

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:	Norman Park Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Keith Adams
Principal Position:	Principal
Principal Phone:	229 769-3612
Principal Email:	kadams@colquitt.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Michelle Daniels
School contact information Position:	Assistant Principal
School contact information Phone:	229 769-3612
School contact information Email:	danielsm@colquitt.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-k to 5

Number of Teachers in School

36

FTE Enrollment

556

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.



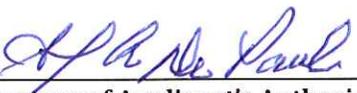
Signature of Fiscal Agency Head (official sub-grant recipient)

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)

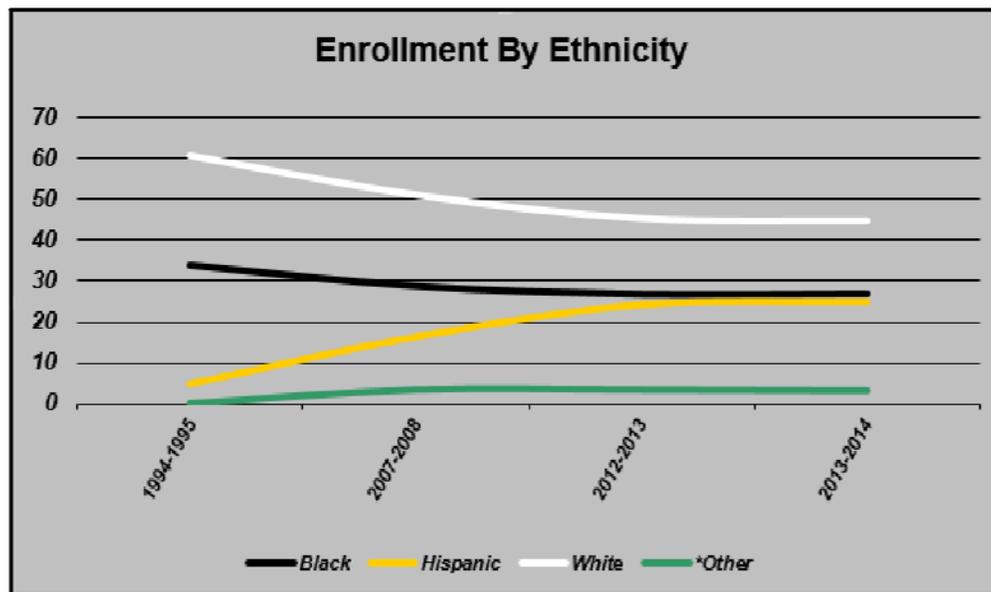
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

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: Norman Park 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: Norman Park 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: Norman Park 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: Norman Park 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

Established in the 1920s, Norman Park Elementary School (NPES) is located in Norman Park, Georgia, a small community in Colquitt County in the southern part of the state. The school draws students from a large rural area surrounding the town. NPES has long been an integral part of the Norman Park Community. Many of the current students have parents, grandparents, and even great grandparents who attended school here. In the past, the school has served as a high school, a K-7 school, and presently as a Pre-K through 5th grade school. People in the community identify strongly with the history and traditions of the school and remain concerned about the future of the school. Local traditions and interests have been, and continue to be, most influential in the work of the school.

As of September 27, 2013, the student population of Norman Park Elementary School totaled 598 students. The ethnic composition is 51% white, 7% black, 40% Hispanic, 2% other. The percentage of Hispanic students has grown over 15.8% in the last five years. There is a significant transition of students to other schools in the county and outside the county as parents seek migrant work and/or low rent housing. There are some students who enroll/re-enroll in the school as many as three or four times in one school year. The school is serving low socio-economic families. Due the Community Eligibility Provision all elementary students receive free lunches, and we no longer have statistics on the number of students qualifying for free or reduced lunches. 2012-2013 numbers showed the free and reduced lunch rate was at 78%. Norman Park School is a Title I school.

Approximately 10% of the student body receives a continuum of services from Special Education. Most of these students are served through inclusion and/or on a resource basis. Sixty students are eligible for Gifted Education services in grades K-5. Gifted students in grades K-5 are served on campus through pull-out and collaborative services each week. Thirty-five students in grades three, four, and five choose to attend classes at the gifted center in Moultrie five days per week. One hundred forty-six students are served in the ESOL Program through a combination of resource and inclusion classes, and 67 migrant students are served in the Migrant Program through inclusion classes by our migrant paraprofessional/recruiter.

Norman Park Elementary faces a number of barriers that serve as challenges and opportunities for student achievement. These barriers encompass county budget cuts, low socio-economic student body, and large percentage of ELL students. Norman Park teachers and instructional providers exhaust all available resources to promote student achievement for a challenging and diverse student body.

Administrative and Teacher Leadership Team

In an effort to reduce the number of meetings that would interfere with classroom instruction, NPES has established a leadership committee that serves the school on a yearly basis. The committee is made up of the following:

NPES Leadership Team Committee Members:

NAME	POSITION/ROLE
Keith Adams	Principal
Michelle Daniels	Assistant Principal
Suzie Blackburn	Special Education/Leadership Team
Connie Norman	KG Grade Level Teacher Leadership
Jennifer Key	1 st Grade Level Teacher Leadership
Mandy Roberts	2 nd Grade Level Teacher Leadership
Turrah Benton	3 rd Grade Level Teacher Leadership
Kristy Sutton	4 th Grade Level Teacher Leadership
Rosa Jolly	5 th Grade Level Teacher Leadership
Christina Crosby	Parent Representative/PTO
Rodney Hurst	Parent/ Business Representative
Brian Blackburn	Parent Representative

The committee meets quarterly to review data, set and monitor goals, and discuss school improvements that need to be made. Teachers serve one year terms on the committee and parent/community members serve two year terms. There is not a committee with the direct responsibility of focusing only on literacy. The Leadership committee recognizes a need for such a group to be formed.

Past Instructional Initiatives

Colquitt County Schools has a rich history of adopting reading programs. As outlined in our district plan, it is evident that NPES is in need of a sustainable literacy initiative. Due to transition from QCCs to Georgia Performance Standards to Common Core Standards and limited funding the school system has an exhaustive list of initiatives that were put into place and not sustained.

Current Instructional Initiatives

Colquitt County School system has experienced tremendous budget cuts due to the current economic crisis. Professional development funding has been redirected, and ELA textbook adoption has not been considered as an option. We are currently using Dibels Next Benchmark three times yearly. Diagnostic assessments are then used to pinpoint specific needs. These needs are being addressed within a 60 minute reading foundational skills block in the K-3 classrooms. Due to scheduling challenges, grades 4 and 5 do not have adequate time to fully address the deficits.

Professional Learning Needs

NPES strives to be cognizant of the latest in educational research and initiatives. Due to budget constraints sustained quality professional learning opportunities have been nonexistent. County curriculum specialists and administrators have worked together to plan and redeliver their own professional learning to address school-wide, state, and national goals. Staff surveys indicate that teachers need professional development in meeting the needs of all learners, integrating technology, promoting parent and community involvement,

Pyramid of Interventions, using data appropriately to enhance learning, and differentiated instructional strategies.

Need for a Striving Readers Project

Because of the current economic conditions, NPES is in need of funds to build and sustain an effective comprehensive K-5 literacy program. Furlough days have eliminated dedicated professional learning time in our system, and professional development funds are being used for district operational needs. In addition, the lack of CCGPS-aligned ELA materials to help guide instruction add to the deficits created by the school's poverty rate (31.3%), homeless rate (5.3 %), and migrant population (11%).

Although the school has been meeting AYP and has a high CCRPI score, our Dibels Benchmark screenings say otherwise. The Beginning of the Year data indicates that less than half of our 2nd -5th graders are meeting the cut score for being proficient in fluency and comprehension. There is a dire need for professional development and resources and an explicit systematic approach to teaching literacy in areas across the curriculum. The Striving Readers Grant will provide the opportunity to improve literacy in our small community.

Needs Assessment, Concerns and Root Cause Analysis

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

At the initial Striving Readers' grant application work session, the system literacy team studied the research and best practices in the Why document. The Needs Assessment Survey was taken by team 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 survey was administered via Survey Monkey, and results were collected and analyzed at the system and school levels.

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

In addition to grant-specific needs assessment, Colquitt County schools recently completed an annual update of School Improvement Plans. All schools are in the process of preparing for an onsite AdvancEd external review. Stakeholders (teachers, paraprofessionals, students, parents, and community members) are included throughout the school improvement process.

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

- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs staff surveys
- SLDS Data
- CCRPI Data
- Test Data – GKIDS, CRCT, CRCT Readiness Indicators for Instructional Planning and Decision Making, ITBS, 3rd and 5th Grade Writing Scores, ACCESS Data, DIBELS Next data, and diagnostic reading assessment data

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

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

Building Block 1 – Engaged Leadership	
Concern #1: The “What” pages 5-6, A – F: 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 training and implementation was overwhelming to all concerned • Adjusting to CCGPS blurred focus on foundational skills • Proliferation of literacy initiatives over the years leaving pieces of programs which are now implemented without consistency, focus, and sustainability • Lack of focused, sustained professional development, particularly in the area of foundational skills • Lack of community awareness of needs of early learning in literacy • Due to other pressures, leaders have been unable to keep abreast of the latest research 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) • Grade level newsletters • School Websites
<p>Data Analysis Notes: Needs Assessment Survey (NAS) results reveal that only 52.1% of all staff believe that school leadership seeks out and participates in opportunities for professional development in literacy. 73% of staff indicate that the school has not developed a literacy team.</p>	

Building Block 2 – Continuity of Instruction	
Concern #2: The “What” page 7, B: Need for consistent literacy instructional focus across the curriculum	
<p>Root Causes</p> <ul style="list-style-type: none"> • Need for professional learning in how to use literacy skills in reading and writing in content areas • Lack of ongoing professional development for all teachers focusing on literacy skills in all content areas • Lack of consistent collaborative planning between content area teachers and teachers of literacy 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Focus on academic vocabulary • Introduction to Greek and Latin roots (grades 4-7) with purposeful link to content areas • Increase written responses being required across the curriculum
<p>Data Analysis Notes: In the follow-up survey 72.7% of non-ELA teachers expressed need for effectively integrating literacy skills across the content areas. 100% of staff expresses little</p>	

understanding of what Lexile levels are and how they can be used across the curriculum. Tapping into the community as a valuable resource is also a desire.

Building Block 3 – Ongoing Summative and Formative Assessments

Concern #3: *The “What” pages 8-9, A-E: Need for a comprehensive balanced assessment system*

<p>Root Causes</p> <ul style="list-style-type: none"> • Use of different assessment systems over the years which has caused confusion for teachers and lack of consistent long-term analysis of progress • Lack of funding for an online management system to streamline administration, recording, and analysis of data • Insufficient professional learning focused on use of assessment data • No system-wide benchmark system 	<p>Current Practice:</p> <ul style="list-style-type: none"> • This is Year 2 of DIBELS Next testing. • Students identified as at-risk are tested using specified diagnostic measures. • Using data to drive explicit reading instruction is in the earliest stages.
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Data Analysis Notes: NAS results appear to be positively inflated. Efforts are growing, but means to evaluate the effectiveness of instruction and intensity of intervention are inconsistent. About 50% of our teachers say they are using summative and formative data, but observation and follow-up interviews reveal that even these teachers are not using the data to its fullest potential.

Building Block 4: Best Practices in Literacy Instruction

Concern #4: *The “What” page 9-11, A-C: Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS*

<p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS • No research-based scope and sequence • Lack of funding to adopt aligned materials • Proliferation of literacy initiatives with little consistency, focus, and sustainability • Lack of ongoing professional development • Lack of adequate time in daily schedule for direct, explicit literacy instruction • Lack of focused monitoring of current practices in literacy instruction • Professional learning in writing in the content is needed • Lack of student motivation and engagement • Weak school-readiness skills – background knowledge, exposure to language, availability of print in homes (due to poverty) 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Using Treasures (not aligned to GPS) • 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
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Data Analysis Notes: Survey data across all grade levels and content areas overwhelmingly indicates a need for a focus of materials, resources, and professional development. 100% of our teachers believe that students do not come to them with mastery of reading foundational skills from the prior

grade. 67% of K-3 teachers do not feel they have adequate materials to teach literacy. 81.8% of non-ELA staff need professional training in supporting reading instruction, 63.3 % needs additional materials, resources, and knowledge to teach language skills, and 54.5% need materials, resources, and knowledge to teach writing. 90% of ELA teachers do not feel they have adequate resources to teach grade level literature and informational text.

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

Concern #5: The “What” pages 11-13, A-E: Need for systematic response to intervention protocol, resources, implementation, and monitoring

<p>Root Causes</p> <ul style="list-style-type: none"> • Inadequate and inconsistent time for intervention groups • Research-based materials frequently not used with fidelity • Inadequate and inconsistent professional learning for interventionists • No system wide coordinator of RTI 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Schools have a site-based student support team • Documentation is reviewed by a system team when a child is referred for evaluation. • Teachers document for Tier 2/Tier 3 interventions. • Parents are involved in the RTI process.
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Data Analysis Notes: Follow-up surveys indicate 90.9% of ELA teachers need additional professional development and/or resources in order to provide effective Tier 2 interventions. All grade levels express concern with understanding and implementing Tier 1 instruction, differentiation, and Tier 2/3 instruction.

Building Block 6: Improved Instruction through Professional Learning

Concern #6: The “What” pages 13 and 14 B: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.

<p>Root Causes</p> <ul style="list-style-type: none"> • Reduction of school work days • Redirection of professional learning funds away from literacy • Staff turnover (attrition, changing grades/subjects) • Absence of plan for training and supporting new staff members • Lack of release time for all professional learning • Suspension of certification requirement for professional learning 	<p>Current Practice:</p> <ul style="list-style-type: none"> • The system has a professional learning plan which is the focus for all training. • Schools have individual site plans aligned to the system’s goals.
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Data Analysis Notes: The NAS Data shows that all leaders, teachers, and paraprofessionals need ongoing professional learning opportunities on effective literacy instruction. While 59.1% of ELA teachers in grades K- 3 use paraprofessionals in reading instruction, 100% of both ELA and non-ELA teachers agree that paraprofessionals do not have adequate training for literacy skills instruction.

Analysis and Identification of Student and Teacher Data

Norman Park Elementary School (NPES) has made AYP each year since 2002. Our current CCRPI Score is 86.8. Although these scores indicate that NPES is making great strides in literacy, drilling down and disaggregating the data reveal a different picture.

Grade Level Assessments:

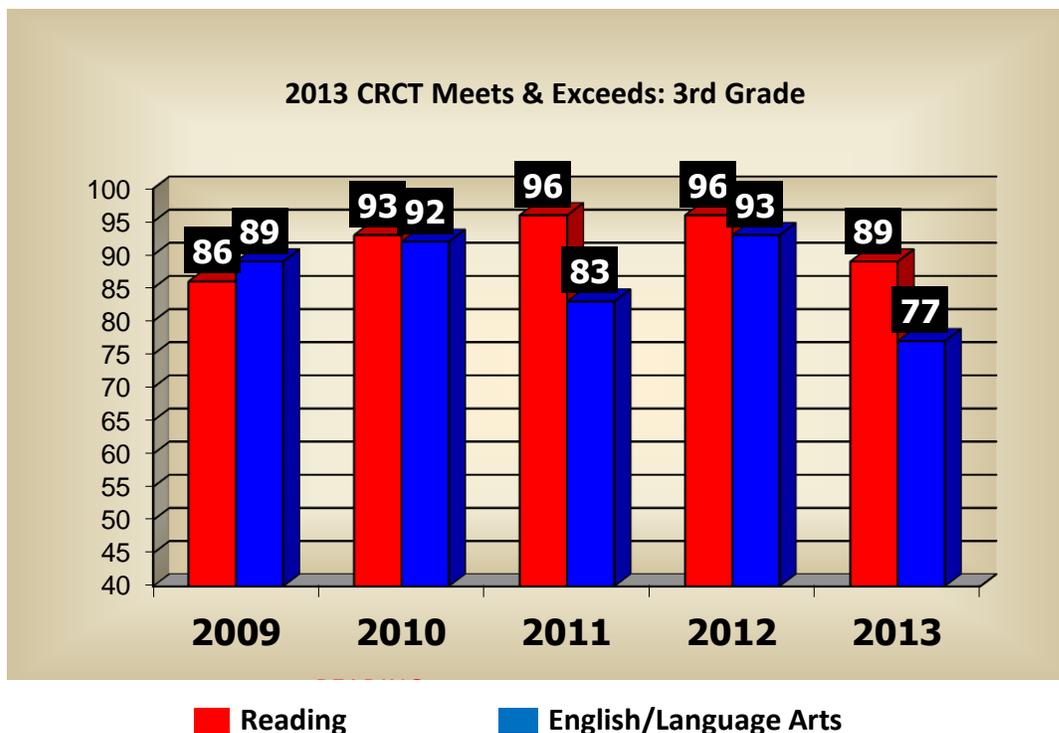
- GKIDS

Graph A 2013 GKIDS STATE/SYSTEM SUMMARY

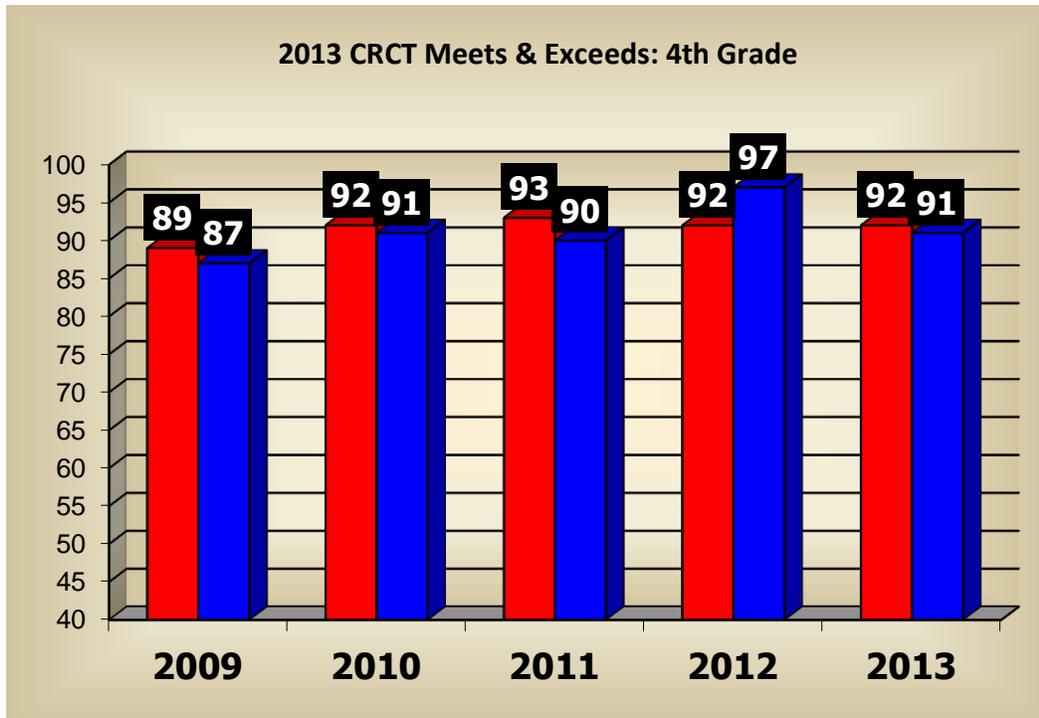
Content Area	State	CC System	Norman Park
ELA TOTAL	76.7	70.6	66.7
Reading	79.1	71.7	66.5
Writing	68	59.7	58.3
Sp/Listening	81.7	79.9	76.1
Language	75.2	71.8	68.9

Kindergarten students scored well below the state and system averages in all areas of literacy. This means that almost half of our kindergarten students enter 1st grade not ready to function on grade level.

- CRCT

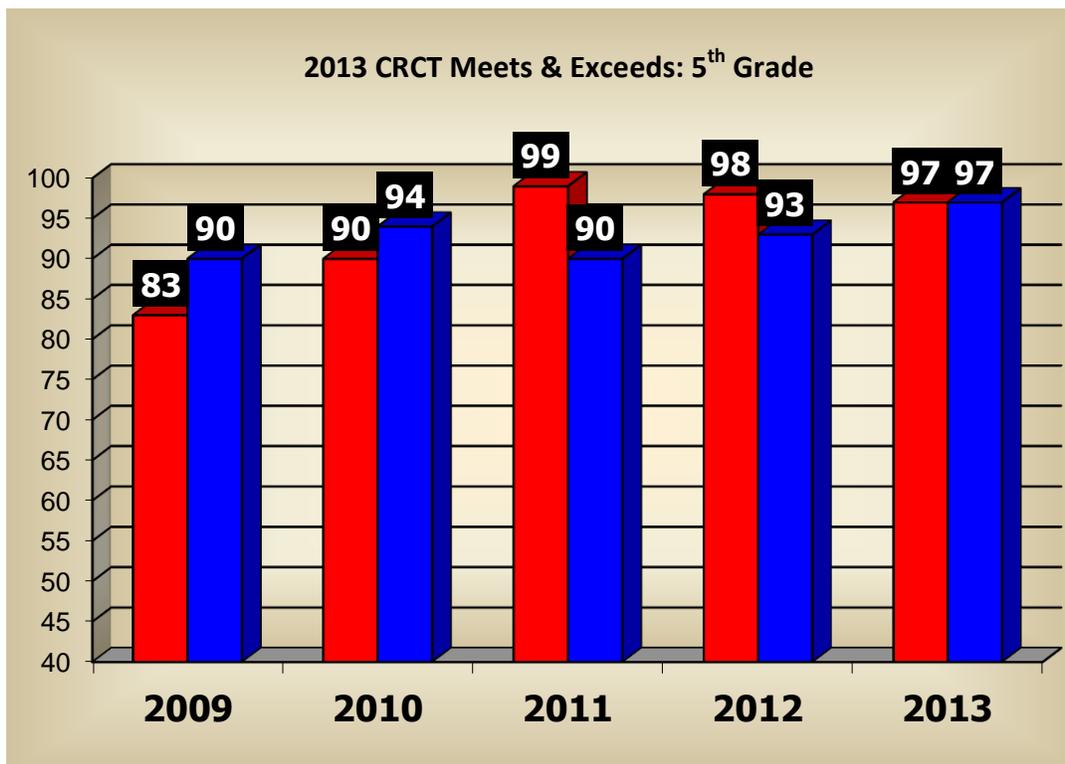


3rd Grade students scored inconsistently for the past 3 years. With the implementation of CCGPS, there was a drop in both ELA and Reading.



■ Reading ■ English/Language Arts

4th grade students have performed consistently in the 90s over the past 4 years with a slight decrease in the ELA area.



■ Reading ■ English/Language Arts

5th grade students have performed consistently over the past 5 years.

- **ACCESS for ELs: English Language Proficiency Test**

% of Overall Students Developing*

Grade	2011	2012	2013
K	9%	18%	13%
1	54%	59%	69%
2	25%	57%	55%
3	13%	7%	26%
4	7%	27%	~ no data available
5	~ no data available	14%	20%

*Developing- knows and uses social English and some specific academic language with visual and graphic support; Developing falls in the middle of the scoring continuum.

The scores above indicate that many of our ELL students still lack specific academic language.

- **ITBS**

2012 ITBS data indicates that the average percentile rank of third graders in Reading (including vocabulary and reading comprehension) is 43%. The average percentile rank in Language (including spelling, capitalization, punctuation, usage and expression) is 46%.

2012 ITBS data indicates that the average percentile rank of fifth graders in Reading (including vocabulary and reading comprehension) is 48%. The average percentile rank in Language (including spelling, capitalization, punctuation, usage and expression) is 49%.

This data indicate that NPES 3rd and 5th graders rank below 50% of the nation on this norm referenced test.

- **Georgia Writing Assessment**

On the Spring, 2013 5th grade writing assessment, 24% of students did not meet standard, 71% Met standard, and 5% exceeded standard. 70% of Special education students did not meet standards with only 30% meeting standards.

Disaggregation of Data into Subgroups

2013 CRCT Results 3-5 By Race and Ethnicity		Does Not Meet	Meets	Exceeds
Reading	Black, Not Of Hispanic Origin	30.8 %	46.2 %	23.1 %
	Hispanic	12.4 %	69.1 %	18.6 %
	Multi-racial	50.0 %	50.0 %	
	White, Not Of Hispanic Origin	9.1 %	50.9 %	40.0 %

54% of students are meeting expectations in reading on the CRCT. Closer analysis indicates that 50% of multi-racial students are not meeting expectations. 18.6% of Hispanic students are exceeding standards. 90% of white students are meeting or exceeding on the CRCT, while the black students only have 69.3% meeting and exceeding.

2013 CRCT Results 3-5 By SWD		Does Not Meet	Meets	Exceeds
Reading	SWD	48.4 %	45.2 %	6.5 %
	Non - SWD	6.2 %	60.3 %	33.5 %

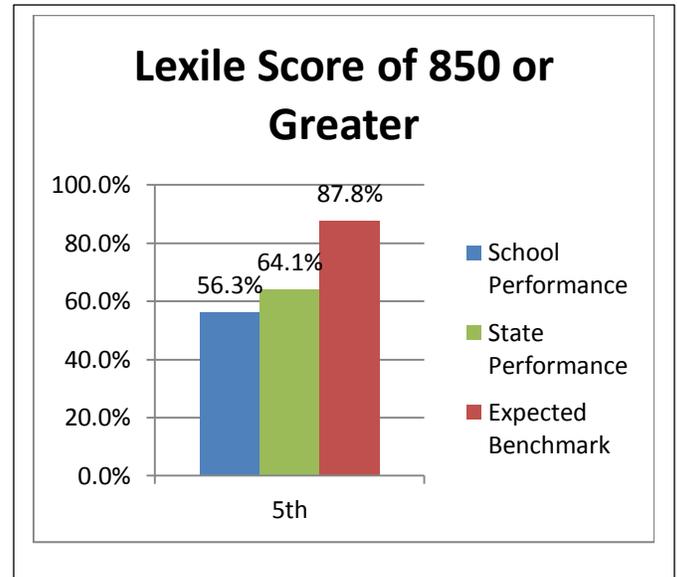
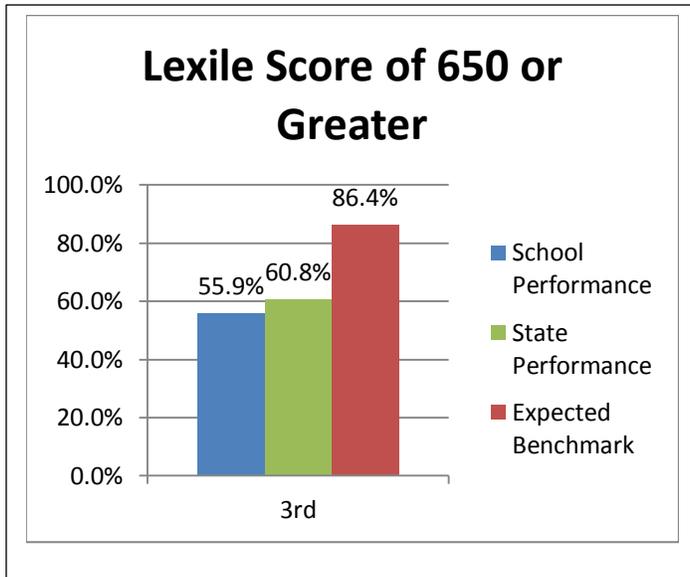
Students with disabilities are not performing as well on the reading portion of the CRCT as the general population.

• CCRPI

2012 College and Career Ready Performance Index

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
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. According to CCPRI Performance Flags, there are only two major areas in which subgroups are not meeting either the state or subgroup performance targets. These are Hispanics in Reading and SWD in mathematics.



3rd and 5th grades are near the state performance levels but are significantly below the expected benchmarks.

Identified Strengths and Weaknesses

According to all the ELA and Reading data that have been analyzed, NPES appears to be making adequate progress in ELA and Reading. However, our writing instruction is weak, especially among our subgroups. One of the areas we must address is our subgroups’ meeting or exceeding cut rates at the same rate as the general population. All assessments, both formative and summative, point to a need for improvement in our EL and SWD groups.

Teacher Retention Data

NPES has a dedicated and loyal staff. 57% of the staff have served at NPES for their entire careers. Of those remaining, 22% have been at the school over half of their teaching careers. There is not a large turn-over rate of employees at the school. 43% of the teachers have served in the same grade level and/or subject for five or more years. This information is for all staff, including special ed. and media.

Goals and Objectives

Goals:

- Increase percentage of all students, including focus on SWD and EL, meeting and exceeding expectations on CRCT.
- Increase the percentage of students meeting and exceeding all content areas on the CRCT.
- Effectively use school-based data to design a comprehensive system of tiered interventions for all students.

Additional District Prescribed Data

Dibels Next 2013 Beginning of the Year Data

% of Students Not Meeting Benchmark

2 nd Grade ORF	3 rd grade ORF	3 rd Grade DAZE	4 th Grade ORF	4 th Grade Daze	5 th Grade ORF	5 th Grade DAZE
50%	56%	59%	58%	69%	68%	63%

ORF- Oral Reading Fluency

DAZE- Reading Comprehension

For the past two years NPES has used Dibels Next as its universal screener. In 2012, the screener was given, and teachers were left to interpret data as they saw fit. Due to lack of training, not much data analysis was done. This year, 2013, Dibels Next was administered and follow-up Phonological Awareness, Informal Phonics, and Informal Decoding Inventories were used to determine specific deficits. This follow-up was not completed with fidelity and consistency due to lack of training.

The table shows a clear need for help with reading in the areas of comprehension and fluency. Only 50% of 2nd grade students met the benchmark score for ORF. These numbers increase to 56% in 3rd grade, 58% in 4th grade, and 68% in 5th grade. The number of students not meeting ORF benchmark grows larger as students progress through the grades. The DAZE scores show room for improvement as well.

Ongoing Professional Learning at School

Teachers participate in professional development facilitated by the assistant principal and/or the technology specialist. 51% of teachers have advanced degrees (higher than bachelor's). 37.5% of teachers hold endorsements (math, reading, science, gifted, ESOL).

Currently three teachers are pursuing gifted endorsements, one teacher a reading endorsement, and one an ESOL endorsement. All teachers are undergoing professional learning in Formative Instructional Practice, TKES, iPad training, continued training on CCGPS, and focus on differentiating reading instruction based upon diagnostic test data. These are all areas in which teachers felt a strong need for further development.

Direct reading instruction, small group instruction, and phonics skills are areas in which the upper grades teachers need more training in order to meet the unique needs of struggling readers.

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?

Initiatives are successful only when they are supported and monitored by leadership at the school building level. “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?

Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS

- Be strategic about assigning teachers non-academic duties

How will we move forward?

Planning:

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

Implementing:

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

Expanding:

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

Sustaining:

- 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.
- Develop a pipeline of leaders by identifying and training leaders for succession
- Make hiring decisions collaboratively based upon literacy goals

B. Action: Organize a Literacy Leadership Team

Why is this important?

Currently, we do not have an operational Literacy Leadership Team; our school leadership team makes decisions about all areas of academic instruction. 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.”

What are we currently doing?

Although we recognize the urgent need to establish a Literacy Leadership Team, we do not currently have a team whose sole purpose is to focus on literacy.

How will we move forward?

Planning:

- Identify stakeholders and partners to be part of the Literacy Leadership Team:
Faculty representatives from within the feeder pattern for your school (i.e., preschools, daycares, middle schools, high schools, technical schools) community leaders, parents
- Create a shared literacy vision for the school and community aligned with the state literacy plan
- Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement
- Determine what additional data is needed in order to make informed decisions about the path forward
- Schedule and protect time for Literacy Leadership Team to meet and plan
- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Select or develop a walk-through observation form to ensure consistency of effective instructional practices
- Ensure that effective data analysis procedures and practices are understood and practiced
- Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty and parents

Implementing:

- Identify and prioritize a list of students to be targeted for intervention or support
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Ensure use of research-based practices aligned with CCGPS
- Provide professional learning and support for staff in making the transition to the CCGPS
- Develop a brochure or chart mapping community resources for families of adolescents to be shared in hardcopy and online
- Establish a system of communication for sharing information with all partners, e.g., e-mails, newsletters, website
- Establish an online system of communication between out-of-school organizations and teachers, e.g., Boys and Girls Club, YMCA afterschool programming, church groups
- Utilize technology to maintain communication among team members
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals
- Identify and allocate additional funding sources to support literacy
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, etc.

- Participate on District Literacy Leadership Team

Sustaining:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Define priorities and allocate needed resources to sustain them over time
- Join or form a leadership organization to share successes and profit from others' successes
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Share student achievement gains with District Literacy Leadership Team and School Board members
- Use social media to involve community members and parents in literacy efforts

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.”

What are we currently doing?

- Assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments
- Provide a protected, dedicated 90-120-minute block allocated for literacy instruction in grades for all students in self-contained classrooms
- Share professional learning at team and staff meetings

How will we move forward?

Planning:

- Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes
- Study flexible scheduling options to include additional time for reading intervention
- Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas
- Consider the utilization of the entire staff when developing a schedule for literacy instruction
- Schedule time for collaborative planning teams within and across the curriculum
- Investigate available support services to provide expertise in identifying and eliminating inefficient use of student and faculty time within the schedule

Implementing:

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

Expanding:

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

Sustaining:

- Use technology to provide professional learning to new and continuing teachers
- Use media to collaborate with other schools (schools within the feeder pattern and schools in close proximity)
- 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

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?

“Literacy is no longer simply the ability to read or write but also includes the ability to communicate through speaking and listening and to produce and retrieve information through technology-based resources” (The Why, p. 94). “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 we are currently doing?

- Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement
- Participate in state-sponsored webinars and face-to-face sessions to learn about transition to CCGPS

How we will move forward?

Planning:

- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Identify and prioritize a list of students to be targeted for intervention or support
- Engage in professional learning with a focus on facilitation of group process and teaming
- Study current research on disciplinary literacy in the content areas
- Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices
- Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas
- Be strategic about assigning teachers, i. e., assign staff that is not instructing or tutoring non-academic duties

Implementing:

- Design responses to help connect students to the proper service providers in the community.
- Design and implement infrastructure to provide guidance and support for students and families
- Establish a work group that focuses specifically on how learning supports are used including all major resources, e. g., school counselors, nurses, social workers, special education staff, after -school staff, 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
- Incorporate technologies to more creatively and effectively support stakeholder engagement

Extending:

- Fill program/service gaps and develop outreach linkages among families
- 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
- Enlist literacy learning in outside organizations
- Provide English language services that extend beyond the classroom
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders
- Establish a mentoring system for every student who needs additional support from both within the school and from the community

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Provide a literacy resource room for parents and caregivers in the school
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs and after-school and academies to enhance literacy learning

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).

What are we currently doing?

Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS

- 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

- Writing informative/ explanatory
- Writing narratives
- Share ways for teachers to guide students to focus on their own improvement

How will we move forward?

Planning:

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks
- Identify appropriate strategies to help ELs meet English language proficiency standards
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching, modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas
- Provide professional learning on:
 - Incorporating the use of literature in content areas
 - Use of informational text in ELA 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
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Implementing:

- Require the teaching of academic vocabulary in all subjects using a systematic process
- 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
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:

- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency
- Monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples

- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited for promoting student learning of the CCGPS (and for ELs, English language proficiency standards)
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters
- Expand meaningful opportunities for students to write, speak, and listen
- Expand the types of writing across the subject
- Differentiate literacy assignments by offering student choice
- Celebrate and publish good student writing products in a variety of formats
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

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?

NPES's goal, as well as 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).

What are we currently doing?

- Identify key members of the community to serve as members of a community advisory board
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools

How will we move forward?

Planning:

- Create a shared vision for literacy for the school and community, making the vision tangible and visible
- 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)

Implementing:

- Convene meetings of the community advisory board at scheduled times.
- Establish a mentoring system from within and outside the school for students who needs additional support
- Enlist members of participating entities to provide leadership by:
 - Serving as mentors
 - Speaking to groups of students
 - Visiting classrooms

Expanding:

- 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

Sustaining:

- Celebrate academic successes publically through traditional and online media
- Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives
- Pursue additional funding sources for specialized literacy staff and materials
- Ask local businesses to help heighten awareness about reading or literacy
- 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 Leadership Sections I. D., E.)

Why is this important?

The needs assessment summary results indicate that our staff feel a need to address the literacy focus across the curriculum. Currently the teachers only meet collaboratively within grade group bands. 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).

What are we currently doing?

- Allow time for grade groups to meet and plan collaboratively
- Plan a literacy celebration for the entire school

How will we move forward?

Planning:

- Develop administrative awareness of the need to identify gaps
- Administration establishes an expectation of shared responsibility for literacy across the curriculum
- 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
 - 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
 - Identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects

Implementing:

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

Expanding:

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- 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

Sustaining:

- 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

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

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?

- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Guide students to focus on their own improvement

How will we move forward?

Planning:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects
- Identify the concepts and skills students need to meet expectations in CCGPS
- Provide teachers with opportunities to practice teaching the concepts and skills identified using videotaping to provide feedback
- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs)
- 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
- Study a variety of strategies for incorporating writing in all content areas
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Discuss ways to infuse literacy throughout the day including the use of technology

Implementing:

- Implement appropriate strategies to help ELs meet English language proficiency standards
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Coach, model, co-teach, observe, and give feedback to fellow teachers on the use of literacy strategies in the classroom
- Make writing a required part of every class every day, using technology when possible
- 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
- Provide variety and choice in the types, media and genre of both reading and writing assignments

- Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options

Expanding:

- Identify skills or knowledge needed 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
- Discuss exemplary samples with students to model features of quality writing
- Integrate appropriate comprehension strategies into instruction in all subject areas
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic
- Share creative ideas to infuse literacy throughout the day

Sustaining:

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

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 Leadership Team at NPES 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.

What are we currently doing?

- Using technology, translate school documents into other languages to assist parents

How will we move forward?

Planning:

- Develop avenues of communication with key personnel in out-of-school organizations as well as governmental agencies that support students and families
- Map available fiscal and human resources related to support services throughout the community
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Appoint a person in a leadership role at the school to be in charge of transitions for students
- Articulate what an integrated learning-support 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

Implementing:

- 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 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
- Establish a work group (e.g., school counselors, nurses, social workers, special education staff, after school program staff, bilingual coordinators, classroom teachers, non-certified staff, parents, older students, community representatives) that focuses specifically on how learning supports are used
- 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)

Expanding:

- Partner with community and faith-based groups to accommodate more students
- 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
- Establish a mentoring system from within the school for every student who needs additional support
- Provide English language services that extend beyond the classroom
- 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

Sustaining:

- 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.

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?

Currently, teachers at NPES are undergoing an “in-house” training of formative instructional practice (FIP) training. The need for both summative and formative assessment has been identified. Analyzing the data that formative and summative assessments provide is an area of need. “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. Currently Dibels Next is being used as our screener.

How will we move forward?

Planning:

- 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 to use 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
- Define a process for selecting appropriate interventions for struggling readers
- Identify and purchase assessment and intervention materials aligned with students’ needs
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording
- Have all materials and procedures in place prior to start of the school year
- Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and persons responsible
- Make a data collection plan for storing, analyzing, and disseminating assessment results

Implementing:

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

Expanding:

- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one

- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Utilize online options for collaboration among teachers within the same and different schools
- Record online collaboration sessions for those who could not attend at the designated time

Sustaining:

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

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). NPES is currently administering Dibels Next Benchmark three times per year. The Diagnostics Inventories are being used as a follow-up to pinpoint specific needs.

What are we currently doing?

- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
- 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
- Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible
- Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines

How will we move forward?

Planning:

- 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

Implementing:

- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

- 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
- Utilize online options for collaboration among teachers and parents

Sustaining:

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

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

Why is this important?

The NPES needs assessment summary indicates that the school has a system in place to assess students, but we are deficient in identifying interventions. "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?

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment

How will we move forward?

Planning:

- Identify diagnostic assessments that isolate the component skills needed for mastery of literacy standards
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach

Implementing:

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

Expanding:

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

Sustaining:

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

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

Why is this important?

Each year students in grades 3, 4, and 5 take the CRCT. The results are analyzed and used as part of the School Improvement Plan. Teachers do not feel that the data is being used to make decisions based on this

summative assessment. 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).

What are we currently doing?

- Analyze previous year’s outcome assessments to determine broad student needs and serve as a baseline for improvement

How will we move forward?

Planning:

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results
- Identify common assessments 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

Implementing:

- Discuss assessment results with students to set individual goals
- Upgrade the capacity of technology infrastructure 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

Expanding:

- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups
- Apply protocols for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need
- Utilize online options for collaboration among teachers within the same and different schools on lesson planning
- Record online collaboration sessions for those who could not attend at the designated time

Sustaining:

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

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

Teachers at NPES have not had training on how to explicitly follow an articulated strategy for using data. 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?

There is currently no clear protocol for analyzing data to improve teaching and learning.

How will we move forward?

Planning:

- Identify participants for data teams for each building and for specific grade bands
- Identify participants for data team at system level
- Define roles and responsibilities for team members – including, but not limited to:
 - Central office
 - 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 monthly
- Establish or select protocols for team meetings
- Develop a protocol for making decisions to identify the instructional needs of students
- Develop a data storage and retrieval system
- Develop procedures and expectations for staff to review and analyze assessment results

Implementing:

- Communicate the expectations for meetings
- Teach the data meeting protocol to the data team members
- 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

Expanding:

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

Sustaining:

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

Building Block 4. Best Practices in Literacy Instruction

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

Why is this important?

In grades K-3 a 60 minute reading skills block has been established. Grades 4 and 5 do not have the one hour block due to scheduling challenges, but we recognize the need for the skills block in all grades. "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).

What are we currently doing?

- 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.

How will we move forward?

Planning:

- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)
- Compile and examine classroom observation data using a checklist to gauge current practice in literacy instruction
- 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

Implementing:

- Provide training to all pertinent staff in the use of the core program
- Provide professional learning on the tenets of explicit instruction:
 - Use of data to inform instructional decisions and explicit teaching
 - Selection of appropriate text for strategy instruction
 - Telling students specific strategies to be learned and why
 - Modeling of how strategy is used
 - Guided and independent practice with feedback
 - 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
- Using videotaping and peer-to-peer coaching, ensure that teachers receive frequent feedback and coaching

Expanding:

- Consider extended time for literacy instruction
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways
- Review teacher and student data to improve instruction
- 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
- Use videotaping of differentiated lessons to share with other educators
- 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
- Provide families access to resources that differentiate support for students

Sustaining:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program
- Provide support to new teachers on differentiated instruction for all learners
- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources
- Provide opportunities for teachers to learn more about how to make adolescent curriculum more accessible to all learners
- Encourage teachers to participate in online professional communities to share ideas, questions, lesson plans and videotapes of classes

B. 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?

- Ensure a daily literacy block in K-3 that includes whole-group explicit instruction, as well as, small groups for differentiation for all students
- Use of interest inventories

How will we move forward?

Planning:

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

Implementing:

- 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)

Expanding

- Utilize an interest inventory so students can self-select topics on which to read and reflect
- Expand reading activities to have a tie to the community
- Provide hands-on learning activities that bring the materials read to life
- Involve secondary students as role models for elementary school students

Sustaining

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

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

Why is this important?

Intensive writing instruction became a thing of the past with the implementation of Common Core standards. Teachers express concern about how to incorporate the writing on a daily basis in the common core classroom. 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?

- Recognize the importance of writing across the curriculum on a daily basis

How will we move forward?

Planning:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS
- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Develop a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided instruction
 - Independent practice
- Plan professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

Implementing:

- Implement a plan for writing instruction that is consistent with CCGPS and is articulated vertically and horizontally
- Develop the programs, protocol, and/or necessary to implement the plan at each level
- Implement a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction

- Guided instruction
- 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

Expanding:

- Expand the writing plan across all subjects consistent to 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

Sustaining:

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

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?

We currently move students through the RTI process with little consistency that a school-based data team could provide. There has been very little training on the Pyramid, data, and appropriate interventions at each level. We know “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?

- Assure teachers are progress monitoring and moving students fluidly through the tiers

How will we move forward?

Planning:

- 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
- 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

Implementing:

- Purchase, train and implement data collection
- Purchase, schedule, train providers and implement intervention
- 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

Expanding:

- Develop standardized protocols for the collection of critical information to determine students’ literacy competence in various content areas and response to interventions
- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Develop process monitoring the implementation of research-based interventions at the building level and across the system

Sustaining:

- Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - Students movement between tiers

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms

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?

- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers regularly meet to debrief on the progress of these lessons and to plan necessary changes

How will we move forward?

Planning:

- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing)
- 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
 - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist
 - Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills
- Provide professional learning on:
 - GA DOE resources for RTI, universal screening
 - Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use data from universal screening process to identify general weaknesses in instruction 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
- Promote the formation of professional learning communities with protected meeting times
- Provide professional learning to support literacy, either face-to-face or online

Expanding:

- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs
- Support teachers' effective use of time through use of technology during each stage of the process
- Establish protocols to support professional learning communities and use decision-making model to

evaluate effectiveness

Sustaining:

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

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?

- 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?

Planning:

- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
- Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists (teachers or paraprofessionals)
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule
 - Providing adequate space conducive to learning
 - Ensuring that they are provided by competent, well-trained teachers

Implementing:

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

Extending:

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

Sustaining:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs
- Document data points to monitor student response to intervention
- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g., cell phones, texting, email
- 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?

- Assure teachers are progress monitoring and moving students fluidly through the tiers

How will we move forward?

Planning:

- 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

Implementing:

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

Expanding:

- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented to monitor student response to daily intervention
- Ensure that T3 includes proven interventions that address behavior

Sustaining:

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

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
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor
- 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
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings

How will we move forward?

Planning:

- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming

Implementing:

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

Expanding:

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

Sustaining:

- Student data supports the exit of students from T4.

Building Block 6. Improved Instruction through Professional Learning

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

How will we move forward?

Planning:

- Meet with representatives from Professional Standards Commission to enlist support for ensuring that preservice 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

Implementing:

- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy
- Provide professional learning, where necessary, for postsecondary faculty
- Develop revised evaluation instruments for pre-service teachers

Expanding:

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

Sustaining:

- Continue to monitor and support the integration of disciplinary literacy
- 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?

“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?

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Use formal and informal observations to monitor and improve literacy instruction

How will we move forward?

Planning:

- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- Use teacher data as well as student data to target professional learning needs
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Hire a literacy coach to provide site-based support for staff during the initial 2 years of grant
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation

- Provide training in administering and interpreting results of assessments in terms of literacy
- Consider the inclusion of some or all of the following in personnel in professional learning opportunities:
 - Paraprofessionals
 - Support staff
 - Interventionists
 - Substitute teachers
 - Pre-service teachers working at the school

Implementing:

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams (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
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access

Expanding:

- Partner experienced teachers with pre-service/beginning teachers
- Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff
- Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

Sustaining:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years
- Continue to encourage “professional talk” among staff and provide time for discussions

Project Plan – Procedures, Goals, Objectives, and Support

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

Goal: Increase the percentage of students scoring at and above expectation in reading. (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 *T
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 *SA
Conduct Family Literacy Night	Fall, 2014 Twice Yearly	SRCLG Funds	Parent Feedback/Surveys *LT
Provide professional learning on technology available for use on both	Ongoing	SRCLG/PL Funds	Lesson Plans

tablets and personal computers to promote literacy		Release Time	Classroom Observations *LT
Additional Evidence of Research-Based Practice: “The ability to read is the bedrock of all types of literacy.” (Why, 98)			

Goal: Increase the percentage of students scoring at and above expectation in writing. (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 observations to gauge current practice in writing instruction (What, 10 and 13)	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 opportunities for daily writing (What, 10)		SRCLG Local Funds	
Provide professional learning on best practices for writing instruction across all content areas (What, 10)		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 Ongoing	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)		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
Evidence of Research-Based Practice:			
<ul style="list-style-type: none"> “The implementation of strong writing programs is crucial to a literacy initiative.” (Why, 45) 			

Goal: Increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies. (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	Fall, 2014		RTI Data

interventions and monitoring student progress (Why, 122-124)	Ongoing		*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		Instructional Strategies
<p>Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>	<i>Data should be part of an ongoing cycle of instructional improvement.</i>	<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

Colquitt County School District: Norman Park Elementary School

2014-15 Sample School Schedule

Kindergarten	8:00-8:30	8:30-9:00	9:00-10:25	10:25-11:25	11:25-12:05	12:05-12:55	12:55-1:40	1:40-2:25
	Calendar	Skills/Intervention	Reading	Math	LUNCH/RECESS	Writing	ROTATION	SS/Science/Literacy

1 st Grade	8:00-8:30	8:30-8:55	8:55-9:40	9:40-10:50	10:50-11:55	11:55-12:40	12:40-1:45	1:45-2:30
	Calendar	Skills/Intervention	ROTATION	Math	Writing	LUNCH/RECESS	Reading	SS/Science/Literacy

2 nd Grade	8:00-8:30	8:30-9:45	9:45-10:30	10:30-12:15	12:15-12:55	12:55-1:50	1:50-2:30
	Skills/Intervention	Math	ROTATION	Reading	LUNCH/RECESS	Writing	SS/Science/Literacy

3 rd Grade	8:00-8:05	8:05-8:45	8:45-10:10	10:10-11:00	11:00-11:45	11:45-12:15	12:15-1:05	1:05-2:30
	HR	Skills/Intervention	Reading(A)	ROTATION	Math(B)	LUNCH	Math(B)	SS/Science/Writing
			Math(B)		Reading(A)		Reading(A)	
			Reading(Y)		Math (Z)		Math(Z)	
			Math(Z)		Reading(Y)		Reading(Y)	

4 th Grade	8:00-8:05	8:05-8:55	8:55-10:30	10:30-12:05	12:05-12:55	12:25-12:55	12:55-2:05	2:05-2:30
	HR	ROTATION	Reading (A)	Reading (C)	Reading (B)	LUNCH	Reading (B)	Skills/Intervention
			SS/Science/Writing(B)	SS/Science/Writing(A)	SS/Science/Writing(C)		SS/Science/Writing(C)	
Math(C)	Math(B)	Math(A)	Math(A)					

5 th Grade	8:00-8:05	8:05-9:35	9:35-11:15	11:15-12:10	12:10-12:40	12:40-1:15	1:15-1:40	1:40-2:30
	HR	Math (A)	Math (C)	Math(B)	LUNCH	Math(B)	Skills/Intervention	ROTATION
		SS/Science/Writing(B)	SS/Science/Writing(A)	SS/Writing(C)		Science/Writing(C)		
Reading(C)	Reading(B)	Reading(A)	Reading(A)					

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. The Blitz team consists of selected certified staff and an administrator. 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
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.
- Classroom computers
- Networkable printers
- Interactive boards for unequipped classrooms
- Portable lab of interactive tablets with appropriate applications
- Wireless connectivity infrastructure

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 - Sunday, 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
 - Class set of computers
 - Web based software (Nettrekker, Galileo, EdCity, FAST Forward, Accelerated Reader)
 - Student response system class set
 - School wide Wi-Fi
- Mobile classroom set of student tablets
- Bookroom
 - Professional resources as well as student leveled readers
 - Big books
 - Class sets of leveled readers
- Media Center resources

List of Library Resources

- Parent resources
- Recorded books: books on tape/CD
- Listening Centers
- Videos and DVDs to support Science and Social Studies
- iPads/iPad cart
- Purchased apps for iPads
- Teacher Resources (professional learning resources)
- Digital Cameras/Flip Cams
- Reference materials
- Laptops
- Online Catalog (updated with Lexile levels)
- Student response system class set
- Magazines for teachers and students
- Newspaper
- Variety of genres and levels of children's books

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</p> <p>Homeless Education Grant</p>
Instructional Technology	Computers, tablets, printers, costs of technology programs, wireless infrastructure	
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives and supplies	
Literacy Assessments	DIBELS Next data management, Scholastic Reading Inventory, teacher resources for implementation of assessments	
Family Engagement	Materials for parent education, supplies for make it/take it sessions with families	
Extended Day/Year Activities	Personnel, supplies, transportation	
Field Trips	Admission fees, transportation	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

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

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

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

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

Professional Learning Strategies Identified on the Basis of Documented Needs

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

Professional Learning in Past Year – The chart below shows the percentage of current staff that participated in professional learning opportunities last school year. 100% of staff eligible for applicable professional development attended.

Professional Learning Activities for Past Year	Percent of Staff Attending Professional Learning
Math Countywide Grade Level Meetings	100% of staff attended
ELA Countywide Grade Level Meetings	
CCGPS Deconstructing Standards	
iPad Training	
ESOL Strategies (Virginia Rojas)	
ELA Unit Writers K-5 th	
Gifted Endorsement	
SACS Review	
CCGPS Reading/ELA Webinars (K-5 th)	
Thinking Maps (ESOL)	
Formative Instructional Practices	
DIBELS Next Training	
Advanced Degree	
Embedding CCGPS in the Content Areas	

Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness System)
- ELA Schoolwide/Countywide Grade Level Meetings
- Math Schoolwide/Countywide Grade Level Meetings
- CCGPS Deconstructing Standards
- iPad Training
- Gifted Endorsement
- SACS Review
- CCGPS Reading/ELA Webinar
- Educational Impact
- 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
- Disaggregating DIBELS Next data
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement
- Literacy instruction across the curriculum
- How to use Lexiles
- Response to Intervention
- Mentoring for new teachers
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support EL and SWD learners
- GA DOE OAS (Online Assessment System)

Process Used to Determine if Professional Development was Adequate and Effective

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
- Formative assessments to measure student achievement gains
- 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
- Course evaluation data from PD Express
- Review of lesson plans by administration

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 teachers time to digest and experiment with what they are learning.

The following chart contains the Norman Park Elementary School Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references that correlate to the literacy plan presented in a previous section of this grant.

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

Goal: Increase the percentage of students scoring at and above expectation in writing.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2015 Ongoing	Building Block 4 - B	PLC documentation and minutes
Review "Writing" modules on <i>Comprehensive Reading Solutions</i> website	Fall, 2014 Ongoing		CCGPS units Walk-through observations
Provide professional learning on Best Practices in writing instruction in all content areas	Spring, 2016 Ongoing		Summative Assessment Data, DIBELS Next
Provide training on use of technology to support literacy instruction and assessments	Summer, 2015 Ongoing	Building Block 4 - C	

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

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI)	Summer, 2015 Ongoing	Building Block 5 – B, C, D, E Building Block 1 – D	PLC documentation and minutes CCGPS units
Review data to determine effectiveness of all instruction	Ongoing	Building Block 5 – A Building Block 3 – all sections	Walk-through observations
Review “Understanding Assessment” and “Designing Schoolwide Instruction” modules on <i>Comprehensive Reading Solutions</i> website	Fall, 2015 Ongoing	Building Block 5 – all sections Building Block 3 – all sections	Summative Assessment Data, DIBELS Next

Provide PL for new staff on any new literacy initiatives: <ul style="list-style-type: none"> • CCGPS • Effective vocabulary instruction • PLC protocols • Online Assessment System • DIBELS Next administration & disaggregation of data • Differentiated Instruction 	Ongoing	Building Block 6	
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On-Site Training Plans:

- Grade-group teams will participate together in online coursework (beginning with the modules at comprehensivereadingsolutions.org) during release time one to two times per month.
- Grade-group coursework will be spaced throughout the year to allow teachers time to digest and experiment with what they are learning.
- Meetings will be on-site to reduce time away from classrooms and to provide an opportunity for contextual discussion and planning time.
- Teachers will develop implementation rubrics for each module, as appropriate, to be used to guide their instruction and administrators' observations.
- Ongoing, site-based training will permit administrators to participate with their faculties to give them knowledge of what their teachers are learning and demonstrate to their teachers their commitment to literacy instruction.

Sustainability Plan

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

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

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

Budget Summary

As a result of a comprehensive review of literacy efforts at Norman Park 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 556 and an estimated award of \$460 per student, the total funds received over a five year time frame are anticipated at \$255,760.00.

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

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

- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom/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