

School Profile

Created Thursday, October 31, 2013

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School Information

School Information District Name:	Colquitt County
School Information School or Center Name:	J.M. Odom Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Trish Lirio
Principal Position:	Principal
Principal Phone:	229-324-3314
Principal Email:	plirio@colquitt.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	April Weeks
School contact information Position:	Teacher
School contact information Phone:	229-324-3314
School contact information Email:	aweeks@colquitt.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

67

FTE Enrollment

597

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 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

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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.



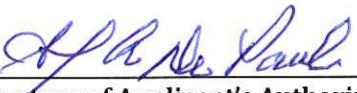
Signature of Fiscal Agency Head (official sub-grant recipient)

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)

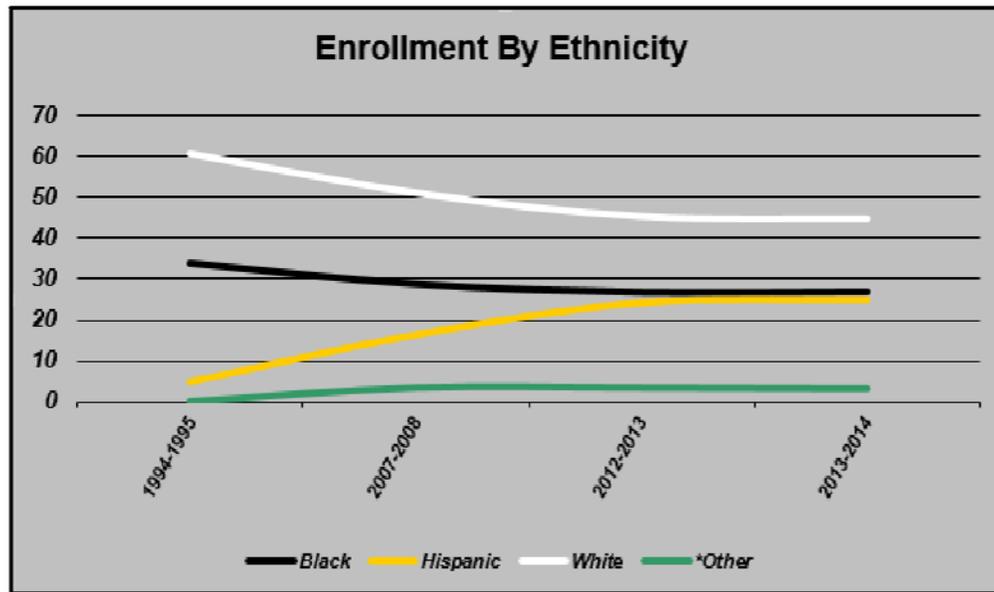
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

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: Odom 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: Odom 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: Odom 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: Odom 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

School History

J.M. Odom Elementary School is located in rural southeastern Colquitt County and houses grades Pre-K through 5th and also includes a Migrant Preschool Program. J.M. Odom, one of ten elementary schools in the school system, was constructed in 1986 on approximately twenty-four acres and was the first QBE funded School built in the state of Georgia. The school’s staff is composed of thirty-nine certified personnel, a counselor, a media specialist, a school nurse, a social worker, a parent liaison, seventeen paraprofessionals, two office staff members, three custodians, and eight food service personnel. The school is under the leadership of one principal and one assistant principal.

Our current student population is 672, of whom 100% qualify for free or reduced lunch according to the Community Eligibility Provision (CEP). The student population is 52% male and 48 % female. Our race demographics are:

Caucasian	African American	Hispanic	Multi-racial
36%	10%	51%	3%

J. M. Odom has one of the highest enrollments of Hispanic students in all of Colquitt County Elementary Schools. Currently, we serve 228 English to Speakers of Other Languages (ESOL) students across grade levels Kindergarten to 5th with four ESOL teachers. Due to our large ratio of English Learners (EL) to EL teachers and being over state regulations, Odom applied for a state waiver. This waiver would allow EL teachers to serve more ELL students per classroom than the state recommends.

The school is in the center of a farming community with a high migrant population. This fact contributes to Odom’s fluctuating enrollment throughout the year with many students of families qualifying for migrant status. The Hispanic population has shown the highest increase in student population over the last five years, but the school has not gained additional EL teachers to support this influx. Odom has one Spanish speaking parent liaison on site to assist the 51% Hispanic population. A majority of the students at J.M. Odom come from low socioeconomic homes. Parental support at Odom is important to the success of the school; however, most parents work and are unable to assist the school on a regular basis. Also, many of our parents are unable to assist students at home due to language barriers. The language and socioeconomic barriers play a crucial role in many of our students needing extra support in reading/literacy practice. The school provides many opportunities for parents to be involved, but economic status and lack of language limit participation.

Administrative and School Leadership Teams

The school has many leadership teams. The Building Leadership Team is composed of leaders throughout the school who show initiative to be leaders and guide school direction. These members meet with the school superintendent to provide a more global perspective and support a district initiative back to the home school. The members include:

Melissa Duke (ESOL teacher)	Melissa Hurst (1 st grade teacher)	Julie Faison (2 nd grade teacher)	Bobby Cutts (P.E. teacher)
Patricia Lirio (Principal)	Leamon Madison (Assistant Principal)		

The school also has a Leadership team, which includes certified staff from each grade level and certified support staff. This team relays information from the school out to grade level teachers and staff. Learning Team Meetings (LTM), are facilitated by principal and assistant principal based on instructional needs of students. This team analyzes student data to drive instructional practices in

the classrooms. Also, teachers and support staff participate in grade level meetings, which focus on grade level learning and diversity of students. Common planning time allows teachers to plan collaboratively for classroom instruction. The School Improvement Plan (SIP) committee is made of certified personnel and two parent representatives who work together to form an instructional plan of improvement for the school based on summative assessments.

Past Instructional Initiatives

As seen in the District's initiative chart, J.M. Odom Elementary School has implemented many different instructional initiatives in literacy over the years. Each of these initiatives were chosen to address student achievement, but throughout the years our focus has been lost. Our school along with our county is initiative rich but sustainability poor. With changes in initiatives, staff members, and change from Georgia Performance Standards to Common Core our school does not have a systematic, explicit literacy program to meet the needs of all our students.

Current Instructional Initiatives

While J.M. Odom continues to implement many different initiatives that have been used in the past, this year, we have tried to channel our focus by using the DIBELS Next assessments to drive our literacy instruction. Benchmark assessments are given at the beginning, middle, and end of the year. We have also used the Phonological Awareness, Phonics Inventory, and Decoding Inventory as follow-up assessments to diagnosis students who need direct phonics instruction using the *Best Practices for Reading Instruction Box*.

Professional Learning Needs

Based upon an annual staff survey for professional development, along with analysis of student assessment data, our school shows much need for improvement in direct reading instruction. Though our staff feels assured that we are teaching to the needs of our students, our data reflects much need for growth. The staff agrees we need to increase student engagement and motivation in the classroom. Our school needs assistance in direct reading instruction and student motivation which go hand in hand. Though we feel we are doing all we can to meet our students' needs, the data does not support this belief. The focus of professional learning at J.M. Odom Elementary School for the 2013-2014 year:

- Understanding and Implementing the CCGPS
- Ipad Training for Teachers
- DIBELS Next Universal Screener Workshops
- SST/Pyramid of Interventions, and RTI

Need for a Striving Readers Project

J.M. Odom Elementary is determined to provide the adequate education needed to overcome obstacles in literacy across all content areas. Due to our large population of EL students (51 %), high numbers of low socioeconomic status, and limited parent involvement, the need for explicit, direct reading instruction is of most importance. Our school has been involved in many literacy initiatives, but has not sustained or followed through with any direct reading instruction plan. We have not been consistent and have over-exhausted the ever-changing initiatives of the county. J.M. Odom Elementary has a dire need for a literacy plan that will remain constant for both students and teachers. Our focus should be redirected to bringing a quality literacy program for students to excel. With such a high population of English Learners, the need for explicit reading instruction is extremely important. ELs face not only overcoming language barriers, but also the more rigorous accountability

outlined in the Common Core Standards. This grant will enable Odom to refocus and sustain an explicit reading literacy plan to meet the needs of our students. The consistency in direct literacy instruction can strengthen the foundational skills needed to assure our students' success in reading. The need to adjust our teaching and learning goals is of great urgency so that our students are successful in the increased Lexile levels and literacy rigor. J.M. Odom is dedicated to closing the gap and assuring reading success for all students.

Building Block 1. Engaged Leadership

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

Why is this important?

J.M. Odom's administrator is committed to providing and participating in evidence-based literacy instruction to have a strong and fully operational literacy program. The principal will continue to guide and direct professional development for all staff members. Our school acknowledges that, "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)

What are we currently doing?

The administrator will continue to:

- Schedule protected time for literacy and teacher collaboration
- 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, etc.)

How will we move forward?

The administrator will:

- Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly
- 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.
- Make hiring decisions collaboratively based upon literacy goals

B. Action: Organize a Literacy Leadership Team

Why is this important?

Our Literacy Plan 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." We agree that literacy leadership should be prevalent at every level, from state and local district leaders to building administrators to teacher leaders to student leaders. (GLP-The Why, 8.A)

What are we currently doing?

The literacy team led by the administrator will continue to:

- Identify and prioritize a list of students to be targeted for intervention or support
- Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty and parents
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Ensure use of research-based practices aligned with CCGPS
- Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website)
- Establish a system of communication online between out-of-school organizations and teachers, e.g.,

Boys and Girls Club, YMCA afterschool programming, church teen groups

- Utilize technology to maintain communication among team members
- Plan for ongoing data collection and analysis to inform program development and improvement
- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, news conferences, etc.
- Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved

How will we move forward?

- 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
- Identify and allocate additional funding sources to support literacy
- 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
- 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 (e.g., Literacy Instruction Checklist or some other instrument) 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

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

Why is this important?

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.” J.M. Odom will continue to make effective use of scheduling and collaborative planning.

What are we currently doing?

- Provide a protected, dedicated 90-120-minute block allocated for literacy instruction in grades for all students in self-contained classrooms
- Schedule time for collaborative planning teams within and across the curriculum
- 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 technology to provide professional learning to new and continuing teachers
- Share professional learning at team and staff meetings
- Maintain anecdotal notes and data portfolios to showcase student and content area successes
- Encourage teachers to share stories of success in the community, both online and through traditional outlets

How will we move forward?

- 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
- Consider the utilization of the entire staff when developing a schedule for literacy instruction
- Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule
- 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
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time

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

Why is this important?

“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 to be 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).

What are we currently doing?

- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Identify and prioritize a list of students to be targeted for intervention or support
- Select or develop a walk-through and/or observation form (e.g., Literacy Instruction Checklist or some other instrument) 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
- Design and implement infrastructure to provide guidance and support for students and families
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters).

- Fill program/service gaps and develop outreach linkages among families of schools (e.g., a feeder pattern, schools in close proximity)
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Develop strategies for maintaining momentum and progress of a learning support system
- Provide English language services that extend beyond the classroom.
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders
- Utilize the mentoring system for students who need additional support from both within the school and from the community

How will we move forward?

- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Engage in professional learning with a focus on facilitation of group process and teaming
- Study current research on disciplinary literacy in the content areas
- Be strategic about assigning teachers, i. e., assign staff that is not instructing or tutoring non-academic duties
- Establish a work group that focuses specifically on how learning supports are used including all major resources, e. g., school counselors, psychologists, nurses, social workers, attendance, health educators, special education staff, after -school program staff, bilingual and Title I coordinators, safe and drug free school staff, classroom teachers, non-certified staff, parents, older students, community representatives
- Provide professional learning to develop the understanding that a comprehensive system of learning supports differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders
- Utilize all staff to support literacy instruction
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

E. Action: Optimize literacy instruction across all content areas

Why is this important?

CCGPS holds educators across all content areas accountable for teaching literacy standards. “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). J.M. Odom will continue to work to optimize literacy instruction across all content areas.

What are we currently doing?

- Identify appropriate strategies to help ELs meet English language proficiency standards
- Support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards
- 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

- Host family nights that engage parents in activities to demonstrate the importance of proficiency in literacy

How will we move forward?

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>)
- 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
 - Supporting opinions with reasons and information
 - Determining author bias or point of view
 - Text complexity that is appropriate to grade level
 - Text complexity that is adjusted to the needs of individual students
 - Guiding students to conduct short research projects that use several sources
 - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom
- Require writing as an integral part of every class every day
- 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
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples
- Share ways for teachers to guide students to focus on their own improvement
- 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)
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Differentiate literacy assignments by offering student choice (<http://daretodifferentiate.wikispaces.com/Choice+Boards>)

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

Why is this important?

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). "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). J.M. Odom will work to get the community more involved in supporting the school and teacher development of college-and-career ready students.

What are we currently doing?

- 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 (e.g., tutoring, mentoring, afterschool programming)
- Convene meetings of the community advisory board at scheduled times
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools
- Establish a mentoring system from within and outside of the school for every student who needs additional support
- Open school buildings for adult learners from the community in the evenings, encouraging a community of learners
- Utilize social media to communicate and promote the goals of literacy throughout the community at large
- Celebrate academic successes publically through traditional and online media

How will we move forward?

- Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
- Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors
 - Speaking to groups of students
 - Publicizing efforts within the community
 - Visiting classrooms to support teachers and students
 - Adoption of different schools by civic groups
- Investigate similar efforts in other communities
- Invite people from other communities to speak to the advisory group
- Actively support teachers in their efforts in schools
- Evaluate the effectiveness of after-school tutoring programs and partner with community and faith-based groups to accommodate more students
- Ask former students, who have been successful, to speak to students about how education has changed their lives
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials
- Ask local businesses to help heighten awareness about reading or literacy topics (e. g., a supermarket chain may agree to print a literacy message on its shopping bags; utility suppliers might feature tips in their monthly statements)
- Foster relationships among schools, postsecondary education institutions, the workforce, families,

and communities

Building Block 2: Continuity of Instruction

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

Why is this important?

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). In addition to planning, needs to drive decision making, and teachers and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. The use of effective collaborative teams is a crucial part of ensuring a consistent literacy focus across the curriculum. (GPL- The Why, 1.b) J.M. Odom will strive to ensure consistent literacy focus across the curriculum through collaborative planning.

What are we currently doing?

- Develop administrative awareness of the need to identify gaps
- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work
- Prepare agendas and action summaries for all meetings

How will we move forward?

- Design infrastructure for shared responsibility for development of literacy across the curriculum
- Establish cross-disciplinary teams for literacy instruction
 - Establish or select protocols for team meetings, such as those found on <http://www.lasw.org/methods.html>
 - Schedule time for teams to meet for regular collaboration and examination of student data/work
 - Identify team roles, protocols, and expectations
 - Research the components of the professional learning community model www.allthingsplc.info
 - Identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects
- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website <http://www.lasw.org/index.html>
- Plan and implement lessons that address the literacy needs of students
- Research effective strategies for differentiating
- Instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Study formative student assessment results and use the results to continue to adjust instruction
- Assess effectiveness of team actions on student learning
- Alter teams as necessary to ensure optimal effectiveness
- Utilize online options 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 or class websites and through blogs (e. g., writing assignments, improved test scores, awards or recognitions)

- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

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

Why is this important?

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).

What are we currently doing?

- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs)
- Discuss ways to infuse literacy throughout the day including the use of technology
- 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, such as <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>
- Identify skills or knowledge needing to be strengthened in future lessons for students to reach standards proficiency
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- 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 (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- 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)
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency

How will we move forward?

- 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 need in order 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 text structures most frequently used in texts of each content area
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
<http://www.myread.org/explicit.htm>
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Make writing a required part of every class every day, using technology when 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)
- Infuse all types of literacy throughout the day (e.g., print, online, blogs, wikis, social media)
- 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
- Discuss exemplary samples with students to model features of quality writing
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic
- Share creative ideas to infuse literacy throughout the day
- 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 (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate assignments by offering student choice (<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
- Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)
- Plan a literacy celebration for the entire school

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

Why is this important?

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 J.M. Odom 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).

What are we currently doing?

- 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
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
- Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers
- 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
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)
- Partner with community and faith-based groups to accommodate more students
- Establish a mentoring system from within and outside the school for every student who needs

additional support

- Provide English language services that extend beyond the classroom
- Using technology, translate school documents into other languages to assist parents
- Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services
- Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- 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 (particularly within feeder patterns), families, and communities

How will we move forward?

- Consider various models of coordinating “wrap-around” services, (e.g., Community Schools)
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Articulate what an integrated learning-supports infrastructure should look like at the community level
- 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
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders
- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments
- Develop strategies for maintaining momentum and progress of a learning support system
- Provide for professional learning and resources that support literacy learning in outside organizations

Building Block 3. Ongoing formative and summative assessments

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

Why is this important?

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. “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).

What are we currently doing?

- Research and select 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)
- Locate or develop common mid-course assessments are used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay)
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities
- Task the data team with developing procedures and expectations for staff to review and analyze assessment results
- 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
- 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 (e.g., graphing their progress)
- 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, if necessary, to support assessment administration and dissemination of results
- 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
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students

How will we move forward?

- Define a process for selecting appropriate interventions for struggling readers
- Identify and purchase assessment and intervention materials aligned with students' needs
- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools
- Record online collaboration sessions for those who could not attend at the designated time
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- 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

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

Why is this important?

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). J.M. Odom needs school wide formative assessments to assess school wide efficacy of classroom instruction.

What are we currently doing?

- Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible
- Administer assessments and input data according to the established timeline
- 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
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording

How will we move forward?

- Identify literacy skills needed to master CCGPS in each content area
- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- Select or develop school- or system-wide classroom-based formative assessments to assess efficacy of classroom instruction
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework
- Provide timely, descriptive feedback to students with opportunities to assess their own learning

(e.g., graphing their progress)

- Utilize online options such as Skype and Google+ for collaboration among teachers and parents
- Make data-driven budget decisions aligned with literacy priority
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction

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

Why is this important?

“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).

What are we currently doing?

- Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading)
- 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
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

How will we move forward?

- 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
- Use results of the diagnostics for student placement within an intervention and to adjust instruction

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

Why is this important?

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). J.M. Odom constructs and implements a School Improvement Plan, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement.

What are we currently doing?

- Discuss assessment results with students to set individual goals
- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results
- 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, as needed
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students
- Disaggregate data to ensure the progress of subgroups
- Apply protocols for looking at student assessments and evaluating student progress
- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - 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

How will we move forward?

- Identify common mid-course assessments (i.e., end-of-unit /chapter tests) that are used to measure progress toward standards
- Study how disciplinary standards are assessed on state and local tests
- Analyze assessment data to identify teachers who need support
- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Share and analyze student work samples as a way to inform instruction during collaborative planning (See Section I. B. and II.A.)
- Plan lessons, re-teaching, and intervention activities that target areas of need
- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools on lesson planning

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

Why is this important?

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).

What are we currently doing?

- Identify participants for data teams for each building and for specific grade bands
- Define roles and responsibilities for team members – including, but not limited to:
 - Building administrators
 - General education teachers
 - Teachers of students with special needs (SWD, EL, gifted)
- Schedule collaborative planning time for data meetings at a minimum of once/month
- Establish or select protocols for team meetings, such as those found on <http://www.lasw.org/methods.html>
- Develop procedures and expectations for staff to review and analyze assessment results
- Communicate the expectations for meetings
- Teach the data meeting protocol to the data team members

- 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
- Continue to build collaborative data meetings into the monthly calendar

How will we move forward?

- Identify participants for data team at system level
- Develop a protocol for making decisions to identify the instructional needs of students
- Develop a data storage and retrieval system
- 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, provide teachers with the training and time to analyze the data to determine the need for intervention
- Using online options, continue to train new members of the meetings on the expectations and function of the established protocols
- Ensure that the data storage and retrieval system is effective and efficient

Building Block 4. Best Practices in Literacy Instruction

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

Why is this important?

“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).

What are we currently doing?

- Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)
- Compile and examine classroom observation data (e.g., Literacy Instruction Checklist, GA or some other instrument) using a checklist to gauge current practice in literacy instruction
- Review teacher and student data to improve instruction
- 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
- Continue analyzing data to determine the impact of teaching strategies on student achievement

How will we move forward?

- 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
- Allocate which aspects of literacy instruction students are to receive in each subject area
- 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
- 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
 - Discussion of when and where strategies are to be applied
- Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs
- Ensure a daily literacy block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.
- Collaborate with and obtain additional support from other educators who on differentiated instruction via online communities of educators
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Provide families access to resources that differentiate support for students
- 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
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources

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

Why is this important?

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).

What are we currently doing?

- Provide professional development for new staff members
- Provide ongoing professional development to strengthen skills in writing across the curriculum
- Develop the programs, protocol, and/or materials necessary to implement the plan at each level

How will we move forward?

- 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
- 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
- Implement the use of technology for production, publishing, and communication across the curriculum
- 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
- Share exemplar examples of technology being used for production, publishing, and communication across the curriculum
- Maintain materials and resources necessary to sustain effective writing instruction across the curriculum

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

Why is this important?

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).

What are we currently doing?

- 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
 - Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
 - Leveraging the creative use of technology within the learning process to promote engagement and relevance

How will we move forward?

- Ensure that incentive programs, if used, are:
 - Voluntary and not required
 - Not tied to grades
 - Incentives are minimal and are connected to reading, such as books
 - Are used with students who are unmotivated to read rather than with those who are already excited about reading
- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions)

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

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

Why is this important?

“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).

What are we currently doing?

- Determine percentage of students currently being served in each tier at each grade level
- Articulate goals/objectives at building and system level based on identified grade-level and building needs, as well as system needs
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing
- Develop standardized protocols for the collection of critical information to determine students’ literacy competence in various content areas and response to interventions

How will we move forward?

- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Develop protocols for identifying students and matching them to the appropriate intervention
- Purchase, train and implement data collection
- Purchase, schedule, train providers and implement intervention
- 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
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration

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

Why is this important?

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)

What are we currently doing?

- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)
- 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, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes
- Use data from universal screening process to identify general weaknesses in instruction 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
- 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)
- Support teachers' effective use of time through use of technology during each stage of the process
- 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 students and teachers, parents and teachers (e.g., cell phones, texting, email)
- Ensure that communication between teachers and administrators is ongoing and effective

How will we move forward?

- 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 (e.g., vocabulary, comprehension, written expression)
 - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist or some other instrument)
 - Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (See Section IV. A.)
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening (e. g. Aimsweb, DIBELS, ect.),
 - 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
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Promote the formation of professional learning communities with protected meeting times
- Provide professional learning to support literacy, either face-to-face or online
- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness

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

Why is this important?

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. (The Why, p. 126, 133). “Professional learning in intervention strategies must be aligned to the needs of the students” (The Why, p. 124).

What are we currently doing?

- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)
- 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
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs
- Document data points to monitor student response to intervention
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g., cell phones, texting, email

How will we move forward?

- 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 sufficient resources (time, training cost, materials and implementation of interventions)
- Study schools successful in closing the achievement gap have effected change
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

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

Why is this important?

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.

What are we currently doing?

- 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
- 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)
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a

specific learning disability is suspected)

- Ensure that T3 includes proven interventions that address behavior
- Continue to ensure that:
 - Students move into and out of T2 and T3
 - Data is used to support response to intervention
 - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
 - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions

How will we move forward?

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) 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
- Teachers consistently provide research-validated interventions designed to meet individual student's needs

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

Why is this important?

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.

What are we currently doing?

- School schedules are developed to ensure least restrictive environment (LRE)
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction)
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
- 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
- Student data supports the exit of students from T4.
- 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

How will we move forward?

- Consider assigning a case manager to each student with (IEP) (i. e., the case manager should

maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless

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 this important?

To ensure pre-service education preparedness, “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.”

What are we currently doing?

- Continue to assist/monitor/guide literacy based learning to student teachers within the classrooms

How will we move forward?

- Meet with representatives from Professional Standards Commission to enlist support for ensuring that pre-service teachers receive coursework in disciplinary literacy within content areas
- Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas
- 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
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy
- Monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

Why is this important?

“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).

What are we currently doing?

- 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
- Consider the inclusion of some or all of the following in personnel in professional learning opportunities:
 - Paraprofessionals
 - Support staff
 - Pre-service teachers working at the school
 - Administrators

- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively
- Provide opportunities for teachers to practice techniques in non-threatening situations
- 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
- Partner experienced teachers with pre-service and beginning teachers
- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist or some other equivalent instrument)
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions
- Continue to encourage “professional talk” among staff and provide time for discussions

How will we move forward?

- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Hire an instructional coach 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
- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth
- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff
- 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
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations

Needs Assessment, Concerns and Root Cause Analysis

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

The system literacy team studied the research and best practices in the Why document. The Needs Assessment Survey was taken by teams as a preview activity, 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 results were collected and analyzed at the system and school levels. A follow-up survey was created to determine more specific literacy concerns within the ELA classrooms. 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 analyzed at the system and school levels. In addition to the surveys, the following items were used:

- Professional learning surveys
- Student Longitudinal Data System (SLDS) Data
- Test Data – GKIDS, CRCT, 5th Grade Writing Scores, and DIBELS Next data

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

Engaged Leadership	
Concern #1: 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. • 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 	<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 and grade level newsletters provided in English and Spanish • School website • New Fast ForWord labs are operational and support staff is trained.
<p>Reference to “What” Document (Building Block 1) “Why” p. 31 – “All stakeholders...are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy.”</p>	
<p>Data Analysis Notes: Survey results reveal an opportunity for growth in involving our community members in the literacy initiatives.</p> <ul style="list-style-type: none"> • Only 34% of K-5 teachers agreed that there is a school leadership literacy team organized by the administrator. • 35% of our staff felt that the community did not support the school and teachers in the development of college and career students as articulated in the Common Core Georgia Performance Standards. 	

Continuity of Instruction	
Concern #2: Need for consistent literacy instructional focus across the curriculum	
<p>Root Causes</p> <ul style="list-style-type: none"> • Lack of deconstructing standards prior to implementation of CCGPS • Proliferation of literacy initiatives over the years leaving pieces of programs which are now implemented without consistency, fidelity, and sustainability • Need for professional learning on how to use literacy skills in reading and writing in content areas • No organized plan for teaching writing skills across all subjects throughout the curriculum • Lack of consistent literacy focus amongst all content areas 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Focus on academic vocabulary • Introduction to Greek and Latin roots (grades 4-5) with purposeful link to content areas • Increase in written responses being required across the curriculum
<p>Reference to “What” Document (Building Block 2) “Why” p. 41 – “Strategies for readers need to be taught throughout all content areas.”</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 83% of staff feels they needed professional learning to effectively teach each child to independently and proficiently reach mastery on grade level texts. • 44% of classroom teachers feel they do not understand how to teach foundational skills. • 100% of staff feels they need materials to teach small group instruction. • 83% of all teachers including Special Ed. and ESOL feel they need professional training on how to teach fluent readers comprehension skills. • 89% of K- 5 classroom teachers feel they do not have proper materials to teach the scope and sequence of reading. 	

Ongoing Summative and Formative Assessments	
Concern #3: 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 implementing current assessments with fidelity • Lack of funding for an online management system to streamline administration, recording and analysis of data • Insufficient professional learning focused 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.
<p>Reference to “What” Document (Building Block 3) “Why – p. 96” Assessment materials should be aligned with student’s needs, and personnel must be adequately trained to administer testing, diagnose needs, and plan instruction.</p>	

<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • The survey results appear to be positively inflated. Efforts are growing, but means to evaluate the effectiveness of instruction and intensity of intervention are inconsistent. • 71% of K-5 classroom teachers feel that there is infrastructure for analyzing formative and summative assessments. • 51% of K-5 classroom teachers including Special Ed. and ESOL state that they routinely follow assessments to guide instruction. • Data from DIBELS Next shows that a high majority of students are at risk in fluency as well as comprehension.

Best Practices in Literacy Instruction

Concern #4: 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 focused monitoring of current practices in literacy instruction • Professional learning in writing instruction in the content area is needed • Weak school-readiness skills – background knowledge, exposure to language, availability of print in homes • Treasures core reading program was adopted without sustained training 	<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, FCRR materials, and teacher-selected resources
<p>(Why, p. 72) In grades K-3, early literacy instruction provides instructional anchors that, when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language.</p> <p>(Why, p. 53) Writing demands for the 21st century are increasing not only in schools, but in workplaces that demand effective communication skills. Georgia advocates strong writing skills throughout school.</p>	

<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 72% of classroom teachers state that they do not have the materials and resources to teach handwriting skills. • 83% state they need professional learning in strategies for teaching all children to master CCGPS speaking and listening standards. • 61% of staff feels they do not have adequate materials and resources to teach language skills.
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System of Tiered Intervention (RTI) for All Students

Concern #5: 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 • Inconsistent implementation between grade level teachers • No system wide coordinator of RTI 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Documentation is reviewed by a system team when a child is referred for evaluation. • School works creatively to find time/materials for Tier 2/Tier 3 interventions. • Parents are involved in the RTI process. • School has a site based student support team
<p>Reference to “What” Document (Building Block 5) Why p. 123 – “Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful.”</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 88% of staff feels that paraprofessionals do not have adequate training to effectively assist with literacy. • 82% of staff feels that they need professional learning to provide effective Tier 2 intervention. 	

Improved Instruction through Professional Learning

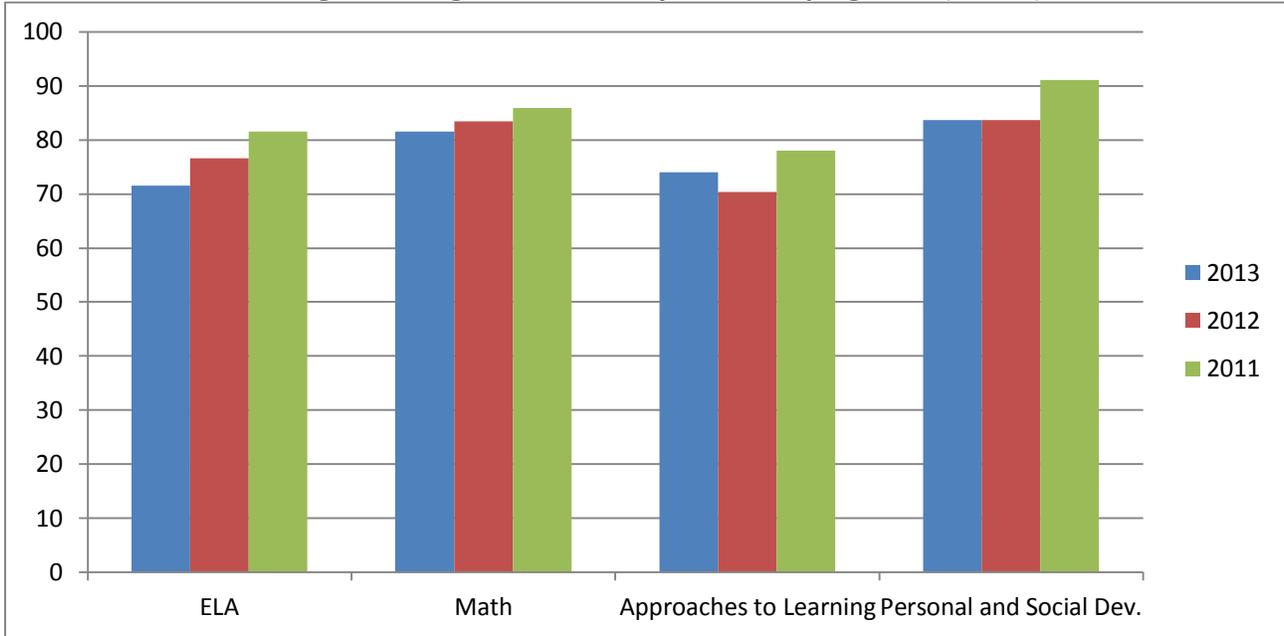
Concern #6: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.

<p>Root Causes</p> <ul style="list-style-type: none"> • Lack of focused, sustained professional development • Reduction of school work days and teacher work days • Redirection of professional learning funds away from literacy • Administrative/Staff turnover (attrition, changing grades/subjects) • Absence of plan for training and supporting new staff members • Lack of release time for all professional learning 	<p>Current Practice:</p> <ul style="list-style-type: none"> • The system’s professional learning plan is the focus for all training. • School has a site plan aligned to the system’s goals.
<p>Reference to “What” Document (Building Block 5) “Why” p. 140 – In an increasingly competitive global economy... teachers need to learn to teach in ways that promote critical thinking and higher order performance.</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • The staff overwhelmingly has identified the need for professional development in all areas of literacy instruction (as noted in the above data analysis notes). • Only 48% of staff feels that administration asks questions about whether potential hires have received course work in disciplinary literacy. 	

Analysis and Identification of Student and Teacher Data

J. M. Odom Elementary staff reviews and analyzes the data on the charts below. It is evident with an increase number of students in English Speakers of Other Languages (ESOL) as well as Special Education the achievement gap has increased.

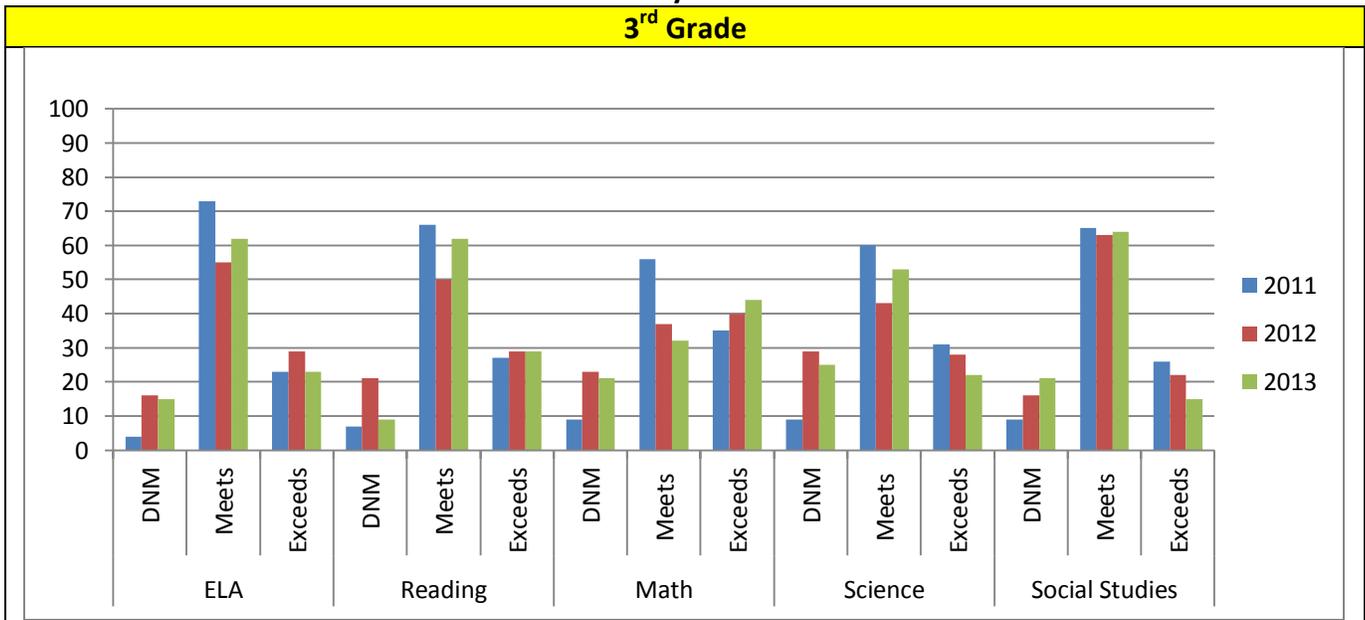
Georgia Kindergarten Inventory of Developing Skills (GKIDS)

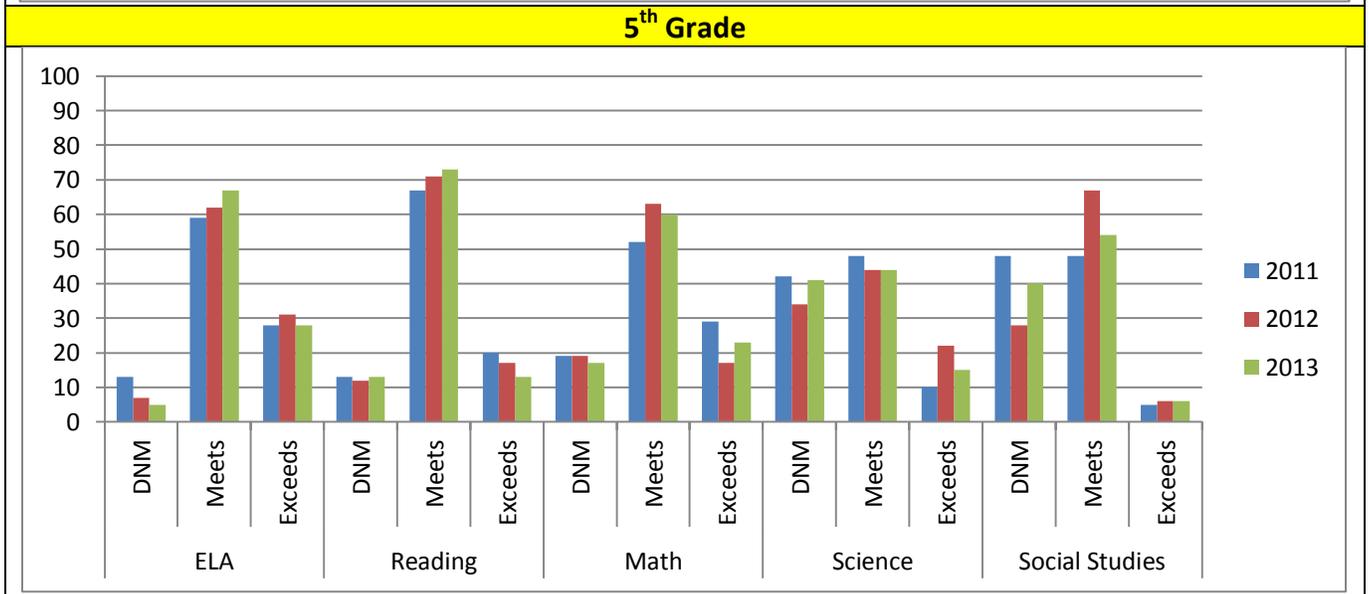
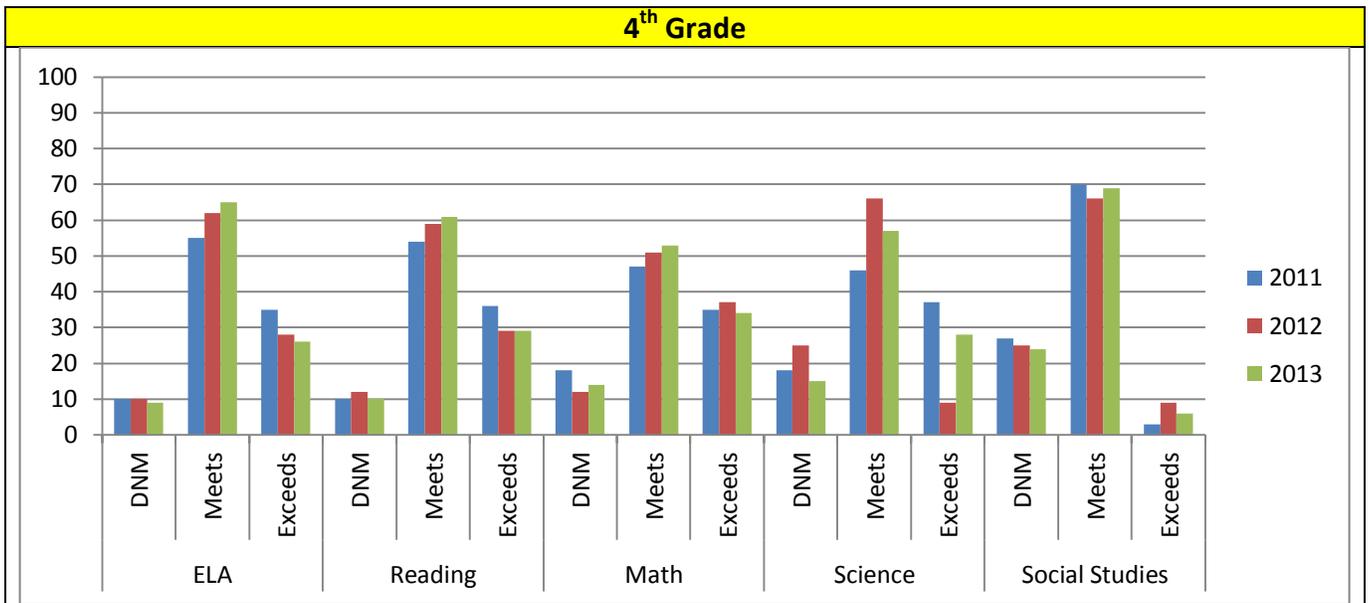


GKIDS data in the above table indicate that students leaving Kindergarten are lacking the appropriate language skills necessary to meet the standards. GKIDS data indicated that students continuously have weaknesses in ELA and Math. There has been a drastic decline in ELA over the past 3 years. Reading foundational skills are critical for our students’ success in all content areas.

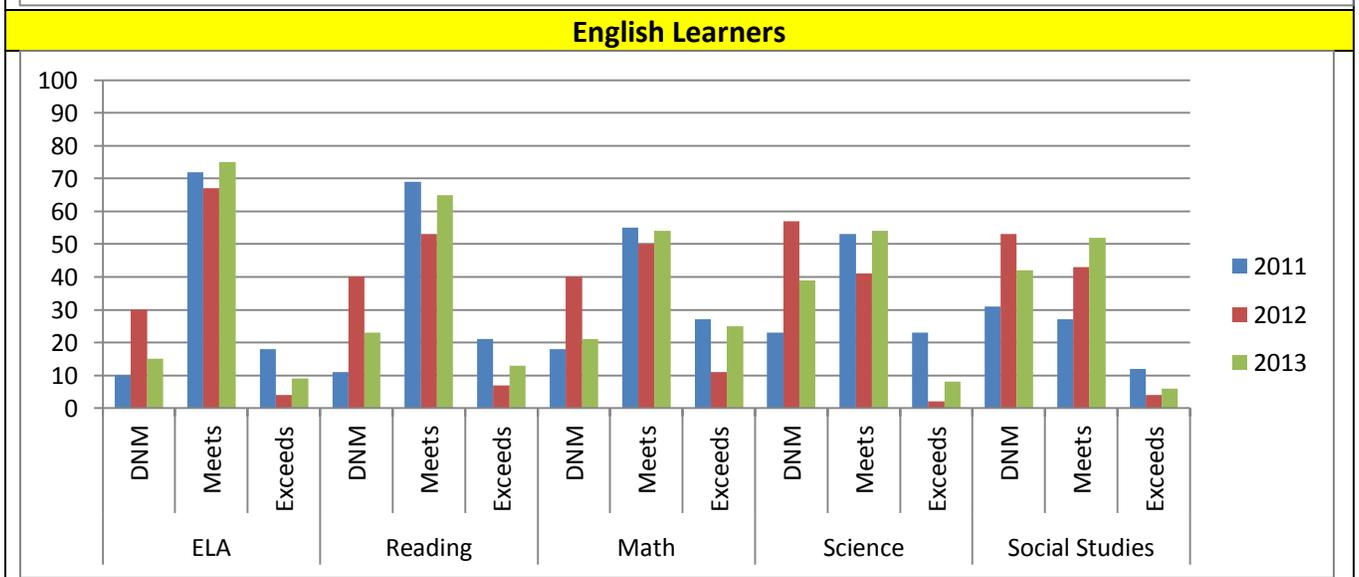
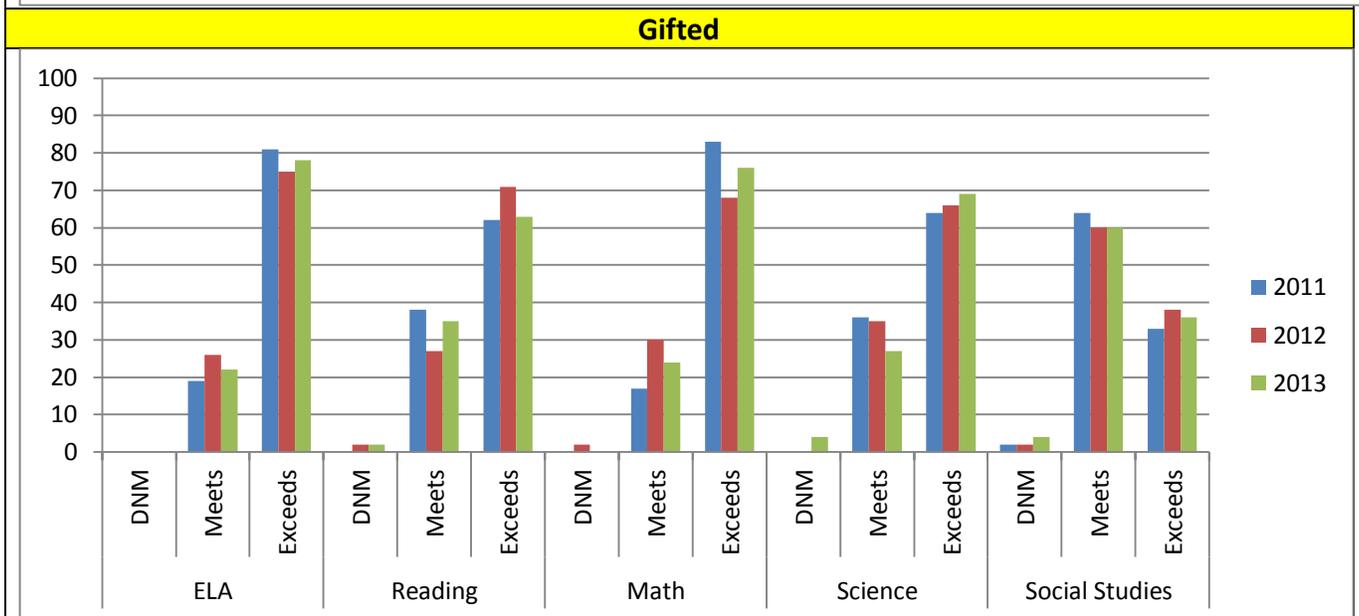
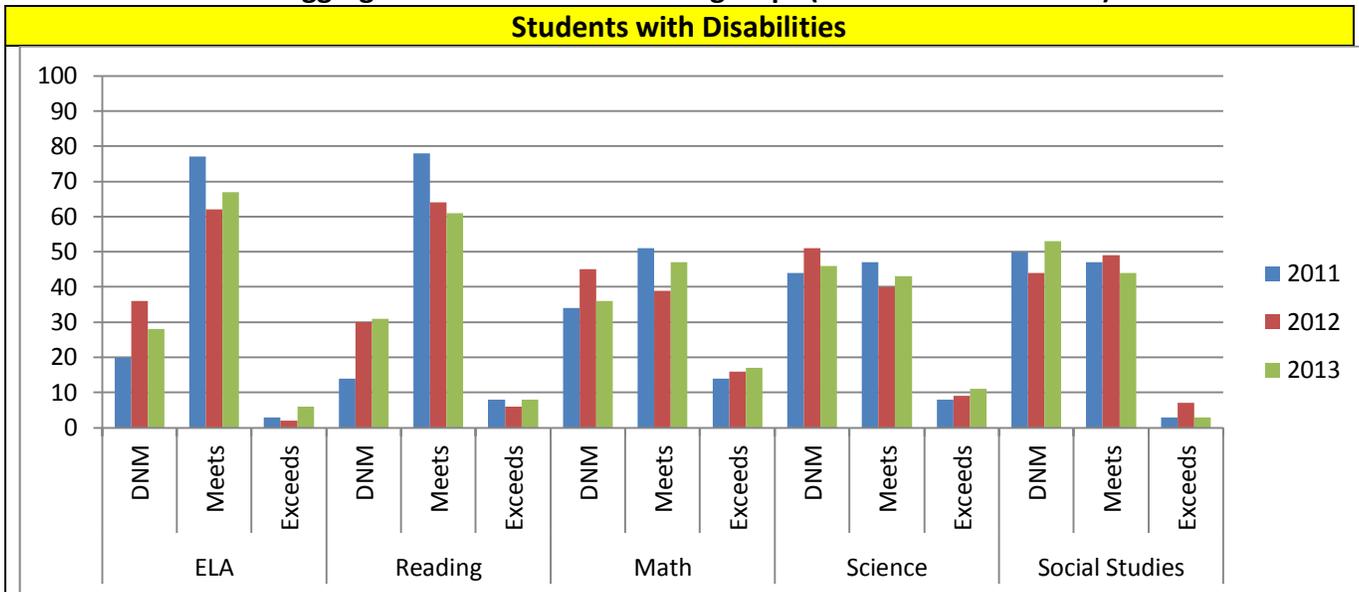
CRCT Data By Grade Level

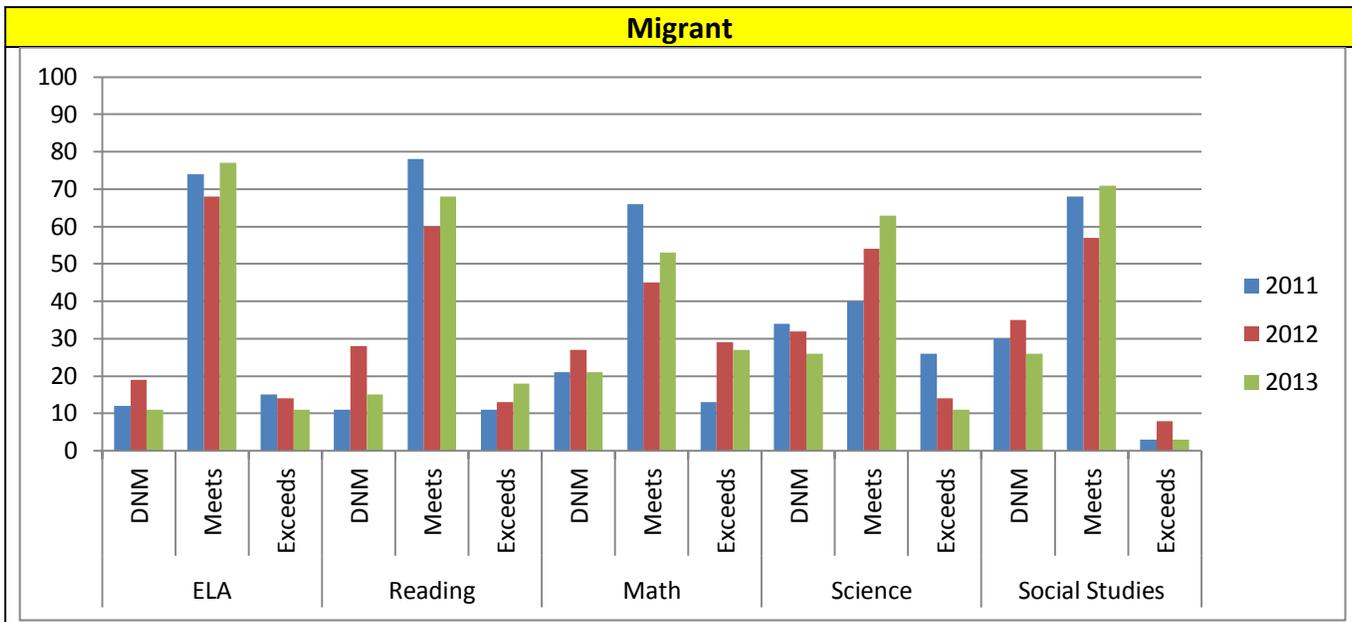
3rd Grade





Disaggregation of CRCT Data in Subgroups (Grades 3-5 Combined)





According to the CRCT data, there are many areas that have weaknesses. In language arts, there is a substantial gap between students with disabilities (SWD) and English Learners (EL) in comparison to all students. Reading scores indicated that 5th grade students and SWD had an increase in the number of those who did not meet the standards. According to CRCT Social Studies data, the number of students who did not meet the standards showed an increase for students in 3rd and 5th grade, as well as gifted students.



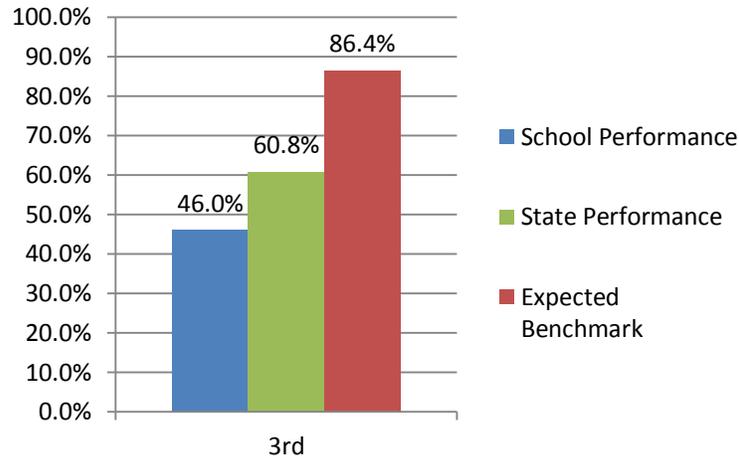
Based on the 5th grade writing assessment data, there was a 14% decrease in the number of students who met the writing standard.

Lexile Data

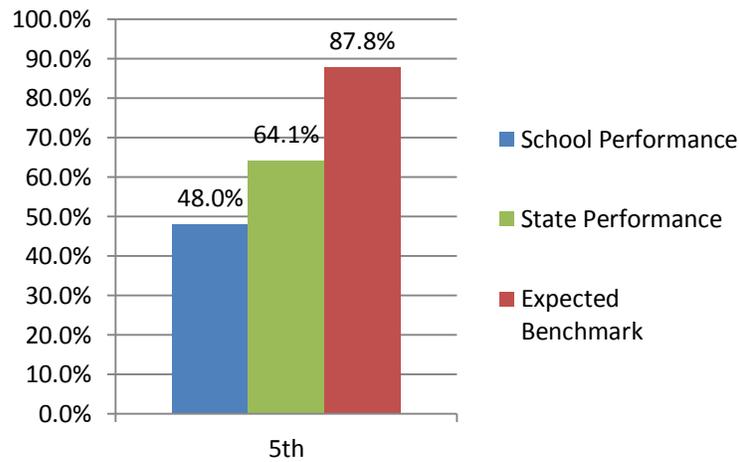
Lexile Score Comparison

% of students meeting state benchmark (650 for 3rd and 850 for 5th)

Lexile Score of 650 or Greater



Lexile Score of 850 or Greater

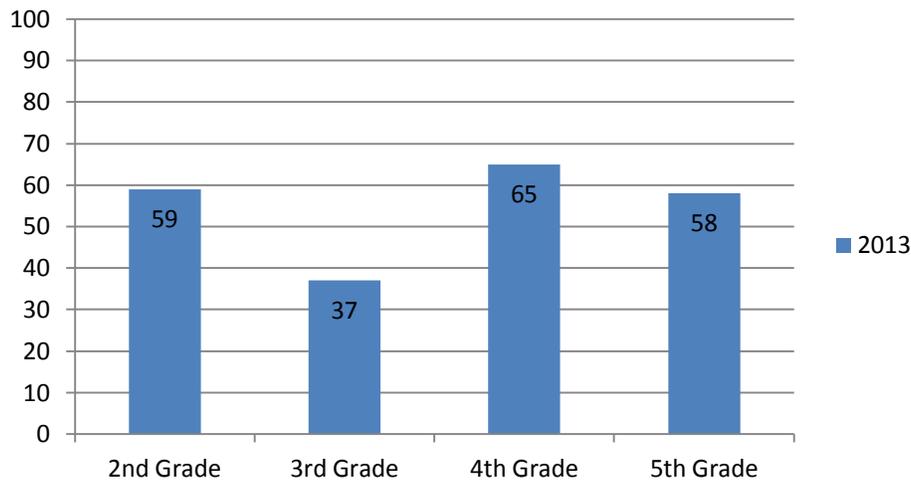


Odom demonstrates a performance gap of 40% in 3rd and 5th grade from expected Lexile scores and benchmarks.

DIBELS NEXT Data

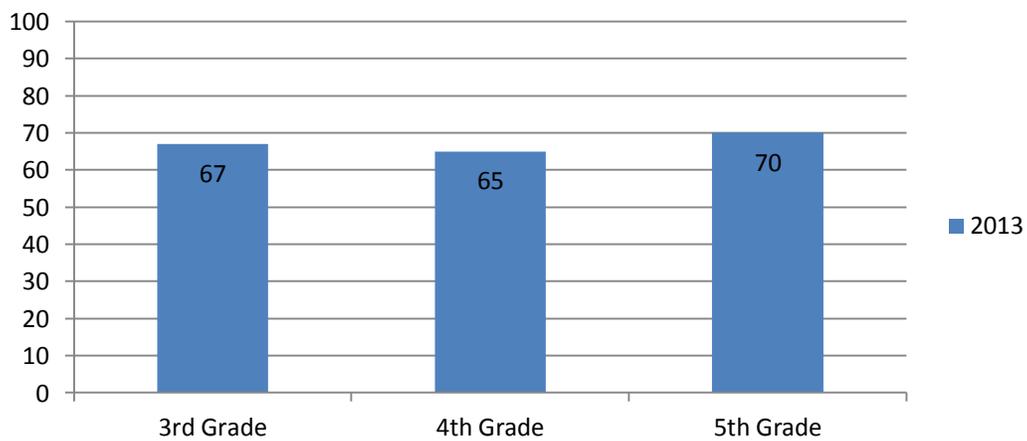
DIBELS Next Oral Reading Fluency

% of At Risk Students by Grade



DAZE Comprehension

% of At Risk Students by Grade



The district has implemented DIBELS Next as a universal screener to identify students who are struggling with reading foundational skills. Upon further analysis, many students in 2nd through 5th grade are at risk in oral reading fluency and comprehension.

2012 COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
Black					
Hispanic					
White					
Economically Disadvantaged					
Students With Disability					
English Learners					

*Red flags indicate subgroups did not meet the State nor Subgroup performance targets. Yellow flags indicate subgroups met one but not both State or Subgroup performance targets. Green flags indicate subgroups met the State and Subgroup performance targets.

Data for All Teachers

Advanced Degrees:

- Masters/Specialists- 54%

Endorsements:

- ESOL 61%
- Gifted 30%
- Reading 34%

At the beginning of the 2013-2014 school year, there were few changes to the staff at J.M Odom Elementary. Three classroom teachers moved into other positions at various schools. The teachers at J.M Odom Elementary in grades K thru 5 are veteran teachers with only 10% of the staff retiring. In addition to the 10% change, there was a change in the administration. The instructional support specialist shifted into the principal’s position, and the assistant principal secured a full time position.

Teacher Participation in Professional Learning Communities / Ongoing Professional Learning

Odom Elementary teachers participate in a variety of professional learning opportunities targeted at increasing student engagement, motivation, and achievement. Teachers also participate in professional development geared toward implementing, deconstructing, and teaching the Common Core Georgia Performance Standards (CCGPS) in each content area. Delivery methods of professional learning include: faculty training sessions, grade level meetings, county-wide curriculum meetings, program specific training (i.e. Fast Forward, Dreambox), web-based learning modules (i.e. Comprehensive Reading Solutions), and iPad training. Teachers and staff have had multiple training

sessions regarding the Teacher Keys Evaluation System (TKES). State training representatives as well as webinars have been used to instruct teachers on crucial parts of the TKES process.

Strengths and Weaknesses based on Prescribed Assessments

The strengths and weaknesses are determined based on CRCT data as well as DIBELS Next. After disaggregation of 2012 and 2013 data, J.M. Odom identified strengths and weaknesses which were overarching across all grade levels.

Subject Area	Strengths	Weaknesses
Language	<ul style="list-style-type: none"> • 95% of 5th grade students met or exceeded ELA • All grade levels increased the amount of meet or exceeds 	<ul style="list-style-type: none"> • There is substantial gap between SWD and EL in comparison to all students.
Math	<ul style="list-style-type: none"> • 4th and 5th grade increased the amount of meet and exceeds 	<ul style="list-style-type: none"> • There is inconsistency among the math scores in all grades.
Reading	<ul style="list-style-type: none"> • 4th, 5th, EL, Migrant had an increase in meets and exceeds 	<ul style="list-style-type: none"> • 5th grade and SWD increase the amount of DNM • 2nd, 4th, and 5th grades show a high percentage of students at risk on DIBELS • Decrease of 8% in gifted students that exceeded
Science	<ul style="list-style-type: none"> • Increase of meets and exceeds of students in 3rd, 4th, SWD, EL, and migrant 	<ul style="list-style-type: none"> • Increase of DNM with gifted and 5th
Social Studies	<ul style="list-style-type: none"> • 4th grade EL and migrant increase meets and exceeds 	<ul style="list-style-type: none"> • 3rd, 5th and gifted increased DNM

Goals and Objectives Based on Formative and Summative Assessments

Goals	Objectives
<ul style="list-style-type: none"> All students will improve their reading achievement by 3%. 	<ul style="list-style-type: none"> Continued staff development on research-based literacy strategies. Provide additional assistance to students with limited English and students achieving below grade level.
<ul style="list-style-type: none"> Formative and summative assessment data will drive classroom instruction. 	<ul style="list-style-type: none"> Teachers will learn how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies.
<ul style="list-style-type: none"> Close the achievement gap among students with disabilities (SWD) and English language learners (EL) in comparison to all students. 	<ul style="list-style-type: none"> Staff development on differentiated instruction on effective teaching strategies for SWD and ELs.

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: Steadily 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
Hold quarterly Academic Nights to address CCGPS for parents	Quarterly/Ongoing	Inkind	Parent Surveys
Parent ELA workshops	1 per semester	Title I Parent Involvement	Parent Surveys
Strengthen technology integration school-wide with interactive media such as electronic tablets, computers, and e-readers	Spring, 2014 Ongoing	SRCLG	Classroom Observation Professional Learning Log *SA, AC, T

Additional Evidence of Research-Based Practice: “The ability to read is the bedrock of all types of literacy.” (Why, 98)			
Goal: Steadily 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
Hold quarterly Academic Nights to address CCGPS for parents	Quarterly/Ongoing	Inkind	Parent Surveys
Strengthen technology integration school-wide with interactive media such as electronic tablets, computers, and e-readers	Spring, 2014 Ongoing	SRCLG	Classroom Observation Professional Learning Log *SA, AC, T
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: Steadily 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

Schedules

Kindergarten	1 st	2 nd	3 rd	4 th	5 th
8-9:45 Math Tier I, II, III, IV	8-9 Differentiated Literacy Skills	8-10:30 Literacy Block Tier I, II, III, IV	8-11:30 Literacy Block with Science/SS Tier I, II, III, IV	8:10-8:55 connections	8-9:30 Math Tier I, II, III, IV
9:45-10:30 connections	9-9:45 connections	10:30-11:15 connections	11:30-12:15 Math Tier I, II, III, IV	8:55-12:15 Literacy Block with Science/SS Tier I, II, III, IV	9:30-12:45 Literacy Block with Science/SS Tier I, II, III, IV
10:30-11:10 Differentiated Literacy Skills	9:45-11:50 Literacy Block Tier I, II, III, IV	11:15-11:45 Lunch	12:15-12:45 Lunch	12:20-12:50 Lunch	12:45-1:30 Lunch
11:10-11:40 Lunch	11:50-12:20 Lunch	12:05-1:15 Math Tier I, II, III, IV	12:45-1:30 connections	12:50-2:30 Math Tier I, II, III, IV	1:40-2:30 connections
11:40-2:30 Literacy block with SS/Science Tier I, II, III, IV	12:25-1:55 Math Tier I, II, III, IV	1:15-2:30 Science/Social Studies	1:30-2:30 Math Tier I, II, III, IV		
	1:55-2:30 Science/Social Studies				

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 and media center
- 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 or tablets per classroom
- Wireless connectivity infrastructure

Activities that Support Literacy Intervention Programs

- Dedicated scheduled time for intervention
- 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
- Teacher/student computers
- Computer lab
- Student Response Systems
- Bookrooms including professional resources as well as student leveled readers
- Media Center resources

List of Library Resources/Description of Library

- Parent resources
- E Books
- Recorded books: audiobooks, books on tape, play-aways
- Listening Centers
- E Readers (Kindle and Nook)
- Videos and DVDs to support Science, Social Studies, language development, and literature & reading development
- Teacher Resources (Social Studies book from Amanda Beaty, professional learning resources, Touchstone texts, content sets-differentiated levels)
- Literacy Skills games
- Math Skills games
- Reference materials
- Online Catalog (updated with Lexile levels)

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

- 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
- 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
- Manipulatives for direct literacy instruction
- Florida Center for Reading Research activities
- Limited resources for station activities
- Interactive boards and projectors
- Printers
- Digital Cameras
- Internet access
- iPad per classroom
- Limited teacher/student computer workstations
- Assistive Technology (Snap and Read, CoWriter)

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

J. M. Odom Elementary School is devoted to on-going professional development in order to ensure staff members stay current with effective teaching practices. This will promote a successful pathway for students to be college and career ready in reading, writing, math, listening and speaking.

According to the “Why” document, “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” (141).

Staff Development Training 2012-2013	% of Participants
ELA Countywide Grade Level Meetings	64% of staff (K-5)
Math Countywide Grade Level Meetings	64% of staff (K-5)
CCGPS Deconstructing Standards	46% of classroom teachers
iPad Training	55% of staff (K-5)
ESOL Strategies (Virginia Rojas)	100% of ESOL teachers
ELA Unit Writers K-5	15% of classroom teachers
SACS Review	8% of classroom teachers
CCGPS Reading/ELA Webinars	70% of staff (K-5)
Thinking Maps (ESOL)	100% of ESOL teachers
Formative Instructional Practices	4% of classroom teachers
DIBELS Next Training	23% of classroom teachers
Summer Science Training at VSU	15% of classroom teachers
Current Endorsements	% of Staff
Gifted Endorsement	30%
ESOL Endorsement	61%
Reading Endorsement	34%

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
- ESOL Endorsement
- SACS Review
- CCGPS Reading/ELA Webinar
- Educational Impact
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System resources
- Rosetta Stone - ESOL

Programmatic Professional Learning Needs Identified in Needs Assessment

- Differentiated Instruction: activities, strategies, and management
- Implementation of CCGPS
- 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

In order to determine if professional development was adequate and effective, the following measures are used to assess:

- 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
- 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: Steadily increase the percentage of students scoring at and above expectation in reading. (Building Block 4/5)		
Objectives	Timeline	Measure of Effectiveness
Research, select, purchase needed instructional materials (What, 9)	Spring, 2014 Ongoing	PLC documentation and minutes Teacher Survey Walk-through observations Summative Assessment Data, DIBELS Next
Provide research-based professional learning on components of literacy for all staff (Why, 141)	Summer, 2014 Ongoing	
Review "Building Basic Skills" modules on Comprehensive Reading Solutions website	Fall, 2014 Ongoing	
Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency, and comprehension	Ongoing	

Goal: Increase the percentage of students scoring at and above expectation in writing. (Building 4/5)		
Objectives	Timeline	Measure of Effectiveness
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2014 Ongoing	Teacher Survey Walk-through observations
Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10)	Spring, 2014 Ongoing	
Strengthen technology integration school-wide with interactive media such as electronic tablets, computers, and e-readers	Spring, 2014 Ongoing	Summative Assessment Data, DIBELS Next Writing Samples

Goal: Increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies. (Building Block 2)		
Objectives	Timeline	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 	Summer, 2015 Ongoing	PLC documentation and minutes CCGPS unit plan with documentation of the use of technology
Purchase content-based texts (multiple formats)	January, 2015 Ongoing	Walk-through observations
Review "Teaching Vocabulary" modules on Comprehensive Reading Solutions website	Fall, 2015 Ongoing	Summative Assessment Data, DIBELS Next

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students. (Building Block 3/5)		
Objectives	Timeline	Measure of Effectiveness
Strengthen use of screening, diagnostic, and progress monitoring assessments	Summer, 2014 Ongoing	PLC documentation and minutes
Review data to determine effectiveness of all instruction	Ongoing	Teacher Surveys
Train teachers on effective data usage for planning/implementing interventions and monitoring student progress (Why, 122-124)	Fall, 2014 Ongoing	Walk-through observations
Inventory, evaluate, purchase, and train individuals on appropriate intervention materials	Spring, 2014	Summative Assessment Data, DIBELS Next

J. M. Odom Elementary School's method of measuring the effectiveness of professional learning that can be tied back to goals and objectives involves:

- Evaluation forms and responses from teacher surveys
- Walk-through observations noting implementation of instructional strategies
- PLC documentation and minutes
- Assessment results
- Completed Units noting implementation technology

Sustainability Plan

J.M. Odom 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.

<p>Sustainability</p>	<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
<p>Expanding and Extending Lessons Learned</p>	<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 • Utilize Teacher Resource Link to assist with online professional learning 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
<p>Extending the Assessment Protocol</p>	<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
<p>Professional Learning</p>	<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 • Develop library of professional books, journals, and online sources • Develop resource pack of professional learning materials for new teachers • Collaborate with/participate in CPRESA trainings • Participate in “Technology Integration for 21st Century Classrooms” professional learning opportunities

<p>Developing Community Partnerships/ Other Funding Sources</p>	<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
<p>Replacing Print Materials</p>	<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
<p>Sustaining Technology</p>	<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 • Strengthen technology integration school-wide with interactive media such as electronic tablets, computers, and e-readers

Budget Summary

As a result of a comprehensive review of literacy efforts at J. M. Odom 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 597 and an estimated award of \$460 per student, the total funds received over a five year time frame are anticipated at \$274,620.00.

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.

- A core program to provide continuity based on an articulated scope and sequence of skills in literacy
- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom/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 specialist (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