

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: | Okapilco Elementary School |

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

| | |
|-----------------------|---------------------------|
| Principal Name: | Eric Croft |
| Principal Position: | Principal |
| Principal Phone: | 229-890-6191 |
| Principal Email: | ecroft@colquitt.k12.ga.us |

School contact information

(the persons with rights to work on the application)

| | |
|--|-----------------------------|
| School contact information Name: | Sherry |
| School contact information Position: | Jones |
| School contact information Phone: | 229-890-6191 |
| School contact information Email: | shejones@colquitt.k12.ga.us |

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

32

FTE Enrollment

474

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Lynn K. Clark

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

Address: P.O. Box 2708

City: Moultrie Zip: 31776

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

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


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

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

12/2/2013
Date (required)

Preliminary Application Requirements

Created Monday, December 02, 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.



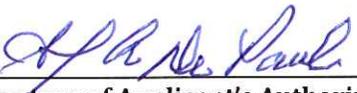
Signature of Fiscal Agency Head (official sub-grant recipient)

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)

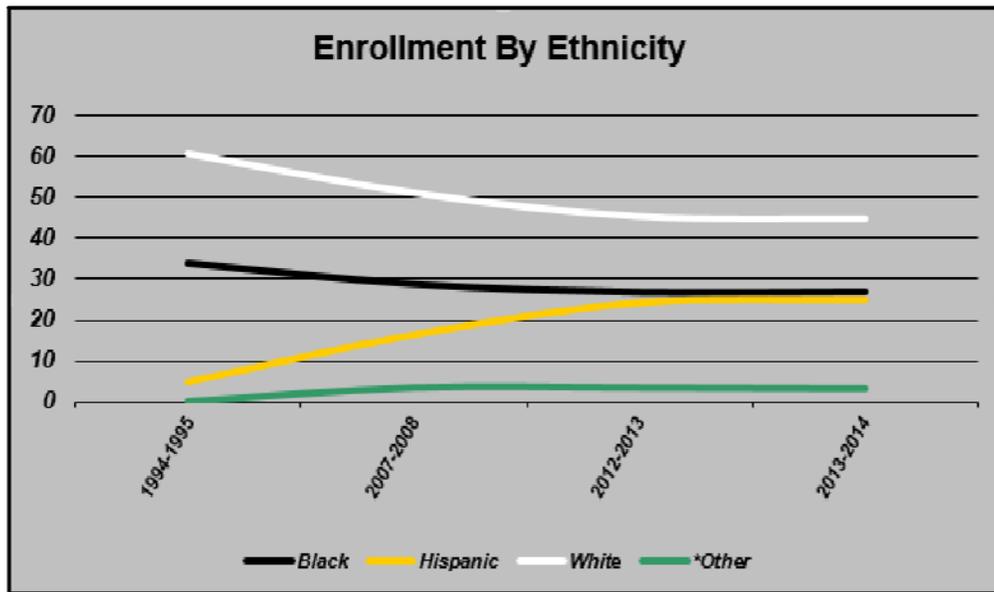
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

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: Okapilco 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: Okapilco 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: Okapilco 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: Okapilco 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

Okapilco Elementary School is one of ten elementary schools located in rural Colquitt County. Originally established in 1927, Okapilco has undergone many physical renovations and additions. Due to age and safety issues, the original buildings were demolished, and students moved into the new building for the 2010-2011 school year.

Okapilco staff is comprised of one administrator, instructional support specialist, twenty-two classroom teachers, six special education teachers, one and one half ESOL teachers, media specialist, counselor, school nurse, one and one half speech therapist, two intervention specialists, ten regular education paraprofessionals, eight special education paraprofessionals, computer lab paraprofessional, media center paraprofessional, administrative assistant, and social worker.

Okapilco houses Pre-K through fifth grade with approximately 523 students. It also houses the county's Severely Developmentally Delayed students who exhibit autistic characteristics. Our current student population is comprised of 41% White, 35% Black, 21% Hispanic, and approximately 3% other. There are 70 special education students, 75 ELL students, and 27 gifted students. The student body at Okapilco Elementary consists largely of nontraditional families, which include single parent families, children living with relatives/guardians, and children living in foster homes. The Okapilco community is made up of mostly blue collar workers, including farmers, factory workers, and self-employed. Poverty defines several areas of the Okapilco school community. Poverty level based on students qualifying for free/reduced lunch was 81.29% last year. All students now receive free/reduced meals through the Community Eligibility Provision. The socioeconomic composition of Okapilco and the decline of the traditional family continue to impact student achievement.

Okapilco was a Title 1 Distinguished School for seven years. In 2012-2013, Okapilco became identified as a Focus School due to the gap between our lowest and highest achieving students.

Administrative and Teacher Leadership Team

The school leadership team has been restructured to serve the dual purpose of school leadership and Focus School Improvement Team. This reorganized leadership team meets a minimum of twice a month to discuss and plan how to best support, monitor and evaluate the school improvement efforts, examine student and school data, identify areas of improvement across all content areas, and plan professional development aligned with student performance and teacher needs.

For the 2013-2014 school year, Okapilco's leadership team will begin implementation of IndiStar, a web-based tool that guides our team in charting its improvements and managing the continuous improvement process, per mandates from the Georgia Department of Education's Office of School Improvement for Focus Schools. The leadership team represents the school and will relay information discussed during the leadership meeting to their perspective grade level. This team consists of:

| Member's Name | Position | Member's Name | Position |
|----------------|----------------------------|-----------------|----------------------|
| Eric Croft | Administrator | Kathryn Simpson | Pre-K Teacher |
| Claudia Parker | RESA Focus School | Ava English | Kindergarten Teacher |
| Sherry Jones | Instructional Specialist | Michelle Wilkes | First Grade Teacher |
| Sherry Stewart | Speech Therapist | Marney Jenkins | Second Grade Teacher |
| Val Bell | Media Specialist | Debra Smith | Third Grade Teacher |
| Lee Causey | Special Education Teacher | Matt Key | Fourth Grade Teacher |
| Lisa Mincey | Special Ed. Autism Teacher | Susan Hagin | Fifth Grade Teacher |

Past and Current Instructional Initiatives

Okapilco Elementary has implemented many instructional initiatives in literacy in the past. We have followed the initiatives of the district as documented in the district narrative section. It has become apparent that while we had great intentions to promote literacy, we seem to have lost our focus with too many initiatives and not enough sustainability. We acknowledge a need for implementing a consistent systematic initiative for explicit literacy instruction. Some of these initiatives and/or best practices from the district chart are still being utilized in Okapilco's classrooms. In an attempt to improve success in literacy instruction and simplify our literacy efforts, we have narrowed our focus to the following initiatives:

| | |
|---|---|
| DIBELS Next - Oral Reading Fluency DIBELS Next - DAZE Comprehension | Screen and progress monitor student progress in reading skills given three times a year: beginning, middle and end |
| Informal Decoding Inventory Informal Phonics Inventory Phonological Awareness Inventory | Follow-up Assessment Tools used for diagnostic assessment to determine specific areas of student needs |
| Classworks | Provide supplemental individualized instruction based on results of a universal screener as required by Focus School mandates |

Professional Learning Needs

According to the needs assessment survey conducted at Okapilco, reaching our struggling readers is imperative to improving the quality of learning across all content areas. Our staff members feel they need a deeper understanding of differentiated instruction for all students with training on interventions and strategies in developing a comprehensive reading program that includes reading accuracy, fluency, and comprehension. Other needs in professional learning include:

- Further understanding in implementing CCGPS with an emphasis on writing instruction in the content area, close reading, and vocabulary acquisition
- Training for all staff on explicit foundational reading skills

- Use of data from formative and summative assessments to establish flexible instructional groups
- Using Webb’s Depth of Knowledge to employ higher level questioning techniques to accelerate student learning
- Understanding the implications of poverty on student learning

While we recognize the importance of continuous research-based professional learning and have diligently endeavored to provide school-based professional learning to address school wide needs, budget constraints impede the process of providing sustained professional learning opportunities with highly trained consultants for our staff.

Need for a Striving Readers Project

Due to the socioeconomic status of the majority of Okapilco students, many of our families struggle with meeting the basic needs of our students. Most of our students come to school having had limited opportunities to develop an enriched literacy background and are lacking fundamental skills necessary to be successful in the classroom.

Dibels Next data indicates that we have a large number of students with weaknesses in phonics, decoding strategies, and fluency. Sixty percent of our fifth grade students are at risk in oral reading fluency which negatively impacts their comprehension in all content areas. Our current core program is not strong in these areas, and consistency among grade levels is desperately needed. We believe that we have many critical needs in literacy instruction. Our teachers realize we need a systematic approach in reading intervention, professional learning, and a strong core program to close the gap for our struggling readers and to promote success for all students in literacy across content areas. While we are implementing many teaching strategies to improve the reading skills of our students, we are not meeting our goals and have not seen substantial growth in our literacy scores over the last few years.

As we contend with a growing population of students from lower socioeconomic homes, at-risk readers, students entering school with a limited literacy background and command of the English language (21% ELL), and a growing number of SPED students (12%), we realize we are not fully equipped to meet the needs nor the critical deficits in our students’ educational experiences.

“ALL students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs.” (Why, p. 31) Funding through the Striving Readers Comprehensive Grant will enable Okapilco to provide a quality literacy program based on more rigorous and relevant literacy instruction. This grant will allow us to secure the necessary resources to significantly improve student’s literacy skills. It will enable us to implement high-quality research-based instructional practices that would enhance and supplement the use of best practices for improving literacy skills. The materials and professional development received from the use of this grant will help Okapilco teachers meet our goal of preparing all students for college and careers and to become productive successful citizens in the future.

Building Block 1. Engaged Leadership

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

Why is it important?

According to the Literacy Task Force, "Leadership is the key component in all that we are seeking to do to improve education in Georgia." (The Why, p. 157)

"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 we are currently doing...

- Leaders participate in professional learning in literacy leadership in order to support classroom instruction.
- Protected times for literacy and teacher collaboration are scheduled.
- The staff is provided with time and support in order to participate in job-embedded professional learning based on student data and teacher needs.
- Literacy walk-throughs provide evidence of implementation of literacy strategies, student engagement and learning.
- Regular literacy observations are scheduled and performed to monitor student engagement, learning, and consistent use of effective instructional literacy practices.

For any initiative to be successful at the school level, the administration must understand and support the implementation of the initiative. Based on the Georgia Literacy Plan Needs Assessment, 100% of the staff believe that the administration at Okapilco Elementary School is committed to the task of literacy improvements and works diligently to schedule the needed time and personnel for successful literacy instruction.

We will move forward by....

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
- Make hiring decisions collaboratively based upon literacy goals

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

B. Action: Organize a Literacy Leadership Team

Why is it important?

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

What we are currently doing...

- Stakeholders and partners are identified to be part of the literacy leadership team.
- Administration evaluates current practices in all classrooms by using observations to determine strengths in literacy instruction and to identify needs for improvement.

Our status as a Focus School has recently led us to restructure our leadership team. However, Okapilco staff agrees that literacy leadership is imperative in the development of a shared literacy vision and is working toward developing a more structured Literacy Team.

We will move forward by....

Planning:

- Schedule and protect time for Literacy Leadership Team to meet and plan
- Create a shared literacy vision for the school and community aligned with state literacy plan
- Analyze multiple forms of data, including results of a literacy instruction observation checklist, to develop a list of prioritized recommendations and goals for improvement
- Determine what additional data is needed in order to make informed decisions about the path forward
- Ensure that effective data analysis procedures are understood and practiced

Implementing:

- Identify and prioritize a list of students to be targeted for intervention or support
- Literacy Leadership Team will ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Develop and share a brochure or chart mapping community resources for families
- Establish a system of communication for sharing information with stakeholders
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:

- 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 local community
- Participate on District Literacy Leadership Team

Sustaining:

- Continue to analyze formative and summative assessment results and refine literacy goals based on the CCGPS
- 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
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Pursue external funding sources to support literacy

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

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

Why is it 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 we are currently doing...

- A protected, dedicated 90-120-minute block is allocated for literacy instruction in all grades for students in self-contained classrooms.

- Students in departmentalized classrooms, receive two hours of literacy instruction across language arts and in content area classes.
- Flexible scheduling options are studied to include additional time for reading intervention.
- The talents and training of all current staff is assessed in the area of literacy instruction before making teaching assignments.
- The entire staff is utilized when developing the schedule for literacy instruction.
- A 2-hour block for monthly collaborative planning within and across the curriculum is scheduled.
- Teams meet for collaborative planning and examining student data/work during scheduled times.
- Formative student assessment results are studied and used to determine maximum impact of efforts and time.

The administration at Okapilco places a strong emphasis on ensuring time is used wisely to expand literacy and personnel is given opportunity to collaboratively plan for literacy instruction. Efforts have been made to identify and eliminate inefficient use of student and faculty time within the schedule.

We will move forward by...

Planning:

- Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas

Implementing:

- 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

Expanding:

- Collaborate with team members to maximize instructional time through the use of peer observations to analyze lessons
- Video classrooms for self-evaluations, peer observations, and share literacy expertise within and among schools

Sustaining:

- Use technology to provide professional learning to new and continuing teachers
- Share professional learning at staff meetings
- Use media to collaborate with other schools

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

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

Why is it important?

“The need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy” (The Why, p. 27) For students to be proficient communicators, it is essential that “content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas”(The Why, p. 26).

What we are currently doing....

- The school culture and current practices are evaluated by surveying strengths and needs for improvement.
- Multiple forms of student, school, and teacher data are analyzed to develop a list of prioritized recommendations and goals for improvement.
- A list of students targeted for intervention or support is identified and prioritized.
- A walk-through and/or observation form has been selected to ensure consistency of effective instructional practices.

- Non-academic duties are strategically assigned to staff that is not instructing or tutoring.

Okapilco teachers understand the need to share the responsibility of teaching literacy instruction and that reading strategies should not be taught in isolation but rather incorporated across all areas of the curriculum. However, 76% of our teachers feel the need for support in how to effectively integrate literacy skills in all content areas.

We will move forward by...

Planning:

- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge
- Study current research on disciplinary literacy in the content areas
- Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

Implementing:

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

Expanding:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation)
- Enlist literacy learning in outside organizations
- Provide family-focused services and outreach for families in literacy programs/services
- Establish a mentoring system for every student who needs additional support using the school and community

Sustaining:

- 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 (tutoring, co-curricular activities, online learning opportunities and/or tutoring) and extended learning opportunities (summer programs, after-school and Saturday academies) to enhance literacy learning

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

E. Action: Optimize literacy instruction across all content areas

Why is it important?

The integration of literacy skills into the content area has been made more explicit in the CCGPS which holds educators across all content areas accountable for teaching literacy standards. "In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. 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 we are currently doing...

- The integration of literacy skills into the content areas is beginning to be addressed through the implementation of CCGPS.
- Journaling is incorporated in content areas.
- Research-based strategies and appropriate resources are identified and used to support student learning of the CCGPS and for differentiated instruction through tiered tasks.
- A grade-level writing rubric is used to set clear expectations and goals for performance.
- Teachers are provided with resources that offer a variety of reading materials and writing topics.

The integration of literacy skills into the content areas is not optimized to its fullest potential at Okapilco. Teachers are beginning to incorporate literacy with an emphasis in writing across all subject areas. However our needs assessment results show that 77% of our teachers feel this is an area of needed development.

We will move forward by....

Planning and Implementing:

- Identify and develop a systematic procedure for teaching academic vocabulary in all subjects
- Support teachers with a plan for integrating literacy instruction and skill development in all subjects as articulated within CCGPS
- Provide professional learning on:
 - Incorporating the use of literature in content areas
 - Use of informational text in English language arts classes
 - Writing instruction (narrative, opinion, and informational) in all subject areas
 - Guiding students to conduct short research projects that use several sources
- Teach students to identify and navigate the text structures most common to a particular content area
- Require writing as an integral part of every class
- Ensure instruction in and opportunities for writing of opinion, informative/explanatory and narrative pieces
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:

- Identify skills that need to be strengthened for students to reach standards proficiency
- Monitor literacy instruction across the curriculum through observations, lesson plans, and student work samples
- Identify exemplary samples of student work that model features of quality writing
- Share ways for teachers to guide students to focus on their own improvement
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas
- Encourage teachers to identify common themes across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

- Discuss alternative instructional strategies that may be better suited to promoting student learning of the CCGPS
- Stay abreast of effective strategies for development of disciplinary literacy within content areas
- Expand meaningful opportunities for students to write, speak, and listen
- Expand the types of writing across the subject areas
- 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 importance of proficiency in literacy

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

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

Why is it important?

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

What we are currently doing...

- Two business leaders serve on our School Council that meets quarterly.
- Learning supports in the community that target student improvement are identified and contacted (Boys and Girls Club, Okapilco Primetime, YMCA Mentoring Program).
- Mentors are assigned to students through the local YMCA.
- Boys and Girls Club is available for afterschool tutoring.

As a rural school, Okapilco is limited in its support from business and civic leaders. A common understanding of literacy is essential and must be valued by all stakeholders including community members. Our teachers recognize the importance of involving families and other stakeholders in the education of all students.

We will move forward by...

Planning:

- Identify and include parents on our Literacy Leadership Team
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to represent our school as members of a community advisory board
- Create a shared vision for literacy for the school and community, making the vision tangible and visible (number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
- Contact potential members and schedule at least two meetings annually

Implementing

- Use Business Partners in Education to heighten awareness of literacy topics
- Participate in meetings of the community advisory board at scheduled times
- Establish a mentoring system for every student who needs additional support
- Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors
 - Speaking to groups of students
 - Publicizing efforts within the community
 - Visiting classrooms to support teachers and students

Expanding:

- Invite people from other communities to speak to the advisory group
- Evaluate the effectiveness of after-school tutoring programs and partner with community/fait-based groups to accommodate more students
- Utilize social media to communicate and promote goals of literacy throughout the community at large

Sustaining:

- Ask past students who have been successful to speak to students and the community as to the potential for schools to change lives
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials

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

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

Why is it important?

ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively. (The Why, p.31) 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 we are currently doing....

- Our administration establishes an expectation of shared responsibility for literacy across the curriculum.
- Collaborative planning has a scheduled common planning time.
 - Protocols and expectations are established for team meetings.
 - Teams meet at scheduled times for regular collaboration and examination of student data/work.
- Formative student assessment results are studied and used to adjust instruction as needed.
- Lessons that address literacy needs of students are planned and implemented.

The majority of our classrooms are self-contained, and the teacher must accept responsibility for teaching literacy across the curriculum. Grade level teachers meet three times per week to collaboratively plan with one another and are provided with a monthly two hour planning block to collaboratively plan with resource personnel.

We will move forward by....

Implementing:

- Identify specific, measurable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects
- Use protocols to examine student work
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible

Expanding:

- Continue to research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Assess effectiveness of teams and alter teams to ensure optimal effectiveness on student learning

Sustaining:

- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Share professional learning online and at staff meetings
- Collaborate using videotaping and online sharing options to conduct peer observations and share literacy expertise
- Showcase evidence of student learning success with community on the school/ teacher websites

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

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

Why is it 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). Because the CCGPS values reading skill and sophistication equally, what students are asked to read becomes a major determiner of competency. (The Why, p. 50)

What we are currently doing...

- The concepts and skills students need to meet expectations in CCGPS are identified.
- Text structures most frequently used in texts of each content area are studied.
- Students are taught and practice writing as a process (pre-write, draft, revise, edit, and publish).
- Direct, explicit instructional strategies are identified and planned to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area.
- Students are guided in focusing on their own improvement.

The rigor of the CCGPS and the level at which textbooks are written demands that students become proficient readers to be successful at learning in all content areas. Our concern is that literacy instruction needs a comprehensive core language arts program that supports literacy in other content areas.

We will move forward by...

Planning and Implementing:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies and science
- Study a variety of strategies for incorporating writing in all content area
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Infuse all types of literacy throughout the day including the use of technology
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
- Make writing a required part of every class every day, using technology when possible
- Channel available funding into moving toward a one-to-one computer model for student body
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Provide variety and choice in the types, media and genre, of reading and writing assignments
- Develop meaningful opportunities for students to write, speak, and listen using social media for face-to-face and online options

Expanding:

- Identify skills needed to be strengthened in lessons for students to reach standards proficiency
- Discuss exemplary samples with students to model features of quality writing
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic

Sustaining:

- Stay abreast of effective strategies for literacy instruction
- Expand opportunities for students to write, speak, and listen using face-to-face and online options through social media

- Expand the types of writing across the subject areas to include songs, manuals, captions, word problems, e-mails, ads, instructions
- Differentiate assignments by offering student choice
- Host family nights that engage parents in activities that demonstrate importance of literacy proficiency
- Plan a literacy celebration for the entire school

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

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

Why is it important?

One of the Reading Next research-based program elements to improve literacy achievement is “a comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community” (The Why, p. 67). Georgia’s Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parent, and community members. (The Why, p. 26)

What we are currently doing...

- Avenues of communication with key personnel in out-of-school organizations and governmental agencies that support students and families are active.
- Learning supports in the community that target student improvement are contacted and enlisted for tutoring, mentoring, and after school programming.
- Communication through conferencing, texting, email, and phone calls between teachers and out-of-school providers has been established.
- All staff are utilized to support literacy instruction.
- Technology to translate school documents into other languages to assist parents is employed.

The Leadership Team at Okapilco Elementary School believes that our community’s learners, present and future, are interdependent. As a result, we believe that engaging our out-of-school agencies and organizations to support our students’ literacy will benefit not only our students, but our community at large.

We will move forward by....

Planning:

- Map available resources related to support services throughout community, highlighting where gaps occur
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities

Implementing:

- Design avenues to connect students to proper service providers in the community
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders
- Incorporate technologies to more creatively and effectively support stakeholder engagement

Expanding:

- Partner with community and faith-based groups to accommodate more students

- Develop strategies for maintaining momentum and progress of a learning support system
- Expand mentoring system for every student who needs additional support
- Provide English language services that extend beyond the classroom
- Provide online and face-to-face family-focused services and outreach that engage families in literacy programs/services

Sustaining:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Galvanize local capacity to support students and families in need
- Continue to focus proactively on broad issues that may prevent students from learning
- Pursue additional funding sources for specialized literacy staff and materials
- Include academic supports (tutoring, co-curricular activities), and extended learning opportunities (summer programs, online tutoring programs, after-school, Saturday academies) to enhance literacy learning
- Ask local bookstores to donate books to the school

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

Building Block 3. Ongoing formative and summative assessments

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

Why is it important?

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

What we are currently doing...

- Effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students have been selected and are being administered.
- A formative assessment calendar based on local, state, and program guidelines is established and followed.
- Teachers have received professional learning to understand the purpose and use of formative assessment and how it differs from summative assessment.
- A process for selecting appropriate interventions for struggling readers is in place.
- Assessment and intervention materials aligned with students’ needs have been identified and are purchased as funds become available.
- Staff members are trained to administer assessments to ensure standardized procedures and accurate data recording.
- Administering assessments, inputting, and analyzing data is performed according to an established timeline.
- Results of assessments are evaluated in order to adjust expectations and instruction in all classrooms.

Okapilco follows the infrastructure for assessing students set at the district level as well as creating and utilizing daily assessments to analyze student learning. Teachers use the data from these assessments to plan for and adjust their instruction to best meet the needs of their students.

We will move forward by....

Planning:

- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Provide assessment measures that help identify high achieving/advanced learners who would benefit from enrichment activities
- Develop procedures and expectations for staff to review and analyze assessment results
- Make a data collection plan for storing, analyzing, and disseminating assessment results

Implementing:

- Provide timely, descriptive feedback to students with opportunities to assess their own learning
- Upgrade technology infrastructure to support assessment administration and dissemination of results

Expanding:

- Use technology to share relevant student progress data with parents/guardians in an easily interpreted user-friendly format

Sustaining:

- Continue to purchase assessment and intervention materials aligned with students' needs
(GLP-The What, p.8); (GLP-The How, p.34-35)

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

Why is it 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). Successful reading and writing instruction requires continuous progress monitoring, yet the effectiveness of it, is only as good as the teacher’s ability to use the information to design effective instruction to meet the needs of all students.

What we are currently doing...

- The instructional levels of all students are screened and progress monitored with evidence-based tools.
- Effective universal screenings to measure literacy competencies for all students across the curriculum has been researched and are in use.
- Universal screeners, progress monitoring, and curriculum-based assessments are used to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
- Effective progress monitoring tools to measure general-outcome literacy competencies have been researched and are in use.
- An assessment calendar based on local and state guidelines includes times for administration of universal screenings and the personnel responsible are utilized.
- Assessments are administered according to the established timeline.
- Expectations of progress monitoring of students every two weeks has been established.
- Results from universal screeners and progress monitoring are used to establish flexible groupings.

Okapilco has worked to implement DIBELS Next and follow-up assessment tools to guide classroom and intervention instruction. While we feel we have a better understanding of using it as a universal screener, we need to use it to progress monitor our students more consistently.

We will move forward by...

Implementing:

- Provide timely, descriptive feedback to students with opportunities to assess their own learning

Expanding:

- Continue to align intervention materials with students’ needs
- Assign persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines
- Use technology to share relevant student progress data with parents/guardians in an easily interpreted user-friendly format

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

(GLP-The What, p.8); (GLP-The How, p.36)

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

Why is it important?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of on-going, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (The Why, p. 94-95) 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 we are currently doing...

- At-risk students who are identified by screenings receive diagnostic assessments.
- Diagnostic assessments that isolate the component skills needed for mastery of literacy standards are being utilized.
- Interventions that include diagnostic assessments and multiple-entry points have been selected and are in use.
- Results of the diagnostics are used for student placement within an intervention and to adjust instruction.

Students at Okapilco who are identified by teachers as at-risk readers receive more frequent diagnostic assessment to isolate the foundational skills needed for mastery of literacy standards. Data from DIBELS Next is used to further determine students needing follow-up testing using the Phonological Awareness Inventory and/or Informal Phonics or Decoding Inventory

We will move forward by...

Planning:

- Provide professional learning in the area of differentiated instruction

Implementing:

- Use technology to differentiate learning within content areas

Expanding:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology for communicating data to district literacy leadership team in a timely manner

Sustaining:

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

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

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

Why is it important?

The Why document includes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies" (The Why, p. 96). Analyzing summative data and student work to monitor student progress and identifying needed program and instruction adjustments will allow teachers "to support deeper student literacy and understanding in the content-area reading" (Lewis et al., 2007).

What we are currently doing...

- Previous year’s outcome assessments are analyzed to determine school wide strengths and weaknesses to pinpoint academic areas of need for setting goals.
- Summative assessments are scheduled and administered (state writing test, ITBS, CRCT, end of unit tests) and serve as a baseline for improvement.
- Common assessments are used to measure progress toward standards.
- Data is disaggregated within our school improvement plan to ensure progress of subgroups.
- Data is used to ensure that students are appropriately placed in specific programs.

The summative data we most often use is the state writing test, ITBS, and CRCT. This data is used primarily by the school to construct our School Improvement Plan and to analyze areas of strengths and weaknesses to set goals for improvement.

We will move forward by...

Planning:

- 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
- Include specific times on the school calendar for analyzing summative assessment data
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments
- During teacher meetings, focus discussions on changes that can be made to improve the instructional program for students

Expanding:

- Using online training options, offer professional learning on strategies to address specific skills identified as areas of need
- Apply protocols for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

- Based on analysis of summative assessment data:
 - Evaluate the effectiveness of programs and policies
 - Redefine school improvement goals
 - Adjust curriculum alignment to eliminate gaps
 - Using the school website, recognize and celebrate individual student’s significant improvements and attaining designated standards of achievement

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

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning

Why is it important?

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

What we are currently doing....

- Expectations have been established for staff to review and analyze assessment results.
- Teachers use the (SLDS) Statewide Longitudinal Data System to access student test scores.
- The use of data to improve instruction and student learning is a focus.

While teachers understand and use the SLDS to access their student's data and the Leadership team looks at school data to set goals for improvement, 65% of our staff feels the need for an established protocol for making decisions to identify the instructional needs of students. They are especially concerned about appropriately identifying students for Tiered interventions.

We will move forward by...

Planning:

- Identify participants for data team at school and system level
- Define roles and responsibilities for team members
- Schedule collaborative planning time for data meetings
- Establish protocols for team meetings
- Develop a protocol for making decisions to identify the instructional needs of students

Implementing:

- Communicate the expectations and protocol for meetings to data team members
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Provide teachers with the training and time to analyze the data to determine the need for intervention

Expanding:

- 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
- Continue to train new members of the team in the expectations and function of the established protocols
- Ensure that a data storage and retrieval system is effective and efficient

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

Building Block 4. Best Practices in Literacy Instruction

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

Why is it important?

“According to the *Report of the National Reading Panel*, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, p. 64). “Explicit and systematic instruction in the five essential components must be provided” (The Why, p. 65). These components should be the basis for any core literacy program if students are to become successful readers.

What we are currently doing...

- Student data is examined to identify areas of instruction with greatest needs.
- Administration uses TKES to compile and examine classroom observation data to gauge current practice in literacy instruction.
- A daily literacy block is in place in K-3 which includes whole-group explicit instruction in word identification, vocabulary, comprehension, as well as small groups for differentiation.
- Professional learning on differentiated instructional options for literacy assignments is being planned and developed to improve instruction and learning.

While we incorporate the units for the ELA CCGPS into our literacy program, we believe that there is a need for stronger explicit instruction in all aspects of literacy. We currently pull from many resources to meet the needs of our students. 86% of our staff feels the need for a more concise core program that addresses instruction in all aspects of literacy.

We will move forward by....

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
- 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

Implementing:

- Provide training to all pertinent staff in the use of the core program
- Provide professional learning on the tenets of explicit instruction
- Select appropriate text for strategy instruction
- Tell students specific strategies to be learned and why
- Model how each strategy is used
- Guided and independent practice with feedback
- Discussion of when and where strategies are to be applied
- Provide professional learning on research-based differentiated instructional strategies that support diverse needs

Expanding:

- Provide extended time for literacy instruction
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge possible career pathways
- Review teacher and student data to improve instruction
- Collaborate with and obtain additional support from other educators on differentiated instruction

via online communities of educators

- Share effective differentiated lessons and differentiation strategies in teacher meetings
- Provide 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 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

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

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

Why is it important?

One of the program components identified by *Reading Next* is “intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond” (The Why, p. 66). The National Commission on Writing research found that “people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion” (The Why, p. 44). Also stated in this research: “Corporations with greatest employment growth potential assess writing during hiring” (The Why, p. 45). It is our goal to teach writing in conjunction with reading, speaking, listening, and language in all content areas as an “interdisciplinary approach to literacy” (Why p. 27).

What we are currently doing...

- Writing is included in the literacy block following the guidelines of the ELA CCGPS units.
- Student writing is assessed using the state writing rubrics.
- Writing is taught using the stages in the process of writing.
- Teachers are encouraged to incorporate writing in the content areas.

Concern about the change in our writing instruction last year was substantiated when Okapilco’s writing test scores dropped considerably. The need for a greater understanding and a coordinated plan for writing instruction are greatly needed according to 97% of Okapilco staff.

How we will move forward...

Planning:

- Design a vertically and horizontally articulated writing plan consistent with CCGPS that teaches:
 - Use of reliable textual evidence in developing arguments
 - Coherent writing of informational and explanatory texts
 - Writing narratives to develop experiences and explore content area topics
- Develop the programs and materials necessary to implement the plan at each level

Implementing:

- Implement a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice
 - Independent practice
- Provide professional learning on best practices in writing instruction in all subject areas
- Implement the use of technology for production, publishing, and communications across the curriculum

Expanding:

- Require writing in every class at least one day a week that includes:
 - Use of reliable textual evidence in developing arguments
 - Coherent writing of informational and explanatory texts
 - Writing narratives to develop experiences and explore content area topics
- Continue the use of technology for production, publishing, and communication of writing across the curriculum

Sustaining:

- Maintain materials and resources necessary to sustain effective writing instruction across the curriculum

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

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

Why is it 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 we are currently doing...

- Students visit the library to self-select reading material.
- Students use their classroom libraries to choose books on topics of interest.
- Teachers help students understand the relevance of their academic assignments to their lives.
- Students are provided the opportunity to work collaboratively with their peers.

Okapilco staff recently participated in professional learning on positive interventions and effective strategies with Dr. Laura Riffel. Teachers have incorporated many different ideas to help with student engagement and motivation.

We will move forward by...

Implementing

- Use technology within the learning process to promote engagement and relevance, such as e-books
- Increase access to texts that students consider interesting
- Scaffold students' background knowledge and competency in navigating content area texts
- Use incentive programs that are voluntary, not tied to grades, and connected to reading.
- Continue to seek opportunities to encourage students who are unmotivated to read
- Provide students the opportunity to use digital media
- Purchase necessary technology for student use to enhance the curriculum and engage students

Expanding:

- Utilize an interest inventory so students can self-select topics on which to read
- 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 the elementary school students

Sustaining:

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

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

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

Why is it important?

“Responding to student performance is a critical element of all classroom learning environments. The teacher’s ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success” (The Why, p. 126).

What we are currently doing...

- Students are identified and matched to the appropriate intervention.
- Results of formative assessment are monitored to ensure students are progressing.
- Data is analyzed to identify students in need of intervention according to established protocols.
- One hour block for foundational reading skills has been implemented to meet the needs of all learners.
- Gifted endorsed teachers are utilized to deliver the cluster model for high achieving students.

Our teachers have been trained on how to best implement the four-tiered RTI process and understand fully the need for interventions at each level. We recognize the fact that “Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful” (Wright, 2007)

We will move forward by....

- Determine percentage of students currently being served in each tier at each grade level
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation
- Monitor to ensure that interventions are occurring regularly and with fidelity
- 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 RTI meetings and provide necessary resources to cover classes
- Develop process for monitoring the implementation of research-based interventions at the building level
- Use the Georgia Department of Education problem-solving checklist to evaluate personnel providing interventions and the ease with which students move between tiers

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

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

Why is it 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 we are currently doing...

- Student data is examined to determine current percentage of successful students in literacy areas.
- Teachers collaboratively plan together to implement jointly adopted literacy instruction.
- Teachers use common formative assessments to ensure consistent expectations across classrooms.

- Teachers regularly meet to discuss progress of lessons, validity of assessments, and plan necessary changes.
- Data from the universal screening process is used to identify general weaknesses in instruction for Tier I and struggling students.
- Professional learning to support literacy is being provided by our district RESA.
- Proactive communication between students and teachers, parents and teachers is expected and documented.

Okapilco has worked diligently toward becoming consistent within our school at using diagnostic screenings and progress monitoring to address the critical literacy needs of all our students. We have become more focused this year on the use of assessments and differentiation to provide the best instruction for our students.

We will move forward by...

Planning:

- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- If fewer than 80% of students are successful:
 - Examine student data to focus on instructional areas of greatest need (phonics, fluency, vocabulary, comprehension, written expression)
 - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist
- 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 and use of universal screening
 - Co-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 school year

Implementing:

- 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

Expanding:

- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Ensure adequate time for implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs
- Develop and support professional learning communities and evaluate effectiveness

Sustaining:

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet individual student's needs
- Ensure that communication between teachers and administrators is ongoing and effective

(GLP-The What, p. 11-12); (GLP-The How, p.43-45)

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

Why is it important?

As student data shows the need for additional support for student learning, Tier2 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 we are currently doing...

- Student assessment data is used to indicate when a move to Tier2 interventions is necessary.
- School-wide and system-wide protocol is followed when moving students into and within Tier2.
- Students are provided with Tier2 interventions individually or within small group instruction.
- Documentation is collected on students’ progress on interventions and used to determine success of intervention.
- Meetings are scheduled and held regularly with the RTI team and parents of students in Tier2.
- Teachers are provided training on updated requirements in the RTI process.
- Time for collaborative discussion and planning between Tier1 teachers and interventionists is scheduled.
- Proactive communication between students and teachers, parents and teachers is expected and documented.

While our staff understands the importance of Tier 2 interventions and has many in place, the majority feels we are at the emergent or not addressed stage due to time constraints that keep teachers from implementing interventions with consistency and fidelity.

We will move forward by...

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
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during school year
- Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into 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 Tier1 and Tier2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Study how 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
- Continue to document data points to monitor student response to intervention

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

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

Why is it 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 we are currently doing...

- In addition to everything that occurs at Tier1 and Tier2:
 - The staff has received training on SST processes and procedures.
 - Teachers meet with the school SST coordinator and other support personnel to discuss students who fail to respond to interventions to determine next steps.

After the appropriate amount of time, if the student is not successfully progressing with the interventions being implemented, teachers move our students into the Tier3/SST process. Again, a large majority of our staff believes that time constraints and lack of trained interventionists prevent our teachers from implementing Tier3 interventions with consistency and fidelity.

We will move forward by....

Planning:

- Verify implementation of proven interventions
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral
- Establish a Tier 3 SST/Data Team

Implementing:

- Tier3 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

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 Tier3 includes proven interventions that address behavior

Sustaining:

- Continue to ensure that:
 - Students move into and out of Tier2 and Tier3
 - Data is used to support response to intervention
 - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
 - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

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

Why is it 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 we are currently doing...

- School schedules are developed to ensure a least restrictive environment (LRE).
- Administrators are familiar with funding formulas affecting students in special programming.
- Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.
- Teachers work together in an inclusive, co-teaching environment to ensure student success.
- Special education and EL teachers meet, plan, and discuss students' progress regularly with general education teachers.

Based on the Georgia Literacy Plan Needs Assessment, 88% of our staff believes that programs are implemented with specifically-designed learning through specialized programs, methodologies or strategies based upon students' inability to access the CCGPS any other way.

We will move forward by...

- Ensure that student data supports the exit of students from Tier4.
- 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.
 - Achievement data will be disaggregated by subgroups and studied to determine possible weaknesses in curriculum, instruction, and assessment.
 - Yearly goals will be aligned with state performance targets as outlined in the College and Career Ready Performance Index to ensure closing of achievement gaps.

(GLP-The What, p. 13); (GLP-The How, p.47)

Building Block 6. Improved Instruction through Professional Learning

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

Why is it important?

The Why document (page 150) states that the NABSE study group, who was responsible for the report *Reading at Risk: The State Response to the Crisis in Adolescent Literacy* (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom.

What we are currently doing...

- New teachers are assigned a mentor teacher.

While 100% of our teachers are highly qualified based on the requirements put forth by the Professional Standards Commission, only three percent of our staff believe that pre-service education prepares new teachers for all the challenges of the literacy classroom.

We will move forward by...

- Provide new teachers with necessary training in disciplinary literacy
- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice and in the development of disciplinary literacy
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy
- Continue to monitor and support the integration of disciplinary literacy
- Provide administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

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

Why is it important?

“According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning” (The Why, p.142). “Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers” (The Why, p.144).

What we are currently doing...

- Time is scheduled during the school day for teachers to collaboratively share expertise, study the standards, plan lessons, and reflect on practice with grade level peers.
- Teacher surveys and observations are used to target professional learning needs.
- An instructional support specialist has been hired to provide site-based support for staff.
- Teachers participate in ongoing professional learning in the CCGPS at the school /county level.
- Teachers are encouraged to develop a professional growth plan based on a self-assessment of professional learning needs through the use of Educational Impact.
- Teachers’ instruction is monitored through classroom observations/ walkthroughs using TKES.
- Experienced teachers are partnered with pre-service and beginning teachers.

Though we have tried to meet the needs of professional development within the school and through system curriculum directors, our teachers desperately feel the need for professional learning presented by highly trained experts in the area of literacy. Budget constraints have detrimentally affected the provision of high quality staff development in our school.

We will move forward by....

Planning:

- Provide program-specific training in intervention programs before the beginning of the year to prepare staff for implementation
- Provide training in administering and interpreting results of assessments in terms of literacy
- Include the following personnel in professional learning opportunities:
 - Administration
 - Teachers
 - Paraprofessionals
 - Support staff
 - Interventionists
 - Substitute teachers

Implementing:

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Meet in collaborative teams to support teachers in using literacy strategies effectively
- Provide opportunities for teachers to practice techniques in non-threatening situations
- Use checklists tied to professional learning when conducting classroom observations/walkthroughs to ensure clear expectations and to provide specific feedback on student learning
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, and videos that teachers can access for professional growth

Expanding:

- Revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Use model of blended professional learning, combining online learning with face-to-face support, to provide content and resources to teachers and staff
- Use observations to monitor and improve literacy instruction and to support individual teachers with follow-up coaching, conferencing, and mentoring
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

Sustaining:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years
- Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school

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

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Types of Surveys/Participants

At the initial Striving Readers' grant application work session, the system literacy team studied the research and best practices in the Why document. The Needs Assessment Survey was taken by the team 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. 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, with more specific literacy concerns – within the ELA classrooms as well as across the curriculum. The follow-up survey was administered to all K-5 certified teachers. The survey included questions on the following topics: reading, writing, language, handwriting, speaking/listening skills, materials and resources, allotted instructional time, professional learning, student engagement, integration of technology instruction, and literacy across the curriculum. Results were again analyzed at the system and school levels.

In addition to 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. All Stakeholders are included throughout the school improvement process.

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

- AdvancEd staff, student, and parent surveys
- Teacher Keys Evaluation System teacher self-assessments
- Annual professional learning needs 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 results from surveys. Additional data from the school improvement process validated many of the same concerns. All grade levels are affected by these areas and the underlying causes.

| Building Block 1 – Engaged Leadership | |
|---|--|
| Concern #1: Need for a shared literacy vision which is owned by school leadership, staff members, students, parents, and community. | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Transition phase from GPS to CCGPS and implementation was overwhelming to all concerned • Due to other pressures, leaders have been unable to keep abreast of the latest research in literacy • Proliferation of literacy initiatives over the years leaving pieces of programs which are now implemented without consistency, focus, and sustainability • Lack of focused, sustained professional development in literacy • Lack of community awareness of needs for early learning in literacy • Lack of an active literacy team | <p>Current Practice:</p> <ul style="list-style-type: none"> • Efforts underway to deconstruct standards and understand intent of CCGPS • Efforts to align existing materials to CCGPS • Informational meetings with parents to help them understand CCGPS • Implementation of a 90-120 minute literacy block. • Scheduled time and personnel for collaborative literacy planning • School newsletters |
| <p>Reference: “What” p.5-6, A-F; “Why” p.31</p> | |
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Okapilco staff believes that the administrator is committed to learning about and supporting evidence-based literacy instruction. • 97% of staff agreed there is need for an active literacy team. • Survey results indicate 92% of our staff believes an opportunity for growth in involving our community members in literacy initiatives is essential. • Our data indicates professional learning in disciplinary literacy is needed for deeper understanding. | |

| Building Block 2 – Continuity of Instruction | |
|---|--|
| Concern #2: Need for consistent literacy instructional focus across the curriculum | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS – more complex texts without focus on literacy skills needed to gain understanding • Lack of professional development for teachers focusing on literacy skills in all content areas • Inconsistency in collaborative planning between content area teachers and literacy teachers • No research-based scope and sequence for literacy instruction • No organized plan for teaching writing skills across all subjects | <p>Current Practice:</p> <ul style="list-style-type: none"> • Increased focus on academic vocabulary • Introduction to Greek and Latin roots are introduced in a sequential manner with links to content areas • Increase in written responses required across the curriculum • Working with curriculum staff to deconstruct CCGPS for a better understanding |
| <p>Reference: “What” p.7,B; “Why” p.41</p> | |
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • All teachers understand the need for effectively integrating literacy skills across the content areas, yet 75% of teachers feel the need for more support. • 73% showed desire to learn more about speaking and listening skills. • 96% of staff expressed little understanding of Lexile levels and how to use them in instruction. • Regular classroom teachers need help in effective differentiation, small group instruction, and station activities. • All special education teachers feel competent in this area. • 83% of teachers believe that integrating community resources is vital. | |

| Building Block 3 – Ongoing Summative and Formative Assessments | |
|---|--|
| Concern #3: Need for a comprehensive balanced assessment system | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Use of different assessment systems over the years caused confusion for teachers • Lack of consistent long-term analysis of progress • Lack of funding for an online management system • Insufficient professional learning focused on use of assessment data • Inconsistent system-wide benchmark system | <p>Current Practice:</p> <ul style="list-style-type: none"> • Use of a modified version of DIBELS Next testing. • Specified diagnostic measures test students identified as at-risk. Much work is still needed to ensure consistency. • Using data to drive explicit reading instruction is in the earliest stages. • Formative Instructional Practice work • OAS formative test items incorporated into units |
| <p>Reference: “What” p.8-9,A-E; “Why” p.96</p> | |
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Use of data to determine interventions for flexible groupings and to inform instruction has increased this year. • 76% of our teachers feel a system is in place for assessment yet a clearly articulated strategy for using data to improve teaching and learning is not functional. • The effectiveness of evaluating instruction and intensity of intervention are developing but inconsistent. | |

| Building Block 4: Best Practices in Literacy Instruction | |
|--|--|
| Concern #4: Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS • No research-based scope and sequence for literacy instruction • Lack of funding to adopt aligned materials • Proliferation of literacy initiatives with little consistency, focus, and sustainability • Lack of ongoing professional development • Lack of consistent monitoring of current practices in literacy instruction • Weak school-readiness skills – background knowledge, exposure to language, availability of print in homes (due to poverty) • Treasures core reading program adopted with no professional learning for implementation | <p>Current Practice:</p> <ul style="list-style-type: none"> • Using Treasures (not aligned to CCGPS) • Using county’s revised integrated units (suggested by the state) • Lingering practices from America’s Choice design • Supplementing instruction with Reading Differentiation Boxes, Jack and Jilly, and teacher-selected resources |
| <p>Reference: “What” p.9-10,A-C; “Why” p.53</p> | |
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 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 students do not come to them with mastery of reading foundational skills from the prior grade level. • All teachers, except special education, feel a need for support in teaching students who read fluently, yet have comprehension difficulties. • 77% of teachers feel they do not have adequate materials to teach for all literacy instruction and need in-depth professional learning on literacy instruction. | |

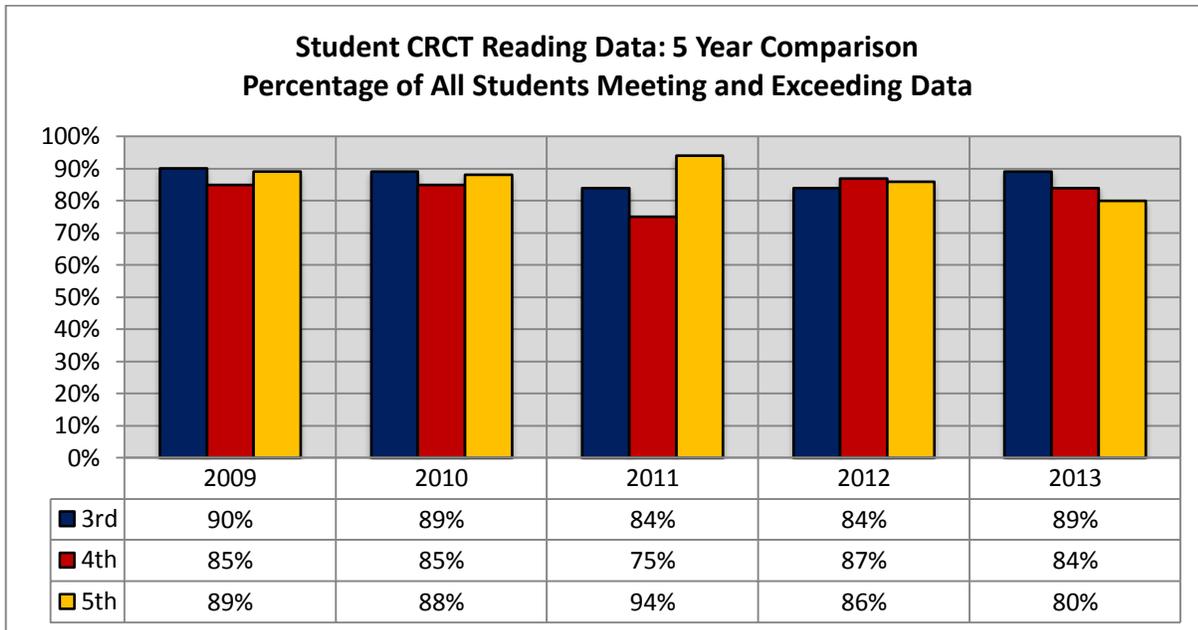
| Building Block 5: System of Tiered Intervention (RTI) for All Students | |
|--|--|
| Concern #5: Need for systematic response to intervention protocol, resources, implementation, and monitoring | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Inadequate and inconsistent time for intervention groups • Research based materials frequently not used with fidelity • Inadequate and inconsistent professional learning for interventionists • No system wide coordinator of RTI | <p>Current Practice:</p> <ul style="list-style-type: none"> • School has a site-based student support team • Documentation is reviewed by a system team when a child is referred for evaluation. • School works creatively to find time/materials for Tier 2/Tier 3 interventions. • Parents are involved in the RTI process. |
| <p>Reference: “What” p.11-12, A-D; “Why” p.123</p> | |
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • All grade levels expressed concern with understanding Tier 1 instruction, differentiation, and Tier 2/3 instruction. • 77% of teachers need additional professional learning and resources to provide effective Tier 2 interventions. • Special education teachers are comfortable with their knowledge and ability in this area. | |

| Building Block 6: Improved Instruction through Professional Learning | |
|---|---|
| Concern #6: Need for professional learning for literacy instruction including leaders, teachers, and paraprofessionals. | |
| <p>Root Causes</p> <ul style="list-style-type: none"> • Reduction of school work days • Redirection of professional learning funds • Absence of plan for training and supporting new staff members • Lack of ongoing support for all professional learning • Suspension of certification requirements for professional learning | <p>Current Practice:</p> <ul style="list-style-type: none"> • The system has a professional learning plan which is the focus for all training. • School has individual site plans aligned to the system’s goals. |
| <p>Reference: “What” p.13,A-B; “Why” p.140</p> | |
| <p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Data was clear that all leaders, teachers, and paraprofessionals need ongoing professional learning opportunities about effective literacy instruction. • While all classroom teachers have assistance during foundational reading skills block, only 27% feel their support personnel has adequate training to assist effectively. | |

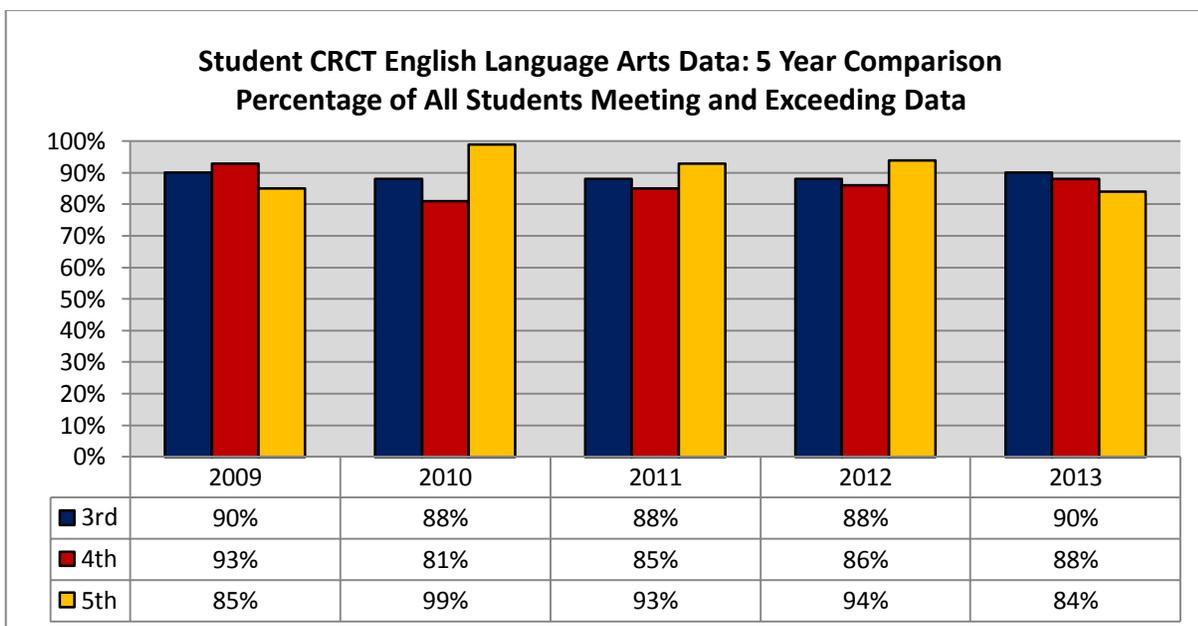
Analysis and Identification of Student and Teacher Data

Grade Level Assessments

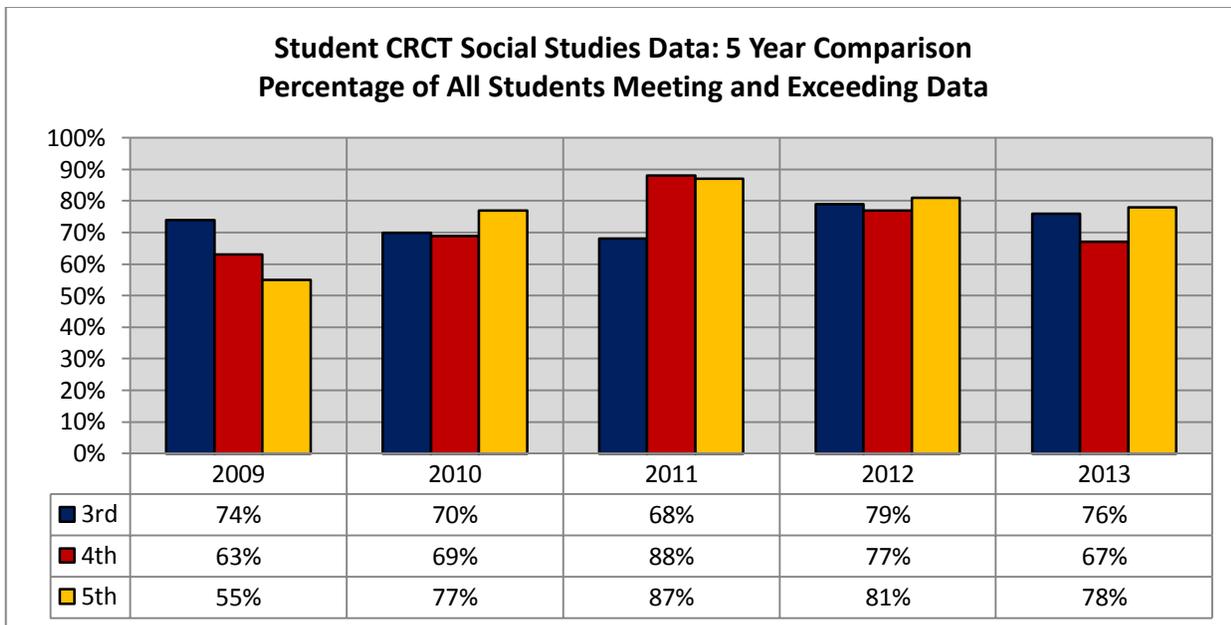
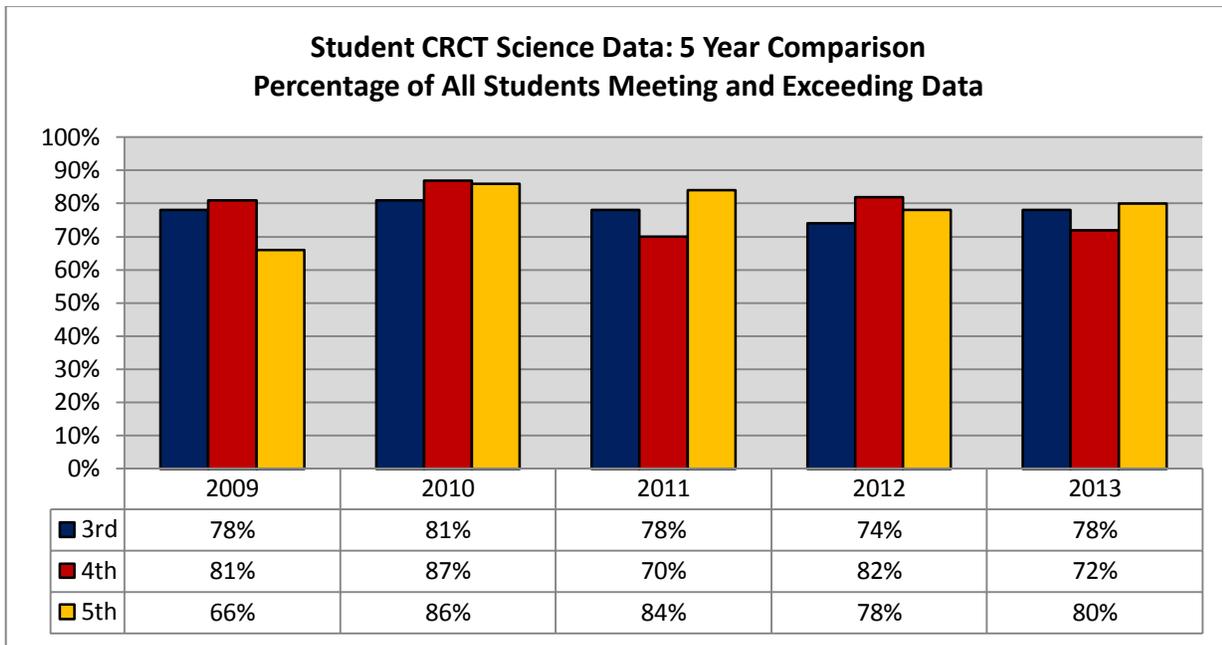
Okapilco Elementary School data has been analyzed from several sources to show areas of strengths and weaknesses. The following tables or graphs show three to five years of data.



An average of 84.3% of 3rd-5th grade students met or exceeded standards on the 2013 CRCT. While third grade saw a 5% increase in scores, fourth and fifth grades indicated a 3% and 6% decline in scores respectively.

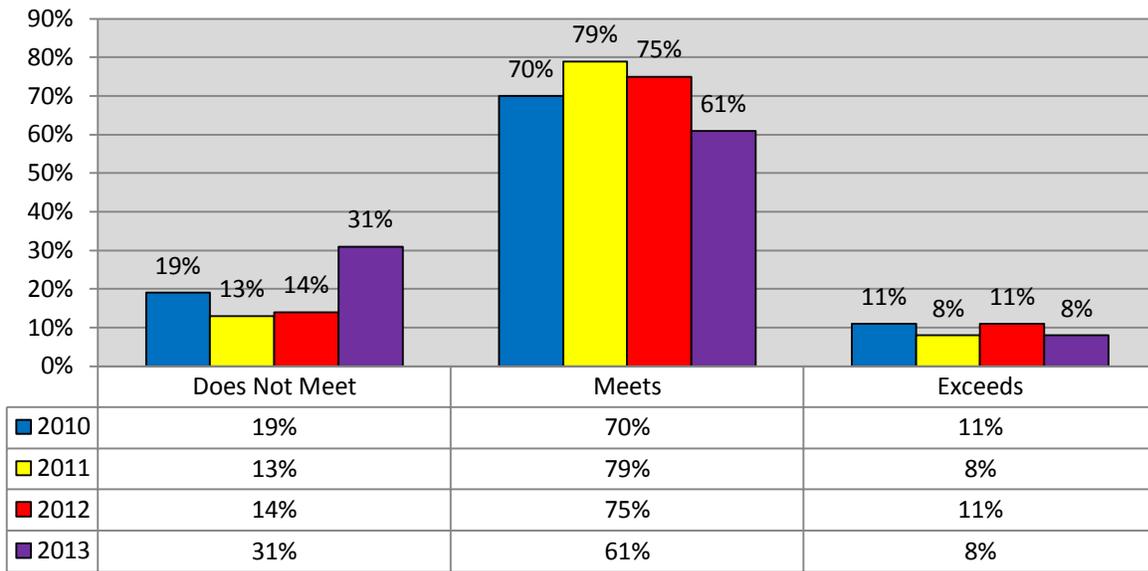


Analysis of ELA scores across the grades shows an 87% average of all students meeting or exceeding standards. While third and fourth grade have shown a slight increase in scores, fifth grade shows 10% decrease. As a whole, our school scored below the county and state levels in both Reading and ELA.



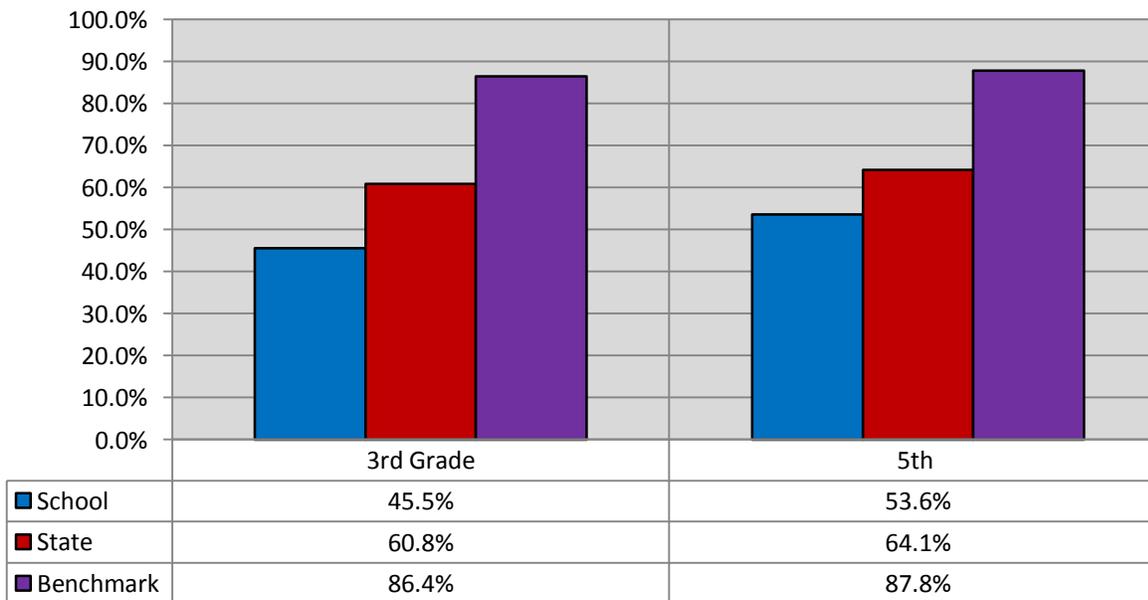
While there are no consistent trends in Science and Social Studies CRCT scores, these are areas of concern due to the fact that all grade levels (3-5) consistently demonstrated lower performance on the CRCT. These scores are comparable to county and state levels, yet they indicate that reading across the content areas needs to be addressed.

Georgia Grade 5 Writing Assessment



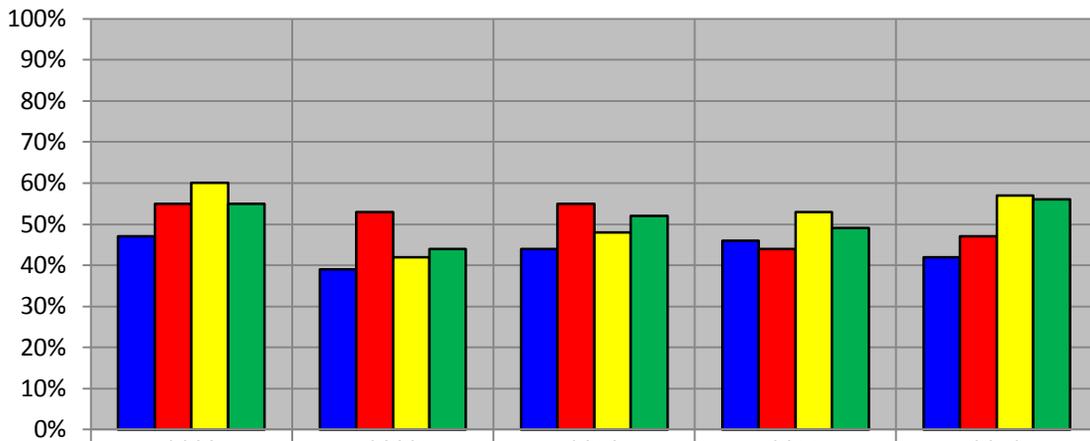
Okapilco’s writing scores saw a sharp increase in students **not** meeting standards last year. As we implemented common core standards, the focus became more on writing to the text and citing textual evidence. Losing the Writer’s Workshop format, which included explicit teaching of the writing process and strategies, may have been a contributing factor in the decrease of students meeting/exceeding standards.

Lexile Score Comparison



The expected Lexile level for 3rd grade students is 650 and 850 for 5th grade. While the gap remains consistent between the two grades, it is obvious that a large portion of our students are not reading at the state nor benchmark level. This gap cannot be completely addressed without a consistent and systematic approach to literacy instruction.

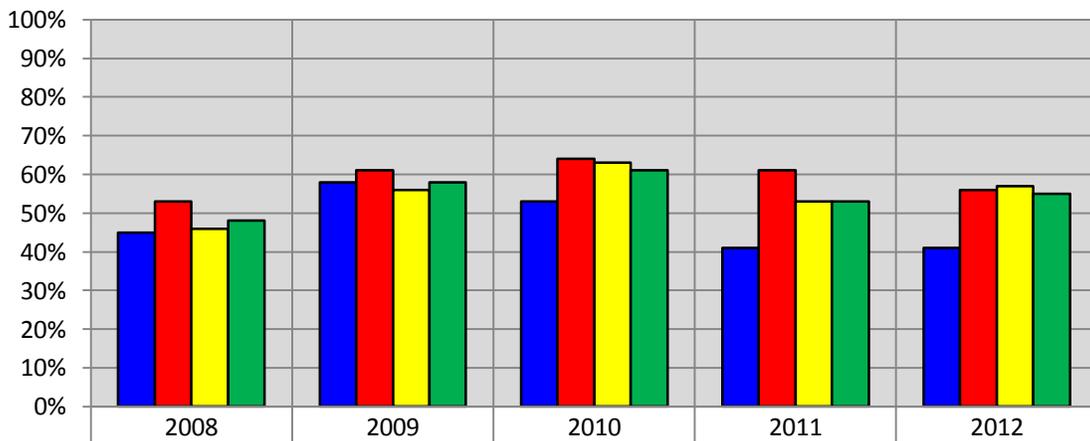
3rd Grade ITBS Scores: 5 Year Comparison



| | 2008 | 2009 | 2010 | 2011 | 2012 |
|----------------|------|------|------|------|------|
| Reading | 47% | 39% | 44% | 46% | 42% |
| Language | 55% | 53% | 55% | 44% | 47% |
| Social Studies | 60% | 42% | 48% | 53% | 57% |
| Science | 55% | 44% | 52% | 49% | 56% |

■ Reading ■ Language ■ Social Studies ■ Science

5th Grade ITBS Scores: 5 Year Comparison



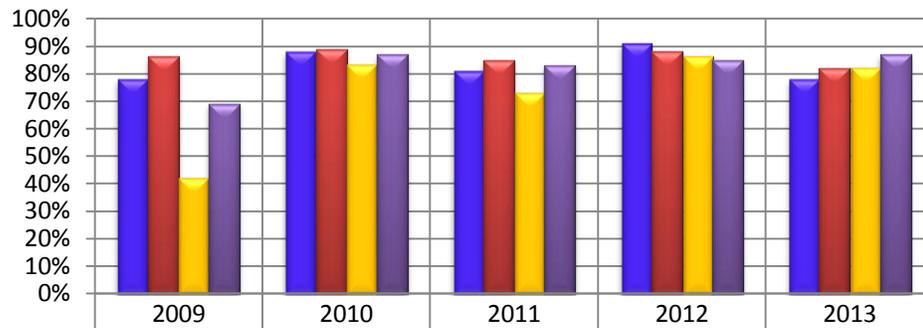
| | 2008 | 2009 | 2010 | 2011 | 2012 |
|----------------|------|------|------|------|------|
| Reading | 45% | 58% | 53% | 41% | 41% |
| Language | 53% | 61% | 64% | 61% | 56% |
| Social Studies | 46% | 56% | 63% | 53% | 57% |
| Science | 48% | 58% | 61% | 53% | 55% |

■ Reading ■ Language ■ Social Studies ■ Science

***Scores indicated are the National Percentile Rank (NPR)**

ITBS scores clearly indicate deficits for both 3rd and 5th grade in reading as scores are currently well below the 50th NPR.

Georgia Kindergarten Inventory of Developing Skills (GKIDS)



| | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|
| ■ ELA | 78% | 88% | 81% | 91% | 78% |
| ■ Math | 86% | 89% | 85% | 88% | 82% |
| ■ Approaches to Learning | 42% | 83% | 73% | 86% | 82% |
| ■ Personal/Social Development | 69% | 87% | 83% | 85% | 87% |

Kindergarten ELA scores are fairly consistent with county and state averages. Data indicates that students continuously enter Kindergarten lacking oral language and vocabulary development necessary to meet standards. In 2013, a 13% decrease from the previous year in ELA created concern. 18% of kindergarten students were retained last year.

Disaggregation of Data into Subgroups

| Percentage of Subgroups Meeting and Exceeding Standards on CRCT | | | | | | | | | | | | | | |
|---|----------------|-----|-------|-------|----------|----|-----|-----------------------|-----|-------|-------|----------|----|-----|
| | Reading | | | | | | | English Language Arts | | | | | | |
| | All | SWD | White | Black | Hispanic | ED | ELL | All | SWD | White | Black | Hispanic | ED | ELL |
| 2011 | 85 | 52 | 89 | 83 | 85 | 83 | 80 | 89 | 50 | 93 | 86 | 85 | 86 | 88 |
| 2012 | 87 | 57 | 88 | 78 | 94 | 84 | 90 | 90 | 50 | 92 | 85 | 91 | 89 | 85 |
| 2013 | 84 | 43 | 86 | 78 | 93 | 82 | 93 | 87 | 50 | 91 | 81 | 91 | 86 | 90 |
| | Social Studies | | | | | | | Science | | | | | | |
| | All | SWD | White | Black | Hispanic | ED | ELL | All | SWD | White | Black | Hispanic | ED | ELL |
| 2011 | 80 | 41 | 81 | 79 | 88 | 77 | 80 | 76 | 41 | 85 | 67 | 75 | 77 | 80 |
| 2012 | 79 | 47 | 83 | 67 | 88 | 75 | 85 | 79 | 39 | 85 | 62 | 88 | 74 | 85 |
| 2013 | 74 | 46 | 80 | 60 | 86 | 72 | 84 | 77 | 46 | 86 | 60 | 88 | 74 | 86 |

Analysis of student data determined areas needing improvement within subgroups. Data for all teachers, including special education and ESOL teachers, are included throughout the analysis of all subgroups. Students with disabilities score significantly lower than the total population of students. A 14% decrease in SWD reading scores is cause for concern. When comparing subgroups, the black subgroup has become a concern as scores decreased and significant gaps developed in science and social studies.

| 2012 COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI) | | | | | |
|---|---|---|---|---|---|
| Subgroup Performance | Criterion Reference Competency Tests | | | | |
| | ELA | Reading | Math | Science | Social Studies |
| Black |  |  |  |  |  |
| Hispanic |  |  |  |  |  |
| White |  |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |  |
| Students With Disability |  |  |  |  |  |
| English Learners |  |  |  |  |  |

Use of the 2012 CCRPI confirms our analysis that our Hispanic and EL students outperform other subgroups while students with disabilities struggle. It also supports our concern for the black population. 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.

Identified Strengths and Weaknesses

A deeper look at our data reveals the following strengths and weaknesses:

➤ Strengths:

- 93.3% of EL students met/exceeded in reading (3.3% increase).
- 3rd grade reading scores increased 5%.
- 3rd and 4th grade ELA scores increased.
- Hispanic reading scores increased 9%.

➤ Weaknesses:

- High percentage of Students with Disabilities in Grades 3-5 do not meet standards in Reading, ELA, Science, and Social Studies.
- ELA and non-academic areas on GKIDS need improvement.
- Social Studies CRCT scores decreased in all grades.
- 5th graders meeting/exceeding on the writing test decreased 17%.
- Reading, ELA, and Social Studies scores are below state/county averages.

Teacher Data and Retention Rate

Teacher turnover at Okapilco is minimal. Retirement is the leading reason for turnover and will continue to be an issue over the next three years as 25% of teachers will be retiring.

| Retention Rate | | | | | | |
|---|-------------------|--------------------|--------------------|--------------------|--------------------|------------------|
| 2013 | | 2012 | | | 2011 | |
| 93.9% | | 90.6% | | | 96.8% | |
| Certification & Longevity of Staff | | | | | | |
| Certification | 0-5 years | 6-10 years | 11-15 years | 16-20 years | 21-25 years | 26+ years |
| T-4 | 4 | 2 | 5 | 1 | 0 | 1 |
| T-5 | 1 | 3 | 4 | 0 | 4 | 4 |
| T-6 | 0 | 0 | 1 | 1 | 2 | 2 |
| Years at Okapilco | | | | | | |
| 0-5 years | 6-10 years | 11-15 years | 16-20 years | 21-25 years | 26+ years | |
| 10 | 12 | 6 | 0 | 6 | 1 | |

Goals and Objectives:

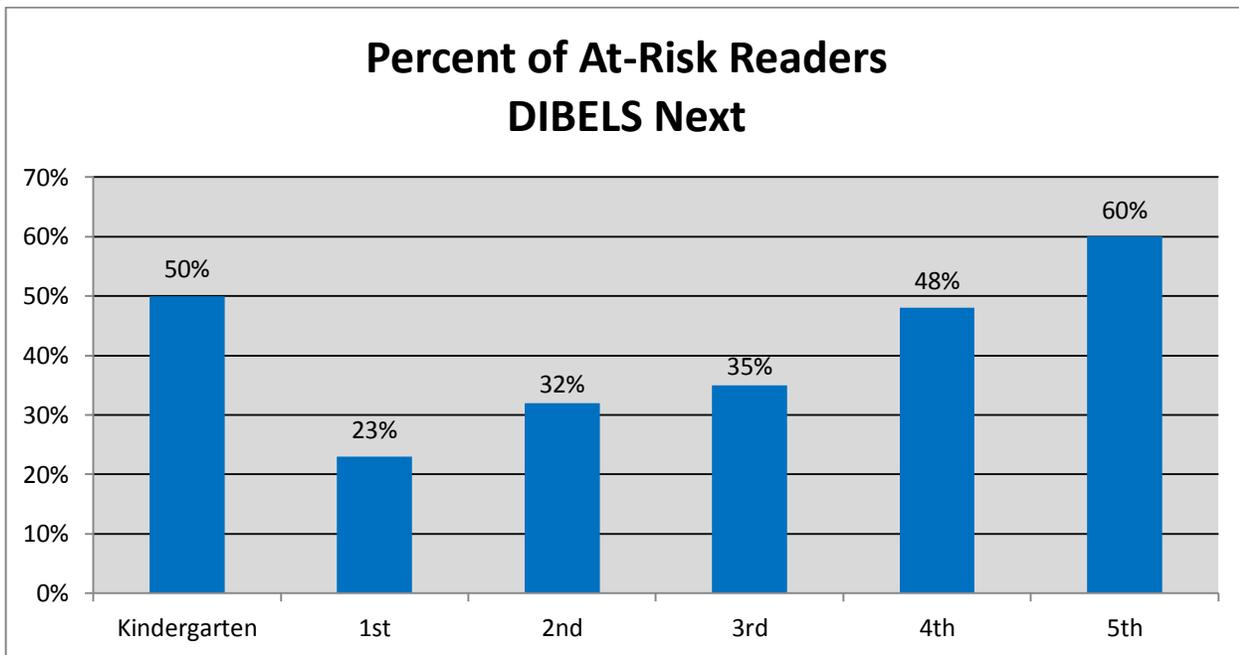
Data analysis clearly indicates the need to increase literacy instruction and student achievement. Literacy is a common thread through all subjects; thus, improvement in literacy skills will provide necessary background to access all other information. With this in mind, the following goals have been set. Objectives for meeting these goals are outlined within our project plan along with timelines, funding sources, and measures of effectiveness.

1. Increase the percentage of students scoring at and above expectation in reading.
2. Increase the percentage of students scoring at and above expectations in writing.
3. Increase the percentage of students scoring at and above expectations in math, science, and social studies.
4. Using school-based data, design a comprehensive system of tiered interventions.

Additional District Prescribed Data

Okapilco uses a variety of assessment instruments, formative and summative, to evaluate, monitor student progress, and to adjust instruction to meet student needs. English Learners are given the ACCESS test to determine English Language proficiency. DIBELS Next is used district-wide as the universal screener. The screener is given three times per year to K-5 students. DIBELS Next Daze Comprehension is give to 3rd-5th grades three times per year. Information from these screeners determine students requiring further testing utilizing the Phonological Awareness Inventory, Informal Phonics Inventory, or Informal Decoding Inventory. Students are also assessed using Fry Words. Teachers progress monitor students using Dibels Next, Treasures, or A-Z passages every two weeks or as needed.

The following graph shows data from the beginning of the year DIBELS Next screening. Those students considered at-risk require further testing to determine intensive support needs. The steady increase from grade to grade is alarming.



Professional Learning

As determined by teacher surveys and questionnaires, our school’s greatest professional learning needs are continued differentiation training for reading and utilizing instructional centers, direct reading instruction, and varied use of technology. Since there are no funds available to pay for expert training sessions, we have to be creative in our approach to professional learning. We are currently using: Educational Impact, Formative Instructional Practice, TKES, iPad training, continued CCGPS training , and differentiating reading instruction using diagnostic test data.

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

| Goal: Increase percentage of students scoring at and above expectation in writing each year. (Building Blocks 4/5) | | | |
|---|---------------------------------|-----------------------|--|
| Current Best Practices: (What, 10) CCGPS units, writing rubrics, use of student exemplar work, deconstructing standards | | | |
| Objectives | Timeline | Funding Source | Measure of Effectiveness |
| Conduct classroom literacy observations to gauge current practice in writing instruction (What, 10 and 13) | Baseline Spring,2014 Ongoing | N/A | Analysis of Writing Samples *LT |
| Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10) | Spring,2014 | SRCLG Local Funds | |
| Provide professional learning on best practices for writing instruction across content areas (What, 10) | Summer,2014 Ongoing | SRCLG | Professional Learning Log Writing Samples *SA |
| Ensure daily literacy block of 120-150 minutes includes explicit writing instruction, guided practice, independent practice for all students (What, 10) | Fall,2014 | N/A | Writing Samples Classroom Observations *SA |
| Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (What, 6,7, and 10) | Fall,2014 Ongoing | SRCLG Local Funds | Plan for Writing Instruction Lesson Plans Writing Samples *SA |
| Develop/incorporate valid formative/summative writing assessments (Why, 94-98) with protocol for administration/using data | Spring,2015 Ongoing | Release Time SRCLG | Rubrics Analysis of Student Work *GA |
| Conduct Family Literacy Night (What, 7) Twice Yearly | Ongoing | SRCLG | *SA,T |
| Purchase needed technology for classroom teachers/support teachers. Provide professional learning on use of technology. (Why, 56) | Spring,2015 Ongoing | SRCLG | *SA,LT,AC |
| 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 percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies each year. (Building Block 2) | | | |
|---|-------------------------|-----------------------|--|
| Current Best Practices: grade level math units incorporating writing daily, Year at a Glance sequence of content area topics, ClassWorks | | | |
| 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 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 K-5, follow-up diagnostic testing (What, 10), reading foundational block in daily schedule (What, 12), intervention groups, school RTI committee, system SST review process | | | |
| Objectives | Timeline | Funding Source | Measure of Effectiveness |
| Strengthen use of screening, diagnostic, and progress monitoring assessments | Summer,2014 | SRGLG | DIBELS Next Data SRI Data *GA,SA,T |
| Train teachers on effective data usage for planning/implementing interventions and monitoring student progress (Why, 122-124) | Fall,2014 Ongoing | | RTI Data *GA |
| Inventory, evaluate, purchase, and train individuals on appropriate intervention materials | | | Inventory of Materials *GA,SA |
| Schedule protected intervention time either during the day or in extended day/year | | | Schedules *SA,T |
| Review data to determine effectiveness of instruction | January,2015 Ongoing | N/A | RTI Data Analysis of Assessments *GA,SA |
| Evidence of Research-Based Practice: <ul style="list-style-type: none"> “The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment...to plan for instruction.” (Why, 94) | | | |

Response to Intervention Model

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

**Tentative School Schedule
2014-2015**

| | | | | | | | | | |
|----------|---------------------|-----------|------------------|---------------------|----------------|-------------|----------------|-----------|-----------|
| K | 7:50-8:10 | 8:10-9:00 | 9:00-9:30 | 9:30-10:30 | 10:30-11:10 | 11:10-11:40 | 11:40-1:00 | 1:00-1:20 | 1:20-2:30 |
| | Calendar Activities | Activity | Science/Soc.Stud | Interventions Block | Literacy Block | LUNCH | Literacy Block | Recess | Math |

| | | | | | | | | | |
|-----------------------------|---------------------|---------------------|------------|----------------|--|-------------|-------------|------------------------|-----------|
| 1st Grade | 7:50-8:10 | 8:10-9:10 | 9:10-10:00 | 10:00-11:30 | | 11:30-12:00 | 12:00-12:20 | 12:20-1:00 | 1:00-2:30 |
| | Calendar Activities | Interventions Block | Activity | Literacy Block | | Lunch | Recess | Science/Social Studies | Math |

| | | | | | | | | | |
|-----------------------------|-------------------|----------------|---------------------|-------------|-------------|----------------|-------------|------------|------------------------|
| 2nd Grade | 7:50-8:00 | 8:00-9:10 | 9:10-10:10 | 10:10-11:00 | 11:00-11:20 | 11:20-11:45 | 11:45-12:15 | 12:15-1:30 | 1:30-2:30 |
| | Skills Activities | Literacy Block | Interventions Block | Activity | Recess | Literacy Block | Lunch | Math | Social Studies/Science |

| | | | | | | | | | |
|-----------------------------|-------------------|----------------|------------|---------------------|-------------|-------------|------------|--|------------------------|
| 3rd Grade | 7:50-8:00 | 8:00-9:40 | 9:40-10:00 | 10:00-11:00 | 11:00-11:30 | 11:30-12:20 | 12:20-1:40 | | 1:40-2:30 |
| | Skills Activities | Literacy Block | Recess | Interventions Block | Lunch | Activity | Math | | Science/Social Studies |

| | | | | | | | | | |
|-----------------------------|-------------------|-----------|------------------------|-------------|----------------|-------------|------------|---------------------|--|
| 4th Grade | 7:50-8:00 | 8:00-9:20 | 9:20-10:00 | 10:00-10:20 | 10:20-11:55 | 11:55-12:25 | 12:30-1:20 | 1:20-2:30 | |
| | Skills Activities | Math | Science/Social Studies | Recess | Literacy Block | Lunch | Activity | Interventions Block | |

| | | | | | | | | | |
|-----------------------------|-------------------|------------------------|----------------|---------------------|-------------|-------------|-------------|------------|-----------|
| 5th Grade | 7:50-8:00 | 8:00-8:40 | 8:40-10:10 | 10:10-11:10 | 11:10-11:50 | 11:50-12:10 | 12:10-12:40 | 12:40-1:40 | 1:40-2:30 |
| | Skills Activities | Science/Social Studies | Literacy Block | Interventions Block | Math | Recess | Lunch | Math | Activity |

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 | Ongoing throughout year |
| DIBELS Next | K-5 | Universal Screener | First Sound Fluency Letter Naming Fluency Nonsense Word Fluency Oral Reading Fluency and Comprehension | FSF: 2x per year (K) LNF: 3x per year (K) 1x per year (1) NWF: 2x per year (K) 3X per year (1) 1x per year (2) ORF: 3x per year (2-5) 2x per year (1) DAZE: 3x 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 |
| ClassWorks | K-5 | Close Achievement Gap – Focus School Mandate | CCGPS | Universal Screener: 3 times per year Progress Monitoring 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. As a Focus School under the direction of a RESA School Improvement Specialist, Okapilco completes the full battery of DIBELS Next in all grades with the exception of Phoneme Segmentation Fluency and 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. State-mandated testing will definitely continue for outcome measures. Scholastic Reading Inventory is not being used at this time.

Implementation of New Assessments/Discontinuation of Current Assessments

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

| Assessment | Grade Level Assessed | Persons Responsible | Frequency |
|--|-----------------------|---------------------------------|-------------------|
| DIBELS Next ISF, LNF, PSF, NWF | K-1 | School Assessment Blitz Team | 3 times per year |
| Phonological Awareness Inv. | K-1 | Replace with DIBELS Next | |
| Letter Name Correspondence | 1 | | |
| Letter Sound Correspondence | 1 | | |
| DIBELS Next ORF | 1-5 | School Assessment Blitz Team | 3 times per year |
| DIBELS Next DAZE | 3-5 | Replace with SRI | |
| Scholastic Reading Inventory | 3-5 | School Assessment Blitz Team | 3 times per year |
| Follow-up Diagnostic Testing | K-5 | Classroom Teachers | 3 Times/As Needed |
| Fry Word Inventory | K-3 and 4-5 as needed | | |
| Unit Assessment Tests | K-5 | Classroom Teachers | Ongoing |
| Running Records | K-5 | | Weekly/Bi-weekly |
| Unit Assessment Tests | K-5 | | |
| ClassWorks | K-5 | Focus School | 3 times per year |
| | | FLP Intervention Specialists | 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
- Travel expenses for conferences
- 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
- Digital content-based texts on various levels and aligned to units of study
- Take-home libraries
- K-5 literacy manipulative classroom sets
- Scholastic Reading Inventory
- DIBELS Next Data Management
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Trained intervention specialists
- Grant administrator
- Site-based instructional specialist
- Literacy Instruction Observation Checklist
- Family involvement activities
- Extended day/year program for students
- Transportation for extended day/year activities
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, flash-drives, etc.
- Classroom computers
- Networkable printers
- Interactive boards for unequipped classrooms
- Portable lab of interactive tablets/laptops with appropriate applications
- Earbuds
- Wireless connectivity infrastructure
- Projectors/Visual presenters
- Bilingual materials

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 - Sonday, Differentiation Boxes (Walpole and McKenna), Jack and Jilly, FCRR (Florida Center for Reading Research resources)

- ESOL training on strategies for teaching academic content vocabulary
- Mentor program
- Title I parent coordinators
- Focus School Initiative: On-site Professional Learning provided by RESA Consultants
- 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)
- Comprehensive Assessment of Reading Strategies (CARS)
- Classroom Extended Text Sets (grades 3-5 for integrated units)
- Treasures Materials – for grade level instruction and intervention
- Teacher/student computers
- Computer lab
- Mobile classroom set of student tablets
- Bookroom including professional resources and student leveled readers
- Media Center resources
- Intervention Materials (SonDay, Differentiation Box)
- Digital Cameras
- Limited Listening Stations

List of Library Resources

- 8,117 books available (2741 Non-fiction, 5376 Fiction)
- 30 iPads/iPad Cart
- 30 AlphaSmart Keyboards
- 5 Computer Stations
- 2 Printers
- Videos/DVDs to support Science/Social Studies
- Reference Materials (Dictionaries, Almanacs, Encyclopedias)
- Classroom Jeopardy Game Set
- Limited Listening Stations/CD Players
- Parent/Mentor Resource Area
- 3 Digital Cameras
- 3 Flip Cams
- 1 Large Screen TV
- Periodicals
- Scanner
- Teacher Resource Area

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 planning time including resource staff (school-wide and county-wide)
- Formative Instructional Practice (FIP) training
- Student access to individual reading material on their level

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
- Use of Decodable Text
- Professional Learning in the following areas:
 - Best teaching practices for all components of literacy
 - Best teaching practices for direct instruction on process of writing/writing instruction across content areas
 - Literacy across all content areas
 - Understanding Lexiles
 - Webb’s Depth of Knowledge
 - Strategies for student engagement and motivation
 - Integration of technology in instruction
 - 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
 - Collaborative Team Building/Co-Teaching

Current Classroom Resources

- Treasures comprehensive reading program materials for grade level instruction and intervention
- Leveled libraries
- Limited manipulatives for direct literacy instruction
- Florida Center for Reading Research (FCRR) activities
- Limited resources for station activities
- Student Response Systems
- Interactive boards (not every classroom) and projectors
- Printer
- Internet access
- One iPad per classroom
- Limited teacher/student computer workstations
- Assistive Technology (Snap and Read, CoWriter)
- Web-based software through school subscriptions

Alignment Plan for SRCLG and Other Funding

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

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, and Writing

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)

Past Professional Learning

The following table indicates the professional learning activities staff has attended in the past year and percent of certified staff attending each activity. 100% of eligible staff attended applicable professional development. With a lack of funding available to train teachers in all of the areas of professional learning, percentages of attendance are low in some areas. Teachers are expected to implement programs and initiatives in which they have not been trained. Therefore, professional learning is a primary focus of funding provided by the Striving Readers Grant.

| Professional Learning Activities (2012-2013) | % of Certified Staff Attended |
|---|--|
| ELA Countywide Grade Level Meetings | 91% |
| Math Countywide Grade Level Meetings | 82% |
| CCGPS Deconstructing Standards | 45% |
| IPad Training | 100% |
| ESOL Strategies (Virginia Rojas) | 9% |
| Response to Intervention | 91% |
| ELA Unit Writers K-5 th | 5% |
| Gifted Endorsement | 23% |
| SACS Review | 100% |
| CCGPS Reading/ELA Webinars (K-5 th) | 100% |
| Formative Instructional Practices | 9% |
| DIBELS Next Training (Blitz Team only) | 45% |
| OAS Training | 86% |
| Effective Strategies and Positive Interventions | 100% |
| Nettrekker | 45% |
| Classworks | 91% |
| Classroom Assessment for Student Learning | 45% |
| Dave Weber-Sticks and Stones | 100% |

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
- Educational Impact (online professional learning database)
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System resources
- Classworks (Focus School mandate)

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 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
- Grade level meetings and documentation
- Walk-throughs/observations to collect data on professional learning implementation
- Written feedback and summaries of conducted walk-throughs/observations
- Evaluation of professional learning activities through a Needs Assessment Survey
- Presentation by teachers of successful strategies at grade-level/collaborative team meetings
- Course evaluation data from Educational Impact
- Review of lesson plans by administration
- Analyzing student work collaboratively

Professional Learning Plan

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

| Goal: Increase the percentage of students scoring at and above expectation in reading. | | | |
|---|-------------------------|-----------------------------|---|
| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
| Provide professional learning for teachers and paraprofessionals to develop/sustain intentional strategies for student engagement/motivation (What, 11) | Summer, 2015 Ongoing | Building Block 4 – A & C | PLC documentation and minutes |
| Provide research-based professional learning on components of literacy for all staff (Why, 141) | Summer, 2014 Ongoing | Building Block 4 - A | CCGPS Units |
| Review “Building Basic Skills” modules on Comprehensive Reading Solutions website | Fall, 2014 Ongoing | Building Block 4 - A | Walk-through observations of implementation |
| Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency, and comprehension (Why, 64) | Ongoing | Building Block 4 - A | Summative Assessment Data, DIBELS Next |

Goal: Increase the percentage of students scoring at and above expectation in writing.

| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
|---|-------------------------|--------------------------|---|
| Provide professional learning on best practices for writing instruction across all content areas (What, 10) | Summer, 2014 Ongoing | Building Block 4 - B | PLC documentation and minutes |
| Review "Writing" modules on Comprehensive Reading Solutions website | Fall, 2014 Ongoing | | CCGPS units |
| Provide training on use of technology to support literacy instruction and assessments (Why, 57) | Summer, 2015 Ongoing | Building Block 4 – B & C | Walk-through observations of implementation |
| Continue to implement professional learning and support to staff during transition to CCGPS. | Fall, 2014 Ongoing | Building Block 4 - B | Summative Assessment Data, DIBELS Next |

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

| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
|---|-------------------------|---|--|
| Provide professional learning on literacy instruction within content areas: (What, 6 and 10) <ul style="list-style-type: none"> • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary • Writing instruction in all subject areas | Summer, 2015 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) | Winter, 2015 Ongoing | Building Block 5 – A Building Block 3 – all sections | Walk-through observations |
| Review "Teaching Vocabulary" modules on Comprehensive Reading Solutions 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 and for differentiated instruction through tiered tasks (RTI) | Fall, 2014 Ongoing | Building Block 5 – B, C, D, E Building Block 1 – D | PLC documentation and minutes |
| Review data to determine effectiveness of all instruction | Ongoing | Building Block 5 – A Building Block 3 – all sections | CCGPS units |
| Review “Understanding Assessment” and “Designing Schoolwide Instruction” modules on Comprehensive Reading Solutions website | Fall, 2015 Ongoing | Building Block 5 – all sections Building Block 3 – all sections | Walk-through observations |
| 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 | Summative Assessment Data, DIBELS Next Data Team Meetings |

Sustainability Plan

Okapilco 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 SRCL Grant annually with 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 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 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 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 required by RTI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of grant • Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to new staff • Collaborate with CPRESA to provide support/training • Continue use of assessment to drive instruction and meet student needs |
| 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 |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Develop resource pack of professional learning materials for new teachers • Collaborate with/participate in CPRESA trainings • Participate in “Technology Integration for 21st Century Classrooms” professional learning opportunities |
| <p>Developing Community Partnerships/ Other Funding Sources</p> | <ul style="list-style-type: none"> • Communicate frequently with stakeholders concerning importance of literacy across content areas • Strengthen communication between schools and afterschool providers • Continue involvement of stakeholders in informational meetings • Establish Partners in Education, a partnership between businesses/civic organizations and school • Utilize parent volunteers, appropriate materials/funding within schools to provide assistance in classrooms • Enlist PTO to designate fundraisers for literacy initiatives • Continue to host Literacy Nights that demonstrate importance of proficiency in literacy |
| <p>Replacing Print Materials</p> | <ul style="list-style-type: none"> • Annually inventory/determine condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace needed resources |
| <p>Sustaining Technology</p> | <ul style="list-style-type: none"> • Coordinate purchases of hardware/software obtained with grant funds through 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 grant |

Budget Summary

As a result of a comprehensive review of literacy efforts at Okapilco 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 474 and an estimated award of \$460 per student, the total funds received over a five year time frame are anticipated at \$218,040.00.

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 specialists (for a couple of years to assist with closing achievement gaps)
- Personnel for any extended day/year programming

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

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

Miscellaneous

- Transportation costs associated with extended day/year programming