

School Profile

Created Wednesday, December 11, 2013

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School Information

School Information District Name:	Clarke County School District
School Information School or Center Name:	Whitehead Road Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Luther McDaniel
Principal Position:	Principal
Principal Phone:	7065487296
Principal Email:	mcdaniell@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Luther McDaniel
School contact information Position:	Principal
School contact information Phone:	7065487296
School contact information Email:	mcdaniell@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

53

FTE Enrollment

630

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.

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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.

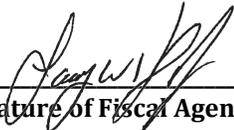
II. **Disclosure of Conflict of Interest after Agreement Execution**

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.



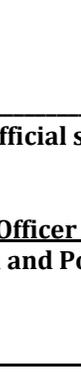
Signature of Fiscal Agency Head (official sub-grant recipient)

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

Whitehead Road Elementary School
Clarke County School District

I. School Narrative

School History

Since 1963, Whitehead Road Elementary School has been an institution of educational excellence within the Clarke County community. Having made Adequate Yearly Progress (AYP) every year under NCLB, having been named a Title I Distinguished School since 2005 and having been named an Athens-Clarke County Green School, our students are assured of a well-rounded educational experience from Pre-K through 5th grade.

With approximately 700 students, Whitehead Road is the largest and most diverse elementary school in the Clarke County School District. Our student body is diverse in many ways. Approximately 72% of our students receive free or reduced lunch. The racial and ethnic diversity (42% Black, 38% Hispanic, 14% White), in addition to identified instructional needs (4% SWD, 8% Gifted, 24% ELL) combine to give our school inherent opportunities to positively impact the lives of children inside and outside of the classroom.

Whitehead Road follows the Clarke County School District's core curriculum in Reading, Language Arts, Math, Science, and Social Studies. A segment of extended learning time (ELT) is a part of each grade-level's schedule, and provides an opportunity to provide remediation, enrichment, and acceleration for students according to their individual needs. In addition, our students receive instruction in Physical Education, Music, Art, Computer Enrichment, and Science Enrichment. A Saturday Academy is held from November through April and provides small group remediation to students in grades 2-5 who have not mastered the content of their current grade level.

Each semester, Whitehead Road Elementary hosts a large number of pre-service teachers from UGA, Piedmont College, Athens Technical College, and several on-line institutions. These interns and student teachers are able to gain invaluable experience working with effective, veteran teachers and a diverse group of students. They are able to actively develop and implement skills in quality instruction, planning, and classroom management.

Administrative Team

Principal	Luther McDaniel
Assistant Principal	Karen Hooker
Counselor	Cornelia Barnes
Family Engagement Specialist	Meredith Orellana
Media Specialist	Jessica Andrews

School Improvement Leadership Team

Luther McDaniel –Principal	Rachel Harrison- 1 st Grade
Karen Hooker- Assistant Principal	Bea Fowlkes- 2 nd Grade
Cornelia Barnes- Counselor	Dianne Elam- 3 rd Grade
Meredith Orellana- Family Engagement Specialist	Cindy Alexander- 4 th Grade
Constance Moody- Kindergarten	Jill Powell- 5 th Grade
Kristin Kulik- Special Education Team Leader	Krista Crumpton- EIP
Melissa Kurtz- ESOL	Jessica Andrews- Media Specialist
Melanie Powers- Specials	

School Literacy Leadership Team

Luther McDaniel- Principal	Karen Hooker- Assistant Principal
Jessica Andrews- Media Specialist	Rachel Harrison- 1 st Grade
Yvonne Manley- 3 rd Grade	Amy Waddell- 5 th Grade
Melissa Kurtz- ESOL	Stephanie Maxwell- ESOL

Past Instructional Initiatives

In 2006, Whitehead Road Elementary School was awarded a Reading First Grant. From 2006-2009, teachers and staff were provided with materials, assessment tools, and quality professional learning that focused on implementing proven methods of early instruction in K-3 classrooms. Under the grant, our school experienced tremendous gains in student achievement rates in Reading. In 2009 our school hosted a 100% Engagement Strategies Workshop with Jo Robinson. This 2-day professional learning opportunity had a tremendous impact on the engagement practices of our teachers, K-5, and are still utilized in all classrooms today. In 2010, our school began professional learning in writing instruction with consultant Peggy Terrell in grades 3-5. Over the last 3 years we have seen an approximate 30% gain in our 5th Grade State Writing Assessment scores.

Current Instructional Initiatives

This current school year we have shifted our writing professional learning with Peggy Terrell to grades K-2. Our school is currently implementing Voyager Math and Voyager Passport Reading to provide intervention for students below grade-level in math and reading, respectively. In addition, all students in grades K-5 are engaged in the Successmaker computer intervention program that is focused on filling the reading and math gaps students have.

Professional Learning Needs

Whitehead Road Elementary School has identified professional learning needs in the areas of guided reading, differentiation, integrating technology across content areas, and K-2 writing instruction. There is also a need to revisit the five components of reading instruction.

Need for Striving Readers Grant

After participating in a root cause analysis, our School Improvement Leadership Team and the School Literacy Team have identified deficits in the areas of phonics, guided reading, vertical alignment, differentiation, and K-2 writing instruction. Instructional materials, technology resources, and professional learning opportunities are the key needs that the Striving Readers grant would fulfill. In the area of family engagement, the grant would allow Whitehead Road to not only expand our family literacy center, but to also provide literacy support in our after-school program.

II. Scientific, Evidence-based 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?

Administrative leadership is the “key component” in all that we are seeking to do to improve education in Georgia. According to our needs assessment, our literacy team agreed that we have strong and fully operational commitment to literacy learning from our administration. (Georgia’s Literacy Plan (GLP), The Why, 8.B)

What? Current Practices:

- Leadership:
 - Shows commitment by seeking out and acquiring consultants to meet our areas of need.
 - Participates in professional learning along with teachers.
 - Establishes the expectations that all staff implement best practices derived from professional learning.

How? To Move Forward:

- Leadership will show a commitment to learn how grade level literacy expectations build from year to year.

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 Whitehead Road Elementary (WRES) 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 to state and district leaders to building administrators to teacher leaders to student leaders.

(GLP, The Why, 8.A)

What? Current Practices:

- The Whitehead Road Literacy Leadership Team has been formed and convened to begin research on best practices in literacy.

How? Moving Forward:

- At the beginning of the implementation of the WRES Literacy Plan, the Literacy Leadership Team will meet monthly.
- As the Whitehead Road Literacy Plan is implemented more fully, the Literacy Team will begin meeting quarterly.
- The Literacy Leadership Team will consist of at least one representative from the following groups:
 - Administration

- Media
- K- 2
- 3 - 5
- Support Staff (ESOL and Gifted)
- Specials Team
- Parents

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. Consideration of the unique skills, needs, and interests of the individual students, including English Language Learners (ELL), students with exceptional needs, and other subgroups should be given. (GLP, The Why, 2.B)

Numerous research projects have recognized the need for extended time for literacy. This includes instructional time, collaborative planning time and creative use of time and personnel to maximize effectiveness. This extended time for literacy should be from two to four hours, and should occur in language arts and content area classes. (GLP, The Why, 2.J, p. 58)

What? Current Practices:

- Literacy Block: Ranging from 90 – 120 minutes (varies with grade levels)
- Commitment to collaborate (maximizing use of support personnel) to support the needs of students.
- Leadership team meets to establish a schedule and each grade level sends back feedback.
- Dedicated time for grade level teams and support personnel to consistently meet for collaborative planning and data analysis (currently meet three times per week).

How? Moving Forward:

- Improve the master schedule development process to include increased consideration of grade-level and school-wide instructional needs.
- Convene leadership team to finalize the master schedule after consideration of support staff and grade level feedback.

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)

The integration of literacy skills into the content areas has been made even more explicit in the CCGPS.

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

What? Current Practices:

- We have begun implementation of literacy instruction (cross curricular):
 - Science Journals
 - Math Journals
 - Read Alouds
 - Big Books
 - Guided Reading
 - SS Journals
 - Writing Notebooks
 - Response to Literature (Reading Notebooks)
 - Google Drive Folder
 - ELT

How? Moving Forward:

- Continue professional learning to expand consistent implementation of literacy skills across all grade levels and all content areas.
- Conduct further research to implement best practices in the integration of literacy across the curriculum in the content areas to maximize literacy instruction.

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 those literacy skills will provide our students with the ability to transfer these skills into college or the workplace.

(GLP, The Why, 2.E.2, pg. 48- 49)

What? Current Practices:

- Writing across the content areas has improved over the last few years due to school-wide emphasis.

- Academic vocabulary instructional protocol is in place.
- Total student engagement practices have been implemented as a school-wide expectation.
- We have introduced text structures and informational text features through various resources and curricula.
- The School Improvement Plan contains initiatives to integrate Science and Social Studies standards into reading and writing instruction.

Moving Forward:

- Implement professional development to vertically align writing instruction to enhance writing across the curriculum and to build on previously taught skills so that writing instruction is more systematic and consistent.
- Increase consistency of instruction of discipline-specific text structures in all grade levels and content areas.
- Professional development on teaching literacy across the curriculum.

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 plans, Georgia students will become sustaining, lifelong learners and contributors to their communities. (GLP, The Why, Section 1)

What? Current Practices:

- The school participates in the Clarke County Mentor program. (Currently have 14 mentors.)
- Academic successes are publicly celebrated through traditional and online media.
- Community partners that recognize that good attendance and academic excellence.
 - Monthly and yearly rewards
 - Athens Gas Light Company
 - Battle of the Books (year)
 - Attendance Awards
 - Achievement in Physical Education
 - Book-It Program
 - Koalaty Kid
 - Caught Being Kind
 - Spelling Bee

How? Moving Forward:

- Continue the practices already in place.
- Establish an after-school tutoring program.
- Provide monthly academic rewards.
- Expand our recognition of academic excellence through assemblies, announcements, etc.
- Utilize the Boys and Girls Club of Athens to provide enrichment and learning supports.
- Increase utilization of learning supports in the community that target student

improvement (e.g., tutoring, mentoring, after school programming).

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?

All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language. Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners. (GLP-The Why, 1.B, pg. 31)

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. The Georgia Department of Education recommends the formation of a data team at each school. This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner.

(GLP-The Why, 5.A.1, pg. 95)

What? Current Practices:

- We have scheduled time for teams to meet for regular collaboration for cross-disciplinary lesson planning.
- We have scheduled time for teams to meet for regular collaboration and examination of student data/work.
- We have integrated literacy into math, science, and social studies lessons.
- Lesson plans are shared with collaborators via Google Drive.
- School Instructional Leadership Team meets regularly each month to review data in all content areas across all grade levels and how this correlates to improvement goals in the School Improvement Plan.

(GLP-The What, p.7)

How? Moving Forward:

- Schedule professional learning for school-wide vertical alignment.
- Establish guidelines, protocols, and expectations for vertical alignment.
- Commit to quarterly scheduled time for school-wide vertical alignment meetings.

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

Why?

Literacy demands in content areas are rigorous for all students. Students' interactions with texts are influenced by comprehension demands, features, and structures of the discipline's text. These texts take a variety of forms:

- Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.)
- Fiction (novels, short stories, plays and scripts, poems, etc.)
- Nonprint "text" (art, photographs, political cartoons, etc.)

The CCGPS expects students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion. Literacy includes not only written texts, but also the viewing and representing of digital images, aural images, and other special effects used in various forms of media.

(GLP-The Why, 2.E.3, pg. 49)

The CCGPS begins moving students up the first step toward the goal of graduating from high school ready for college or a career. Students will be required to understand how to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

(GLP-The Why, 4.D.2, pg. 85)

Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to "see" the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels.

(GLP-The Why, 7.D, pg. 150)

Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers hold the greatest potential to improve literacy achievement. (Greenwald et al., 1996)

Because effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increase student achievement, the crucial role of the Georgia DOE is to develop a comprehensive professional learning system for educators.

(GLP-The Why, 7, Introduction, pg. 141)

What? Current Practices:

- Initial professional learning has been provided for teachers in all grade levels in the areas

of modeling writing and assessing writing.

- Release time is provided for teachers in grades 3-5 to assess district and state writing assessments.
- Initial professional learning has been provided for teachers in grades 3-5 to integrate literacy into science instruction.
- Professional learning has been provided to teachers in all grade levels on how to integrate literacy engagement strategies into the classroom.
- CCSD technology specialists have begun to provide professional development on integrating technology with literacy.

How? Moving Forward:

- Continued professional development with a consultant to share best practices in modeling and assessing writing.
- Continued professional learning on and implementation of integrating technology with literacy.
- Continued professional learning on how to integrate literacy with science instruction in grades 3-5.
- Research and identify best practices to implement literacy instruction in all content areas.

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

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 all teachers, students, parents, and community members. (GLP-The Why, Section 1, pg. 32)

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

(GLP-The Why, 9.C, pg. 159)

What? Current Practices:

- Students attend theatrical productions at the Rose of Athens Theatre.
- Author visits and storyteller programs are provided for students.
- We collaborate with ACC Library to provide services to first grade students.

How? Moving Forward:

- Expand our relationship with the Rose of Athens and other local theater groups to take more grade levels to productions.
- Increase collaboration between the ACC Library and Whitehead Road Elementary School.

- Provide more author visits and storyteller programs for students.
- Provide selected grade levels an opportunity to visit the University of Georgia campus, focusing on the University Library and other campus research facilities.

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. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist:

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

- We administer the Primary Spelling Inventory, Rigby PM Benchmark, and Sight Word Inventories as screeners, but we do not consistently use them school-wide to prescribe instruction.
- Common grade level assessments are created and used for classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay, and implementation of assessments using classroom technology.
- Intervention materials are available and personnel are trained in the implementation of these materials.
- Initial implementation of a data collection plan for storing, analyzing, and disseminating assessment results is in place.
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

(GLP- The What, p.8)

How? Moving Forward:

- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students.
- Continue to provide consistent expectations across classrooms, teachers, and grade levels by identifying or developing common curriculum-based assessments (formal, informal,

performance based)

- Expand implementation of a data collection plan for storing, analyzing, and disseminating assessment results.

(GLP-The How, p.34)

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

Why?

The Literacy Task Force recommends the need for a universal screener at all ages and grades. Additionally, there needs to be coordination among those screeners and assessments that would permit 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 both interpret the data and determine the best course of instructional action.

(GLP-The Why, P.4)

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, p.24). The “how to instruct” must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the CCGPS.

(GLP-The Why, 5.A.3)

What? Current Practices:

- The instructional levels of all students are screened and progress monitored with some evidence- based tools.
- A formative assessment calendar is utilized based on local and state guidelines includes times for administration and the personnel responsible.

(GLP-The What, p.8)

How? Moving Forward:

- Expand practices of analyzing student data in teacher teams to develop and adjust instructional plans.
- Expand use of technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.
- Become more proficient in the use of evidence-based progress monitoring tools.

(GLP, The How, p.36)

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. 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, pg. 5)

What? Current Practices:

- Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach. (GLP, The What, p.8)
- The Primary Spelling Inventory is utilized to identify current phonics knowledge and target instruction to match student needs.

The How? Moving Forward:

- Continue interventions (K-5) which include diagnostic assessments and multiple entry points to avoid a one-size-fits-all approach.
- Expand our use of technology to differentiate learning within content areas.
- Research and implement research-based diagnostic assessments to guide placement and/or inform instruction in intervention programs.

(GLP, The How, pg. 37).

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 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:

- A formative assessment calendar is utilized based on local and state guidelines and includes times for administration and the personnel responsible.
- During weekly teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.
- Pre/post tests for writing assessments are utilized in grades 3-5.

How? Moving Forward:

- Continue use of summative assessments to identify programmatic and instructional needs.
- Increase the consistent discussion of assessment results with students to set individual reading goals.

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

Why?

One of the cornerstones of any LDS is the ability to uniquely identify the 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)

Commercial vendors have begun offering 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 development 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://www.gadoe.org/Technology-Services/SLDS/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.

- 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:

- There are expectations for staff to review and analyze assessment results.

How? Moving Forward:

- Develop a school-wide protocol for reviewing and analyzing assessment results.
- Establish a protocol for making decisions to identify the instructional needs of students.

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:

- Instruction includes use of foundational skills and needs-based instruction across all grade levels.
- There is consistent implementation of total engagement strategies as taught by Jo Robinson.
- We use StoryTown as a resource for literacy instruction in grades 3-5.
- The use of the “Daily Five” and literacy work stations as an instructional framework is implemented in some grade levels.

How? Moving Forward:

- Research and identify strategies and frameworks that will provide consistent and systematic implementation of best practices in reading.
- Provide professional learning to staff to ensure that the identified best practices are competently and consistently implemented throughout the school.

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, explanatory, and narrative.)

(GLP-The Why, 5.I)

What? Current Practices:

- Implementing direct writing instructional strategies is provided by a consultant in grades K-5.
- We have some implementation of the 6 + 1 Traits of Writing.

- We have consistent implementation of the CCSD Writing Framework.
- We have some implementation of the Four Square Writing strategy as an organizational tool.
- We have departmentalized writing instruction in Grade 5.

How? Moving Forward:

- Research and identify strategies and frameworks that will provide consistent implementation of best practices in writing instruction.
- Design a vertically and horizontally articulated writing plan consistent with CCGPS.
- Provide professional learning on best practices in writing instruction in all subject areas.
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum.

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

Why?

There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS. This needs to be done while 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:

- We have consistent implementation of engagement strategies provided by Jo Robinson.
- Daily independent reading of student-chosen materials is implemented in all classrooms.
- We use reading logs to verify student reading for incentives (Book-It program).
- The media center is open and accessible for students to choose their own reading materials.

How? Moving Forward:

- Provide students with opportunities to self-select reading material and topics for research.
- Explore ways for teachers to use peer collaboration within the context of PLCs (e.g. literature circles, cross-age interactions).
- Leveraging the creative use of technology within the learning process to promote

engagement and relevance. <ul style="list-style-type: none">• Collaborate with the ACC Library to encourage ways to engage students.
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? <p>The Georgia DOE recommends the formation of a data team at each school [for] analyzing achievement and discipline data from all formative and summative measures in use. This team leads the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner (The Why, 5A).</p> <p>The Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core GPS, assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level (The Why, 6A).</p> <p>The data team provides guidance and input throughout the tiers of intervention to “determine the interventions to be implemented”, “confirm the fidelity of implementation of the intervention” and “determine movement between the tiers” (The Why, 6D3).</p> <p>In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:</p> <ul style="list-style-type: none">• 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 <p>(GLP-The Why, 5.B)</p> <p>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.</p> <p>(GLP-The Why, 5.C)</p> What? Current Practice? <ul style="list-style-type: none">• The instructional levels of all students are screened and progress monitored with evidence-based tools.• Interventions are monitored to ensure that they are occurring on a regular basis.• Protocols for identifying students to match appropriate intervention are being developed.• The results of formative assessments are analyzed frequently to ensure that students are progressing or that teachers are adjusting their instruction to match students’ needs. <p>(GLP-The What, pg. 11)</p>

How? Moving Forward:

- Provide professional learning to staff who administer assessments to gather and analyze regularly.
- Continue expansion of monitoring interventions frequently to ensure that they are occurring regularly with fidelity. (GLP, the How, pg. 43 and The What. pg .11)
- Provide a library of resources for teachers to use for targeted intervention.

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?

Tier 1 interventions 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 for the individual to reach the expectation, and supporting the solidification of new learning behaviors is vital to student success. (The Why, 6.B)

All students participate in general education learning that includes:

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

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students:

- As Georgia moves toward full implementation of the Common Core Georgia Performance Standards (CCGPS), the standards are the foundation for the learning that occurs in each classroom for all students.
- Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.
- Instruction and learning which focus on the GPS and include differentiated, evidence-based instruction based on the student's needs are paramount.
- Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development.
- Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction.
- Data from formative assessments should guide immediate decision making on instructional next steps.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student

performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for feedback.

- Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills.
- Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program.

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

What? Current Practices:

- All teachers are following the CCGPS with fidelity.
- Grade level data teams examine student data to determine instructional areas of need. If more than 20% of students were unsuccessful, teacher practice is revised to address the needs (e.g. decoding, fluency, vocabulary, comprehension, and written expression).
- Teachers collaborate and include students with special learning needs (EL, SWD, Gifted) in the general education setting.
- There is a school-wide understanding of assessment data and the anticipated levels of student mastery during the school year.

(GLP-The What, p11-12)

How? Moving Forward:

- Provide professional learning on direct, explicit instructional strategies that build student word identification, fluency, vocabulary, comprehension and writing skills. (See section 4-A)
- Provide professional learning on GA DOE resources for RTI and universal screening (e.g. GRASP, Aimsweb, DIBELS, STEEP, etc).
- Initiate instructional conversations regarding the progression of students across the standards (horizontal alignment) and between grade levels (vertical alignment).
- Provide professional learning to support literacy. (GLP-The What, p11); (GLP-The How, p.43-45)

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

Why?

Tier 2 interventions are standard protocols to address the learning and/or behavioral needs of identified students. The teacher uses research-based practices and regular progress monitoring to address the student's specific areas of need and assess the student's response to the intervention (The Why, 6B).

The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention team. 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 for interventions. For a few students, the data

review 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 CCGPS by 2014.
- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessment 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:

- Teachers participate in limited professional learning on the following:
 - a) Using appropriate supplemental and intervention materials
 - b) Diagnosing read difficulties(GLP-The What, p.11)

How? Moving Forward:

- Provide teachers additional professional learning on the following:
 - a) Using appropriate supplemental and intervention materials
 - b) Diagnosing reading difficulties
 - c) Using direct, explicit instructional strategies to address instructional needs
 - d) Charting data
 - e) Graphing progress
 - f) Differentiating instruction
- Schedule times for collaborative discussion and planning between content area teachers and interventionists (teachers or para-educators).
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.

(The How, pp45-46)

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

Why?

Interventions at Tier 3 are tailored to the individual and in some cases small groups. The Student

Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the classroom (The Why, 6.B).

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 Tier 3 support, in addition to Tier 1 and Tier 2, is required.

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

What? Current Practices:

- In addition to the steps taken at T1 and T2, data teams (expanded to include school psychologist, ESOL, SLP, etc) meet to:
 - discuss students moving to T3 and who fail to respond to intervention
 - receive professional learning on Student Support Team processes and procedures as outlined in the GaDOE manual and guidance
 - verify implementation of proven interventions
 - ensure that teachers have maintained fidelity to intervention protocol prior to referral to SST
- T3 SST/ Data Teams follow a protocol to determine the specific reason when an EL student fails to make progress (i.e., language difficulty or difference vs. disorder).

(GLP-The What, p.12)

How? Moving Forward:

- Implement a well-established T3 SST/data team that meets at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.

(GLP-The What,p-12); (GLP-The How,pp.46-47)

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

Why?

Tier 4 interventions are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the CCGPS and the individual learning and/or behavioral needs of the individual (The Why, 6.B).

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:

- School schedules are developed to ensure least restrictive environment (LRE).
- Building and system administrators are familiar with funding formulas affecting students in special programming.
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

(GLP-The What, p.12)

How? Moving Forward:

- Implement a system of checks and balances to ensure fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

(GLP-The How, p.47)

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 key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy. The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading. (The Why, 7.E, p. 150)

What? Current Practices:

- Georgia higher education early childhood programs have exceptional teacher training programs to prepare pre-service teachers to deliver high-quality literacy instruction. (GLP

– The Why, 7.F, pg. 151)

- Georgia utilizes electronic resources, such as blogs, wikis, broadcasts, video podcasts, and other media to document best practices and provide models for continued professional development. (GLP – The Why, 7.D, pg. 150)
- Whitehead Road welcomes pre-service teachers to the school to complete their internships and student teaching requirements. Student-teacher compliance with training requirements and PSC expectations is verified.
- In order to ensure that pre-service education prepares new teachers for the challenges of the classroom, both Clarke County School District and Whitehead Road Elementary School provide orientation for new teachers.
- New teachers meet regularly with other new district teachers in their field to discuss challenges and solutions.
- New teachers are assigned a school-based mentor to problem solve the challenges common to new teachers.
- Each new teacher is a member of a grade level team. They meet weekly for collaborative planning. They are also members of a grade level data team, which assesses progress made by students in their grade level.

How? To Move Forward:

It is important that Whitehead Road Elementary School continue to develop protocols for evaluating implementation of the new coursework and ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. To sustain this plan we need to:

- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions. (GLP, What, pg. 13; How, pg. 48)
- Provide new teachers extra support and professional learning opportunities in effectively differentiating learning for all students, including English Language Learners (ELL), and students with exceptionalities (GLP, How, pg. 40)
- Build wikis, develop a library of excellent instructional videos, and/or develop other forms of online archives of professional development to ensure that new teachers have resources from past professional learning.
- Strengthen mentoring programs
- Provide instruction in when to select specific strategies and how to implement those strategies effectively
- Establish a model classroom and providing opportunities for teachers to visit

(GLP, The Why, 7.H, pg.154)

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

Why?

In an increasingly competitive global economy, the need for students to have the strong literacy skills of reading, writing, listening, speaking, and viewing is critical for college-and-career-ready opportunities. This requires teachers to learn to teach in ways that promote critical thinking and higher order performance. According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students’ experience.

The goal of professional learning is to support viable, sustainable, professional learning, improve

teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement.

(GLP – The Why, Section 7 Introduction, pg. 140-141)

Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers (The Why 7.B.3, p. 144 (NSDC 2001, para. 2)).

What? Current Practices:

- The current evaluation practice includes a professional development section where teachers are encouraged to not only seek professional development, but also to redeliver the content to other teachers at the school and to the District (District Summer Institute, New Teacher Orientation, etc).
- The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
- Teachers’ instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
- Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.
- Some or all of the following personnel participate in all professional learning opportunities:
 - Paraprofessionals
 - Support staff
 - Interventionists
 - Substitute teachers
 - Pre-service teachers working at the school
 - Administrators
 - All faculty

(GLP-The What, pg. 13)

How? Moving Forward:

- Develop a plan for professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs.
 - Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
- Provide funding for teachers to get their reading endorsements.
 - Encourage every teacher to develop a professional growth plan based on self-assessment of professional learning needs.
- Videotape important professional learning sessions for staff to review and share with

colleagues within and out of the school.

- Provide training in administering and interpreting results of assessments in terms of literacy.
- Continue to monitor teachers' instruction through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.

(GLP-The What, pg. 13; How, pg. 48 – 49)

III. Needs Assessment, Concerns, Root Cause Analysis

A. Needs Assessment Description

The Georgia Literacy Needs Assessment Survey (GLNAS) for SRCL Cohort 3 was administered to all certified staff. Results were compiled and analyzed. In September 2013, the WRES Literacy Leadership Team was formed in response to the need for enhanced literacy instruction. The Literacy Leadership Team reviewed student data to determine areas of concern.

B. Needs Assessment Types

- GLNAS: questions related to the Building Blocks of Literacy Instruction.
- Student Data: Writing Assessments, CRCTs, Scantron Norm-Referenced Assessments, reading level percentiles, spelling inventory, and other available district data.
- School Improvement Survey: 25 questions for parents and 47 questions for parents based on School Keys.

C. Root Cause Analysis

Through the analysis of the Needs Assessment Survey results and the review of our school literacy achievement data, the literacy team has identified the following needs:

Building Block 1: Leadership

- Continued commitment from administration to learn about and support evidence-based literacy instruction.
- Establish Literacy Leadership Team, which should include representatives from all stakeholder groups.
- Establish a Community Literacy Council.
-

Building Block 2:

- Active collaborative school teams need to more consistently ensure a focus across the curriculum.
- Out-of-school agencies and organizations need to collaborate to support literacy within the community.

Building Block 3: Ongoing Formative and Summative Assessments

- Problems found in literacy screenings need to be further analyzed with diagnostic assessment.

Building Block 4: Best Practices in Literacy Instruction

- **All** students need to receive direct, explicit instruction in reading. (Core)
- Teachers need to be more knowledgeable of the components of reading instruction and how to teach them.
- **All** students need to receive effective writing instruction across the curriculum.

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

- More consistent implementation of Tier 2 needs-based interventions are provided for targeted students.
- More consistent monitoring of progress in Tier 3 by Student Support Team (SST) and Data Team.

- Provide a library of intervention resources for teachers to utilize in the RTI process.

Building Block 6: Improved Instruction through Professional Learning

- Require that pre-service teachers attend all literacy professional learning at WRES.
- In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

Root Causes

The size of WRES, along with the lack of an instructional coach precludes the administration from having time or resources to devote to establish community representation in literacy oversight. Even though WRES was a Reading First school from 2004-2009, the staff has changed and the administrators have not been able to share knowledge gained through professional learning. CCSD implemented a rezoning plan that resulting in WRES increasing in size the past two years to a school of 610 students, making it the largest elementary school in the district, and the cohesiveness that once characterized WRES has diminished.

D. All-Inclusive Needs Assessment

The Needs Assessment included all certified and classified staff at WRES, including all ancillary and content teachers, as well as parents and students.

E. Disaggregated Data

CRCT Reading scores show an achievement gap for Students with Disabilities (SWD) only. Scantron NRT scores in grades 2-5 and Reading Levels for grades K-5 show achievement gaps between White students and SWD, EDS, Black and Hispanic students. The Primary Spelling Inventory indicates that a significant percentage of students in grades 1 and 2 did not meet the Quarter 4 target.

Assessment Type	2012-2013 School Year
% all students grades 3-5 meeting/exceeding standards on Reading CRCT	95%
% SWD grades 3-5 meeting/exceeding standards on Reading CRCT	86%
% all students grades 3-5 meeting/exceeding standards on ELA CRCT	89%
% SWD grades 3-5 meeting/exceeding standards on ELA CRCT	57%
% all students Reading on Level	67%
% White students Reading on Level	93%
% Hispanic students Reading on Level	65%
% Black students Reading on Level	58%

% SWD students Reading on Level	35%
% EDS students Reading on Level	63%
% all students above 50 th percentile on Scantron NRT	46%
% first graders scoring on or above target on the Spelling Inventory	33%
% second graders scoring on or above target on the Spelling Inventory	19%

Whitehead Road Elementary School Improvement Survey

Questions and Standards	Response from Parent or Faculty	Percent Responding Consistently
I collaboratively develop lessons with other teachers that support a shared understanding of what students are expected to know, do & understand	FAC	69%
Teachers use diagnostic assessments to identify students' readiness levels, address individual student needs, and monitor learning gaps	FAC	77%
Teachers develop and use a variety of formative assessments to monitor student progress and adjust instruction	FAC	71%
Teachers use assessment data to plan and adjust instruction for each student as well as each subgroup of students	FAC	71%
Teachers develop lessons that require learners to use higher-order thinking skills	FAC	40%
Teachers form flexible instructional groups based on ongoing diagnostics and formative assessments to differentiate instruction	FAC	74%
Teachers engage students in exploring real-world issues.	FAC	34%
School and community partnerships provide effective support for our students	FAC	43%
Our professional learning prepares teachers to adjust instruction and assessment to meet the needs of diverse learners	FAC	46%

Our teachers participate in professional learning to deepen their content knowledge	FAC	26%
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F. Areas of Concern and Research-Based Practices

Area of concern #1

An LLT is needed to facilitate and monitor the development and implementation of the literacy program at WRES. (Building Block 1)

What (In Current Practice):

41% of WRES staff rated the organization of the school literacy leadership team as emergent. 47% of respondents rated community literacy council as “Not addressed/emergent”. This area of concern is two-fold for it involves school-based personnel and community stakeholders and also speaks to how the LLT is effecting change in literacy instruction in school. An initial LLT has been formed, but it does not yet include representatives from all stakeholder groups.

Area of concern #2

WRES needs a more effective use of cross-disciplinary teams to regularly examine student work and collaborate on the achievement of literacy goals shared by all teachers. (Building Block 2)

What (In current practice):

12.1% of teachers responded that there is initial development of cross curricular teams, but that not all teachers have taken the responsibility for achieving literacy goals. 24.2% responded that they do not feel that cross-disciplinary teams are currently meeting. This is in contrast to the 42% who feel that WRES is fully operational in this area. WRES does not departmentalize for content areas, so it may be that cross-disciplinary planning is not understood, even though the school has begun to integrate literacy into content areas.

Area of concern #3

WRES needs a comprehensive system of learning supports within the community and out-of-school organizations to complement the literacy instruction in the school. (Building Block 2)

What (In current practice):

58% of WRES faculty/staff feel that there are no out-of-school organizations and agencies providing learning supports to complement literacy instruction. 32.4% responded “Operational” but further questioning revealed that the only support was the Boys and Girls Club, who operate a program collaborating with CCSD schools, funded with a 21st Century grant. WRES needs to research how other schools address this.

Area of concern #4

WRES needs to examine Tier II needs-based interventions and how they are used. (Building Block 5)

What (In current practice):

While 90% of teachers feel that Tier I instruction and Tier 4 instruction is operational/fully operational, 26.4% feel that Tier II interventions were not addressed/emergent. 33% feel that the SST process of implementing interventions and monitoring progress is not effective. The school

has provided professional learning about the RTI process; however, actions at each Tier are not clearly articulated. WRES works to fully implement the RTI process effectively.

Area of concern #5

From the data, the SWD, Black, EDS and Hispanic subgroups reading achievement is well below the White achievement levels. The Primary Spelling Inventory scores for first and second grade also reflect a lack of consistent, systematic phonics instruction/intervention.

What (In current practice):

This data reveals that the tier of reading interventions is not effective. This could be because teachers are finding it difficult to find interventions for these subgroups, or the interventions are not targeted, or implemented with fidelity. The data will have to be carefully examined, along with observations of interventions being taught to determine the root causes. More focus should be given to the continuum of phonics instruction to make sure that students are not missing foundational reading skills.

Area of concern #6

Professional learning is an area of concern for WRES. Professional learning is needed in order to achieve growth in Building Blocks 1-5.

What (In current practice):

Participation in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas was rated as 32.3% emerging/not addressed. In addition, according to the School Improvement Survey, teachers felt that professional learning at WRES was not effective. Since there is no coach at Whitehead, the principal, assistant principal and a few other key instructional personnel are responsible for professional development. This is very difficult due to other responsibilities. WRES will continue to seek assistance from the district and outside consultants to work in this area.

IV. Analysis and Identification of Student and Teacher Data

A. Student Data

CRCT Data

Regarding CRCT Reading scores at WRES, all grades rose consistently from 2011-2013. For CRCT Language Arts scores, the percentage of fourth and fifth graders who met or exceeded standards increased from 2011-2013, but decreased for 3rd graders.

CRCT Reading Scores

	2011	2012	2013
3rd Grade	93%	93%	94%
4th Grade	83%	93%	91%
5th Grade	85%	97%	99%

CRCT ELA Scores

	2011	2012	2013
3rd Grade	90%	91%	83%
4th Grade	84%	90%	91%
5th Grade	88%	91%	93%

All CRCT Data by Subgroups

WRES' overall CRCT reading scores in 2013 were strong, with over 90% of students meeting or exceeding standards for Reading and Math. Whitehead also had low achievement gaps across subgroups for most subject areas. However, large achievement gaps exist for Students with Disabilities in ELA, Science and Social Studies.

2013 Whitehead All Students by Subgroup CRCT Data (% Meeting/Exceeding)						
Test Type	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
Reading	95%	86%	95%	94%	95%	100%
ELA	89%	57%	88%	86%	92%	100%
Math	92%	79%	91%	89%	97%	88%
Science	79%	38%	78%	72%	82%	88%
Social Studies	80%	31%	79%	83%	86%	88%

Whitehead 3rd Grade Students by Subgroup CRCT Data 2013 (% Meeting/Exceeding)						
Test Type	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
Reading	95%	80%	94%	93%	96%	100%
ELA	83%	20%	82%	93%	96%	100%
Math	80%	40%	79%	76%	93%	71%
Science	71%	20%	66%	69%	71%	71%
Social Studies	79%	0%	79%	76%	93%	71%

Whitehead 4th Grade Students by Subgroup CRCT Data 2013 (% Meeting/Exceeding)						
Test Type	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
Reading	91%	67%	91%	89%	95%	100%
ELA	91%	100%	89%	89%	88%	100%
Math	96%	100%	95%	94%	97%	92%
Science	86%	33%	88%	69%	91%	92%
Social Studies	81%	33%	81%	72%	81%	92%

Whitehead 5th Grade Students by Subgroup CRCT Data 2013 (% Meeting/Exceeding)						
Test Type	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
Reading	99%	100%	99%	98%	95%	100%
ELA	93%	67%	91%	98%	100%	100%
Math	98%	100%	98%	96%	100%	100%
Science	80%	60%	80%	73%	83%	100%
Social Studies	79%	60%	78%	71%	86%	100%

CRCT Lexiles

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 WRES students, 79% were at or above the “stretch” Lexile standard on the CRCT. Significant achievement gaps existed for Students with Disabilities.

Whitehead Road CRCT Lexiles 2013		
Subgroup	Average Lexile Score	Students At/Above Lexile Standard
All Students	805	79%
SWD	658	62%
EDS	783	76%
Black Students	775	74%
Hispanic Students	816	80%
White Students	836	84%

State Writing Test Data

93% of WRES 5th graders met or exceeded standards. In 2013 on the Informational Writing Test, 3rd grade students showed strength in the area of “Ideas”; however, weaknesses were identified for “Style”, “Organization”, and “Conventions” domains.

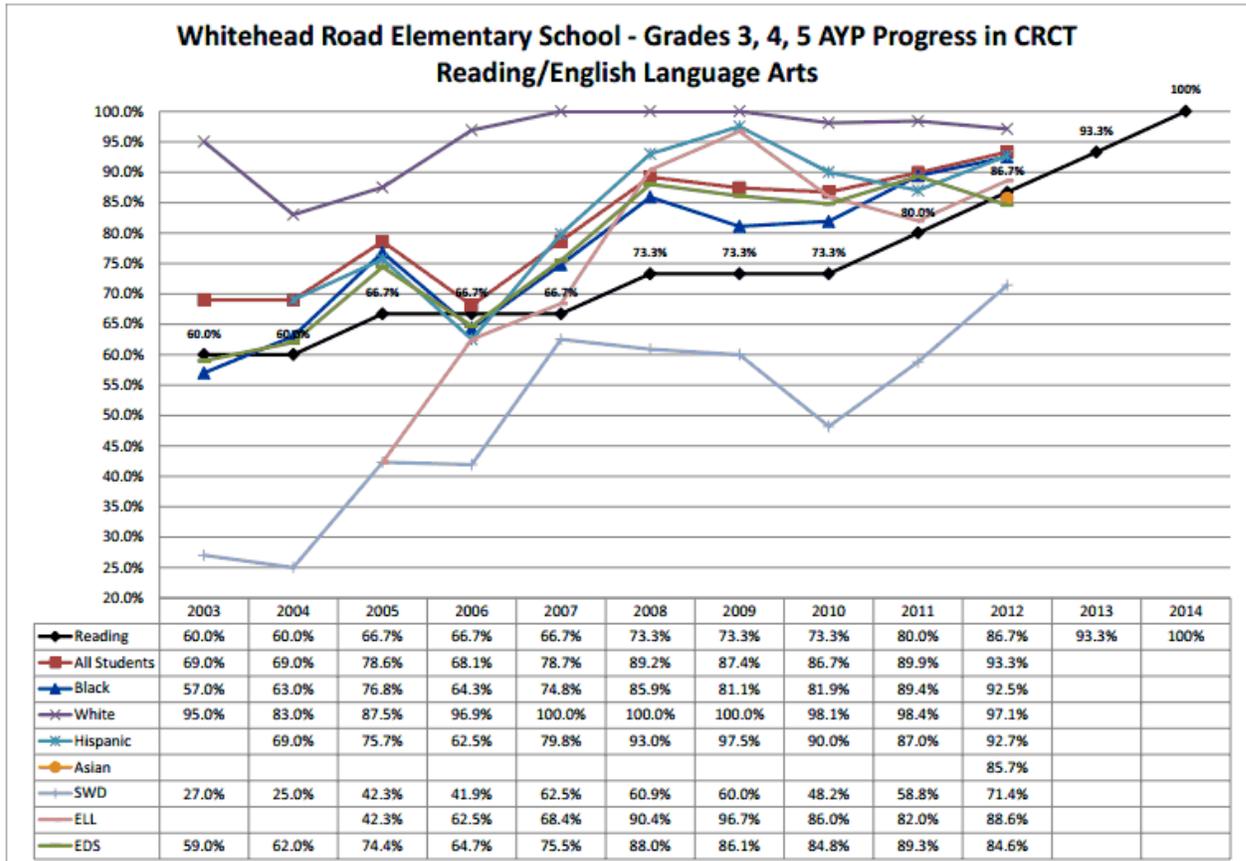
5th Grade Writing Assessment % Meeting/Exceeding Standards			
	2011	2012	2013
Georgia	79%	80%	79%
CCSD	71%	74%	77%
Whitehead Road	66%	81%	93%

2013 3rd Grade Informational Writing Test Domain Scores Percent Meeting/Exceeding Standards				
	Ideas	Style	Organization	Conventions
Georgia	85%	75%	75%	71%
CCSD	80%	62%	62%	65%
Whitehead Road	88%	67%	63%	72%

B. Disaggregated Data

CRCT data for grades 3-5 in the chart presented below represent the percentage 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 2010 and 2012.
- Although not as low as SWD, the EDS group has not shown growth since 2008.



C. Strengths and Weaknesses

Strengths	Weaknesses
Reading CRCT Grade 3 – 94% meets/exceeds	ELA CRCT Grade 3 – 83% meets/exceeds
Reading CRCT Grade 4 – 91% meets/exceeds	ELA CRCT SWD – 57% meets/exceeds
ELA CRCT Grade 4 – 91% meets/exceeds	Science CRCT SWD – 30% meets/exceeds

Math CRCT Grade 4 – 96% meets/exceeds	Social Studies CRCT SWD – 21% meets/exceeds
Reading CRCT Grade 5 – 99% meets/exceeds	Reading CRCT SWD – 80% meets/exceeds
ELA CRCT Grade 5 – 93% meets/exceeds	Scantron SWD - 12% above 50 th Percentile
5th Grade Writing – 93% meets/exceeds	K-5: reading below grade level
3rd Grade Writing – Ideas Domain	1 & 2: spelling below grade level

D. Data from All Teachers Included

Data included in this section represent all teachers at WRES.

E. Teacher Retention

WRES has an annual retention rate of 90%. Of 52 certified teachers currently on staff, seven are new to WRES. Teachers have an average of 13 years of experience, and 41 have advanced degrees.

F. Goals and Objectives Based on Assessments

The School Improvement Leadership Team (SILT) at WRES reviews the data compiled by the CCSD (Annual School Performance Report, CCSD Data Notebook, Re-rostered CRCT assessment results, and School Improvement Survey Results), and uses this data to formulate the School Improvement Plan. Through SILT meetings, staff members determine school-wide actions/initiatives or supplemental interventions. With the addition of Striving Readers’ Comprehensive Literacy grant, we will be able to be more focused and consistent with universal screeners and diagnostic assessments to determine which research-based strategies will best address the needs of students at all tiers.

G. Additional Data

ScanTron NRT Data

72% of White students scored above the 50th percentile, and large achievement gaps were observed for all other subgroups.

Whitehead Subgroup ScanTron NRT 2013 (% Students Scoring Above 50 th Percentile)						
Grade Level	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
All Grades	46%	12%	43%	36%	45%	72%
2 nd Grade	59%	38%	53%	55%	53%	84%
3 rd Grade	42%	0%	39%	32%	57%	44%

4th Grade	36%	0%	33%	22%	26%	71%
5th Grade	47%	0%	45%	34%	47%	88%

Reading Level Data

93% of Whitehead Road’s White students were reading at the correct level in 2013. All other subgroups fell below 65% reading at the appropriate level.

Whitehead Subgroup Reading Level Data 2013 (% Reading at Correct Level)						
Grade Level	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
All Grades	67%	35%	63%	58%	65%	93%
Kindergarten	82%	75%	80%	80%	80%	95%
1st Grade	53%	50%	47%	45%	47%	79%
2nd Grade	77%	25%	75%	71%	82%	90%
3rd Grade	75%	57%	70%	69%	71%	100%
4th Grade	61%	20%	61%	53%	50%	92%
5th Grade	47%	0%	43%	32%	53%	100%

Spelling Inventory Data

Only 26% of all first and second grade students at WRES scored at meets/exceeding level on the Spelling Inventory assessment.

Whitehead Subgroup Spelling Inventory 2013 (% Spelling at Correct Level)						
Grade Level	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
All Grades	26%	0%	23%	20%	33%	32%
1st Grade	33%	0%	27%	27%	39%	43%
2nd Grade	19%	0%	20%	14%	26%	25%

H. Teacher Participation in Professional Learning

All teachers participate in professional learning on a bi-weekly basis. Data team meetings and collaborative planning take place each week. Topics for professional learning are based upon student data, teacher observations, school walkthrough data, initiatives set forth in the school

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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-Procedures, Goals, Objectives, and Support

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

The primary outcome for implementation of the Whitehead Road Striving Readers Comprehensive Literacy Grant is twofold: 1) to increase reading achievement for all students across all grade levels and 2) to increase writing performance for all students across all grade levels. In order to achieve the primary outcome, all of the project goals are related to needs identified from the assessment and objectives related to the implementation of the goals. Performance targets are measurable either formatively and summatively.

Section A: Project Goals	Section B: Project Objectives
<p>GOAL 1: Establish a literacy team supporting achievement of literacy goals through tutoring, mentoring, and other means of support. The literacy team will be expanded to include parent and community representatives. Finally, teachers will incorporate the teaching of literacy across content areas.</p>	<p>Goal 1 Objectives - Establish a functional literacy team that involves community stakeholders enables and monitors the cross content area teaching of literacy.</p>
<p>Goal 2: Implement an early literacy program providing the five essential components of early reading instruction in order to ensure students are reading on grade level by the end of grade three (GLP - The Why, 3.B).</p>	<p>Goal 2 Objectives - Provide a quality, systematic, explicit early literacy experience; laying the foundation for future academic successes, including hands on experiences to increase background knowledge and vocabulary (GLP - The What p.6, 19).</p>
<p>Goal 3: Identify at-risk students and provide interventions by implementing a comprehensive tool for K-5 literacy screening and diagnostic assessment (GLP - The Why, 5.A.5).</p>	<p>Goal 3 Objectives - Routinely screen on skills critical to literacy; administer diagnostic assessments to students identified to guide instructional interventions (GLP - They Why, 5.A.5.c-d).</p>
<p>Goal 4: Provide on-going professional learning for all staff in the areas of:</p> <ul style="list-style-type: none"> • best practices and assessment • skills to motivate students and involve 	<p>Goal 4 Objectives - Teachers participate in professional learning in research based best practices, assessments, technology, and instructional strategies.</p>

families (GLP - The Why, 7.B 2-3).	
Goal 5: Provide resources, strategies, and opportunities to motivate students to read and write across the content areas (GLP - They Why, 3.C.2)	Goal 5 Objectives - Increase motivation in adolescent readers. Provide direct, explicit comprehension instruction, involve students in collaborative learning groups; provide diverse texts, intensive writing, (GLP - The Why, 2.C), and a technology component (GLP - The Why, 3.C1 & 2; The What - Section 8.A.p.18).

By implementing the goals and objectives above, it is the expectation that the targets listed below will be met:

Performance Measure(s) % students meeting/exceeding standards	Actual 2012/13	Target 2013/14	Target 2014/15	Target 2015/16
Grades 3-5 Reading CRCT	95%	95%	97%	99%
Grades 3-5 SWD Subgroup Reading CRCT	85%	85%	90%	92%
Grade 5 Lexile target of 850.	79%	84%	88%	92%
Grades 3-5 ELA CRCT	93%	97%	99%	100%
Grades 3-5 SWD Subgroup ELA CRCT	61%	64%	70%	73%
Grades 3-5 EDS Subgroup Reading CRCT	95%	97%	99%	100%
Grade 5 Georgia Writing Assessment	93%	95%	95%	97%
ELA elements on GKIDS	89%	93%	95%	97%
% of faculty who consistently/often agree "My students evaluate their work, utilize tools such as rubrics, anchor papers, scoring guides, and checklist." on the SIP Survey	65.7%	70%	75%	80%

D. 90 Minutes of Tiered Instruction

WRES will provide literacy instruction in a tiered instruction protocol, which is a differentiation model represented below. This is not the RTI pyramid of tiers, but works in a similar way. The model includes writing in a 120 minute literacy block. In addition, literacy instruction will be provided across content areas.

Tier 3	Intervention
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Tier 2	Below-grade-level	At grade-level	Above-grade-level
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Tier 1	Grade Level Core Instruction: Every child gets this instruction.
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(Walpole, S., McKenna, M. *Differentiated Reading Instruction*)

The following graphic represents an ELA block, with 15 minutes of read aloud, 30 minutes of shared reading, 15 minutes for three differentiated groups, and 30-45 minutes for writing instruction.

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			

(Walpole, S., McKenna, M., *Differentiated Reading Instruction*)

E. RTI Model

Tier 1: Students receive instruction according to the CCGPS using differentiation of instruction. Universal Screeners target students in need of specific instructional support. Progress monitoring through a variety of formative assessments informs the process.

Tier 2: Interventions support Tier 1 classroom instruction. Student progress is monitored every 4 weeks. After 8 weeks with an intervention, the RTI team can determine whether or not movement to Tier 3 is warranted. Movement between tiers should be fluid and flexible.

Tier 3: Interventions should be monitored weekly. After 12 weeks of interventions, the team will meet to review the data.

Tier 4: Specialized services for those who need pervasive, intense intervention.

(The “What”, p. 12, 132-133)

F. Inclusive of All Teachers

All school personnel will participate in the literacy instruction at WRES. Tier I instruction will be provided by all homeroom teachers. Paraprofessionals will support instruction by helping to facilitate small groups and literacy centers. Tier II instruction will be provided by classroom teacher and EIP teachers using a co-teaching model. Tier III interventions will be provided by EIP teachers and the Academic Interventionist using an individual or small group pull out model for instruction. Tier IV services are provided by the ESOL, Gifted, and SPED teachers.

G. Current Practices

An LLT has already been established; however, this team is limited in its membership and stakeholder involvement. Universal screeners and formative and summative assessments are in place but need to be expanded including professional learning. The schedule is designed to include 100 minutes of literacy instruction, though this literacy block does not currently reflect all components of a comprehensive literacy program. There is a current structure for RTI, although data shows the need for a consistent protocol within this process. As part of the SIP, professional learning currently occurs twice each month. This professional learning plan will expand to include the goals and objectives outlined in the Literacy Plan. (GLP-The “Why”, pp. 1, 5, 27, 58, 67, 95-96, 125, 131-132, 141-142, 156, The “What” pp.10-11)

H. Goals Funded by Other Sources

The goals and objectives will be primarily funded with the SRCL. Title I and state funding will also be used to fund personnel not funded by SRCL.

I. Sample Schedule

K	1st	2nd	3rd	4th	5th
ELA/Reading	ELA/Reading	Math 8:00-9:00	Math 8:00-9:00	Social Studies Science 8:00-8:55	Specials 8:10-8:55
8:00-9:50	8:00-9:50	ELT 9:00-9:45	ELT 9:00-9:45	Specials 9:00-9:45	ELA/Reading
Math 9:50-10:50	Social Studies Science 9:50-10:40	ELA/Reading	Specials 9:50-10:35	Math 9:50-10:50	8:55-10:35
Lunch/Recess	Lunch/Recess	9:45-11:30	ELA/Reading	ELT 10:50-11:35	Social Studies Science 10:35-11:30
ELT 11:55-12:40	Specials 11:55-12:40	Social Studies Science 11:30-12:20	10:35-12:15	Lunch/Recess	Lunch/Recess
Specials 12:45-1:30	Math 12:45-1:45	Lunch/Recess	Lunch/Recess	ELA/Reading	Math 12:50-1:50
Social Studies Science 1:40-2:35	ELT 1:45-2:35	Specials 1:35-2:20	Social Studies Science 1:50-2:35	12:55-2:35	ELT 1:50-2:35

J. Research-Based Practices

The “WHAT” and “WHY” documents from the GLP were used to establish goals and objectives. The “Necessary Building Blocks for Literacy” have been aligned with the project goals. (The “Why” p. 41-46). All references have been cited throughout the application.

VI. Assessment/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)
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)
August, November, January, May	Phonemic Awareness screener (K)
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. Comparison of Current Assessments to SRCL Assessments

Current Assessments	SRCL Assessments
Scored Writing Samples (K-2)	Scored Writing Samples (K-2)
Scantron Norm Referenced ELA Assessment (2-5)	Scantron Norm Referenced ELA Assessment (2-5)
DORF Reading Fluency (Grades 2-5 three times a year and Grade 1 two times a year)	DIBELS Next (Grades K-3, 3 times per year)

Quarterly Literacy Assessments: reading level (K-5), scored writing sample (3-5), sight words (1-2), spelling inventory (1-2)	Quarterly Literacy Assessments: reading level (K-5), scored writing sample (3-5), sight words (1-2), spelling inventory (1-2) Informal Phonics Inventory (K-2)
Quarterly ELA Benchmark (3-5)	Quarterly ELA Benchmark (3-5)
Quarterly GKIDS ELA Assessments (K)	Quarterly GKIDS ELA Assessments (K)
Comprehensive ELA Benchmark (1-2)	Comprehensive ELA Benchmark (1-2)
ACCESS testing for ELLs	ACCESS testing for ELLs
Writing Test (3, 5)	Writing Test (3, 5)
CRCT (3-5)	CRCT (3-5)
Teacher Made Standards Based Assessments Pre/Post (K-5)	Teacher Made Standards Based Assessments Pre/Post (K-5)
	Scholastic Reading Inventory

C. New Assessments Implementation in to Current Assessment Schedule

We will continue to follow the district protocol for administering assessments. As a Striving Readers Comprehensive Literacy school, we would add DIBELS Next, Informal Phonics Inventory (IPI), and Scholastic Reading Inventory (SRI). These assessments would be administered three times per school year and the progress monitoring pieces would be utilized to track student progress. Data would be analyzed during data team meetings, collaborative planning meetings, and RTI meetings. These data will be used to inform instruction.

D. Assessments that may be discontinued as a Result of SRCL Implementation

None of our current assessments will be discontinued. We will continue to implement all assessments in collaboration with the DIBELS Next, SRI, and IPI.

E. Professional Learning for Teachers for Assessment Implementation

Teachers will need professional learning on the DIBELS Next, Informal Phonics Inventory and the Scholastic Reading Inventory.

F. Presentation of Data to Parents and Stakeholders

Parents/guardians receive information about school-level data at the Title I Annual Meeting each fall. In addition, data points are shared with families through the parent listserv, the website, and during PTO meetings and parent teacher conferences. There are representatives from WRES Elementary on the Clarke County School District Family Engagement Action Team. Data is also given and interpreted at each School Council meeting. The Clarke County School District compiles data summaries on assessment results of each school to report to the media. The school uses its marquee to display CCRPI Accountability status results. Parents are notified through the

school email and newsletter about the availability of CCRPI Accountability status data for review by parents and the public.

G. Data Used to Develop Instructional Strategies

Data will be used to inform and guide instruction in the classroom. Teachers will use data to develop strategies for a variety of learners, allowing for continuous differentiation in the classroom. Data are useful in developing student groups, and students who demonstrate weaknesses in reading will receive appropriate interventions and consistent monitoring.

H. Assessment Plan and Personnel

All teachers will be responsible for administering initial screeners during the first 2-3 weeks of school. Both classroom teachers and special program teachers will be responsible for tracking progress monitoring data and administering classroom based assessments routinely. Summative assessments will be administered during specified blocks of time and teachers participating will be designated by the testing coordinator.

VII. Resources, Strategies and Material (Existing and Proposed) Including Technology to Support the Literacy Plan

A. Needed Resources

- Literacy instruction checklist
- Comprehensive literacy instructional program materials for K-5
- Books and leveled readers for classroom libraries
- Big books that are aligned to concepts across content areas
- Rich assortment of content area literacy and informational texts for media center and classrooms
- Literary and informational books to engage all students with a specific focus on the interests of boys (e.g., sports)
- Writing instructional resources
- Software and hardware to support electronic literacy materials
- Researched based literacy materials
- K-5 literacy manipulative sets for K-5 classrooms
- 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
 - Reading Endorsement for a total of 15 Professional Learning Units (PLUs), through NEGA RESA.
- Professional learning materials for staff
- Stipends to cover professional learning
- Travel expenses 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 interventionists 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 Intervention Program

- Effective literacy activities (K-2)
 - Phonemic awareness
 - Letter/sound relationships
 - Letter identification
 - Phonics
 - Fluency
 - High frequency word base
 - Vocabulary
 - Comprehension
 - Intensive and individualized interventions for struggling readers provided by trained specialists
- 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

C. Shared Resources

- Leveled readers
- Video Camera
- Digital Camera
- Sound system
- Document cameras (3)
- Computer lab
- Intervention lab
- Software
- iPads
- Netbooks
- iPod touches (3)
- Electronic Books
- SMART response clickers
- Wifi network broadband internet access
- Storytown Strategic Intervention Materials
- Passport Reading
- SuccessMaker

D. Library Resources

The WRES library currently has a collection of 15,727 books available for checkout by students and staff. Electronic texts are available through Tumble Books, Scholastic True Flix, and Pebble Go. Digital devices available through the library include iPads, a video camera, a digital camera, and document cameras. There is a need for a greater variety of updated content specific reading materials at all reading levels, high interest literature and additional digital devices to ensure that

they are available when teachers need them.

Collections		Copies	Percentages
Biography		642	3.11
Easy		3937	19.07
Fiction		3677	17.81
Non-fiction	Generalities	44	.21
	Philosophy and Psychology	106	.51
	Religion	46	.22
	Social Studies	933	4.52
	Language	50	.24
	Natural Sciences	1363	6.60
	Technology & Applied Sciences	607	2.94
	Arts and Recreation	589	2.85
	Literature and Rhetoric	363	1.76
	Geography and History	954	4.62
Spanish		19	.09
Professional		343	1.66
Reference		428	2.07
Paperbacks		1836	8.89
Big Books		71	.34

Leveled Readers		3145	15.23
Magazines		37	.18
DVD/Tapes		307	1.48

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
- Strategic tutoring, diverse texts and intensive writing in content areas
- A technology component used as a tool for literacy instruction
- Long term, ongoing professional learning
- Ongoing formative and summative assessments of students and programs

F. Additional Strategies Supporting Student Access

- Teach students how to:
 - Use reading comprehension strategies
 - Identify and navigate common text structures
 - 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, argument 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

G. Current Classroom Resources

- Smart Board
- Projector
- Desktop computers (2-3)
- Storytown literacy resources leveled readers (K-5)
- Rigby literacy resources and Big Books
- Netbooks 1:1 in Grades 3-5
- Netbooks/Chromebooks 3:1 in Grades K-2

- Listening Centers (K-5)

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; IDEA Preschool	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, Pre-School (SWD)	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 Proposed Technology will Support RTI, Student Engagement, Instructional Practices, Writing

With the use of additional technology resources students will have opportunities to engage in software and internet based resources that offer individualized learning opportunities.

Technology support learning opportunities that promote high levels of student engagement.

With access to an increased range of applications, students can engage in digital storytelling and create podcasts, video journals, and animations. Additionally the added technology will allow us to offer parents and families opportunities to participate in technology training.

VIII. Professional Learning Strategies Identified on the Basis of Documented Needs

A. Past Professional Learning

Topic/Focus/ Purpose	Time Frame	Participants	Facilitator/ Provider	Delivery Format
Effective Teamwork and Communication	August 2013	All staff	Merle Strangeway, The Learning Edge	½ Day In-service
Cognitively Guided Instruction Training	October, 2013- February 2014	Ann West, Jenny Grogan, Alex Hall	NEGA RESA	½ Day Sessions
Writing Workshop Training	October, 2013-Februry, 2014	K-2, EIP, ELL and SPED Teachers	Peggy Terrell, Consultant	PLC
Readwell Training	8/28/2013	SPED Teachers	CCSD	In-service
Science Tools & Resources	11/5/2013	Certified Teachers	NEGA RESA	PLC
Science and Social Studies PLC	November-December, 2013	3rd-5th Grade Teachers	CCSD	PLC
Integrating Netbooks, iPads, and other technology into Curriculum and Instruction	11/5/2013	Certified Teachers, Grades 3-5	Scott Wilkerson, CCSD	PLC

B. Percentage of Staff attending Professional Learning

All instructional staff attended assigned professional learning.

C. On-Going Professional Learning

Topic/Focus/ Purpose	Time Frame	Participants	Facilitator/ Provider	Delivery Format
Data Team Learning Communities	Twice per week throughout the school year	All Certified Teachers	Grade level teachers	PLC-Grade Level Teams

Using instructional technology to enhance instruction	Monthly-September 2013-April, 2014	Certified Teachers	Scott Wilkerson, CCSD	PLC
Higher-Order Thinking Strategies	Monthly-September 2013-April, 2014	Certified Teachers	Karen Higgenbotham and Chris Pendley, CCSD	PLC
Integrating Netbooks into Curriculum and Instruction	November, 2013, January, 2014, and March, 2014	3rd-5th Grade Teachers	Scott Wilkerson, CCSD	PLC

D. Professional Learning Needs

- Core Literacy Program
- RTI Process and Intervention Implementation
- Five Components of Reading
- Guided Reading
- Interpreting and using assessment data
- Differentiating Instruction
- Vertical Alignment
- Writing across the curriculum

E. Evaluation of Professional Learning

- Participants provide feedback on PL sessions
- Formative and summative assessment data, along with district walkthrough data is used to determine PL effectiveness
- Focus walk data

F. Professional Learning Plan

Topic	Project Goal(s)	Objectives
Selection & Implementation of a Core Literacy Program	1,2,3,4, 6	Select a quality program and provide adequate training for all staff members to ensure the program is implemented with fidelity
DIBELS Training	3, 4	Train staff in the administration and interpretation of data used in diagnostic tools
Interpreting Student Performance Data	3,5	Use universal screeners and quarterly assessment data to accurately identify the learning needs of students
Implementing the RTI	5	Clarify the RTI Process by designing a protocol to

Process		ensure students are matched with the appropriate intervention. Provide teachers with the necessary training to ensure that they are equipped to implement the interventions.
Writing Across the Curriculum	4	Use best practices in the use of writing across all content areas
Five Components of Reading	4	Implementation of a literacy block which includes all components of reading
Differentiated Instruction	4	Ensure that teacher know how and are using differentiation strategies
Integrating Technology	4	Provide teachers will training on the use of technology to support and enhance the instruction

G. Effectiveness of Professional Learning

The ultimate measure of the effectiveness of professional learning will be student achievement data. Effective professional learning is linked to higher student achievement (Georgia Literacy Plan (GLP), The “Why”, 7). We realize, however, that it may take time to see significant growth in student achievement. 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 Assessments

District assessment tools and tools attained through the grant will continue to be administered annually. DIBELS Next, IPI, and SRI will be funded using Title I or QBE funds. New teachers will receive training on how to administer assessment tools and interpret results.

B. Developing Community Partnerships

WRES currently has Partners in Education (PIE), a partnership between businesses or civic organizations and school. PIE supplements teaching by sponsoring activities (field trips, displays, student motivation tools, or speakers). PIE members will serve on the WRES Literacy Team, and this partnership will continue beyond the life of this grant.

C. Sustainability Plan:

- **Expanding Lessons learned**

Lessons learned will be expanded through ongoing PL, a library of professional texts, journals and online sources (GLP - The How, p.40). The instructional leadership team and teachers will provide home learning connections and training to support the effective use of these resources, including differentiated support for students (GLP - The How, p.39). 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 Assessment Protocols**

We will train staff members on the DIBELS Next, informal running records, and other 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 (training by the instructional leadership team). The instructional leadership team and Literacy Team will be responsible for providing professional learning on assessment protocols annually to all staff. District and school funds (Title I and discretionary) will be utilized to purchase assessments.

- **New System Employees Training**

Currently, new district employees have a week-long New Teacher Orientation, as well as a monthly orientation and mentoring program. Part of this training for new WRES teachers will be to share our Literacy Plan and provide focused professional learning on instructional strategies and assessment protocols outlined within the plan.

- **Maintaining and Sustaining Technology**

SPLOST funds will be used to maintain technology and district personnel will be responsible for leadership in this area.

- **Ongoing Professional Learning**

Staying abreast of current research and best practices in literacy instruction, including differentiated instruction, will continue by developing a professional library (texts, journals and online resources) (GLP - The How, p.40) and utilizing resources (webinars and professional learning videos from the GaDOE website) to ensure our literacy instruction stays

current. Professional learning will be revisited regularly and revised yearly based on student mastery of CCGPS and classroom observations (GLP - The How, p.48).

D. Print Materials Replacement

Currently, print materials are funded through other sources. Funding to continue and sustain necessary print materials will be provided after the life of this grant through other sources (Title I, state, district, and principal discretionary funds).

E. Extending Professional Learning

WRES intends to video record professional learning and differentiated lessons (GLP - The How, p.40) in order to create a digital resource library. Digital resources provided by the GaDOE and a “train-the-trainer” model will be utilized to sustain professional learning. The instructional leadership team and designated staff will re-deliver and facilitate these trainings with new staff members. Time will be allotted during district New Teacher Orientation for administrators to share the Literacy Plan and provide targeted training on instructional strategies and assessment protocols outlined within the plan.

F. Sustaining Technology

SPLOST funds, Title I and building level discretionary funds will be used to maintain technology with district personnel and building administrators responsible.

G. Expanding Lessons Learned - New Teachers & LEA

Lessons learned will be shared with other schools and new teachers through professional learning communities, such as CCSD New Teacher Orientation, Summer Institute, Instructional Council, and Principals/AP PLCs.

X. Budget Summary

Professional Learning

We request funding 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. Funding is 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 Whitehead Road 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

We request funding for 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*) 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

We request funding for school wide events that promote literacy within our community and increase student motivation and interests in reading.

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 Whitehead Road 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.