%	89%	82%
4 th Grade	68%	82%	71%
5 th Grade	90%	90%	89%

CRCT ELA Scores

	2011	2012	2013
3 rd Grade	71%	77%	65%
4 th Grade	71%	88%	78%
5 th Grade	86%	88%	88%

All CRCT Data by Subgroups:

Gaines' overall CRCT scores in 2013 were strong in Reading; however, all other content areas were low compared to district and state averages. The most notable achievement gaps across all CRCT domains were noted for Students with Disabilities. In addition, large gaps exist between the highest achieving subgroups, White and Hispanic students, and Economically Disadvantaged and Black students across all domains.

Gaines Subgroup CRCT Data 2013 (Percent Meeting/Exceeding Standard)						
Test Type	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
Reading	82%	56%	80%	80%	100%	100%
ELA	75%	44%	74%	75%	83%	85%
Math	66%	19%	64%	65%	67%	85%
Science	55%	28%	53%	52%	67%	85%
Social Studies	56%	24%	54%	54%	75%	77%

CRCT Lexiles:

The most important factor for college and career readiness is a student’s ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student’s ability to comprehend these texts. Of all Gaines students, 60% were at or above the “stretch” Lexile standard on the CRCT. Significant achievement gaps exist between White students and all other subgroups.

Gaines CRCT Reading Lexiles 2013			
Subgroup	Percent of School Population	Average Lexile Score	Students At or Above Lexile Standard
All Students	100%=651 students	663	60%
SWD	13%	545	37%
EDS	74%	651	59%
Black Students	78%	643	58%
Hispanic Students	9%	758	67%
White Students	5%	754	77%

Georgia Writing Assessment:

The overall data from 2011-2013 for Gaines 5th grade writing assessment shows a decline in scores from 2011 to 2013 with students scoring 55% meeting or exceeding standards in 2013. In 2013, 3rd grade students showed overall weakness in the Informational Writing Test as compared to CCSD and Georgia.

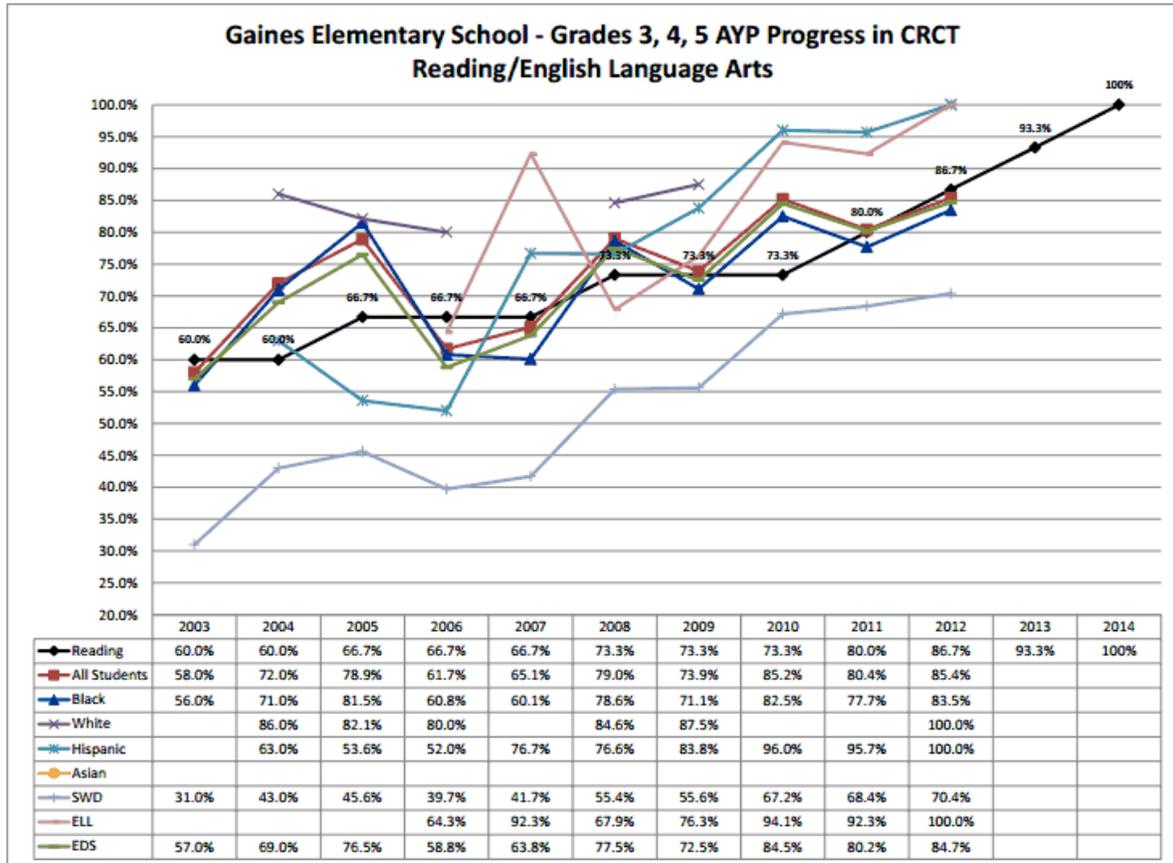
5th Grade Writing Assessment Percent Meeting/Exceeding Standards			
	2011	2012	2013
Georgia	79%	80%	79%
CCSD	71%	74%	77%
Gaines	58%	54%	55%

2013 3rd Grade Informational Writing Test Domain Scores Percent Meeting/Exceeding Standards				
	Ideas	Style	Organization	Conventions
Georgia	85%	75%	75%	71%
RESA	83%	73%	73%	71%
CCSD	80%	62%	62%	65%
Gaines	52%	33%	41%	42%

B. Disaggregated Data

Additional disaggregated data is provided in this section. The CRCT data for grades 3-5 in the chart presented below represent percentages of students who met the Annual Measurable Objectives (AMO) for the years 2003-2012.

- After a period of low and inconsistent growth, the SWD group showed growth between 2008 and 2012.
- The EDS sub-group showed growth between 2009 and 2012.
- Though growth in scores was demonstrated by Black students between 2003 and 2012, it was not consistent.



CRCT ELA - Gaines

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Section E, 2012 CRCT AYP Tracking Charts
2012 CRCT AYP Progress Tracking Charts

C. Strengths and Weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none"> 82% of all students scored at the meeting/exceeding level in the Reading CRCT 	<ul style="list-style-type: none"> Decrease in Reading CRCT scores from 2012-2013 in 3rd through 5th grades Decrease in ELA CRCT scores from 2013-2013 in 4th and 5th grades 3rd grade ELA CRCT performance (65%) Overall performance of SWD students in core content areas based on CRCT and Benchmark results, with only 56% meeting in reading and 44% in ELA State and mock writing scores for all students/subgroups in grades 3 through 5 Approximately 30% gap between school and state in the Ideas,

	<p>Organization, and Conventions domains on the 3rd grade state writing test</p> <ul style="list-style-type: none"> ● 42% gap between school and state in the Style domain on the 3rd grade state writing test ● Approximately 25% gap between school and state on the 5th grade state writing test
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D. Data Includes all Teachers

The data included throughout this section represents all teachers at Gaines.

E. Teacher Retention Data

Currently, Gaines has 51 teachers of which only 43% were retained over the last two years. 22 staff members hold advanced degrees.

F. Goals & Objectives Based on Summative and Formative Assessments

Goals and objectives are developed based on formative and summative data. The School Improvement Leadership Team (SILT) at Gaines Elementary reviews the data compiled by the Clarke County School District (Annual School Performance Report, CCSD Data Notebook, Re-rostered CRCT assessment results, and School Improvement Survey Results (Parent, Student, & Staff surveys)). The SILT reviews the implementation of its current School Improvement Plan and makes necessary revisions for the subsequent year. Staff members determine what school-wide actions/initiatives or supplemental interventions should be provided to help students meet state standards. With the addition of Striving Readers’ Comprehensive Literacy grant, universal screeners and diagnostic assessments will be more consistently used to determine which research-based strategies will best address the needs of students.

G. Additional District-Prescribed Data

In preparation for the 5th grade State Writing Test, Gaines Elementary performed a 4th grade Mock Writing Test. Only 10% of 4th graders met or exceeded the standard on this test, as scored by Gaines teachers using the state rubric. These results combined with the 48% 3rd grade meets/exceeds rate and 55% 5th grade meets/exceeds rate show a need for increased writing instruction as part of the core literacy program at Gaines.

Reading Level Data (Grades K-5):

The percentage of Gaines students reading at correct level increased over the past three years to 55% in 2012/13; however, achievement gaps were again noted. 76% of Gaines’ White students were reading at the correct level in 2013. All other subgroups fell below 56% reading at correct level.

Gaines Reading Level Percentage of Students Reading at Correct Level			
Subgroup	2010/11	2011/12	2012/13
All Students	43%	49%	55%
SWD	7%	17%	20%
EDS	41%	48%	56%
Black Students	40%	47%	54%
Hispanic Students	44%	51%	53%
White Students	77%	72%	76%

Scantron NRT Data (Grades 2-5):

Gaines' Scantron NRT scores increased over the past 3 years; however, only 26% of students scored above the 50th percentile. 70% of White students scored above the 50th percentile, and large achievement gaps were observed for all other subgroups.

Gaines Scantron NRT Percentage of Students Scoring Above 50th Percentile			
Subgroup	2010/11	2011/12	2012/13
All Students	23%	24%	26%
SWD	10%	11%	0%
EDS	21%	23%	25%
Black Students	21%	21%	22%
Hispanic Students	19%	45%	59%
White Students	89%	64%	70%

Spelling Inventory Data (Grades 1-2):

Only 23% of all first and second grade students at Gaines met or exceeded state level on the Spelling Inventory assessment. While EDS and Black students made progress in spelling over the past 3 years, achievement for Hispanic and White students dropped dramatically.

Gaines Spelling Inventory Percentage of Students at Correct Level			
Subgroup	2010/11	2011/12	2012/13
All Students	19%	21%	23%
SWD	0%	6%	0%
EDS	18%	20%	23%
Black Students	16%	20%	23%
Hispanic Students	29%	25%	18%
White Students	83%	33%	14%

H. Teacher Participation in Professional Learning

All teachers participate in professional learning on a bi-weekly basis, along with data team meetings and collaborative planning. Topics for professional learning are based upon student data, teacher observations, school walkthrough data, initiatives set forth in the school improvement plan, teacher identified interest, and school district mandates. A protocol to monitor and evaluate the effectiveness of professional learning needs to be developed.

V. Project Plan, Goals and Objectives

A., B., C. Goals, Objectives and Assessments

The primary outcome for implementation of the Gaines Elementary Striving Readers Comprehensive Literacy Grant is twofold: 1) to increase reading achievement for all students and 2) to increase writing performance for all students. In order to achieve the desired primary outcome, all of the project goals are related to identified needs from the needs assessment and objectives relate to implementation of the goals. Student performance targets are measurable either formatively or summatively.

Goals	Objectives
<p>Goal 1: Build literacy leadership by creating a shared vision for literacy. (GLP-The What-1B)</p>	<p>1.1: Establish school literacy leadership team made up of administrators and literacy specialists. 1.2: Enlist members of community universities, organizations, and agencies to collaborate to support literacy within the community.</p>
<p>Goal 2: Implement a high quality core literacy program that is systematic, explicit, and provides the five essential components of effective reading instruction. (GLP-The Why-3B)</p>	<p>2.1: Identify and develop a systematic procedure for literacy instruction across content areas, 2.2: Implement with fidelity in every classroom a direct and explicit instructional program that aligns with CCGPS.</p>
<p>Goal 3: Identify at-risk students and provide appropriate interventions by implementing a comprehensive assessment tool including screening and diagnosis. (GLP-The Why-5A, B, C, D)</p>	<p>3.1: Screen all students K-5 in skills critical to literacy three times per year. 3.2: Identify targeted students by analyzing data. 3.3: Administer comprehensive diagnostic assessment to students demonstrating problems during screening. 3.4: Assign appropriate interventions to meet individual student needs.</p>
<p>Goal 4: Implement valid formative assessment program that has “unpacked” the state standards and identified the specific learning goals they contain. (Torgesen & Miller, 2009. Abrams, 2007)</p>	<p>4.1: Develop a school-wide plan for formative assessments that align with summative assessments and core literacy program. 4.2: Adjust instruction based on formative assessment data.</p>
<p>Goal 5: Motivate and encourage self-directed learning and provide students with the instruction and supports needed for independent tasks. (GLP-The What-4C, 9A-F.</p>	<p>5.1: Increase motivation to read in students by providing high-interest reading material, student choice, and authentic writing opportunities.</p>

GLP-The Why-3C1&2)	5.2: Assess student interest through Student Interest Inventory. 5.3: Involve students in collaborative learning opportunities. 5.4: Employ technology in the completion of assigned tasks, such as presentations or blogs.
Goal 6: Monitor practices to ensure implementation of core literacy plan. (GLP-The Why-5C)	6.1: Use Literacy Instruction Checklist to determine strengths and identify needs for improvement. 6.2: Monitor instruction through checklists, lesson plans, etc. 6.3: Develop infrastructure for peer-to-peer coaching. 6.4: Implement regular collaborative team meetings.
Goal 7: Provide on-going literacy-based professional learning for all staff. (GLP-The Why-7B)	7.1: Provide professional learning as needed for all aspects of literacy plan.

By implementing the goals and objectives above, it is the expectation that the targets listed below will be met (*represents CCRPI targets):

Performance Measure(s) % students meeting/exceeding standards	Actual 2012/13	Target 2013/14	Target 2014/15	Target 2015/16
All Students Reading CRCT	82%	86.1%	90.4%	95.6%*
Economically Disadvantaged Students Reading CRCT	80%	84%	88.2%	93.3%*
Black Students Reading CRCT	80%	84%	88.2%	92.8%*
Students with Disabilities Reading CRCT	56%	58.8%	61.7%	86%*
All Students Reading GKIDS	76.4%	80.2%	84.2%	90%
1st Grade Benchmark	74.2%	75%	80%	85%
2nd Grade Benchmark	61.4%	70%	75%	80%
1st Grade Writing Sample	75.6%	87%	87%	92%
2nd Grade Writing Sample	45.3%	60%	65%	70%

3rd Grade GWT Informational Ideas Domain	52%	54.6%	57.3%	80%
4th Grade Mock Writing	22.2%	40%	50%	55%
5th Grade GWT	55%	60%	65%	70%

Formative /Summative Measures	Goals
Dibels Next	1, 2, 3
CRCT	1, 2
Student Interest Inventory	2
Teacher Observation Walkthrough Data	2, 3, 5
Scored Writing Sample Data	2
State Writing Test Data (with Mock 4)	2
District Benchmarks	3
District Core Literacy Assessments	3
GKIDS	3
Grade-Level Formative Assessments	3, 5
Professional Learning Implementation Rubric	4
Voyager Diagnostics	1, 5

D. Tiered Instruction for Elementary Students

Gaines Elementary School will provide literacy instruction in a tiered instruction protocol through a differentiation model. The model represented includes writing, and is a 120 minute literacy block. In addition, literacy instruction will be provided across content areas. (Walpole and McKenna *Differentiated Reading Instruction*.)

Tier 3	Intervention
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Tier 2	Below-grade-level instruction	At grade-level instruction	Above-grade-level instruction
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Tier 1	Grade Level Core Instruction: Every child gets this instruction.
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Children’s Literature Read Aloud			
Grade-Level Shared Reading Instruction			
Differentiated Instruction	Middle Group	Reading Practice	Reading Practice
	Reading Practice	Lowest Group	Reading Practice
	Reading Practice	Reading Practice	Highest Group
Grade-Level Writing Instruction			

E. RTI Model

Tier I Core classroom instruction includes whole class and flexible, differentiated small group instruction so that 80% or more of the students are successful in mastering the standards. Interventions are used to respond to students’ needs.

Tier II Core classroom instruction along with interventions is provided for students who are not performing at expected levels based ELA assessments.

Tier III Core classroom instruction along with interventions is provided for students not responding to Tiers I-II. Tier III interventions are delivered individually or in small groups using research-based strategies or programs.

Tier IV These services address student needs for advanced content, gifted pullout, remediation, or acceleration with support of SPED,EIP,ESOL,and Gifted teachers.

F. Inclusion of all Teachers and Students

All teachers including SPED, EIP, Spectrum, and Specials are included in implementing the Literacy Plan. Academic interventionists and paraprofessionals will also help deliver the appropriate core instruction and interventions. All students will receive grade-level core literacy instruction, and appropriate interventions.

G. Practices Already in Place

Some universal screeners and diagnostic assessments are in place. Interventions and instructional strategies are in place, but not consistent between or across grade levels.

H. Goals Funded with Other Sources

1. ELA data team training.
2. Professional learning for engaging all students in daily literary assessment and instruction.

I. Sample Schedule for Tiered Instruction

K		1 st		2 nd		3 rd		4 th		5 th	
A	B	A	B	A	B	A	B	A	B	A	B
Morning Mtgs 7:40-7:55											
Math 7:55-9:00	Science/SS 7:55-8:40	Math 7:55-9:00	Writing 7:55-8:55	Science/SS 7:55-8:45	Math 7:55-8:55	ELT 7:55-8:45	ELT 7:55-8:45	ELT 7:55-8:45	ELT 7:55-8:45	Specials 7:55-8:40	Specials 7:55-8:40
Reading 9:00-10:00	CGI/Math 8:40-9:10	Reading 9:00-10:00	Reading 8:55-9:55	Math 8:45-9:45	Science/SS 8:55-9:45	Writing 8:45-9:35	Reading 8:45-9:35	Specials 8:45-9:30	Specials 8:45-9:30	Math 8:40-9:40	Science 8:40-9:30
Writing 10:00-10:45	Writing 9:10-9:55	Writing 10:00-10:45	Math 9:55-11:00	Reading 9:45-10:45	Writing 9:45-10:35	Reading 9:35-10:25	Writing 9:35-10:25	Reading 9:30-10:20	Writing 9:30-10:20	Science 9:40-10:30	Math 9:30-10:30
Lunch	Reading 9:55-10:55	Recess 11:00-11:20	Recess 11:00-11:20	Writing 10:45-11:35	Reading 10:35-11:35	Specials 10:25-11:10	Specials 10:25-11:10	Writing 10:20-11:20	Reading 10:20-11:20	SS 10:30-11:05	SS 10:30-11:05
Recess 11:25-11:45	Lunch	Lunch	Lunch	Lunch	Lunch	Science/SS 11:10-12:00	Science/SS 11:10-12:00	Science/SS 11:10-12:10	Math 11:20-12:10	Lunch	Lunch
Specials 11:45-12:30	Recess 11:25-11:45	Science/SS 11:55-12:35	Science/SS 11:55-12:35	Recess 12:15-12:35	Recess 12:15-12:35	Recess 12:00-12:20	Recess 12:00-12:20	Lunch	Lunch	Recess 11:40-12:00	Recess 11:40-12:00
CGI/Math 12:30-1:00	Specials 11:45-12:30	Specials 12:35-1:20	Specials 12:35-1:20	ELT 12:35-1:20	ELT 12:35-1:20	Lunch	Lunch	Recess 12:50-1:10	Recess 12:50-1:10	Writing 12:00-12:50	Reading 12:00-12:50
Science/SS 1:00-1:45	Math 12:30-1:45	ELT 1:20-2:05	ELT 1:20-2:05	CGI/Math 1:20-1:40	CGI/Math 1:20-1:40	Math 12:55-2:05	CGI/Math 12:55-1:20	Math 1:10-2:30	Science/SS 1:10-2:30	Reading 12:50-1:40	Writing 12:50-1:40
ELT 1:45-2:30	ELT 1:45-2:30	CGI/Math 2:05-2:30	CGI/Math 2:05-2:30	Specials 1:40-2:25	Specials 1:40-2:25	CGI/Math 2:05-2:30	Math 1:20-2:30			ELT 1:40-2:30	ELT 1:40-2:30

J. Reference Researched-Based Practices in “What” and “Why”

See Goals/Objectives in Section A.

VI. Assessment and Data Analysis Plan

A. Current Assessment Protocol

When	Assessment
August, December, May	Scored Writing Samples (K-2)
August	Scantron Norm Referenced ELA Assessment (2-5)
August	School-generated Kindergarten screener
September, December, May	DORF Reading Fluency (Grades 2-5 three times a year and Grade 1 two times a year)
September, December, March, May	Quarterly Literacy Assessments: reading level (K-5), scored writing sample (3-5), sight words (1-2), spelling inventory (1-2)
October, December, March	Quarterly ELA Benchmark (3-5)
October, December, March, May	Quarterly GKIDS ELA Assessments (K)
December, April	Comprehensive ELA Benchmark (1-2)
February	ACCESS testing for ELLs
March	Writing Test (3, 5)
April	CRCT (3-5)
Quarterly	Teacher Made Standards Based Assessments Pre/Post (K-5)

B. Current Assessment Protocol and SRCL Assessment Protocol

Currently, our district requires the DORF Reading Fluency 3 times per year in grades 2-5 and 1 time per year in grade 1. This aligns with the SRCL Assessment Plan. Upon receipt of the grant reward, we will assess using all components of DIBELS Next in grades K-5 and follow the assessment protocols with fidelity. Currently, our district only requires 1 reading passage per student, without the DORF retelling component. Currently, DORF is the only school-wide component of DIBELS Next used in our building. Upon receipt of the grant reward, we will use a diagnostic assessment, Informal Phonics Inventory (IPI), and DIBELS Next progress monitoring tools for students who are identified as “intensive” and “strategic” on the DIBELS Next benchmark assessments. We will use the results of the DIBELS Next benchmarks, the IPI and the DIBELS Next progress monitoring to plan appropriate differentiated instruction and interventions for “intensive” and “strategic” students. In kindergarten, we currently give a informal/school-generated comprehensive screener to all students to plan for reading interventions. We progress monitor every four weeks for all students. Currently, the CRCT is administered annually, as indicated on the SRCL Assessment Plan.

C. Schedule of Assessments

Changes to the current assessment schedule are indicated with bold print.

When	Assessment
August, December, May	Scored Writing Samples (K-2)
August	Scantron Norm Referenced ELA Assessment (2-5)
September, December, May	DIBELS Next Benchmarks (K-5)
September, December, May	IPI (1-5)
September, December, May	Phonemic Awareness screener (K)
September, December, March, May	Quarterly Literacy Assessments: reading level (K-5), scored writing sample (3-5), sight words (1-2), spelling inventory (1-2)
October, December, March	Quarterly ELA Benchmark (3-5)
October, December, March, May	Quarterly GKIDS ELA Assessments (K)
December, April	Comprehensive ELA Benchmark (1-2)
February	ACCESS testing for ELLs
March	Writing Test (3, 5)
April	CRCT (3-5)
Quarterly	Teacher Made Standards Based Assessments Pre/Post (K-5)

D. Discontinued Assessments

We will discontinue using the informal/school- generated comprehensive screener for kindergarten. Instead, we will use DIBELS Next data for all K-5 students to determine which students require further assessment to determine appropriate differentiated instruction and interventions.

E. Professional Learning Needs Related to Assessments

- DIBELS Next Training (including using results to determine next steps)
- Using diagnostic screeners to plan for differentiated instruction and plan interventions for students.
- Developing formative assessments that match the rigor of the CCGPS (including using technology for assessments) and using the data to plan for differentiated instruction
- Understanding and applying Lexile levels provided by CRCT to select materials for students literacy needs. (Although the CRCT is not a new assessment, using the reported Lexile levels *is* new for Gaines, and all teachers and leadership will need training.)

- Training on assessments associated with the selected core literacy program

F. Presentation of Data to Parents and Stakeholders

Gaines shares school wide data reports with the parents and stakeholders at Annual Title I meetings, school council meetings, and family engagement events. We share individual student data with parents at parent teacher conferences. Clarke County School District Website has a “performance” tab where summative data is reported. In the future, we will use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (GLP-The How, 3B). For example, we plan on printing and providing parents an easily interpreted graph of their child’s DIBELS Next data.

G. Using Assessment Data to Develop Instructional Strategies

- **Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (GLP-The How, 3C).**

In addition to district’s quarterly targets, students and teachers at Gaines set goals for reading in grades 3-5. Students in grade K-5 will set quarterly reading goals effective 2014-2015. We will use DIBELS Next scores to help students and teachers set goals that are specific and realistic. Teachers can then differentiate instructional strategies to help students meet these goals.

- **Use results of the diagnostics for student placement within an intervention and to adjust instruction (GLP-The How, 3C).**

At Gaines, we currently have grade level data teams which meet weekly to review data and adjust Tier I instruction; however, classroom teachers do not have a system for looking at data to plan interventions. In the context of the weekly data meetings, teachers will analyze the DIBELS Next and diagnostic data to plan for intervention time. Using the IPI (grades 1-5) and the phonemic awareness screener (K) will allow us to pinpoint the exact needs of students and intervene to meet their specific needs. At Gaines, we are a part of the Governor’s Initiative to have all students reading on grade level by the end of third grade. We have recently begun the process of testing our struggling students with the IPI and using differentiated materials based on the assessment. As teachers become more familiar with the diagnostic tools, they will be able to plan interventions that meet the specific needs of students.

- **Identify and purchase assessment and intervention materials aligned with students’ needs (GLP-The How, 3A).**

We will use assessment data to determine students’ needs and materials purchased. For example, according to the results of the Primary Spelling Inventory (grades 1-2), and the results of the IPI (given recently to struggling students in grades 1-3), it is clear that Gaines needs to purchase.

H. Assessment Plan and Personnel Involved

The Gaines Striving Readers Committee will develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom-based), designating persons responsible (GLP-The How 3B). All Gaines instructional staff will be trained to administer the DIBELS Next benchmark assessment and will conduct all DIBELS Next benchmark assessments. The diagnostic tools (IPI and phonemic awareness screeners) will be given by the classroom teachers, resource teachers, and the literacy coach. Diagnostic screeners (3 times per year) and progress monitoring in accordance with DIBELS protocol will be conducted during Extended Learning Time (ELT).

VII. Resources

A. Need Resources

- Literacy Instruction Walkthrough Form (e.g. Georgia Literacy Instruction Observation Checklist)
- Core literacy instructional program materials for K-5
- Books for classroom libraries
- Rich assortment of content area literary and informational texts for media center and classrooms
- Literary and informational books to engage all students
- Writing instructional resources (e.g., *Write from the Beginning and Beyond*)
- Software to support electronic literacy materials
- Research- based literacy materials that support the core literacy program
- Professional learning on
 - Administering assessments with fidelity and effectively determining instruction based on data
 - Research-based instructional strategies and use of rubrics
 - Explicit instructional strategies to teach text structures, vocabulary, and student background knowledge, all of which are needed to promote student successes in each subject area
 - Direct and explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area
 - Writing resources (e.g., *Write from the Beginning and Beyond*)
- Professional learning materials for staff
- Stipends to cover professional learning
- Travel expenses for conferences
- Substitutes for release time for teacher collaboration and school-day professional learning
- Funding for consultants
- Intervention data collection, materials, and technology for implementation
- Fund, schedule, and train providers to implement interventions
- Professional learning for support staff (paraprofessionals, interventionists, afterschool staff, etc.) on:
 - Use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct and explicit instructional strategies to address difficulties, charting data, and graphing progress
- Extended day program for struggling readers

B. Activities Supporting Literacy

- Effective literacy activities (K-2)
 - Phonemic awareness
 - Letter/sound relationship
 - Letter identification
 - Phonics
 - Fluency
 - High frequency word base

- Vocabulary
- Comprehension
- Intensive and individualized interventions for struggling readers provided by trained specialists
- Direct and explicit writing instruction across the genres
- Effective literacy activities (3-5)
 - Explicit vocabulary instruction
 - Direct and explicit comprehension strategy instruction
 - Extended discussion of text meaning and interpretation
 - Increased motivation and engagement in literacy learning
 - Intensive and individualized interventions for struggling readers provided by trained specialists
 - Direct and explicit writing instruction across the genres

C. Shared Resources

- Leveled readers
- Flip cameras
- Digital cameras
- Sound system
- Smart document cameras
- Computer lab
- Software
- iPad
- iPod touches
- Audiobooks
- Chromebooks
- Netbooks
- Laptops
- SMART response clickers
- Internet access
- Storytown Strategic Intervention Materials
- Passport Reading

D. Library Resources

Our collection contains 11,699 copies, many of which are in need of repair and/or are outdated. In recent years, the focus has been on aligning our collection to the GPS, with a particular focus on weather, animals, and social studies books. Last year, the focus was on updating our collection and purchasing high interest fiction and non-fiction as well as graphic novels, biographies, and high interest/low level books. This year, our goal is to purchase high interest literary and informational books to support the CCGPS.

COLLECTIONS	PERCENTAGES
Biography	5.77%
Easy	34.57%
Fiction	21.59%
Non-Fiction	27.03%
Generalities	0.30%
Philosophy & Psychology	0.29%
Religion	0.22%
Social Sciences	3.94%
Language	0.15%
Natural Sciences	9.85%
Tech. & Applied Sciences	2.61%
Arts and Recreation	2.19%
Literature & Rhetoric	2.02%
Geography & History	5.47%
Reference	2.83%
Professional	8.21%
Graphic Novels	0.73%

E. Activities Supporting Classroom Practices

- Instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension
- Word-level, vocabulary and oral language skills
- Broad conceptual knowledge and abilities required to comprehend text
- Motivation to understand and work toward academic goals
- Text-based collaborative learning and extended time for literacy
- Diverse texts and intensive writing in content areas
- A technology component used as a tool for literacy instruction
- On-going professional learning
- On-going formative and summative assessments of students
- Saturday Academy (grades 3 and 5)

F. Additional Strategies Needed for Student Success

- Teach students how to:
 - Use reading comprehension strategies
 - Identify and navigate text structures most common to a particular content area (e.g., social studies, cause and affect; science, problem/solution)
 - Use literary texts across all content areas
 - Use informational texts in language arts classes
 - Support opinions with reasons and information
 - Determine author bias or point of view
 - Write (narrative, argumentative, and informational) in all subject areas
 - Infuse all types of literacy throughout the day
 - Conduct short research projects using several sources.
 - Have focused, high quality discussion on the meaning of text
- Instruct teachers how to
 - Select text purposefully to support comprehension development.
 - Select text complexity appropriate to grade levels
 - Select text adjusted to the needs of individual students
 - Establish an engaging and motivating context to teach reading comprehension.
 - Consistently assess and progress monitor students in all ELA components (reading/writing)
 - Analyze formative and summative data in order to guide and differentiate instruction and select appropriate interventions
 - Effectively implement research-based interventions for struggling readers and writers

G. Current Classroom Resources

- Smartboard
- Projector
- Storytown literacy resources and leveled readers (3-5)
- Rigby literacy resources and Big Books
- WriteSource (1-5)
- Access to Audio books
- Netbooks
- iPads
- Laptops
- Chromebooks

H. Alignment Plan for SRCL and Other Funding

Resources, Strategies, and Materials	Existing Funding Resources	Striving Readers Funding Will Provide
Professional Learning	QBE; Title I, Part A; Title II, Part A; Title III (ESL); Title VI, Part B;	Literacy professional learning; Consultant fees; Conferences; Stipends

Instructional Technology	SPLOST IV; Title II, Part D	Technology
Literacy Materials	QBE; Title I, Part A	Literacy materials for intense acceleration
RTI-Literacy Materials	QBE; Title I, Part A	Literacy materials for remediation and acceleration
Literacy Assessments	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B (SWD); IDEA,	Comprehensive literacy assessments
Family Engagement	QBE; Title I, Part A; Title III, Title IV, Part B, IDEA, Part B (SWD)	Books for families and students to take home; Hand held devices; Extended library hours staff
Summer Literacy Program	Title I; QBE; IDEA, Part B	Extended Year Program
Field Trips	Title I; QBE; IDEA, Part B	Field trips with literacy emphases
After School Program	Title I; QBE; IDEA, Part B	Extended Day Program
Print Materials	Title I, Part A,; QBE	Library print materials for classrooms, and professional learning

I. Demonstration of How Technology Supports SRCL

With increased access to a range of applications and software, students will engage in digital storytelling and create podcasts, video journals, and animations. The SRCL Grant funding will allow Gaines to include K-5 resources, materials, and additional components of professional development that, otherwise, would not be possible. The funding will allow for additional interventions and a strong K-5 core literacy program.

VIII. Professional Learning

A. Professional Learning in the Past Year

Topic/Focus/Purpose	Date/Time	Participants	Facilitator/ Provider	Delivery Format
<i>What? Why?</i>	<i>When?</i>	<i>For whom?</i>	<i>By whom?</i>	<i>How?</i>
District PLC - Curriculum-Assessment-Instruction of first unit	8/2/12 - 8:00-4:00	All classroom and support teachers	Instructional Coaches	Teachers report to specified school to work with their peers.
Literacy - CCSD framework and the Daily 5	8/6/12 - 1.5 hours	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Literacy - Components and Purpose of Guided Reading and how to give a running record	8/15/12 - common planning	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Literacy - How to form guided reading groups from your running record data	8/21/12 - common planning	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Literacy - DIBELS fluency	8/28/12 - common planning	1st - 5th grade classroom and support teachers	Susan Bolen	Small group interaction and discussion
PLC - Curriculum - Assessment - Instruction of second quarter units	9/18/19 - 1/2 day	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Literacy - Daily 5 - Building independence and stamina	9/27/12 - common planning	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Literacy - Guided Reading	11/1/12 - common planning	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
PLC - Curriculum - Assessment - Instruction of third quarter units	12/4, 5, 6 - 1/2 day	All classroom and support teachers	Susan Bolen	Small group interaction and discussion

CCGPS	1/4/2013 - 2 hours	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
PLC - Curriculum - Assessment - Instruction of fourth quarter units	2/26, 27, 28 - 1/2 day	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Read Well	TBA	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Data Analysis of Benchmark results	October & January	All classroom and support teachers	Susan Bolen & Todd Graichen	Small group interaction and discussion
Data Analysis of 2nd Quarter Running Record results	1/15/2013	All classroom and support teachers	Susan Bolen	Small group interaction and discussion
Vertical analysis of Opinion and or Informative writing standard	2/7/2013	All classroom and support teachers	Susan Bolen	Small group interaction and discussion

B. Staff Attending Professional Learning

100 % of instructional staff attended literacy related professional learning.

C. On-Going Professional Learning

Topic/Focus/ Purpose	Date/Time	Participants	Facilitator/ Provider	Delivery Format
<i>What? Why?</i>	<i>When?</i>	<i>For whom?</i>	<i>By whom?</i>	<i>How?</i>
Writing Across the Curriculum	9/5/2013, 9/11/2013, 9/26/2013; 11/5/2013;11/21/2013; 2/6/2014	K-5 teachers	Carlyn Maddox	Small group interaction/discussion, Coaching
DIBELS and GOSA Phonics Initiative	10/9/2013, 10/10/2013	All Teachers	Patsy Black	Small group interaction/discussion, Coaching
Quarterly Benchmark Review	10/17/2013	3rd-5th Grade Teams	Administration	Small group interaction and discussion

Phonics Suite	10/31/2013	All Teachers	Patsy Black	Small group interaction and discussion
1/2 Day PLCs (CAI - Unit planning)	9/16-9/19/2013;12/2-12/5/2013;2/18-2/21/2014	K-5 teams	Grade level teams	Small group interaction and discussion
Collaborative Planning (processes and procedures)	9/9/2013; 8/18/2013; 10/14/2013; 10/23/2013; 11/12/2013;12/3/2013; 1/3/2014	All teachers	Jonnie Ghetti	Small group interaction/discussion; coaching
Classroom Technology with Todd Hollett (lesson plans site, grade level websites, technology strategies)	8/1/2013; 10/7/2013	All teachers	Todd Hollett	Small group interaction and discussion

D. Professional Learning Needs

- Using data to inform instructional decisions and explicit teaching.
- Selecting of appropriate texts appropriate for instruction.
- Telling students specific strategies to be learned and why.
- Modeling of how strategies are used.
- Providing guidance in independent practice and feedback.
- Discussing when and where strategies are to be applied.
- Differentiating instruction.

E. Adequate Professional Learning

The current processes to determine adequate development is effective and are as follows:

- Professional learning feedback forms are filled out by all participants.

- Summative and formative assessment data, as well as building and district walkthrough data, are used as starting points to determine needs for professional learning.

F. Professional Learning Plan

Topic/Purpose/ Focus	Participants	Facilitator/ Provider	Format	Goals and Objectives Targeted in Literacy Plan	Project Goal #
DIBELS training	K-5 teachers Instructional Staff	Reading Consultant	Workshop	Train all staff who will administer assessments to ensure standardized procedures and accurate data recording.	Project Goals 2, 3, 6
ELA CCGPS-Text Complexity	K-5 teachers Instructional Staff	Reading Consultant	Workshop Collaborative Planning	Support teachers in literacy instruction and skill development necessary for achievement in all subjects as articulated within the CCGPS.	Project Goals 4, 5
Writing in the Content Areas	K-5 Teachers, Instructional Staff	Writing Consultant District Coaches	Workshop Collaborative Planning Modeling	Professional learning on best practices in writing instruction in all subject areas.	Project Goals 2, 5
Strategies for Teaching Writing	K-5 Teachers, Instructional	Writing Consultant	Workshop Collaborative	Teachers will provide	Project Goals

(including use of rubrics to improve literacy instruction)	Staff		ve Planning Modeling	direct, explicit and comprehensive writing instruction daily.	5
ELA CCGPS- Developing formative assessments that utilize a variety of formats and match the rigor of the standards	K-5 Teachers	Reading Consultant	Workshop Collaborative Planning	Develop school-wide, classroom-based formative assessments to assess efficacy of classroom instruction.	Project Goal 4
Core Reading Program	K-5 Teachers, Instructional Staff	Trainer from Publisher	Workshop	Provide training to all pertinent staff in the use of the core program.	Project Goals 1, 2, 4, 5
Engagement Strategies	K-5 Teachers Instructional Staff	Consultant	Workshop Modeling	Teachers should be made to understand the need for strategies to increase student interest and engagement.	Project Goals 1, 5

<p>Direct Instruction (Including strategies to teach word identification, vocabulary and comprehension)</p>	<p>K-5 Teachers, Instructional Staff</p>	<p>Reading Consultant</p>	<p>Workshop Collaborative Planning Modeling</p>	<p>Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area</p>	<p>Project Goals 2, 5</p>
<p>Differentiated Instruction/ Interventions For RTI Tiers</p>	<p>K-5 Teachers Instructional Staff</p>	<p>Consultant</p>	<p>Workshop Collaborative Planning Modeling</p>	<p>Plan and provide a model of professional learning on differentiated instruction and intervention options</p>	<p>Project Goals 3, 4</p>

G. Measuring Effectiveness of Professional Learning

Effective professional learning is linked to higher student achievement (Georgia Literacy Plan (GLP), The Why, 7). We know, however, that it may take time to see a positive shift in student data. The expectations for change need to be tempered with the recognition that change is difficult and takes time (GLP-The Why, 7.A).

Other means of measuring effectiveness of professional learning are:

- Observe teachers using the Georgia Literacy Instruction Observation Checklist three times per year. If professional learning is effective, the features of effective instruction will be observed more and more frequently throughout the school year. The checklist aligns to the goals and objectives stated in our Literacy Plan.
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs (GLP-The How, 2012). Implement professional learning rubric aligned to goals and objectives.

IX. Sustainability Plan

A. Plan for Extending Assessment Protocols

See Section C

B. Plan for Developing Community Partnerships and/or Other Funding Sources

Gaines Elementary currently has Partners in Education (PIE), a partnership between businesses or civic organizations and school. Our goal is to expand their roles in how they support school activities financially. PIE and the School Council will continue after the life of the grant.

C.

- **Extending and Expanding Lessons Learned**
 - We will extend lessons learned by developing a library of professional learning materials (GLP-The How, p.40). We will provide families access to resources that differentiate support for students (GLP-The How, p.39) in order to expand learning into homes. We will use classroom observations/videotaping to identify and support individual teachers with follow-up coaching, conferencing, and mentoring (GLP-The How, p. 49).
- **Extending the Assessment Protocols**
 - Staff members will be trained on DIBELS Next and diagnostic tools at the beginning of the SRCL grant period. Staff hired after the grant expires will be trained using a “Train-the-Trainer” model. The Gaines Striving Readers Committee will be responsible for providing professional learning on assessment protocols each year to all new staff. School and district funds will be used to purchase assessments.
- **Training for New System Employees**
 - Currently, employees new to the system have two- day New Teacher training. Part of this training will be to share the Gaines Literacy Plan and to provide training on instructional strategies and assessment protocols.
- **Maintaining and Sustaining Technology**
 - SPLOST funds will maintain technology with district personnel responsible.
- **Extending On-Going Professional Learning Practices**
 - We will stay abreast of current research and differentiated instruction by developing a library of professional books, journals, and online resources (GLP-The How, p.40) and utilizing resources (webinars and professional learning videos from the GDOE website) to ensure our literacy instruction stays current. Professional learning will be revisited and revised yearly based on student mastery of CCGPS and classroom observations (GLP-The How, p.48).

- **New Teacher Professional Learning Extension**
 - Gaines intends to video professional learning and differentiated lessons (GLP, The How, p.40) in order to create a digital resource library. Digital resources provided by the GDOE and a “train-the-trainer” model will be utilized to sustain professional learning. Designated staff will become knowledgeable and re-deliver the training to new staff. We will allot time in district-required new teacher training for administrators and the instructional coach to share the Literacy Plan and provide training on instructional strategies and assessment protocols.

D. Replacement of Print Materials

Currently, print materials are funded by other sources (e.g. Title I and Media funds). This funding will continue sustain print materials after the life of the grant.

E. Professional Learning Extension

See Section C.

F. Plan for Sustaining Technology

Refer to the Literacy Plan as a guide for funding sources (Title I, QBE, SPLOST) which will sustain the technology and licenses purchased with grant funds.

G. Expanding on Lessons Learned

See Section C.

X. Budget Summary

Professional Learning

Funding will be provided for consultants for professional learning identified in previous sections for all teachers in year one and, in subsequent years for all targeted teachers (new and identified by need). These areas of professional learning will extend beyond building-level professional learning which will be provided by the instructional coach, district personnel, and/or literacy council members. The funding will be requested for targeted teachers to attend content-specific professional learning, and for substitutes that can effectively lead instruction while allowing targeted teachers to attend professional development. Funding will cover all travel and registration expenses.

We are also requesting funding for professional development through NEGA RESA which offers a PSC approved add-on Reading Endorsement for a total of 15 Professional Learning Units (PLUs) for identified teachers. Funds would also be used for required texts and supplemental materials for each teacher.

Selected staff members will attend literacy related conferences to support the Gaines Elementary Literacy Plan. Funding will cover all travel and registration expenses.

Stipends

Funding is requested for stipends to pay teachers to work beyond their contract time to engage in crucial training and professional learning that supports our school's literacy plan.

Professional Library

We request funding for professional learning materials to support the Literacy Plan (eg. How to Plan Differentiated Reading Instruction). These are not consumables, but resources that can be reused to train targeted teachers in subsequent years or to refresh or retrain the entire staff when necessary.

Print Materials/Supplies

Print materials, including core literacy program materials, non-fiction informational texts, leveled readers, novels, graphic novels, and subscriptions to developmentally appropriate literary magazines and Common Core aligned periodicals (e.g. *Time for Kids*) will be purchased to ensure literacy-rich environments for our children at home and at school. In addition, printing/copying supplies will be purchased as necessary to support the literacy program. Other organizational tools/supplies (e.g. *book boxes*) will be purchased as needed. The Media Center will receive funding to upgrade content collections and informational text to meet the needs of CCGPS. In addition, the media center will purchase non print literacy materials to support the literacy program.

Home School Connections/Literacy Events

School-wide events that promote literacy within our community and increase student motivation and interests in reading will be funded.

Student Instructional Support - Beyond the Regular Instructional Day

Funding will be used to support student literacy instruction beyond the regular school day (*e.g. Pathways to Success Program, Saturday Academy, and Summer Learning Academy.*) In addition, funding will be used to purchase instructional program materials, supplies, stipends for teachers, and transportation costs.

Pupil Travel/Field Trip

Funding is requested for students to attend literacy based theatre productions in Clarke County and the surrounding areas. The funding requested will cover transportation costs and admission for students and staff.

Technology

SRCL funding will be used to supplement CCSD purchase in technology in order to give access to all students at Gaines Elementary. This includes, but is not limited to, increasing technology access to 1:1 in grades K-5, accessories, software, and other technology supplies as needed.