

School Profile

Created Sunday, October 27, 2013

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School Information

School Information District Name:	Colquitt County
School Information School or Center Name:	Hamilton Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Krista Harrell
Principal Position:	Principal
Principal Phone:	(229) 941-5594
Principal Email:	krharrel@colquitt.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Terri Carr
School contact information Position:	Instructional Support Specialist
School contact information Phone:	(229) 941-5594
School contact information Email:	ts carr@colquitt.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-k to 5

Number of Teachers in School

17

FTE Enrollment

252

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: Lynn K. Clark

Position/Title of Fiscal Agent's Contact Person: Dir. of Elem. Curriculum

Address: P.O. Box 2708

City: Moultrie Zip: 31776

Telephone: (229) 890-6194 Fax: (229) 890-6180

E-mail: lclark@colquitt.k12.ga.us


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

Samuel A. DePaul
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/2/2013
Date (required)

Preliminary Application Requirements

Created Monday, November 25, 2013

Updated Tuesday, December 03, 2013

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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

Created Tuesday, December 03, 2013

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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.



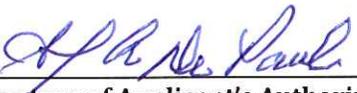
Signature of Fiscal Agency Head (official sub-grant recipient)

Samuel A. DePaul, Superintendent

Typed Name of Fiscal Agency Head and Position Title

12/2/2013

Date



Signature of Applicant's Authorized Agency Head (required)

Samuel A. DePaul, Superintendent

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

12/2/2013

Date

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

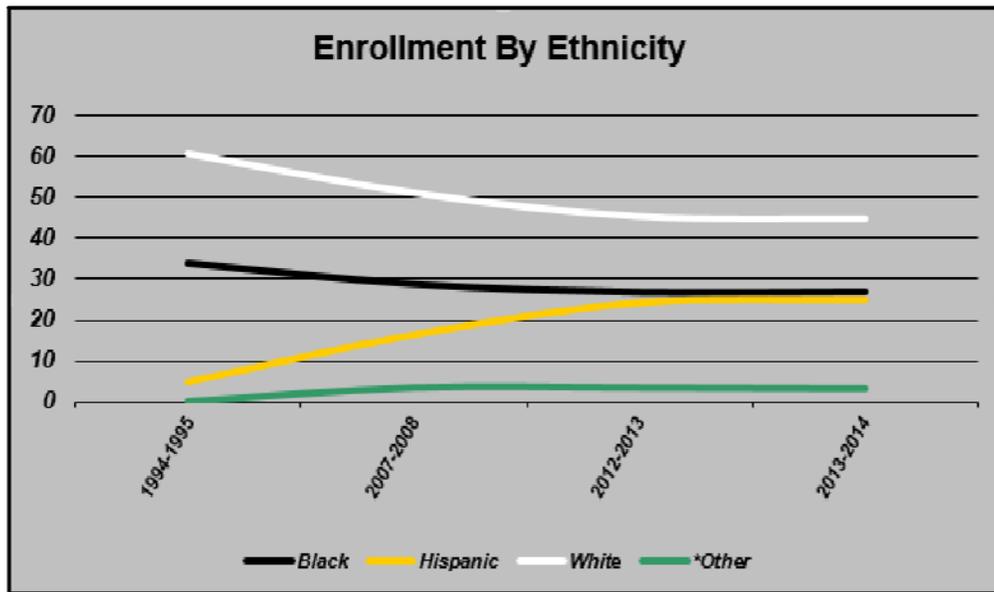
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

District Narrative

Brief History of the System

Colquitt County (CC) is a rural agricultural community of 46,000 nestled in the heart of South Georgia. The Colquitt County School System (CCSS) began in 1873 with “Each Day – Excellence in Every Way” being the foundation for all decisions. Though that sentiment is still evident today, Colquitt County’s generational poverty and rapidly increasing Hispanic population are both challenges to and opportunities for excellence. Almost 35% of our school-age children live in poverty as compared to a 19% state average. Dramatic changes in the system’s ethnic makeup are evident in the chart below.



System Demographics

	TOTAL STUDENTS	BLACK	HISPANIC	WHITE	OTHER
CC High	1696	26%	21%	49%	4%
Achievement Center	108	48%	19%	29%	4%
Gray Junior	1269	27%	21%	49%	3%
Williams Middle	1370	27%	25%	44%	4%
Cox	564	43%	45%	10%	2%
Doerun	316	26%	14%	58%	2%
Funston	389	14%	52%	33%	2%
Hamilton	285	2%	6%	86%	6%
Norman Park	598	7%	40%	51%	2%
Odom	672	10%	51%	36%	3%
Okapilco	520	35%	21%	41%	3%
Stringfellow	375	75%	17%	5%	3%
Sunset	686	33%	17%	44%	5%
Wright	615	27%	9%	61%	2%
GEAR (Gifted 3-5)	188	7%	12%	73%	9%
SYSTEM	9651	27%	25%	45%	3%

Special Populations:

- Special Education – 11.6%
- ESOL – 12.8%
- Migrant – 9.2%
- Gifted – 16.7%
- PreK – 28 Classrooms (608 slots)
- Pre-School (Migrant/Sp Ed) – 52 students

74% of students were eligible for free/reduced meals in 2012-13, but now all PK-9th grade students eat free through the Community Eligibility Provision. All schools are Title I eligible.

Current Priorities

CCSS is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Development of ELA/Math units aligned to CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Participation in Georgia’s Formative Instructional Practice modules
- Closing achievement gaps of subgroups
- Increase in graduation rate
- Restructuring of the gifted education program

Strategic Planning

Beginning July, 2012, CCSS embarked upon a renewed mission involving all stakeholders in a formal strategic planning process. University of Georgia’s Fanning Institute was enlisted to organize an unbiased approach to the system’s strategic planning process. Approximately 200 community members and school leaders met to discuss goals and objectives of the system. Input was then solicited from student representatives, parents, teachers, and other stakeholders to create a draft strategic plan. The formal plan was adopted by the school board in March, 2013. The strategic plan is a living document which will be reviewed and revised frequently.

Strategic Planning Goals	
Future Ready Students	Provide all students with a rigorous and relevant course of instruction grounded with real world applications.
21st Century Professionals	Attract and retain highly effective, enthusiastic staff with skills to lead, teach, assess, and support learning needs of all students.
Leadership for Innovation and Collaboration	Engage parents, staff, community, EL parents, and others to partner with the school system.
21st Century Systems	Provide technology necessary to support 21 st century student learning and instruction.
Budgeting, Planning and Funding	Provide facilities, technology, safety, and other pertinent matters necessary to support 21 st century student learning and ensure transparency in all aspects of the budgeting /planning processes.

Current Management Structure

The chart below shows the current management structure of the system with asterisks indicating individual changes in leadership (principal, assistant or district) this school year.

CCSS Superintendent	
Principals	
Elementary <ul style="list-style-type: none"> • Cox ** • Doerun • Funston • Hamilton * • Norman Park * • Odom * • Okapilco • Stringfellow * • Sunset * • R.B. Wright 	Secondary <ul style="list-style-type: none"> • Williams Middle * • Gray Junior High ** • Colquitt County High ***
Assistant Superintendent of Instruction and Learning Services* <ul style="list-style-type: none"> • Middle/Secondary Curriculum • Pre-K /Elementary Curriculum • Information Services • Gifted Education * • CTAE Director* • Federal Programs Director* • Homeless Liaison 	
Assistant Superintendent of Human Resources <ul style="list-style-type: none"> • Network Services • Alternate Education * 	
Assistant Superintendent of Business Services <ul style="list-style-type: none"> • Employee Benefits • Comptroller* • Payroll • School Nutrition • Transportation • School Nurse Coordinator 	
Director of Facilities/Construction	
Director of Special Education	
Coordinator School/Community Relations	

Past Instructional Initiatives

CCSS is initiative-rich with efforts to meet the needs of all sub-groups. Charting of past and present initiatives revealed an exorbitant hodge-podge of initiatives.

Initiative	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
ELA													
America's Choice/Georgia's Choice													
Rigby Leveled Readers													
Language Adoption (TE Only)													
Standards Based Classrooms/GPS													
Saxon Phonics													
Fountas/Pinnell Phonics													
Melissa Forney Writing Training													
Dr. Cupp Readers													
Literacy Coaches (# of coaches)	10	10	10	10	10	10	10	10	10			1	1
Commitment to AP/ISS at schools													
Local Reading Assessment Toolkit													
Treasures Program Adoption													
Scholastic Reading 180 (Gr 8-9)													
Best Practices for Reading Instruction													
Sunday System													
Fast ForWord (4 schools/hospital)													
Laying the Foundation (Gifted 6-12)													
ASSESSMENTS													
GRASP													
DIBELS Next													
Implementation of CCGPS													
OAS													
STAR/AR/AM													
ESOL													
SIOP													
WIDA Standards													
ESOL Endorsement													
Academic Content Vocabulary													
Thinking Maps													
Virginia Rojas Instructional Equity													
Rosetta Stone													
General													
Math Coaches									3	3	3	1	1
Ruby Payne Poverty Study													
Differentiation Study													
Ken O'Conner Grading Study													
Math Endorsement													
Gifted Endorsement													
Co-Teaching and Inclusion													
21 st Century Classrooms													
Bring Your Own Technology													
Thinkgate (Grades 10-12)													
SLDS													
PK-12 Graduation Focus													
Social Studies Unit Development													

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Science Unit Development													
CCGPS Rollout for ELA/Math													
PD 360													
Educational Impact													
Formative Instructional Practices													
TKES/LKES													

Literacy Curriculum

CCSS’s literacy curriculum is driven by the CCGPS. State suggested units, with local revisions, are currently being used in reading and writing. McMillan McGraw-Hill’s Treasures Program was adopted, but materials are not aligned with CCGPS; hence, there are recognized gaps in scope and sequence for instruction.

Literacy Assessments Used District-wide

2013-14 Required Universal Reading Screenings (DIBELS Next – Grades 1-5)			
	Beginning of Year	Middle of Year	End of Year
K	GKIDS Baseline	<i>GKIDS(quarterly)</i>	GKIDS, Fry Words, Phonological Awareness
1	Letter/Name and Letter/Sound Correspondence, Fry Words, Phonological Awareness	Oral Reading Fluency (ORF) Fry Words	ORF Fry Words
2	ORF, Fry Words		
3-5	ORF Comprehension (DAZE)	ORF DAZE	ORF DAZE

Students scoring below benchmark level on universal screeners are tested on Phonological Awareness, Phonics Inventory, Decoding Inventory, and Fry Word inventory (depending upon grade level and abilities). Instructional plans are then determined based upon diagnosed needs. Treasures’ Running Records are used to move students from level to level in guided reading instruction.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of fidelity in the use of Response to Intervention tools
- Absence of robust professional development
- Weakness in utilization of test data to drive instruction

The need for Striving Reader funding in the CCSS is dire. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistency of instructional initiatives, stagnant test scores, TKES/LKES, and ever-dwindling general fund reserves, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the mission for excellence.

District Management Plan and Key Personnel

The decision to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was made only after intense discussion with all elementary school leaders and district support personnel. Responsibilities included with the grant application and implementation were fully discussed. The system is committed to applying for, receiving, implementing, and monitoring the grant with integrity and quality. Grant funding will provide a vehicle to support all goals within our district’s strategic plan.

The implementation, monitoring, and reporting of goals and objectives in the grant will be ultimately managed at a district level, running through the office of elementary curriculum. The chart below indicates those individuals involved in the district level process.

District Department	Individuals Responsible	Tasks for Grant Implementation
Curriculum And Instruction	Lynn Clark, Curriculum Director	Grant Administrator – oversee implementation/reporting of project
	Jenny Funderburk, Curriculum Director Dr. Todd Cason, Asst. Superintendent Debra Turner, Literacy Coach	Coordination of district-wide initiatives (assessment, instruction, interventions, materials, professional development)
Business Service	Brad Gregory, Comptroller Becky Rychener, Purchasing Bookkeeper Faye Wood, Payroll	Budget approval Payments Reports
Federal Programs	James Harrell, Director Jennifer Weaver, Bookkeeper	Consolidated application assistance Coordination for federal funding
Technology	Emily Nichols, Director	Support for technology
Special Education	Etta Faggioni, Director	Support for special education
Gifted Education	Donna Marshall, Director	Support for gifted education

Day-to-day grant operations will be managed at the elementary school sites by individuals as indicated below:

Elementary School	Name, Position
Cox	Jim Horne, Principal / Teresa Willis, Assistant Principal
Doerun	Chuck Jones, Principal / Terri Carr, Instructional Support Specialist
Funston	Ricky Reynolds, Principal / Robin Calhoun, Instructional Support Specialist
Hamilton	Krista Harrell, Principal / Terri Carr, Instructional Support Specialist
Norman Park	Keith Adams, Principal / Michelle Daniels, Assistant Principal
Odom	Trish Lirio, Principal / Leamon Madison, Assistant Principal
Okapilco	Eric Croft, Principal / Sherry Jones, Instructional Support Specialist
R. B. Wright	Marc Bell, Principal / Summer Hall, Assistant Principal
Stringfellow	Darlene Reynolds, Principal / Josh Purvis, Assistant Principal
Sunset	Bruce Owen, Principal / Charla Brinson, Assistant Principal

While ten elementary schools have prepared individual grant applications, all stakeholders have worked as a united team throughout the process. Numerous informational and work sessions have been held, and this collaborative work will be ongoing.

Colquitt County School District: Hamilton Elementary School

Timeline	Purpose of Meeting	Attendees
October 4, 2013	RESA – Grant Awareness Session	Lynn Clark, Debra Turner, Summer Hall
October 14, 2013	System – Grant Awareness Meeting Visit from Julie Morrill <i>MADE DECISION to APPLY</i>	District and School Leaders
October 21, 2013	Introductory Grant Writing Workday Review of Why, What, How Documents and Application Process	District Curriculum Leaders School Grant Writing Teams
October 31 November 4, 11, 18, December 2, 9	Grant Writing Work Sessions	
December 11-12, 2013	Upload Grant Applications	

As a result of the grant writing process, literacy needs throughout the system have been clearly identified. Based upon findings through the needs improvement process, a detailed literacy plan has been developed for each school that will guide work for the next five years. Instructional staff members have agreed to participate in ongoing professional learning activities. Administrators have committed to learning with their staff and to providing subsequent monitoring of professional learning. Staff members will be provided face to face and online opportunities to participate in the development of a budget, as well as with decisions regarding performance plans. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a quarterly basis throughout the duration of the grant and beyond. The ultimate goal for the grant process is long-term sustainability.

Experience of the Applicant

The Colquitt County School System (CCSS) has extensive experience with regards to successful implementation of large-scale initiatives. The district oversees an annual budget of approximately \$75 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives. Over the past two years, the LEA has successfully introduced iPads into every K-9 classroom. As a result of sound budgeting and system-wide professional learning, students benefit from enhanced learning opportunities through technology. Another significant initiative in recent years is implementation of Common Core Curriculum. Curriculum directors have maximized sparse resources, bringing together curriculum teams to create detailed lesson plans utilizing existing resources.

The table below identifies recent large-scale initiatives of the Colquitt County School System.

Initiative	School Level(s) Impacted	FY13 Funds
Title IA – Academic Achievement/School Improvement	Elem., Mid., Jr. High, High	\$3,479,358
Title IC – Migrant Education	Elem., Mid., Jr. High, High	\$772,092
Title IIA – Teacher Quality	Elem., Mid., Jr. High, High	\$576,117
Title IIIA – Limited English Proficient	Elem., Mid., Jr. High, High	\$203,050
Title VI-B – Rural and Low Income	Elem., Mid., Jr. High, High	\$211,880
CTAE Program	Jr. High, High	\$661,945
Carl Perkins IV Grants	Jr. High, High	\$112,822
Homeless Grant	Elem., Mid., Jr. High, High	\$35,500
Pre-School Handicapped State Grant	PreK	\$124,023
Bright From the Start PreK Program	PreK	\$2,274,270
S.T.A.R. – Student Transition and Recovery Program	Mid., Jr. High, High	\$89,000
School Nurses at every school site	Elem., Mid., Jr. High, High	\$437,691
BRAVO & TOY– Certified and Classified teacher/employee of the year programs	Elem., Mid., Jr. High, High	\$7,600
Hospital Homebound Program	Elem., Mid., Jr. High, High	\$69,424
SAAF – Strong African American Families Project	Elem., Mid., Jr. High, High	
Elementary Art Program (through Colquitt County Arts Center)	Elementary	\$32,000
Archway Project (University of Georgia)	Jr. High, High	\$10,000
JROTC	Jr. High, High	\$102,921
Telehealth Grant	Elem., Mid., Jr. High, High	\$225,000
Community Eligibility Provision (CEP) School Lunch Program	Elem., Mid., Jr. High	
iPads for Classroom use	Mid., Jr. High	\$25,000

The following tables indicate audit findings over the past five years. All past findings have been corrected; current findings are being addressed.

Colquitt County School District: Hamilton Elementary School

Colquitt County School System Audit Findings					
Year	Project Title	Is There an Audit?	Finding Number	Indicator	Audit Results - Findings
2009	Title IA	Yes			None
2009	Title IA - School Improvement	Yes			None
2009	Title IC	Yes			None
2009	Title II A	Yes			None
2009	Title III A Immigrant	Yes			None
2009	Title III A LEP	Yes			None
2009	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2009	Title VI-B	Yes			None
2009	McKinney Vento	Yes			None
2009	Professional Learning	Yes			None
2009	High School Graduation Coach	Yes			None
2009	Middle School Graduation Coach	Yes			None
2010	Title IA	Yes	1	1.4	Overarching Requirement LEA Monitoring of Schools and Programs
2010	Title IA	Yes	2	2.3	Overarching Requirement CLIP 7 Title 1A-ARRA
2010	Title IA	Yes	3	3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.16	Overarching Requirement - Parental Involvement
2010	Title IA	Yes	10	4.19	Overarching Requirement - Parental Involvement
2010	Title I A Grants-ARRA	Yes	11	5.1, 5.2, 5.3, 5.4, 5.5	Overarching Requirement - ARRA Indicators on School
2010	Title I A Grants-ARRA	Yes	16	6.1	Overarching Requirement - Public School Choice
2010	Title I A Grants-ARRA	Yes	17	7.3, 7.5	Overarching Requirement - Supplemental Educational Services
2010	Title I A Grants-ARRA	Yes	19	8.1, 8.4, 8.6	Overarching Requirement - Schoolwide Programs
2010	Title I A Grants-ARRA	Yes	22	11.1, 11.2, 11.3	Fiduciary Responsibility - Comparability of Services
2010	Title I A Grants-ARRA	Yes	25	12.12	Fiduciary Responsibility - Allocations and Carryover
2010	Title I A Grants-ARRA	Yes	26	14.3, 14.4, 14.6	Fiduciary Responsibility - Equipment and Real Property
2010	Title I A Grants-ARRA	Yes	31	17.1	Fiduciary Responsibility - Attendance Area Determination
2010	Title I A Distinguished Schools Award	Yes			None
2010	Title II-A Improving Teacher Quality	Yes	32	22.1, 22.4	Title II Part A Teacher Quality - Title II-A
2010		Yes	34	23.3	Private Schools
2010	Title I A School Improvement	Yes			None

Colquitt County School District: Hamilton Elementary School

	Title I-C Migrant Education	Yes			None
2010	Title II-D Enhancing Education Thru Technology	Yes			None
2010	Title II-D Engaging AP Students Thru Handheld Computers				
2010	Title III-A LEP	Yes			None
2010	Title IV A Safe and Drug Free Schools - Consortium	Yes			None
2010	Title VI-B	Yes			None
2010	McKinney Vento	Yes			None
2010	Title II-A Advanced Placement Grant	Yes			None
2010	Professional Learning	Yes			None
2010	State Fiscal Stabilization Funds	Yes			None
2011	Title I A Academic Achievement	Yes			None
2011	Title I A Distinguished Schools Award	Yes			None
2011	Title I A Grants-ARRA	Yes			None
2011	Title I A School Improvement	Yes			None
2011	Title I A School Improvement Grant ARRA	Yes			None
2011	Title IC Migrant	Yes			None
2011	Title II A Improving Teacher Quality	Yes			None
2011	Title II-A Advanced Placement Grant	Yes			None
2011	Title II-D Enhancing Education Thru Technology	Yes			None
2011	Title III A LEP	Yes			None
2011		Yes			None
2011	Title VI-B Rural and Low Income Schools	Yes			None
2011	McKinney Vento	Yes			None
2011	Professional Learning	Yes			None
2011	State Fiscal Stabilization Funds	Yes			None
2012	Title IA	Yes	1	1.1	LEA Monitoring of Schools and Programs
2012	Title IA	Yes	2	5.4, 5.5	Public School Choice
2012	Title IA	Yes	3	6.7, 6.10	Supplemental Educational Services
2012	Title IA	Yes	4	9.3	Audits
2012	Title IA	Yes	5	14.1, 14.2, 14.3, 14.4, 14.5, 14.6	Expenditure Of Funds (Allowable and within Period Availability)
2012	Title IA	Yes	6	15.2	Supplement Not Supplant
2012	Title IA	Yes	7	16.1, 16.2, 16.3	Comparability Of Services

Colquitt County School District: Hamilton Elementary School

2012	Title IA	Yes	8	17.1, 17.3, 17.4	Equipment and Real Property
2012	Title IA	Yes	9	23.6	Title VI, Part B - Periodic Certification on File
2012	Title IA	Yes	1	2.2	Comprehensive LEA Improvement Plan and RT3 Approved Scope of Work
2013	Title IA	Yes	2	3.4, 3.7	Parental Involvement
2013	Title IA	Yes	3	4.4, 4.5, 4.6	School Improvement 1003(a)
2013	Title IA	Yes	4	7.13, 7.21	Georgia's ESEA Flexibility Waiver and Flexible Learning Program
2013	Title IA	Yes	5	9.1, 9.2, 9.3, 9.4, 9.5, 9.6	Targeted Assistance Programs
2013	Title IA	Yes	6	15.9	Expenditure Of Funds (Allowable and within Period Availability)
2013	Title II A Improving Teacher Quality	Yes	7	26.2, 26.10, 26.12, 26.13, 26.15, 26.20, 26.27	Title II Part A Needs assessment

CCSS places much effort into budget planning. The Superintendent and Comptroller hold meetings regularly, beginning in November, to prepare for the subsequent budget year. During these meetings, district administrators, school administrators, and board members address all areas of need through effective coordination of resources. The budget is stringently analyzed each year in attempt to identify areas that can be reduced or cut, thus making the most of our local, state, and federal revenues.

Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth by the budget committee. All local, state, and federal funds are monitored by the business office under direction of the comptroller. A purchase order system is used by schools to request funding. Purchase orders require site-based administrator signatures. Once received by the business office, these requests are properly coded to the correct funding source, and the determination is made by the comptroller if funds are available. Annual audits are performed to confirm that all funds have been expended as directed. CCSS has consistently followed proper internal controls with regard to governmental accounting procedures and has received no audit findings on school system financial statements in the previous five years.

CCSS is committed to excellence in academic achievement. All decisions made with regard to program initiatives and sustainability center on what is best for students. In 2010, CCSS received over \$1 million in ARRA funds. A good portion of this was used to hire additional certified teaching staff. Even after these funds were depleted, the school system continued to fund these positions. In its continued efforts to do what is best for all students, CCSS has maintained a variety of programs despite the lack of full funding for these initiatives. Examples which lack full funding include system-wide Technology Specialists, School Nurses, JROTC, Bright from the Start Pre-K Program, and Hospital-Homebound. These programs along with many others are vital contributors to the academic, emotional, and social growth of our students.

The following list consists of initiatives implemented internally without outside funding support:

- iPads – Over a two year budget cycle, K-9 classroom teachers received iPads for instructional use using general fund dollars.
- BRAVO and TOY– Balancing Responsibility and Achievement while Valuing Others for classified employees and Teacher of the Year programs recognize achievements of staff from school sites.
- Elementary Art Program – In conjunction with Colquitt County Arts Center, a comprehensive art program is provided for all elementary school students.
- Archway Project - The Archway Partnership with the University of Georgia takes on various projects to target specific areas of improvement needed within our community. These include graduation rate improvement, after school activities, SPLOST and infrastructure planning

With protocols in place for sound financial management, grant funds will enhance educational opportunities for years to come.

School Narrative

Hamilton Elementary School History

Hamilton Elementary School, a rural school located in a Colquitt County farming community, was founded in 1956. It currently has 285 students (PK-5) with demographics as follows: 2% Asian, 2% Black, 6% Hispanic, 4% Multi-Racial, and 86% White. Hamilton has been recognized as a Title I school for 6 years. Highly qualified teachers staff the 14 classrooms in addition to a full time special education teacher and media specialist. The school counselor, Speech and Language Pathologist (SLP), music teacher, physical education teacher, part time Instructional Support Specialist (position beginning in August, 2013) and psychologist are shared with other schools.

Administrative and Teacher Leadership Team

Hamilton Elementary School has a School Leadership Team which is comprised of the administrator, teachers from each grade level, the special education teacher, one para-professional, the Instructional Support Specialist (ISS), and the media specialist. This team meets monthly to address instructional and curricular issues. The team works together to make data-driven decisions for the improvement of the school. After the meetings, the teachers return to their respective grade levels and discuss leadership team meeting agendas and what decisions were made. The teachers are then given the opportunity to provide feedback to the leadership team to ensure that all teachers have an equal opportunity to participate in decision making.

Hamilton Elementary School also has a school council which meets monthly. The school council serves as a governing body for the school. The council includes the administrator, two teacher representatives, two parents, and two business leaders. Meetings consist of data analysis and discussion of instructional initiatives.

Hamilton Elementary School recently formed a Literacy Team in an effort to maintain a focus on literacy in our school. The team is made up of the principal, ISS, grade level teacher representatives, special education teacher, ESOL teacher, and the media specialist. This committee will work together to identify and address literacy concerns across all content areas.

Past Instructional Initiatives

Hamilton Elementary School has followed the district's lead and implemented numerous literacy initiatives in an effort to increase student achievement in literacy. A complete listing of these initiatives can be found in the District Narrative. While we have worked diligently to identify an initiative that would reach our students and provide the necessary tools for them to be successful, we recognize that our efforts have not been successful. Our system has been initiative-rich and sustainability-poor. Due to budgetary constraints, sustainability of these initiatives has been difficult. As new teachers have been hired, training has not been available which has meant that some initiatives may not have been implemented with fidelity. We recognize the need for a consistent and systematic instructional initiative for literacy in the Colquitt County School System.

Current Instructional Initiatives

Components of many of the past instructional initiatives continue to be implemented at Hamilton School; however, we have chosen to focus literacy efforts on Dibels Next and follow-up diagnostic tools and use the data gained from these assessments to guide our instruction. Hamilton will administer three benchmark assessments this year. Once these assessments are completed, deficits are identified and instruction is planned using The Best Practices for Reading Instruction Boxes. Close monitoring of this data along with targeted instruction for deficit areas will ensure that students make great strides in literacy.

Professional Learning Needs

Hamilton Elementary School utilizes data from a professional learning needs assessment which is completed by staff members each year. The needs assessment process identifies professional learning needs for our faculty and staff. Hamilton also looks at the strengths and weaknesses of student performance. Our data analysis helps to direct and guide areas which need to be addressed by professional learning. This analysis is on-going and must be flexible to address the constantly changing needs of our teachers and students.

The focus of professional learning at Hamilton Elementary School for 2013-14:

- Understanding and Implementing the CCGPS
- iPad Training for Teachers
- Gifted Endorsements for teachers in grades 3-5
- Formative Instructional Practices
- Differentiation Strategies
- DIBELS Next Universal Screener Workshops
- Math Strategies
- Integration of Writing into the Content Areas
- SST/Pyramid of Intervention, and RTI – Ongoing Process

Need for a Striving Readers Project

“Literacy is the gate-keeper for the ability to become a lifelong learner and contributor to society.” (Why, p.118) Hamilton Elementary School is committed to training our students to become life-long learners. The faculty and staff at Hamilton are dedicated to building a foundation that promotes excellence and which will prepare our students to be college and career ready.

At first glance, Hamilton students appear to perform very well on standardized tests; however, drilling down for a closer look reveals significant deficits in many areas. Recently, the DIBELS Next oral reading fluency assessments and DAZE passages were administered for students in grades 2-5. The results for these assessments were astonishing.

Grade	Total # of Students	Students Who Scored at Caution or At Risk	
		Oral Reading Fluency	Dibels DAZE - Comprehension
2 nd	37	36% (13 students)	Not Administered
3 rd	38	68% (26 students)	58% (22 students)
4 th	32	38% (12 students)	44% (14 students)
5 th	39	48% (19 students)	52% (20 students)

As reported in the WHY document, “National and state results from NAEP indicate that too many students are lacking proficiency in reading. Spring test results from the CRCT and GHST, when coupled with the Lexile Framework, indicate that too many Georgia students only minimally meet state standards; thus they are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional material.” (p.118) In spite of Hamilton Elementary’s high reading scores on the CRCT, further analysis of data revealed that only 64% of our third graders were reading at the expected Lexile level of 650, and only 63% of our fifth graders were reading at the expected level of 850. Knowing that the performance targets from the CRCT Readiness Indicators will be much higher than previous CRCT benchmarks, we realize that we have critical needs in literacy instruction. With the increased emphasis on reading across all content areas, addressing these deficits is vital.

We also have a large population of students who are weak in phonics and phonemic awareness. The current core program is not strong in these areas. We know we need a systematic approach in reading interventions, and we need additional resources and programs to close the gaps.

Currently, the teachers at Hamilton Elementary School are immersed in the common core curriculum and the Teacher Keys Evaluation System. Though these initiatives are essential in our commitment to increasing achievement, additional resources are needed to better address the literacy needs of our students. The county’s current economic status and budget restraints have limited our ability to secure the necessary resources needed to significantly improve students’ literacy skills. For example, budget reduction days in our calendar, the lack of a CCGPS aligned core reading program, and increased class sizes have impacted student achievement. In addition, the school population at Hamilton includes an economically disadvantaged subgroup with a school poverty rate of 59.4%. This grant would enable us to seek out and implement high-quality research-based instructional practices that would enhance and supplement the use of best practices for improving literacy skills.

Although, Hamilton Elementary School has embraced a number of effective research-based initiatives, this grant will enable us to maintain and enhance current initiatives to meet the literacy needs of our students. The grant would also provide funding to promote literacy through resources, materials, professional learning and technology to support the literacy plan.

Building Block 1. Engaged Leadership

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

At Hamilton Elementary School, we recognize that for any school initiative to be successful, the leadership must lead and support the initiative. It is of utmost importance that leaders seek out and provide quality professional learning opportunities to ensure quality instruction. “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, p. 144)

Planning

The administrator will:

- Participate in professional learning in literacy leadership in order to better support classroom instruction
- Study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the most current iteration of the Georgia Literacy Plan
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices
- Strategically assign teachers non-academic duties
- Schedule protected time for literacy and teacher collaboration

Implementing:

The administrator will:

- Provide professional learning based on student data and teacher needs
- Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators
- Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work
- Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices

Expanding:

The administrator will:

- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly

Sustaining:

The administrator will:

- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies
- Hire highly qualified personnel

(GLP-The What, p.5);(GLP-The How, p.20)

B. Action: Organize a Literacy Leadership Team

Our Literacy team at Hamilton Elementary School includes an expansion of our school leadership team of teacher leaders and administrators into a fully operational Literacy Leadership Team. According to page 143 of The Why document, a strong effective Literacy Leadership Team is critical to the educational process: “A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning network.”

Planning:

The literacy team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team
- Create a shared literacy vision for the school and community aligned with the state literacy plan
- Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement
- Determine what additional data is needed in order to make informed decisions about the path forward
- Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement
- Ensure that effective data analysis procedures and practices are understood and practiced

Implementing:

The literacy team led by the administrator will:

- Identify and prioritize a list of students to be targeted for intervention or support
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Ensure use of research-based practices aligned with CCGPS
- Provide professional learning and support for staff in the implementation of the CCGPS
- Develop a brochure or chart mapping community resources for families to be shared in hardcopy and online
- Establish a system of communication for sharing information with all partners
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:

The literacy team led by the administrator will:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals
- Share student achievement gains with parents and with the local community
- Participate on District Literacy Leadership Team

Sustaining:

The literacy team led by the administrator will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)

- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Incentivize strong leaders on faculty
- Define priorities and allocate needed resources to sustain them over time
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Pursue external funding sources to support literacy

(GLP-The What, p.5);(GLP-The How, p.21)

C. Action: The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5).

At Hamilton Elementary School, we recognize the importance of protecting our literacy block to ensure that our students receive the appropriate quantity, as well as quality of instruction. The Why document page 58 states “the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction.” This time requirement increases in the upper elementary grades – “literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework.”

Planning:

- Provide a protected, dedicated 90-120-minute block that is allocated for literacy instruction in all grades for all students
- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes
- Study flexible scheduling options to include additional time for reading intervention
- Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas
- Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments
- Utilize the entire staff when developing a schedule for literacy instruction
- Schedule time for collaborative planning teams within and across the curriculum

Implementing:

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- Maximize use of scheduled times for collaborative meetings
 - Prepare agendas and action summaries for all meetings
 - Use protocols to examine student work
- Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule

Expanding:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Provide opportunities for peer observations and opportunities to share literacy expertise within and among schools
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time

Sustaining:

- Use technology resources such as Educational Impact to provide professional learning to new and continuing teachers
- Share professional learning at team and staff meetings
- Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)

(GLP-The What, p.5);(GLP-The How, p.22-23)

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

At Hamilton Elementary School, we recognize the importance of literacy instruction across the curriculum. The administration is committed to improving student achievement in all areas of the curriculum by providing instructional support for teachers so that our students leave us with a foundation of skills that will help them become college and career ready. “The need to communicate clearly and quickly has never been more important than in today’s highly competitive, technology-driven global economy” (The Why, p. 27) For students become proficient communicators, it is essential that “content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas”(The Why, p. 26).

Planning:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Identify and prioritize a list of students to be targeted for intervention or support
- Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices
- Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

Implementing:

- Incorporate technologies to more creatively and effectively support student engagement.
- Utilize all staff to support literacy instruction

Expanding:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Enlist literacy learning in outside organizations
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services
- Continue to build a mentoring system for every student who needs additional support from both within the school and from the community

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

- Provide a literacy resource room for parents and caregivers in the school
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning

(GLP-The What, p.6);(GLP-The How, p.24-25)

E. Action: Optimize literacy instruction across all content areas

CCGPS holds educators across all content areas accountable for teaching literacy standards. Because of this, the staff at Hamilton recognizes the need for further professional learning in the areas of instructional strategies for teaching literacy across the curriculum. “Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas” (The Why, p. 49).

Planning:

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks
- Identify appropriate strategies to help ELs meet English language proficiency standards
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Provide professional learning on:
 - Incorporating the use of literature in content areas
 - Use of informational text in English language arts classes
 - Writing instruction (narrative, opinion, and informational) in all subject areas
 - Teaching students to identify and navigate the text structures most common to a particular content area
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Implementing:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teacher in their use of appropriate strategies to help ELs meet English language proficiency standards
- Require the teaching of academic vocabulary in all subjects.
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Require writing as an integral part of every class every day
- Ensure instruction in and opportunities for:
 - Writing opinion pieces on topics or texts, supporting a point of view with reasons and information
 - Writing informative/explanatory texts to examine a topic and convey ideas and information clearly
 - Writing narratives to develop real or imaginary experiences
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:

- Identify skills or knowledge that need to be strengthened in the future for students to reach standards of proficiency
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples
- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Share ways for teachers to guide students to focus on their own improvement
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Use online resources such as Educational Impact to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.
- Expand the types of writing across the subject areas
- Differentiate literacy assignments by offering student choice
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

(GLP-The What, p.6);(GLP-The How, p.26-27)

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.

Colquitt County's goal is akin to Georgia's as referenced in The Why document "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (p. 31). Hamilton Elementary School embraces this goal and strives to ensure that our students attain it. "The demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease." (The Why, p. 27).

Planning:

- Identify and include parents on our Literacy Team
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board
- Contact potential members and schedule at least two meetings annually
- Identify and contact learning supports in the community that target student improvement

Implementing:

- Use Business Partners in Education to heighten awareness of literacy topics
- Participate in meetings of the community advisory board at scheduled times
- Establish a mentoring system for every student who needs additional support

- Enlist community members to participate by:
 - Serving as mentors to at risk students
 - Speaking to groups of students and/or parents during family literacy events
 - Adopting the school as partners in literacy
 - Publicizing efforts within the community

Expanding:

- Investigate similar efforts in other communities
- Actively support teachers in their efforts in schools
- Support community efforts in adult learning
- Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students

Sustaining:

- Celebrate academic successes publically through traditional and online media
- Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives
- Ask local businesses to help heighten awareness about reading or literacy topics

(GLP-The What, p.6-7);(GLP-The How, p.28)

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.)

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. (The Why, p.31) According to the Needs Assessment Survey, the staff at Hamilton Elementary School recognizes the importance of protecting common planning time. The school will continue with the practice of common planning time and will “provide educators with the knowledge and skills to collaborate” (The Why, p. 143).

Planning

- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- Establish cross-disciplinary teams for literacy instruction:
 - Schedule time for teams to meet for regular collaboration and examination of student data/work
 - Identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects

Implementing:

- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible
- Plan and implement lessons that address the literacy needs of students

Expanding:

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Study formative student assessment results and use the results to continue to adjust instruction.
- Evaluate the effectiveness of the team’s actions on student learning
- Alter teams as necessary to ensure optimal effectiveness

Sustaining:

- Utilize online options such as Educational Impact to provide ongoing professional learning to new and continuing teachers
- Share professional learning online and at team and staff meetings
- Showcase evidence of student learning success on the school website
- Encourage teachers to share stories of success in the community and through county and/or school websites

(GLP-The What, p.7);(GLP-The How, p.29-30)

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

Recommendation 2 of the Georgia Literacy Task Force includes the provision for “professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking” (The Why, p. 37). According

to the Needs Assessment Survey Data, the faculty and staff and Hamilton Elementary School overwhelmingly agreed on the need for effective professional learning opportunities to enhance and improve literacy instruction.

Planning:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects
- Identify the concepts and skills students needed to meet expectations in CCGPS
- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs)
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
- Research a variety of strategies for incorporating writing in all content areas.
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Discuss ways to infuse literacy throughout the day including the use of technology

Implementing:

- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Implement appropriate strategies to help ELs meet English language proficiency standards
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Coach, model, co-teach, observe, and give feedback to fellow teachers on the use of literacy strategies in the classroom
- Make writing a required part of every class every day, using technology when possible
- Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)
- Provide variety and choice in the types, media and genre of both reading and writing assignments.
- Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options

Expanding:

- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Stay abreast of effective strategies for literacy instruction
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media
- Expand the types of writing across the subject areas
- Differentiate assignments by offering student choice
- Celebrate and publish good student writing in a variety of formats
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency
- Plan a literacy celebration for the entire school.

(GLP-The What, p.7);(GLP-The How, p.30-31)

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

The definition of literacy by the Georgia Literacy Task Force includes the following goal: “Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities” (The Why, p. 31). The Literacy Leadership Team at Hamilton Elementary School believes that our community’s learners, present and future, are interdependent. As a result, we believe that engaging our out-of-school agencies and organizations to support our students’ literacy will benefit not only our students, but our community at large. One of the Reading Next research-based program elements to improve literacy achievement is “a comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community” (The Why, p. 67).

Planning:

- Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families
- Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Appoint a person in a leadership role
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities

Implementing:

- Identify and contact learning supports in the community that target student improvement
- Design avenues to connect students to the proper service providers in the community
- Design and implement infrastructure to provide guidance and support for students and families
- Utilize all staff to support literacy instruction

Expanding:

- Partner with community and faith-based groups to accommodate more students
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments
- Open school buildings for adult learners from the community in the evenings, encouraging a community of learners
- Establish a mentoring system from within and outside the school for every student who needs additional support
- Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Advocate for new capacity in the community to help students and families
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school and Saturday academies to enhance literacy learning
- Continue to foster relationships/networks among schools, families, and communities.

(GLP-The What, p.7-8);(GLP-The How, p.32-33)

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

The staff at Hamilton Elementary recognizes that the use of formative assessments, as *The Why* emphasizes, should be used to drive and affect instructional strategies in the classroom. The strategies used by the teacher should be adjusted according to the results of the formative assessments. Hamilton follows the infrastructure set at the district level for assessing students. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (*The Why*, p. 98). “Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement” (*The Why*, p. 97).

Planning:

- Select and administer effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students
- Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities
- Define a process for selecting appropriate interventions for struggling readers
- Research and purchase assessment and intervention materials aligned with students’ needs
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording
- Have all materials and procedures in place prior to start of the school year
- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible
- Make a data collection plan for storing, analyzing, and disseminating assessment results

Implementing:

- Administer assessments and input and analyze data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
- Upgrade technology infrastructure to support assessment administration and dissemination of results

Expanding:

- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
- Analyze student data in teacher teams to develop and adjust instructional plans

Sustaining:

- 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 and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Continue to purchase assessment and intervention materials aligned with students' needs
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording

(GLP-The What, p.8);(GLP-The How, p.34-35)

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

The Why document emphasizes the importance of screening basic literacy skills “multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it” (The Why, p. 101). According to the Needs Assessment Survey, the faculty and staff at Hamilton Elementary realizes that this is an area where growth is needed. More than half of the staff selected the rating of “emergent” for this item.

Planning:

- Screen all students for instructional levels and progress monitor with evidence-based tools
- Research and select effective universal screenings for measuring literacy competencies for all students
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies
- Maintain the expectation of progress monitoring students every two weeks
- Place students in flexible groups for instruction based upon universal screeners and progress monitoring data
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework

Implementing:

- Develop an assessment calendar to include universal screenings and progress monitoring
- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

- Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines
- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format

Sustaining:

- Provide continued professional learning to staff who administers assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority

(GLP-The What, p.8);(GLP-The How, p.34-35)

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

“Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements” (The Why, p. 102). Hamilton currently uses DIBELS Next to identify students who are performing at the caution or at-risk levels. Using the data from these screeners, we then plan and adjust instruction accordingly. We must identify the root causes for our struggling readers and provide the necessary instruction to help these students close the gap and become successful readers.

Planning:

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach

Implementing:

- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- Use technology to differentiate learning within content areas

Expanding:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology to share relevant student progress data with families in an easily interpreted format
- Use technology for communicating data to the district literacy leadership team in a timely manner

Sustaining:

- Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals

(GLP-The What, p.8-9);(GLP-The How, p.37)

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

The Why document includes an assessment plan that will “assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies” (The Why, p. 96). As a faculty, the teachers at Hamilton are learning to effectively use data from summative assessments in order to provide the best instruction for our students. On the Needs Assessment Survey, 75% of the staff indicated a need for improving their use of summative data in their planning and instruction.

Planning:

- Research and study how disciplinary standards are assessed on state and local tests
- Analyze assessment data to identify teachers who need support

Implementing:

- Discuss assessment results with students to set individual goals
- Administer summative assessments at scheduled intervals
- Include specific times on the school calendar for analyzing summative assessment data
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students

Expanding:

- Using online training options such as Educational Impact, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups
- Apply protocols for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - Adjust curriculum alignment to eliminate gaps
 - Ensure that students are appropriately placed in specific programs
 - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

(GLP-The What, p.9);(GLP-The How, p.37-38)

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

The NCEE made “five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school; and develop and maintain a district-wide data system” (The Why, p. 120, 121).

Planning:

- Identify participants for data teams for each building and for specific grades
- Schedule collaborative planning time for data meetings at a minimum of once/month
- Develop a protocol for making decisions to identify the instructional needs of students
- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:

- Provide teachers with the training and time to analyze the data to determine the need for intervention
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Implement protocol with fidelity
- Using online options such as SLDS (Student Longitudinal Data System), provide teachers with the training and time to analyze the data to determine the need for intervention

Expanding:

- Review protocols at beginning of meetings
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:

- Continue to build collaborative data meetings into the monthly calendar
- Use online options to continue to train new members of the meetings in the expectations and function of the established protocols
- Ensure that the data storage and retrieval system is effective and efficient.

(GLP-The What, p.9);(GLP-The How, p.38-39)

Building Block 4. Best Practices in Literacy Instruction

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

“According to the *Report of the National Reading Panel*, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, p. 64). “Explicit and systematic instruction in the five essential components must be provided” (The Why, p. 65). At Hamilton, we recognize that we have weaknesses in phonemic awareness and phonics. A weakness in any one of these five areas is cause for concern. While we incorporate the units for the ELA CCGPS into our literacy block, we believe that there is a need for stronger explicit instruction in all aspects of literacy. We currently pull from many resources to meet the needs of our students. 90% of our staff indicated a need for a more concise core program that addresses all components of literacy instruction.

Planning:

- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Examine student data to identify areas of instruction with greatest needs
- Compile and examine classroom observation data using a checklist to gauge current practice in literacy instruction
- Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area
- Plan and provide professional learning on differentiated instructional options for literacy assignments

Implementing:

- Provide training to all pertinent staff in the use of the core program
- Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used
 - Guided and independent practice with feedback
- Ensure a daily literacy block that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students

Expanding:

- Build additional time into the master schedule for literacy instruction
- Review teacher and student data to improve instruction
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Provide instructional and assessment accommodations/adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents

Sustaining:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program

- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities

(GLP-The What, p.9);(GLP-The How, p.40-41)

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

According to our Needs Assessment Survey, 75% of staff recognize the need for professional learning in the area of writing instruction. One of the program components identified by *Reading Next* is “intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond” (The Why, p. 66). The National Commission on Writing research found that “people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion” (The Why, p. 44). Also stated in this research: “Corporations with greatest employment growth potential assess writing during hiring” (The Why, p. 45).

Planning:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Develop a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice
 - Independent practice
- Plan 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

Implementing:

- Implement a plan for instruction in writing that is consistent with CCGPS and is articulated vertically and horizontally
- Develop the programs, protocol, and/or materials necessary to implement the plan at each level
- Implement a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice
 - Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas

Expanding:

- Expand the writing plan across all subjects consistent with CCGPS
- Develop the programs, protocol, and/or materials necessary to implement the plan at each level
- Continue professional learning on best practices in writing instruction in all subject areas

Sustaining:

- Provide professional development for new staff members
- Provide ongoing professional development to strengthen skills in writing across the curriculum
- Maintain materials and resources necessary to sustain effective writing instruction across the curriculum

(GLP-The What, p.10);(GLP-The How, p.42)

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

Research from Guthrie and Humenick which focused on improving students' motivation to read included four recommendations: "providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading" (The Why, p. 51). In addition, "incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement" (The Why, p. 53).

Planning:

- Teachers should be made to understand the need for any or all of the following:
 - Providing students with opportunities to self-select reading material and topics for research
 - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
 - Increasing opportunities for collaborating with peers
 - Increasing access to texts that students consider interesting

Implementing:

- Use technology within the learning process to promote engagement and relevance, such as e-books or other online resources
- Purchase necessary technology for student use to enhance the curriculum and engage students
- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs
- Utilize interest inventories so students can self-select topics on which to read

Expanding:

- Utilize an interest inventory so students can self-select topics on which to read and reflect
- Provide hands-on learning activities that bring the materials read to life
- Involve secondary students as role models for the elementary school students (football players, band members, cheerleaders, clubs, and foreign language students)

Sustaining:

- Create a community partnership that engages students and stakeholders in meaningful collaborative activities

(GLP-The What, p.11);(GLP-The How, p.41-42)

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

"Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success" (The Why, p. 126). Although the staff at Hamilton Elementary works hard to identify areas of need for students, we realize that growth is needed in this area so that we may better serve our boys and girls.

Planning:

- Determine percentage of students currently being served in each tier at each grade level
- Develop protocols for identifying students and matching them to the appropriate intervention
- Schedule grade level RTI meetings

- Develop process for monitoring the implementation of research-based interventions at the building level and across the system
- Monitor to ensure that interventions are occurring regularly and with fidelity

Implementing:

- Purchase, schedule, train providers and implement interventions
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Monitor results of formative assessment to ensure students are progressing

Expanding:

- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Develop process monitoring the implementation of research-based interventions at the building level and across the system

Sustaining:

- Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - The ease with which students move between tiers
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention.

(GLP-The What, p.11);(GLP-The How, p.43)

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

According to the Needs Assessment Survey data, 74% of the staff indicated a need for growth in this area. When the DIBELS Next assessments were administered, far too many students fell into the at risk or caution level which prevented us from having the targeted 80% meeting the benchmark goal in all grade levels. In an effective Tier 1 general education classroom, “teachers routinely address student needs and environmental factors to create the optimal learning environment” (The Why, p. 126). This optimal learning environment includes expert standards-based instruction, differentiation of instruction with flexible grouping, multiple means of learning and demonstration of learning, universal screenings and progress monitoring of learning through multiple formative assessments. (The Why, p. 132)

Planning:

- Examine student data to determine the current percentage of successful students in the areas of literacy.
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
- If fewer than 80% of students are successful
 - Examine student data to focus on instructional areas of greatest need
 - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist
 - Provide professional learning on direct, explicit instructional strategies that build students’ word identification, fluency, vocabulary, comprehension, and writing skills
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening
 - Team teaching and inclusion of students with special learning needs (EL, SWD, Gifted) in the general education setting
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms
- Ensure that teachers regularly meet to debrief on the progress of these lessons and to plan necessary changes
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use data from universal screening process to identify general weaknesses in instruction in Tier I as well as struggling students
- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools
- Provide professional learning to support literacy, either face-to-face or online.

Expanding:

- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)

Sustaining:

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs
- Encourage the use of technology to support proactive communication between parents and teachers
- Ensure that communication between teachers and administrators is ongoing and effective

(GLP-The What, p.11-13);(GLP-The How, p.43-45)

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

As student data shows the need for additional support for student learning, Tier 2 interventions to address specific learning needs are put into practice, along with progress monitoring tools which gauge progression toward mastery of specific goals. However, 75% of the staff indicated a need for assistance with determining the appropriate intervention as evidenced by the Needs Assessment Survey (The Why, p. 126, 133). "Professional learning in intervention strategies must be aligned to the needs of the students" (The Why, p. 124).

Planning:

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
- Schedule times for collaborative discussion and planning between content area T1 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

- Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule
 - Providing adequate space conducive to learning
 - Ensuring that they are provided by competent, well-trained teachers

Implementing:

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

Extending:

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Study schools successful in closing the achievement gap have effected change

Sustaining:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Document data points to monitor student response to intervention

(GLP-The What, p.12);(GLP-The How, p.45-46)

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

The Why document (pages 134 and 127) emphasizes the importance of the data team confirming the fidelity of implementation of interventions and aggressively monitoring the student's response to these intense interventions. According to the Needs Assessment Survey data, 87% of staff indicated a need for further development in the RTI process.

Planning:

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, and SLP) meet to:
 - Discuss students in T3 who fail to respond to intervention
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
 - Verify implementation of proven interventions
 - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

Implementing:

- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist
- T3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder)

Expanding:

- Teachers consistently provide research-validated interventions designed to meet individual student's needs

- Data points are documented to monitor student response to daily intervention
- Ensure that T3 includes proven interventions that address behavior

Sustaining:

- Continue to ensure that:
 - students move into and out of T2 and T3
 - Data is used to support response to intervention

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

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

The Why document (page 134) states that Tier 4 is developed for students needing additional support and who meet eligibility criteria for special program placement, including gifted, ESOL, and special education. A continuum of services should be outlined to meet specific student needs.

Planning:

- School schedules are developed to ensure least restrictive environment
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming.
- 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.

Implementing:

- Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs

Expanding:

- Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers
- Case managers regularly participate in open houses, parent conferences and college and career planning activities

Sustaining:

- Student data supports the exit of students from Tier 4
- A system of checks and balances ensures 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 What, p.12-13);(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 is it important?

The Why document (page 150) states that the NABSE study group, who was responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. While all teachers are highly qualified based on the requirements put forth by the Professional Standards Commission, only 4% of our staff agreed that pre-service education training adequately prepares new teachers for all the challenges of the literacy classroom.

Planning:

- Assign a mentor for new teachers
- Provide new teachers with the necessary training in disciplinary literacy
- Ensure that mentoring teachers are trained in providing instruction in disciplinary literacy

Implementing:

- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy
- Provide professional learning, where necessary, for postsecondary faculty
- Continue to monitor and support the integration of disciplinary literacy
- Provide administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed decisions

Expanding:

- Develop protocols for evaluating implementation of the new coursework
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

- Continue to monitor and support the integration of disciplinary literacy

(GLP-The What, p.13);(GLP-The How, p.48)

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

“According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning” (The Why, p. 142). “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, p. 144).

Planning:

- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Maintain the services of an instructional support specialist (coach) who is on site part time to provide site-based support for staff
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Provide training in administering and interpreting results of assessments in terms of literacy
- Consider the inclusion of some or all of the following in personnel in professional learning opportunities:
 - Paraprofessionals
 - Support staff
 - Interventionists
 - Pre-service teachers working at the school

Implementing:

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams to support teachers in using literacy strategies effectively
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning

Expanding:

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Partner experienced teachers with pre-service and beginning teachers
- Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff
- Use formal and informal observations to monitor and improve literacy instruction
- Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

Sustaining:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years
- Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations
- Continue to encourage “professional talk” among staff and provide time for discussions

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

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Types or Styles of Surveys/Participants

At the initial Striving Readers' grant application work session, the system literacy team studied the research and best practices in the Why document. The Needs Assessment Survey was taken by the team, and the decision was made to have all K-5 staff (leaders, classroom teachers, special education staff, Media Specialist, Music, PE, Counselor, and paraprofessionals) take the survey. The survey was administered via Survey Monkey, and results were collected and analyzed at the system and school levels.

Because the results of the needs assessment survey were not sufficiently descriptive, a follow-up survey was created, drilling down to more specific literacy concerns – within the ELA classrooms as well as across the curriculum. The follow-up survey was administered to all K-5 certified teachers. The survey included questions on the following topics: reading, writing, language, handwriting, speaking/listening skills, materials and resources, allotted instructional time, professional learning, student engagement, integration of technology instruction, and literacy across the curriculum. Results were again analyzed at the system and school levels.

In addition to the grant-specific needs assessment, Colquitt County schools recently completed an annual update of School Improvement Plans. All schools are preparing for an onsite AdvancEd external review. All stakeholders are included throughout the school improvement process.

The following data is being used to determine needs in addition to the literacy surveys:

- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs surveys
- SLDS Data
- CCRPI Data
- Test Data – GKIDS, CRCT, CRCT Readiness Indicators for Instructional Planning and Decision Making, ITBS, 5th Grade Writing Scores, DIBELS Next data, and diagnostic reading assessment data

Concerns/ Root Causes/ Current Actions/Research-Based Practices/Data Analysis Notes

The following concerns were consistently evidenced in survey results, both in the needs assessment and the follow-up surveys. Additional data used in the school improvement process validated the concerns as identified through staff input.

Building Block 1 – Engaged Leadership	
Concern #1: (“What” pages 5-6, A-F, “Why” page 31): Need for a shared literacy vision which is owned by school leadership, staff members, students, parents, and community.	
<p>Root Causes</p> <ul style="list-style-type: none"> • Transition phase from GPS to CCGPS and implementation was overwhelming to all concerned • Due to other pressures, leaders have been unable to keep abreast of the latest research in literacy • Transition phase with new administrator • Adjusting to CCGPS blurred focus on foundational skills • Proliferation of literacy initiatives over the years leaving pieces of programs which are now implemented without consistency, focus, and sustainability • Lack of focused, sustained professional development, particularly in the area of foundational skills • Lack of community awareness of needs for early learning in literacy • Lack of an active literacy team 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Efforts underway to deconstruct standards and understand intent of CCGPS • Efforts to align existing materials to CCGPS • Informational meetings with parents to help them understand CCGPS (with translators) • School newsletters • Academic Nights for Parents
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 83% of staff indicated a need for a literacy team. • 83% of staff agreed that support is needed for involving our community members in literacy initiatives. • Hamilton Elementary Staff believes that the administrator is committed to learning about and supporting evidence-based literacy instruction. 	

Building Block 2 – Continuity of Instruction	
Concern #2: (“What” page 7, B; “Why” page 41): Need for consistent literacy instructional focus across the curriculum	
<p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS – more complex texts without focus on literacy skills needed to gain understanding • Need for professional learning in the how to use literacy skills in reading and writing in content areas • Lack of consistent collaborative planning among grade groups with a focus on literacy • No organized plan for teaching writing skills throughout the curriculum 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Focus on academic vocabulary • Teachers are working with curriculum staff to deconstruct CCGPS for a better understanding • Introduction to Greek and Latin roots with purposeful link to content areas • Increase in written responses being required across the curriculum
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 100% of teachers in grades 3-5 expressed a need for professional development on effectively integrating literacy skills across content areas. • 87% showed a desire to learn more about speaking and listening skills, including 100% of upper grade teachers. • 100% stated that they lack understanding of Lexile levels and effective use for differentiation. 	

Building Block 3 – Ongoing Summative and Formative Assessments	
Concern #3: (“What” pages 8-9, A-E; “Why” page 96) Need for a comprehensive balanced assessment system	
<p>Root Causes</p> <ul style="list-style-type: none"> • Use of different assessment systems over the years which has caused confusion for teachers and lack of consistent long-term analysis of progress • Lack of funding for an online management system to streamline administration, recording and analysis of data • Insufficient professional learning on use of assessment data • Inconsistent system-wide benchmark system 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Year 2 of DIBELS Next testing • Students identified at risk have been tested using specified diagnostic measures • Using data to drive explicit reading instruction is in the earliest stages. • Georgia Formative Instructional Practice Keys to Student Success module • OAS formative test items incorporated into units
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • The use of evaluation of the effectiveness of instruction and intervention is inconsistent. • 80% say they are using data, but even these teachers are not using the data to the fullest potential. 	

Building Block 4: Best Practices in Literacy Instruction	
Concern #4: (“What” pages 9-10, A-C; “Why” page 53) Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS	
<p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS • No research-based scope and sequence • Lack of funding to adopt aligned materials • Proliferation of literacy initiatives with little consistency, focus, and sustainability • Lack of ongoing professional development • Lack of adequate time in daily schedule for direct, explicit literacy instruction • Lack of focused monitoring of current practices in literacy instruction • Professional learning in writing instruction in the content areas needed • Weak school-readiness skills – background knowledge, exposure to language, availability of print in homes (due to poverty) 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Using Treasures (not aligned to CCGPS) • Using county’s revised integrated units (originally suggested by the state) • Lingering practices from America’s Choice design • Supplementing foundational skills’ instruction with Reading Differentiation Boxes, Jack and Jilly, Sunday, FCRR materials, and teacher-selected resources
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Teachers in grades 3-5 overwhelmingly agreed that they need support in teaching students who can “get the words off the page” yet have no mastery of comprehension skills. • 93% of our teachers believe that students do not come to them with mastery of reading foundational skills from prior grades. • 100% of non-ELA staff expressed a need for professional learning in supporting reading instruction. • 100% of staff indicated a need for additional materials, resources, and knowledge to teach language skills and writing. • 100% of all ELA teachers do not feel they have adequate resources to teach grade level literature and informational text. 	

Building Block 5: System of Tiered Intervention (RTI) for All Students	
Concern #5: (“What” pages 11-12, A-D; “Why” page 123) Need for systematic response to intervention protocol, resources, implementation, and monitoring	
<p>Root Causes</p> <ul style="list-style-type: none"> • Inadequate and inconsistent time for intervention groups • Research based materials frequently not used with fidelity • Inadequate and inconsistent professional learning for interventionists • No system wide coordinator of RTI 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Schools have a site-based student support team • Documentation is reviewed by a system team when a child is referred for evaluation. • Schools work creatively to find time/materials for Tier 2/Tier 3 interventions. • Parents are involved in the RTI process.
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 70% of ELA teachers need additional training and/or resources to provide effective Tier 2 interventions. • All grade levels express concern with understanding and implementing Tier 1 instruction, differentiation, and Tier 2/3 instruction. 	

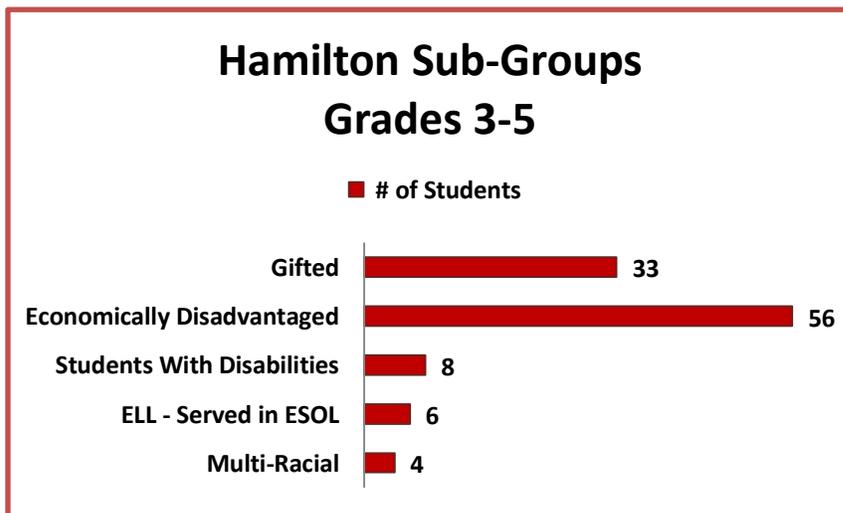
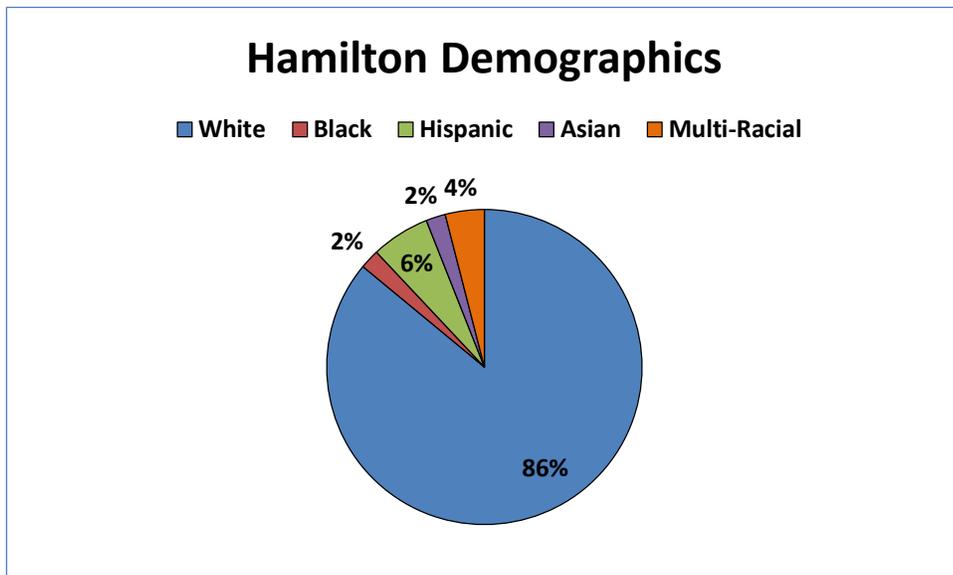
Building Block 6: Improved Instruction through Professional Learning	
Concern #6: (“What” page 13, A-B; “Why” page 140) Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.	
<p>Root Causes</p> <ul style="list-style-type: none"> • Reduction of school work days • Redirection of professional learning funds away from literacy • Absence of plan for training and supporting new staff members • Lack of release time for all professional learning • Suspension of certification requirements for professional learning 	<p>Current Practice:</p> <ul style="list-style-type: none"> • The system has a professional learning plan which is the focus for all training. • Schools have individual site plans aligned to the system’s goals.
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Data was clear that all leaders, teachers, and paraprofessionals need ongoing professional learning opportunities about effective literacy instruction. • Only 20% of K-2 teachers agreed that they understand the process of teaching all aspects of reading. • While 93% of ELA teachers in grades K-3 use paraprofessionals to assist with reading instruction, the teachers agree that paraprofessional training for literacy skills instruction is inadequate. 	

Analysis and Identification of Student and Teacher Data

Hamilton Elementary School (HES) analyzes a variety of data to measure and monitor student achievement in grades Kindergarten through Fifth, to identify areas of improvement. The results of the assessments are used to assist in the revision of the school improvement plan and school initiatives.

Demographics

Hamilton Elementary School has a small student population with 285 students. Within our population, we have a large sub-group of students who are considered economically disadvantaged. While we do not have other formally recognized sub-groups, we do acknowledge those subgroups in our school analysis of our data.



Assessments for Data Analysis

1. GKIDS

The data in Table 1 depicts HES Kindergarten students' Early Learning Readiness as measured by the Georgia Kindergarten Inventory of Developing Skills (GKIDS). According to the data, we saw a sharp decline in 2013 in all areas assessed using the GKIDS assessment instrument. These scores indicate a critical need for literacy instruction and support. Our data clearly indicates that our current first grade students have started their educational journey with huge deficits in all areas. Reading foundational skills are critical for our students' success in all content areas.

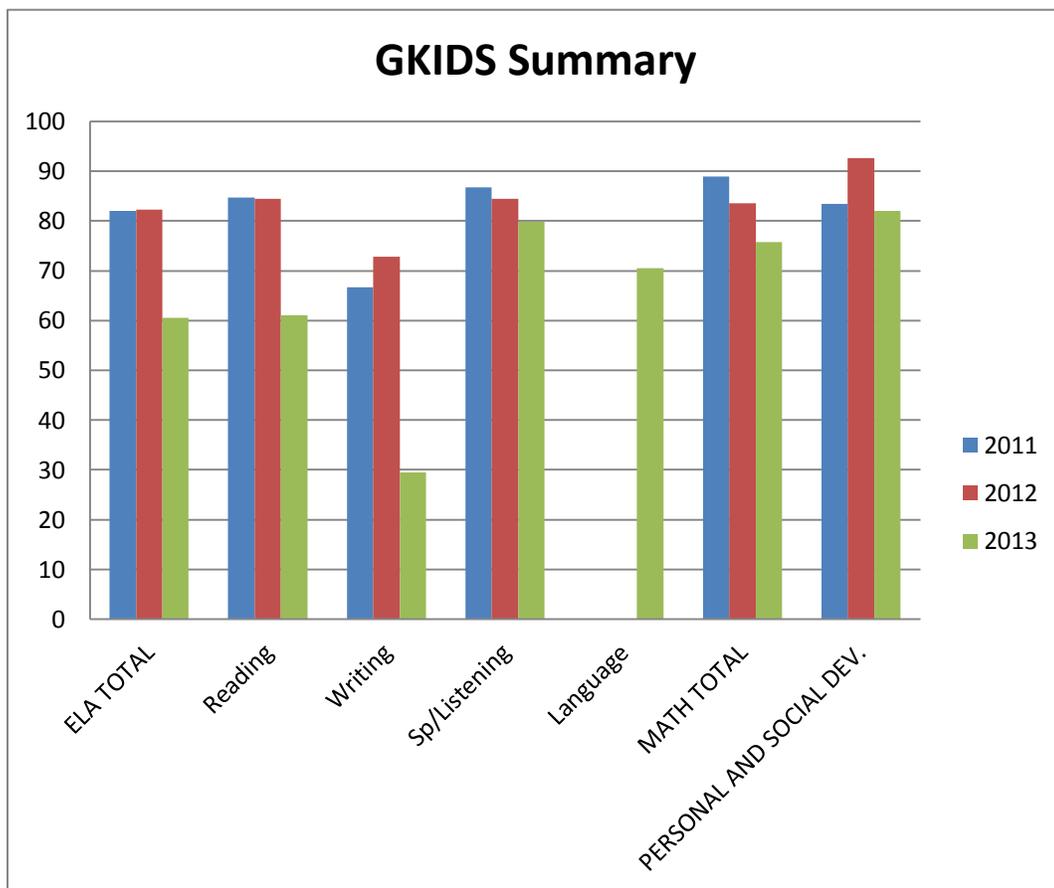


Table 1

2. Georgia Writing Assessments

According to the data in Table 2, scores for our third grade students show a slight decline in the area of persuasive writing. Slight improvements were evidenced in the area of informational writing; however, the students at HES still have room for growth in all genres of writing as evidenced by the table below.

3rd Grade Writing Assessment							
		Did Not Meet			Met/Exceeded		
		2011	2012	2013	2011	2012	2013
Types of Writing	Informational	13%	11%	6%	87%	89%	94%
	Persuasive	11%	7%	8%	89%	93%	92%
	Narrative	10%	14%	11%	90%	86%	89%
	Response to Literature	10%	15%	Did Not Administer	90%	85%	Did Not Administer

Table 2

Fifth graders at Hamilton appear to score very well on the Fifth Grade Writing Assessment. However, we still have concerns for the 17% of students who did not meet standard and realize that we need professional learning and research based interventions to narrow the achievement gap and to improve the overall performance on the writing assessment.

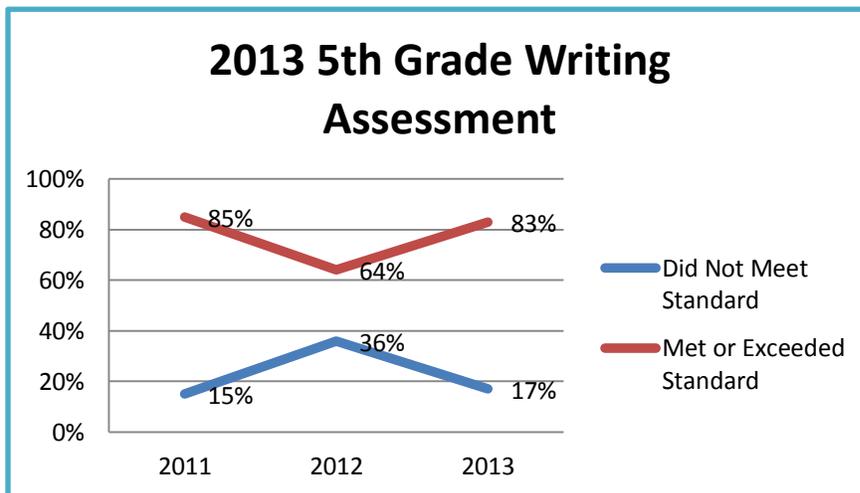


Table 3

3. CRCT

Students in grades 3-5 are administered the Georgia Criterion Referenced Competency Test. The data in Table 5 reflects percentages of students who met proficiency levels on the CRCT in grades 3-5. The data reflects the following:

- The Asian, Multi-Racial, and Black Sub-groups tend to perform very well with 100% meeting/exceeding in most areas.
- Only 62% of Students with Disabilities met standard in reading. This group scored lower than other sub-groups in all areas.
- Students tend to be performing lower in math. This can be attributed to the increase in reading required with the CCGPS math.
- While our scores in reading tend to reflect an overall measure of success, we believe that additional instructional support and research based interventions will be necessary for the increased demands involved in preparing our students to meet the new CRCT performance targets.

2013 CRCT Grades 3-5	Reading	Language	Math	Science	Social Studies
	Meets/Exceeds	Meets/Exceeds	Meets/Exceeds	Meets/Exceeds	Meets/Exceeds
White	92%	82%	81%	86%	83%
Black	100%	100%	75%	100%	75%
Hispanic	91%	83%	64%	92%	77%
Multi-Racial	100%	100%	100%	100%	100%
Asian	100%	100%	100%	100%	100%
SWD	62%	50%	50%	50%	60%
ELL	83%	83%	81%	86%	86%

Table 4

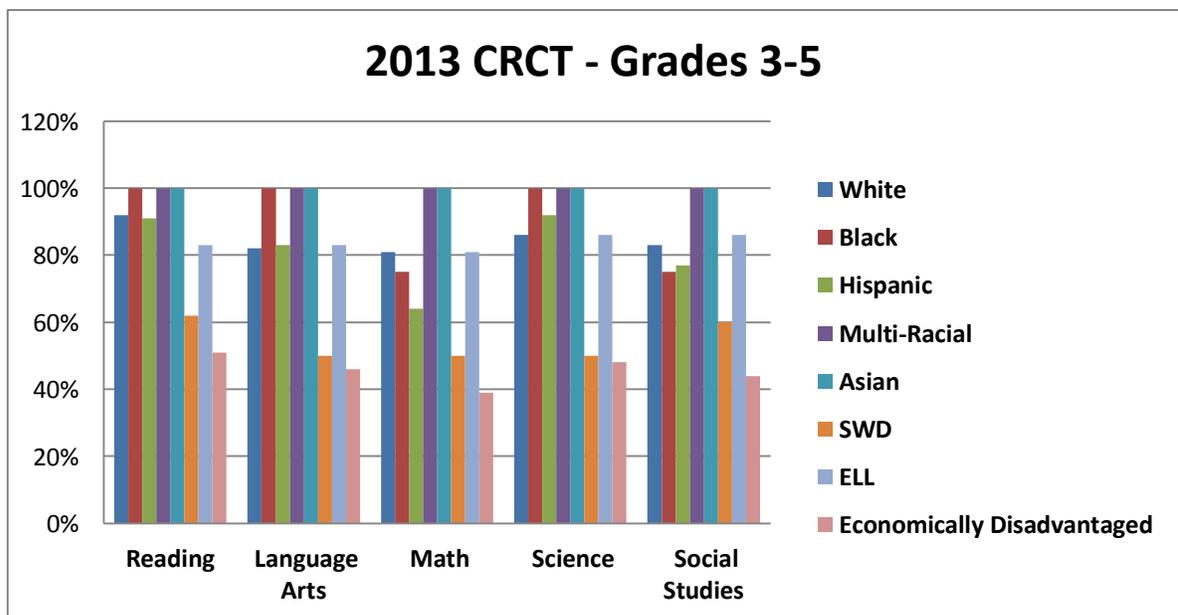


Table 5

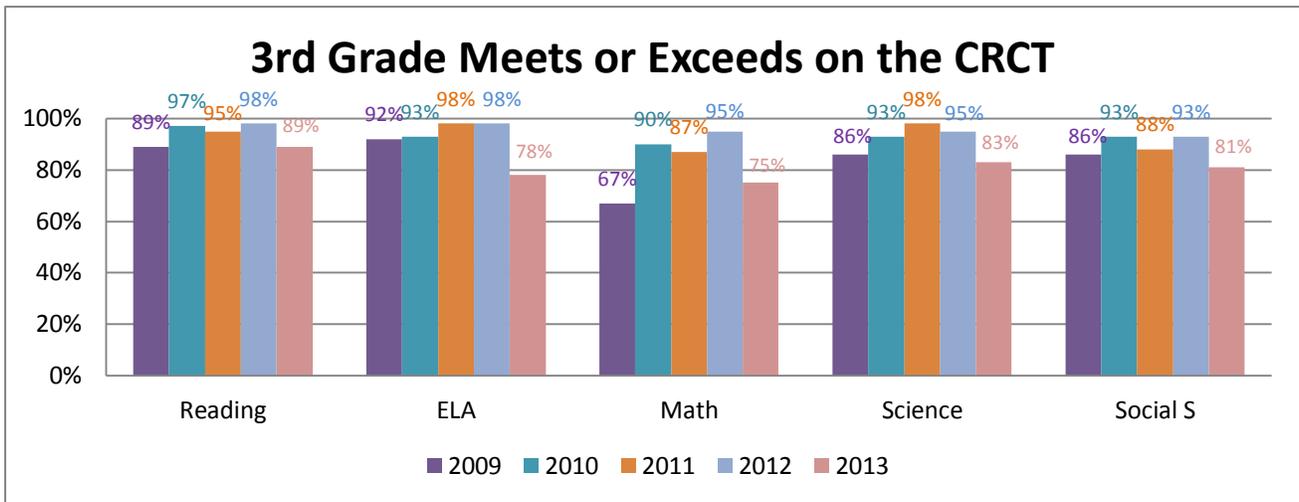


Table 6

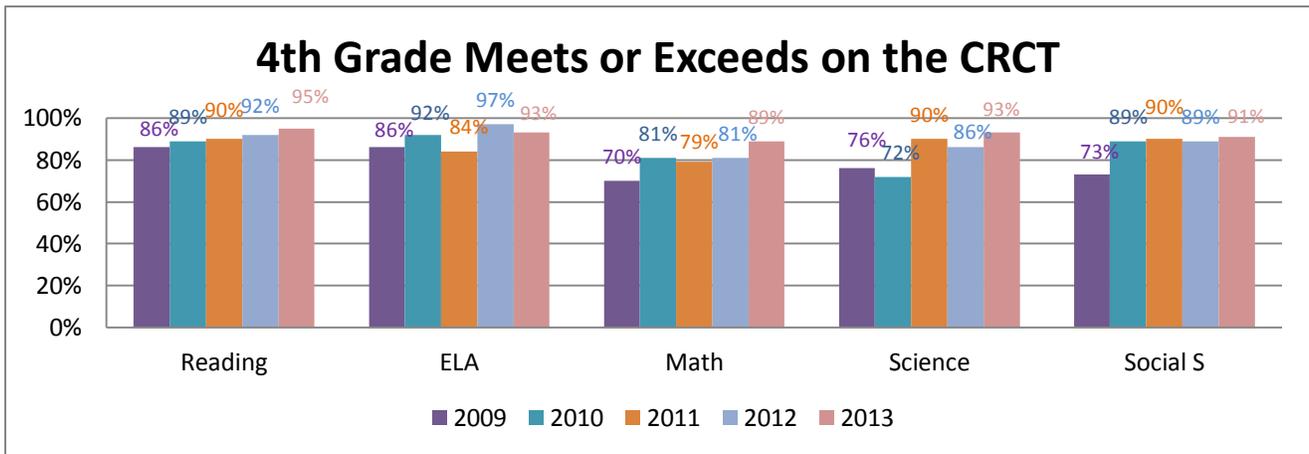


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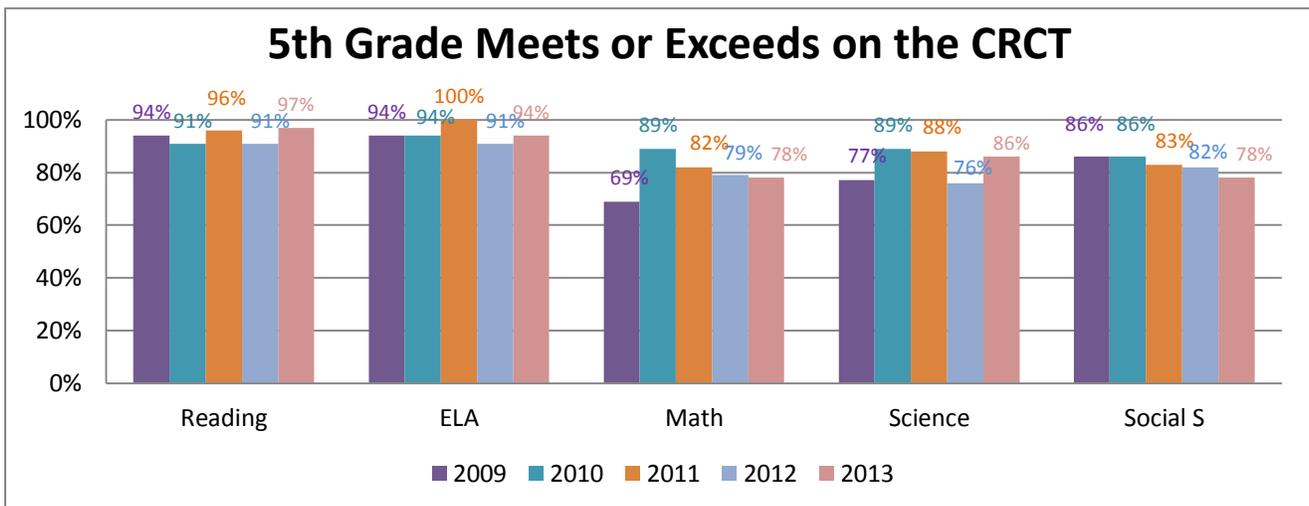


Table 8

4. ITBS

Results from 2012 indicated a downward trend for third grade in all areas. Although the scores are low in all areas, it can be noted that the lowest score was in reading. Math continues to be an area of concern as well, especially knowing that students are required to read and comprehend math problems more than ever with the new CCGPS math.

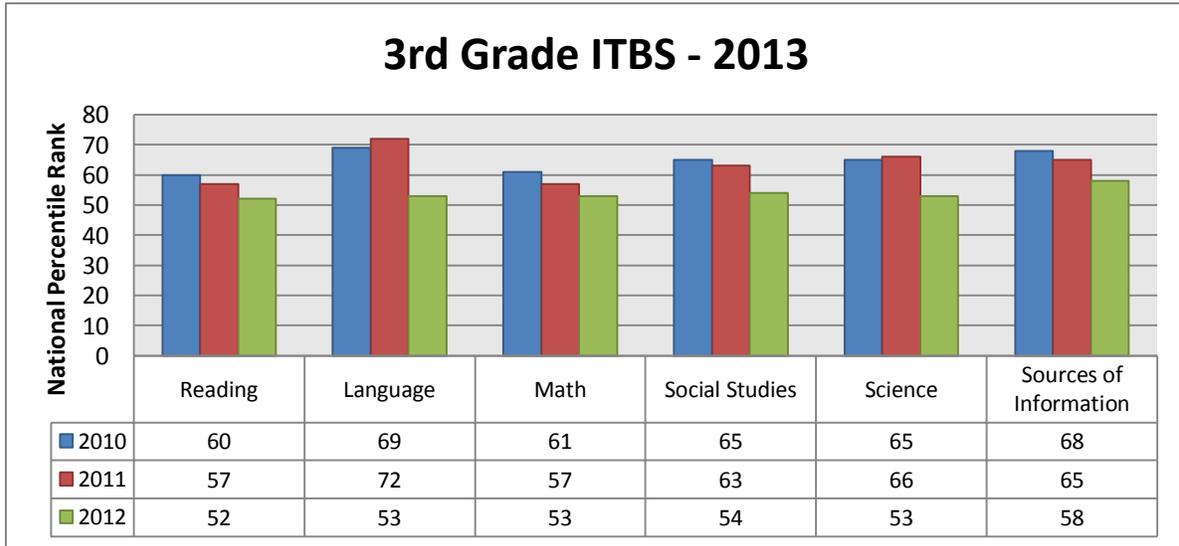


Table 9

Scores on the fifth grade ITBS show an increase in the reading, language, social studies, and science; however, there is still much room for growth in all areas. Of great concern are the math scores which have continued to show a steady decrease over the last three years.

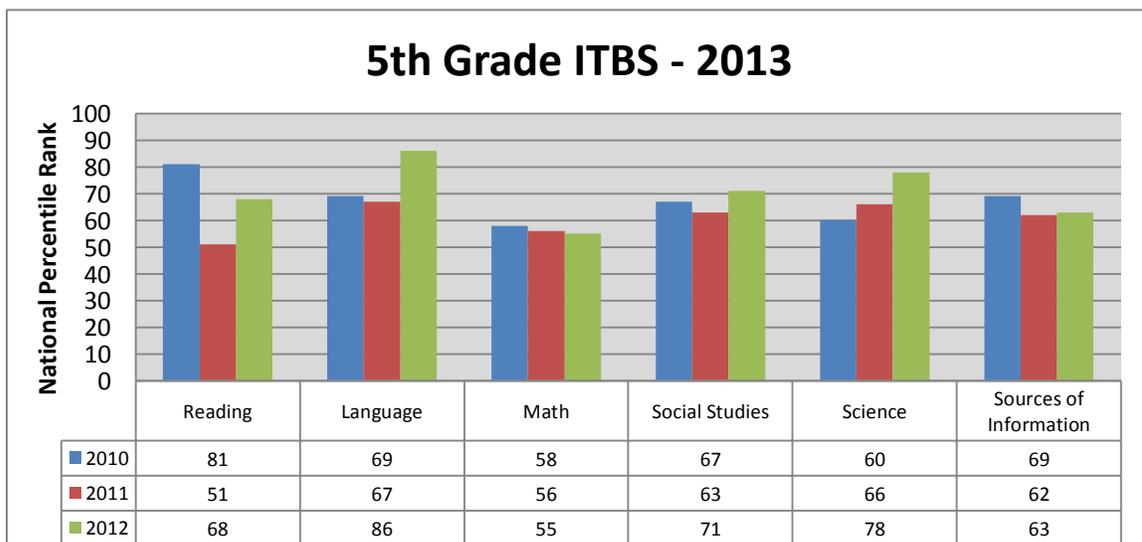


Table 10

5. ACCESS for ELL's

Hamilton administered the ACCESS test to 7 students last year. All of those students scored Level 3 and above on a Tier C test. These students are well on their way to language proficiency. To be considered language proficient on the ACCESS test, a student must score a 5.0 on a tier C.

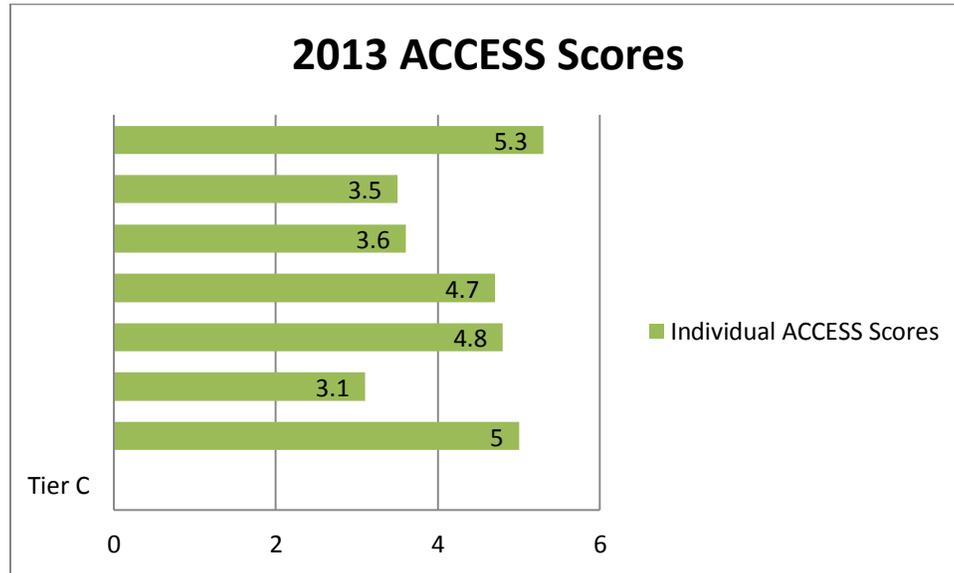


Table 11

6. DIBELS Next

We recognize that our students have large gaps in their foundational reading skills as evidenced by the data in table below.

Grade	Total # of Students	Students Who Scored at Caution or At Risk	
		Oral Reading Fluency	DIBELS DAZE - Comprehension
2 nd	37	36% (13)	Not Administered
3 rd	38	68% (26)	58% (22)
4 th	32	38% (12)	44% (14)
5 th	39	48% (19)	52% (20)

Table 12

7. Lexiles

Analysis of data revealed that our students are below benchmark. Knowing that the performance targets from the CRCT Readiness Indicators will be much higher than previous CRCT benchmarks, we realize that we have critical needs in literacy instruction.

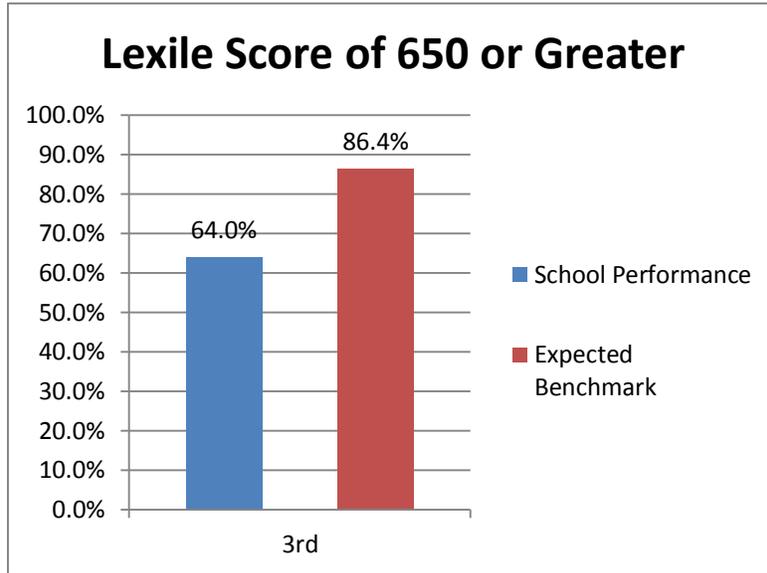


Table 13

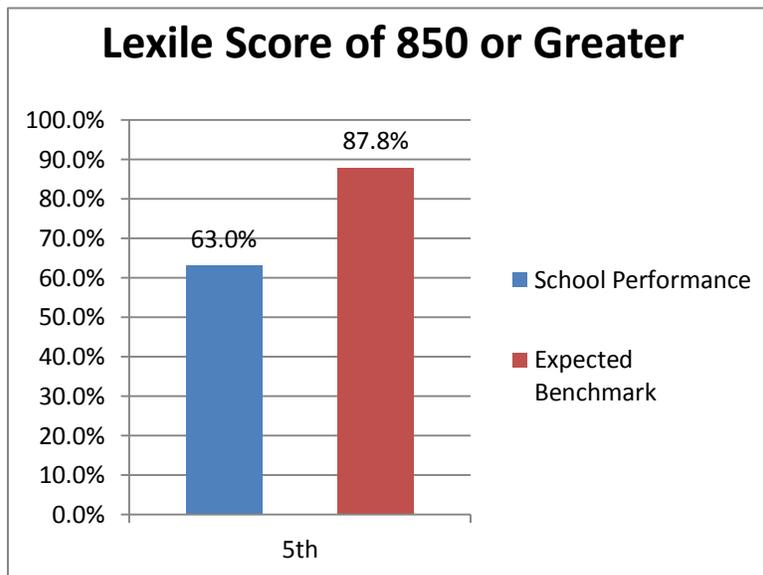


Table 14

8. Teacher Retention Data

The faculty and staff at Hamilton remain very stable. 13 of the 17 teachers on staff have taught at Hamilton for 15+ years. Typically, teachers who are hired at Hamilton retire at Hamilton. 16 of the 17 teachers on staff have advanced degrees.

9. Professional Learning

In addition to the professional learning plans already in place for this year, our surveys revealed additional professional learning needs which include:

- Strategies for Teaching Speaking and Listening Skills
- Paraprofessional Training for Assistance in Literacy Instruction
- Strategies for Teaching the Entire Process of Reading
- Effective Tier 2 Instruction
- Using Lexiles in the Classroom
- Using Technology and Literacy Apps in the Classroom

Goals	Objectives
<p>Increase the percentage of students scoring at and above expectation in reading.</p>	<p>Research which program to implement and then contact other schools who are implementing a successful approach to reading</p> <p>Participate in professional learning on the systematic balanced approach to reading</p> <p>Implement systematic balanced approach to reading with fidelity</p> <p>Monitor implementation through grade group meetings and observation checklist</p>
<p>Increase the percentage of students scoring at and above expectation in writing.</p>	<p>Develop a coordinated plan for writing instruction</p> <p>Make writing required of every class using technology when possible</p> <p>Integrate literacy strategies for achievement across all disciplines</p>
<p>Increase the percentage of students scoring at and above expectation in math, science, and social studies.</p>	<p>Participate in professional learning for integrating literacy across all disciplines.</p> <p>Develop a coordinated plan for integrating literacy across all disciplines.</p>
<p>Using school-based data, design a comprehensive system of tiered interventions.</p>	<p>Participate in professional learning on research-based interventions linked to direct/explicit instructional strategies</p> <p>After students' needs are identified, develop a protocol to determine the intervention.</p> <p>Provide a protected time for direct instruction in a needs-based small group</p>

Project Plan – Procedures, Goals, Objectives, and Support

***The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Approved Consultants (AC), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T)**

Goal: Increase the percentage of students scoring at and above expectation in reading each year. (Building Blocks 4/5)			
Current Best Practices: (What, 9) DIBELS Next – disaggregation/use of data, diagnostic testing (Phonological Awareness, Phonics Inventory, Decoding Inventory, Fry Words), running records (What, 7), collaborative planning (What, 9), deconstructing standards, use of non-Reading First Differentiation Box training/materials			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Conduct an audit of current resources/materials based on carefully articulated scope/sequence of skills and CCGPS alignment (What, 9)	Spring, 2014	Release Time SRCLG Local Funds	Center on Instruction Building the Foundation Scope and Sequence *LT
Research, select, purchase needed instructional materials (What, 9)			
Conduct classroom literacy observations to gauge current practice in reading instruction (What, 10)	Baseline Spring, 2014 Ongoing	N/A	Classroom Observation Data *SA
Provide research-based professional learning on components of literacy for all staff (Why, 141)	Summer, 2014 Ongoing	Release Time SRCLG	Professional Learning Log Classroom Observation Data *SA
Ensure daily literacy block of 120-150 minutes includes all grade-appropriate literacy components (whole group explicit instruction and differentiated small groups) (What, 10)	Fall, 2014	N/A	Classroom Schedules Walkthrough Observations *SA
Create/implement system plan for vertical/shared responsibility of literacy/reading goals across curriculum (What, 10)	Fall, 2014 Ongoing		Lesson Plans *SA, LT
Strengthen system-wide formative/summative assessments with protocol for administration of tests/using data	January, 2015 Ongoing	Release Time SRCLG	Analysis of Student Work
Provide professional learning for teachers and paras to develop/sustain intentional strategies for student engagement/motivation (What, 11)	Summer, 2015 Ongoing	SRCLG/PL Funds Release Time	Classroom Observations Formative/Summative Assessments
Family Involvement/Parental Education – Twice Yearly (What, 7)	Ongoing	SRCLG	*SA, T
Purchase needed technology for classroom teachers. Provide professional learning on technology use. (Why, 56)	Spring, 2015 Ongoing	SRCLG	*SA, LT
Additional Evidence of Research-Based Practice: “The ability to read is the bedrock of all types of literacy.” (Why, 98)			

Goal: Increase the percentage of students scoring at and above expectation in writing each year. (Building Blocks 4/5)			
Current Best Practices: (What, 10) CCGPS units, writing rubrics, use of student exemplar work, deconstructing standards			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Conduct classroom literacy observations to gauge current practice in writing instruction (What, 10 and 13)	Baseline Spring, 2014 Ongoing	N/A	Analysis of Writing Samples *LT
Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10)	Spring, 2014	SRCLG Local Funds	
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2014 Ongoing	SRCLG	Professional Learning Log Writing Samples *SA
Ensure that daily literacy block of 120-150 minutes includes explicit writing instruction, guided practice, independent practice for all students (What, 10)	Fall, 2014	N/A	Writing Samples Classroom Observations *SA
Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (What, 6,7, and 10)	Fall, 2014 Ongoing	SRCLG Local Funds	Plan for Writing Instruction Lesson Plans Writing Samples *SA
Develop/incorporate valid formative/summative writing assessments (Why, 94-98) with protocol for administration/using data	Spring, 2015 Ongoing	Release Time SRCLG	Rubrics Analysis of Student Work *GA
Family Involvement/Parental Education – Twice Yearly (What, 7)	Ongoing	SRCLG	*SA, T
Purchase needed technology for classroom teachers. Provide professional learning on technology use. (Why, 56)	Spring, 2015 Ongoing	SRCLG	*SA, LT
Evidence of Research-Based Practice:			
<ul style="list-style-type: none"> “The implementation of strong writing programs is crucial to a literacy initiative.” (Why, 45) 			

Goal: Increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies each year. (Building Block 2)			
Current Best Practices: grade level math units incorporating writing daily, Year at a Glance sequence of content area topics			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional learning on literacy instruction within content areas: (What, 6 and 10) <ul style="list-style-type: none"> • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary Writing experiences in all genres incorporating content area topics (Why, 50-55)	Summer, 2015 Ongoing	SRCLG	Professional Learning Log Classroom Observations *SA
Purchase content-based texts (multiple formats)	January, 2015		Record of Purchase *GA
Develop common formative/summative assessments within content areas with protocol for using data (What, 8)	January, 2015 Ongoing	Release Time SRCLG	Student Data *GA, SA, T
Adopt systematic plan for teaching academic vocabulary in all subjects. (What, 6)	Fall, 2015 Ongoing	SRCLG Local Funds	
Evidence of Research-Based Practice: <ul style="list-style-type: none"> • “A successful interaction with any text depends on the student’s ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content.” (Why, 49) 			

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students. (Building Blocks 3/5)			
Current Best Practices: (What, 11) System assessment calendar, DIBELS Next testing in grades 1-5, follow-up diagnostic testing (What, 10), reading foundational block in daily schedule (What, 12), intervention groups, school RTI committee, system SST review process			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Strengthen use of screening, diagnostic, and progress monitoring assessments	Summer, 2014	SRGLG	DIBELS Next Data SRI Data *GA, SA, T
Train teachers on effective data usage for planning/implementing interventions and monitoring student progress (Why, 122-124)	Fall, 2014 Ongoing		RTI Data *GA
Inventory, evaluate, purchase, and train individuals on appropriate intervention materials			Inventory of Materials *GA, SA
Schedule protected intervention time either during the day or in extended day/year			Schedules *SA, T
Review data to determine effectiveness of all instruction	January, 2015 Ongoing	N/A	RTI Data Analysis of Assessments *GA, SA
Evidence of Research-Based Practice:			
<ul style="list-style-type: none"> • “The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment...to plan for instruction.” (Why, 94) 			

Response to Intervention Model

Leveled Instructional Tier	<i>Data should be part of an ongoing cycle of instructional improvement.</i>	Instructional Strategies
<p>Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>		<ul style="list-style-type: none"> • Classroom instruction based on CCGPS • Best practices identified by the National Reading Panel • Universal screening
<p>Tier II Standard protocol interventions provided for targeted students (Why, 126)</p>		<ul style="list-style-type: none"> • Diagnostic testing to identify causes of student weaknesses • Consistent segments of instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension) – small group setting (5-7 students) • Progress monitoring • Adjustment of interventions
<p>Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly (What,12 and Why, 127)</p>		<ul style="list-style-type: none"> • Intensive interventions in small groups (1-3) • Increased frequency and duration • Intensive monitoring/adjustment of interventions
<p>Tier IV Specially-designed learning to meet individual needs (Why, 127)</p>		<ul style="list-style-type: none"> • Due process • Based on individual learning plan • Specialized programs, methodologies, and instructional deliveries • Intensive monitoring/adjustment of interventions

**Tentative Master Schedule
2014-2015**

K	8:00-10:30	10:30-11:00	11:00-11:30	11:30-12:15	12:15-12:45	12:45-1:00	1:00-2:30	
	Literacy Block	Intervention	Science/Social Studies	Activity	Lunch	Recess	Math	
1st	8:00-9:30	9:30-10:15	10:15-11:15	11:15-11:45	11:45-12:15	12:15-12:30	12:30-2:00	2:00-2:30
	Literacy Block	Activity	Literacy Block	Intervention	Lunch	Recess	Math	Science/Social Studies
2nd	8:00-8:30	8:30-11:00		11:00-11:30	11:30-11:45	11:45-1:15	1:15-2:00	2:00-2:30
	Intervention	Literacy Block		Lunch	Recess	Math	Activity	Science/ Social Studies
3rd	8:00-8:45	8:45-10:15	10:15-11:45	11:45-12:15	12:15-12:45	12:45-1:00	1:00-2:00	2:00-2:30
	Activity	Math	Literacy Block	Lunch	Intervention	Recess	Literacy Block	Science/Social Studies
4th	8:00-9:30	9:30-10:00	10:00-10:15	10:15-11:00	11:00-11:30	11:30-2:00	2:00-2:30	
	Math	Science/ Social Studies	Recess	Activity	Lunch	Literacy Block	Intervention	
5th	8:00-8:45	8:45-9:30	9:30-11:00	11:00-12:15	12:15-12:45	12:45-1:45	1:45-2:15	2:15-2:30
	Science/Social Studies	Activity	Math	Reading	Lunch	Writing	Intervention	Recess

Assessment/Data Analysis Plan

Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	Baseline and Quarterly
Writing Portfolio	K-5	Measure/monitor growth	Writing	Quarterly (indicated in Units)
Georgia Writing Assessment	3 and 5	Measure mastery of Writing Standards	Writing	1 time per year: Winter
Fry Word Inventory	K-3 4-5 as needed	Assess fluency/accuracy of high frequency words	High Frequency Words	3 times per year: October, January, and April (ongoing as needed)
Phonological Awareness Inventory	K-1	Diagnostic	Phonological Awareness Skills	Minimum of 1 time per year (ongoing as needed)
Letter Name Correspondence	1	Diagnostic	Letter names	1 time per year
Letter Sound Correspondence	1	Diagnostic	Letter Sounds	1 time per year
Reading Levels	K-5	Assess reading level	Independent reading level (Fountas & Pinell)	Ongoing throughout year
DIBELS Next	1-5	Universal Screener	Oral Reading Fluency and Comprehension	ORF: 3 times per year (2-5) 2 times per year for 1 DAZE: 3 times per year (3-5)
Informal Phonics Inventory	1-3	Diagnostic	Alphabetic Knowledge and Decoding	As necessary
Informal Decoding Inventory	3-5	Diagnostic	Decoding	As necessary
ACCESS for ELs	K-5	Screener, Diagnostic	Language	1 time per year
Georgia Online Assessment	3-5	Formative	CCGPS/GPS	Ongoing
CRCT	3-5	Criterion- Reference Achievement	CCGPS/GPS	1 time per year
ITBS	3 and 5	Norm-Reference Gifted Screening	All Content Areas	1 time per year
Georgia Alternate Assessment	K-5	Achievement	CCGPS/GPS	Ongoing/Reporting 1 time per year
Unit Assessment Tests	K-5	Mastery Guide Instruction	CCGPS	Weekly/Bi-weekly

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently the district requires administration of DIBELS Next ORF three times per year in grades 2-5 and 2 times per year in grade one. However, only one reading passage is used at this time with no retelling. In addition, students in grades 3-5 are assessed with DIBELS Next DAZE three times per year. Follow-up diagnostic testing including Phonological Awareness, Informal Phonics Inventory, and Informal Decoding Inventory protocol are well established. Consistent progress monitoring is in the emergent stage. The DIBELS Next components for grades K and 1 are not being used presently. State-mandated testing will definitely continue for outcome measures. Scholastic Reading Inventory is not being used at this time.

Implementation of New Assessments/Discontinuation of Current Assessments

With implementation of the grant, our school will follow the schedule for literacy assessments as listed below. The Blitz team approach for school-wide benchmark testing has been used with success the past two years, so this process will continue. State tests will continue as mandated.

Assessment	Grade Level Assessed	Persons Responsible	Frequency
DIBELS Next ISF, LNF, PSF, NWF	K-1	School Assessment Blitz Team	3 times per year
Phonological Awareness Inv.	K-1	Replace with DIBELS Next	
Letter Name Correspondence	1		
Letter Sound Correspondence	1		
DIBELS Next ORF	1-5	School Assessment Blitz Team	3 times per year
DIBELS Next DAZE	3-5	Replace with SRI	
Scholastic Reading Inventory	3-5	School Assessment Blitz Team	3 times per year
Follow-up Diagnostic Testing	K-5	Classroom Teachers	3 Times/As Needed
Fry Word Inventory	K-3 and 4-5 as needed		
Unit Assessment Tests	K-5		
Running Records	K-5	Classroom Teachers	Ongoing
Unit Assessment Tests	K-5		Weekly/Bi-weekly
<i>Progress monitoring components of DIBELS Next, SRI, and diagnostic assessments will be implemented with fidelity to guide instruction as expected within the RTI model.</i>			

Professional Learning Needs for New Assessments

Teachers and administrators will receive formal training on administration of Scholastic Reading Inventory (SRI) and DIBELS Next. A system team will be trained on SRI by Scholastic consultant, and all schools will then have a full day of on-site support. The system team will use online training options for DIBELS Next. The system team will use the “train the trainer” model to redeliver information at the schools. In addition, training will be provided on progress monitoring tools, available reporting, and effective use of all data to guide instruction.

Refresher training will be provided for all teachers on the administration of diagnostic tests in order to insure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve student achievement. Work will lead to the development of formative assessments using CCGPS and knowledge gained from analysis of data.

Communication of Data to Parents and Stakeholders

The results of school-wide data reports will be communicated to parents and stakeholders in the following manner:

- Hardcopy reports sent home to parents
- Title Parent Meetings and/or PTO meetings
- School Report Card
- School Council, Literacy Team, Leadership Team, and Board Meetings
- School website or other media

Individual student data will be shared with parents at parent teacher conferences or hardcopy reports sent to parents. We will provide parents with an easily interpreted graph of their child's DIBELS Next data, which allows us to "use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format" (How, 3B).

Use of Data to Develop Instructional Strategies/Determine Materials and Needs

The use of assessment data is crucial to the implementation of an effective Response to Intervention model. Dr. Richard Stiggins, an expert in classroom-based formative assessments, suggests, "The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom - that assessments are used to benefit pupils....This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning." (Why, 95) Colquitt County Schools are determined to overcome the danger of allowing the process of testing to overwhelm the product. We are committed to effectively using the data to drive decision making at all levels.

The results of student assessment data will be used for the following purposes (Why, 96):

- Identify students' strengths and weakness, thus grouping as indicated for targeted instruction
- Establish learning goals for students
- Inform students and parents of progress toward goals and work to adjust goals as warranted
- Inform process of intervention
- Evaluate effectiveness of the instruction in meeting the goals for each student, thus being able to adjust instruction as needed
- Match instruction to learning through effective instructional design
- Evaluate effectiveness of Tier 1 instruction
- Determine if fundamental content-based literacy skills are lacking, thus identifying programmatic needs
- Identify areas of need for professional learning opportunities

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement Literacy Plan (including student engagement)

- Research-based literacy instructional materials
- Professional learning – consultant fees, stipends, or release time (subs), and materials
- Literary and informational texts on various levels (specific focus on student interests) for classrooms, media center, and book room
- Content-based texts on various levels and aligned to units of study
- Take-home libraries
- Digital content-based texts on various levels and aligned to units of study
- K-5 literacy manipulative classroom sets
- Travel expenses for conferences
- Scholastic Reading Inventory
- DIBELS Next Data Management
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Trained intervention specialists
- Grant administrator
- Site-based instructional specialist
- Literacy Instruction Observation Checklist
- Family involvement activities
- Extended day/year program for students
- Transportation for extended day/year activities
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.
- Classroom computers
- Networkable printers
- Interactive boards for unequipped classrooms
- Portable lab of interactive tablets with appropriate applications
- Wireless connectivity infrastructure
- Research Based Intervention Materials - Fast ForWord

Activities that Support Literacy Intervention Programs

- Flexible, needs-based grouping
- DIBELS Next Screening for oral reading fluency and comprehension
- Use of diagnostic follow-up tools (Phonological Awareness Inventory, Informal Phonics Inventory, Decoding Inventory, Fry Words, Comprehension Check with passages and rubric)
- Use of data to drive instruction
- Emerging protocol for Response to Intervention
- Research-based intervention materials – Fast ForWord, Sonday, Differentiation Boxes (Walpole and McKenna), Jack and Jilly
- ESOL training on strategies for teaching academic content vocabulary
- Mentor program
- Title I parent coordinators
- Parent education through family academic nights

- Special Education and ESOL – Co-teaching Training
- ESOL – Rosetta Stone student software and teacher training
- WIDA and ACCESS training

Shared Resources Available

- Pacing guides
- Instructional units with resources on the local share drive
- Progression of Reading Skills document (explanation of reading foundational skills with examples of instructional activities)
- Florida Center for Reading Research resources
- Classroom Extended Text Sets (grades 3-5 for integrated units)
- Treasures Materials – for grade level instruction and intervention
- Interactive boards
- Limited Listening Stations
- Teacher/student computers
- Computer lab
- Mobile classroom set of student tablets
- Student Response Systems
- Bookrooms including professional resources as well as student leveled readers
- Media Center resources

List of Library Resources/Description of Library

- 8,876 Print and non-print titles
- 26,744 circulations in the last 12 months
- 122 E-book titles (accessible from home)
- 5 Netbooks and 10 iPads available for check-out, 5 computers
- Teacher resources for all content areas
- Web based circulation and online catalog (accessible from home)
- Open check-out and flexible scheduling
- Staffed by 1 full time media specialist (no library clerk)

Activities that Support Classroom Practices

- Use of integrated units with resources available on local share drive
- Alignment of county pacing guides to CCGPS
- Research-based instructional strategies
- Differentiated instruction
- Progress monitoring
- Formative and summative assessments
- Vocabulary instruction in all content areas
- Technology-enhanced lessons
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension

- Collaborative grade-level and cross grade-level planning including resource staff (school-wide and county-wide)
- Make and Take sessions for teachers with professional learning on how and why activity is important
- Formative Instructional Practice training

Additional Strategies Needed to Support Student Success

- Dedicated scheduled time for intervention
- Strategies for increasing student engagement
- DIBELS Next data management system
- Consistent use of DIBELS Next Progress monitoring
- Scholastic Reading Inventory – full use of data
- Explicit phonics instruction
- Use of decodable texts
- Grammar assessments
- Professional Learning in the following areas:
 - Best teaching practices for all components of literacy
 - Best teaching practices for direct instruction on process of writing
 - Best practices for writing instruction across content areas
 - Understanding Lexiles
 - Webb’s Depth of Knowledge
 - Strategies for student engagement and motivation
 - Integration of technology in instruction
 - Literacy across all content areas
 - Continuation of deconstructing standards
 - Development and utilization of common formative/summative assessments
 - Effective data usage for planning instruction, implementing interventions, and monitoring student progress
 - Interventions for all tiers of RTI
 - Refresher training on existing intervention materials
 - Differentiation and small group instruction
 - Specific training for paraprofessionals

Current Classroom Resources

- Treasures comprehensive reading program materials for grade level instruction and intervention
- Leveled libraries
- Limited manipulatives for direct literacy instruction
- Florida Center for Reading Research activities
- Limited resources for station activities
- Interactive boards (not every classroom) and projectors
- Printers
- Digital Cameras
- Internet access
- iPad per classroom
- Web-based software through school subscriptions

- Limited teacher/student computer workstations
- Assistive Technology (Snap and Read, Co-Writer)

Alignment Plan for SRCLG and Other Funding

Resources, Strategies, and Materials	SRCLG will provide...	Funding Sources
Professional Learning	Literacy specific - consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	<p>The following funding sources will be utilized as deemed appropriate and available:</p> <p>QBE, Title I, Title II, Title III, Title VI, SPLOST, IDEA, SRCLG, eSPLOST, Local Funds, McKinney Vento Homeless Education Grant</p> <p>Many students also benefit from the YMCA Goizueta afterschool program activities.</p>
Instructional Technology	Computers, tablets, printers, costs of technology programs, wireless infrastructure	
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives and supplies	
Literacy Assessments	DIBELS Next data management, Scholastic Reading Inventory, teacher resources for implementation of assessments	
Family Engagement	Materials for parent education, supplies for make it/take it sessions with families	
Extended Day/Year Activities	Personnel, supplies, transportation	
Field Trips	Admission fees, transportation	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process (DIBELS Next data management and SRI) will allow for effective, efficient, and immediate data to drive instructional decision-making. In addition, the progress monitoring tools will be personalized and beneficial for student growth. With decreased financial resources, funding supplemented by the SRCL grant will allow the updating of technological devices as well as the replacement of printers and supplies necessary for data reports and instruction.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology will engage students in the process of learning. In addition, access to software, programs, activities, and strategies which promote engagement and individualized instruction will increase student engagement/motivation.

Technology is an essential tool for enhancing the learning experience, and professional learning for school staff is imperative for effective integration. Effective use of technology must support four key components of learning – active engagement, group participation, frequent interaction and feedback, and connection to real-world experiences. Students’ motivation to learn is increased when using technology.

Professional Learning Strategies Identified on the Basis of Documented Needs

“For every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests.” (Why, 141)

Professional Learning in Past Year – The chart below shows the percentage of current staff that participated in professional learning opportunities last school year. With a lack of funding available to train teachers in all of the areas of professional learning, the percentages of attendance are low. Selected teachers are trained and expected to redeliver the material to their peers. As this table shows, Hamilton teachers are expected to implement programs and initiatives for which they have not been adequately trained. Therefore, professional learning is the primary focus for the funding provided by the Striving Readers Grant.

Professional Learning – 2012-13	% of Participants
ELA Countywide Grade Level Meetings	57%
Math Countywide Grade Level Meetings	43%
CCGPS Deconstructing Standards	57%
IPad Training	64%
ESOL Strategies (Virginia Rojas)	100% of ESOL Teachers
ELA Unit Writers K-5 th	14%
Gifted Endorsement	43%
Thinking Maps (ESOL)	100% of ESOL Teachers
Formative Instructional Practices	7%
DIBELS Next Training	7%
ELA Summer Training Institute (held at UGA in Tifton)	29%
CLASE Training (UGA)	7%

Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness System)
- ELA Schoolwide/Countywide Grade Level Meetings
- Math Schoolwide/Countywide Grade Level Meetings
- CCGPS Deconstructing Standards
- Ipad Training
- Gifted Endorsement
- SACS Review
- CCGPS Reading/ELA Webinar
- Educational Impact (online professional learning database)
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System resources
- Rosetta Stone – ESOL
- Instructional Strategies for the English Language Learner

Programmatic Professional Learning Needs Identified in Needs Assessment

- Differentiated Instruction: activities, strategies, and management
- Implementation of CCGPS
- Disaggregating DIBELS Next data
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement
- Literacy instruction across the curriculum
- How to use Lexiles
- Response to Intervention
- Mentoring for new teachers
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support EL and SWD learners
- GA DOE OAS (Online Assessment System)

Process Used to Determine if Professional Development was Adequate and Effective

The following processes are used to determine the adequacy and effectiveness of professional development:

- Analysis of student achievement data-benchmark data for DIBELS Next and summative data for GKIDS & CRCT
- Analysis of achievement scores on 3rd and 5th grade Georgia Writing Assessment
- Formative assessments to measure student achievement gains
- Professional Learning Community meetings and documentation
- Walk-throughs and observations to collect data on professional learning implementation
- Written feedback and summaries of conducted walk-throughs and observations
- Evaluation of professional learning activities through a Needs Assessment Survey
- Presentation by teachers of successful strategies at grade-level and collaborative team meetings
- Course evaluation data from PD Express
- Review of lesson plans by administration
- Analyzing student work collaboratively

Professional Learning Plan

Due to funding shortages and the enormous pressures on teachers’ time, Colquitt County is proposing that the professional learning funding be directed toward providing teachers with sufficient increments of release time, spaced throughout the year, allowing teacher’s time to digest and experiment with what they are learning. The table below outlines the professional learning plan with related goals and objectives from the literacy and project plan. The professional learning plan compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. The needs assessment was analyzed to determine which type of professional learning is most needed. The goal is to ensure successful implementation and to promote strong literacy instruction in our school. This plan includes references with building blocks that correlate to the literacy plan presented in a previous section of this grant. The indicated methods of effectiveness will be consistently used to determine if professional learning is meeting its intended purpose.

Goal: Increase the percentage of students scoring at and above expectation in reading.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Provide professional learning for teachers and paraprofessionals to develop/sustain intentional strategies for student engagement/motivation (What, 11)	Spring, 2015 Ongoing	Building Block 4 – A & C	PLC documentation and minutes
Provide research-based professional learning on components of literacy for all staff (Why, 141)	Summer, 2014 Ongoing	Building Block 4 - A	CCGPS Units
Review “Building Basic Skills” modules on Comprehensive Reading Solutions website	Fall, 2014 Ongoing	Building Block 4 - A	Walk-through observations
Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency, and comprehension	Ongoing	Building Block 4 - A	Summative Assessment Data, DIBELS Next

Goal: Increase the percentage of students scoring at and above expectation in writing.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2014 Ongoing	Building Block 4 - B	PLC documentation and minutes
Review "Writing" modules on Comprehensive Reading Solutions website	Fall, 2014 Ongoing		CCGPS units
Provide training on use of technology to support literacy instruction and assessments	Summer, 2015 Ongoing	Building Block 4 – C	Walk-through observations Summative Assessment Data, DIBELS Next

Goal: Increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Provide professional learning on literacy instruction within content areas: (What, 6 and 10) <ul style="list-style-type: none"> • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary 	Spring, 2015 Ongoing	Building Block 2 – all sections	PLC documentation and minutes
Provide professional learning on data analysis within content areas (What, 8)	Summer, 2016 Ongoing	Building Block 5 – A Building Block 3 – all sections	CCGPS unit plan with documentation of the use of technology
Review "Teaching Vocabulary" modules on Comprehensive Reading Solutions website	Spring, 2014 Ongoing		Walk-through observations
Provide professional learning on research-based instructional strategies to teach vocabulary across content areas	Fall, 2015 Ongoing	Building Block 2 – A, B	Summative Assessment Data, DIBELS Next

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI)	Summer, 2015 Ongoing	Building Block 5 – B, C, D, E Building Block 1 – D	PLC documentation and minutes CCGPS units Walk-through observations Summative Assessment Data, DIBELS Next
Review data to determine effectiveness of all instruction	Ongoing	Building Block 5 – A Building Block 3 – all sections	
Review “Understanding Assessment” and “Designing Schoolwide Instruction” modules on Comprehensive Reading Solutions website	Fall, 2015 Ongoing	Building Block 5 – all sections Building Block 3 – all sections	
Provide PL for new staff on any new literacy initiatives: <ul style="list-style-type: none"> • CCGPS • Effective vocabulary instruction • PLC protocols • Online Assessment System • DIBELS Next administration & disaggregation of data • Differentiated Instruction 	Ongoing	Building Block 6	

Sustainability Plan

Hamilton Elementary School is committed to ensuring the success of the grant beyond the funding cycle. Sustaining all programs and best practices initiated through the grant process is our intent. Funding will be secured from all available sources including local, state, and federal funds, as well as the local business community.

Sustainability	<ul style="list-style-type: none"> • Review expectations of the SRCL Grant annually with all staff • Train experienced teachers to provide training/mentoring assistance to new staff across all content areas • Train all administrators/instructional support specialists with teachers to ensure implementation of initiatives with fidelity • Provide members of the Board of Education with ongoing information about the need for and progress of the literacy initiatives
Expanding and Extending Lessons Learned	<ul style="list-style-type: none"> • Creatively schedule extended planning times for all staff at least once each quarter, allowing for collaborative planning and review of data • Continue Professional Learning Communities that allow sharing of successful literacy practices, resulting in more effective teachers and academic gains for students • Create an online professional learning library by recording exemplar lessons, with videos being used as resources to extend best practices. • Schedule county-wide grade level meetings throughout school year for curriculum, assessment, and grant implementation discussions • Hold district meetings for administrators to discuss curriculum, best practices occurring in classrooms, and analysis of assessment data • Use data obtained throughout the grant to update/strengthen literacy plan • Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to stay abreast of latest research/strategies • Provide families access to resources that differentiate support for students (How, 39) in order to expand learning into homes
Extending the Assessment Protocol	<ul style="list-style-type: none"> • Continue use of assessment instruments to monitor literacy achievement: GKIDS, DIBELS Next, SRI, CRCT, ACCESS, and formative assessments • Monitor continuation of assessment protocols as required by RTI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of the grant • Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to all new staff • Collaborate with CPRESA to provide support/training
Professional Learning	<ul style="list-style-type: none"> • Assign mentors to new staff members • Designate professional learning days in school calendar • Utilize Comprehensive Reading Solutions website for ongoing training in Professional Learning Communities • Create a professional learning video library by recording professional learning sessions • Develop library of professional books, journals, and online sources • Develop resource pack of professional learning materials for new teachers

	<ul style="list-style-type: none"> • Collaborate with/participate in CPRESA trainings • Participate in “Technology Integration for 21st Century Classrooms” professional learning opportunities
Developing Community Partnerships/ Other Funding Sources	<ul style="list-style-type: none"> • Communicate frequently with all stakeholders concerning the importance of literacy across all content areas • Strengthen communication between schools and afterschool providers • Continue involvement of stakeholders in informational meetings • Establish Partners in Education (PIE), a partnership between businesses or civic organizations and school • Utilize parent volunteers within schools to provide assistance in classroom and materials/funding if appropriate • Enlist PTO to designate fundraisers for literacy initiatives
Replacing Print Materials	<ul style="list-style-type: none"> • Annually inventory//determine condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace resources when needed
Sustaining Technology	<ul style="list-style-type: none"> • Coordinate purchases of hardware/software obtained with grant funds through the system Technology Specialist to prevent duplication • Arrange for regular maintenance of equipment to extend life of hardware • Renew software and site technology licenses using local/federal funding if product is deemed effective • Budget annual renewal fees from local funds after the life of the grant

Budget Summary

As a result of a comprehensive review of literacy efforts at Hamilton Elementary School, needs have been identified, data and available resources have been analyzed, and plans have been made to wisely utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon Fall, 2013 FTE count of 252 and an estimated award of \$460 per student, the total funds received over a five year time frame are anticipated at \$115,920.00.

Basic literacy needs to be funded through the grant are as outlined below:

Curriculum Needs: In effort to meet students' literacy needs across the curriculum, grant funding will be used for the following items.

- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom, book rooms, and media center across all content areas (digital and print)
- K-5 literacy manipulatives
- Take home libraries
- Instructional literacy-based field trips
- Family Education/Parental Involvement Opportunities
- Consumable Materials
- Release time/funding for substitutes to develop common formative and summative assessments

Professional Learning: Professional learning is the linchpin for success in the educational arena. Staff members including teachers, paraprofessionals, and administrators absolutely must have adequate training before initiatives are implemented. Just as important as the initial training is the follow-up support and sustainability of training for new staff members through the years. Funding for professional learning is directly linked to increased student achievement.

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

Response to Intervention: Colquitt County School System recognizes systematic weaknesses in the Response to Intervention (RTI) process. Efforts are necessary to insure the consistency of assessment administration and the effective use of data to inform instruction. In order for the RTI process to truly benefit students, teachers and interventionists must be provided ongoing professional learning and support. The process must be closely monitored at the system and school levels.

- Screening/Assessment Tools – Scholastic Reading Inventory and DIBELS Next (including professional learning for implementation)
- Intervention resources/materials/programs (print and digital)
- Progress monitoring tools

Personnel: Considering deep financial cuts in recent years, using grant funding to hire an intervention specialist to lower the group size for intensive instruction would be most beneficial. In addition, a grant administrator will be necessary during the first two years of grant implementation in order to maintain requirements. The need for additional help will decrease as student achievement gaps are closed.

- Grant administrator for the first two years of the grant (at least)
- Intervention specialists (for a couple of years to assist with closing achievement gaps)
- Personnel for any extended day/year programming

Technology: The innovative use of technology will promote student engagement and motivation while also enhancing instruction.

- Computers
- Wireless tablets
- Interactive boards
- Printers
- Infrastructure to extend wireless capability if needed
- Consumable materials

Miscellaneous

- Transportation costs associated with extended day/year programming