

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:	Sunset Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Bruce Owen
Principal Position:	Principal
Principal Phone:	1-229-890-6184
Principal Email:	bowen@colquitt.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Charla Brinson
School contact information Position:	Assistant Principal
School contact information Phone:	229-890-6184
School contact information Email:	cbrinson@colquitt.k12.ga.us

Grades represented in the building

example pre-k to 6

pre-k to 5

Number of Teachers in School

44

FTE Enrollment

663

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

Address: P.O. Box 2708

City: Moultrie Zip: 31776

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

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


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

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

12/2/2013
Date (required)

Preliminary Application Requirements

Created Tuesday, December 03, 2013

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Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 3

Did you download and read the General Information document to assist you with writing the grant?

-
- Yes
-

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 3

Did you download and read the SRCL Rubric to assist you with writing the grant?

-
- Yes
-

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

Pre-Award Costs: *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

Entertainment, Refreshments, Snacks: *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

• I Agree

Grant Assurances

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The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

-
- Yes
-

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

-
- Yes
-

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

-
- Yes
-

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

-
- Yes
-

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

-
- Yes
-

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

-
- Yes
-

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

-
- Yes
-

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

-
- Yes
-

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

-
- Yes
-

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

-
- Yes
-

The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

-
- Yes
-

Funds shall be used only for financial obligations incurred during the grant period.

-
- Yes
-

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

-
- Yes
-

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

-
- Yes
-

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

-
- Yes
-

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

-
- Yes
-

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

-
- Yes
-

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

-
- Yes
-

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

-
- Yes
-

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

-
- Yes
-

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

- Yes
-

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

- Yes
-

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

- Yes
-

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

- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

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

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



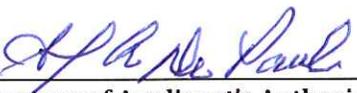
Signature of Fiscal Agency Head (official sub-grant recipient)

Samuel A. DePaul, Superintendent

Typed Name of Fiscal Agency Head and Position Title

12/2/2013

Date



Signature of Applicant's Authorized Agency Head (required)

Samuel A. DePaul, Superintendent

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

12/2/2013

Date

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

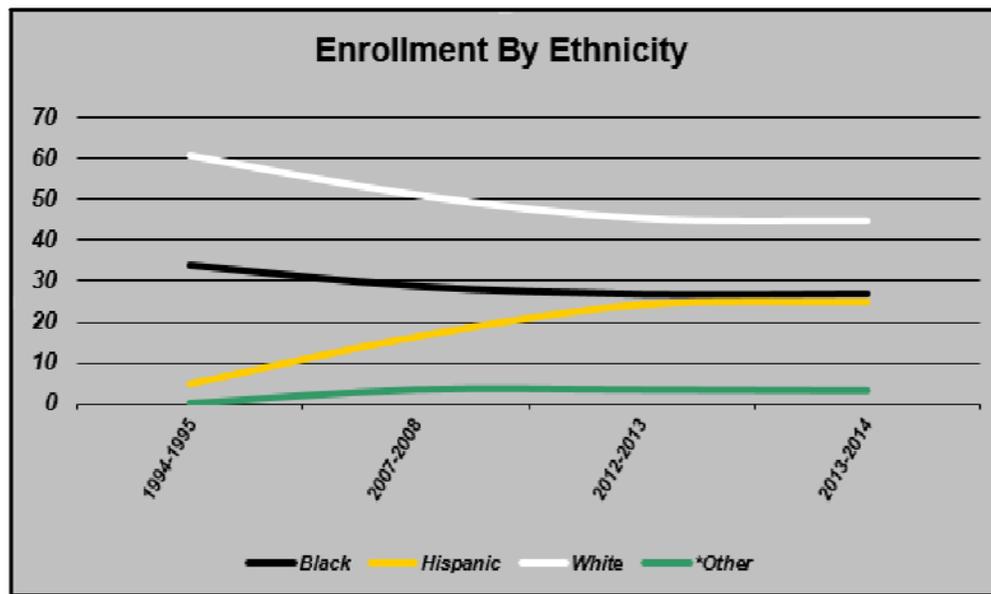
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

District Narrative

Brief History of the System

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



System Demographics

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

Special Populations:

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

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

Current Priorities

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

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

Strategic Planning

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

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

Current Management Structure

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

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

Past Instructional Initiatives

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

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

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

Literacy Curriculum

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

Literacy Assessments Used District-wide

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

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

Need for a Striving Reader Project

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

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

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

District Management Plan and Key Personnel

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

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

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

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

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

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

Colquitt County School District: Sunset 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: Sunset 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: Sunset 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: Sunset 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

Sunset Elementary School is one of Colquitt County’s ten elementary schools serving students in grades pre-kindergarten through fifth grade. Sunset has been providing quality education in a small community setting for 111 years. The school’s staff is composed of 47 highly qualified certified teachers, one counselor, one media specialist, a school nurse, three office assistants, four custodians, and eight cafeteria staff. In addition, Sunset has one principal and an assistant principal who has a dual function as an academic coach.

The original one-room school has grown from an enrollment of about fifty students to a large modern campus with a current enrollment of 687 students, making it the largest elementary school in the county. Sixty-seven percent of our population has been identified as economically disadvantaged. Sunset has a very diverse population.

Caucasian	45%
African American	34%
Hispanic	18%
Multi-racial	2%
Asian	3%
American Indian or Alaskan Native	1%
Native Hawaiian or Other Pacific Islander	1%

Sunset’s faculty is 100% highly qualified. Of the 47 certified educators, 2% hold a Doctorate, 22% hold a Specialist's Degree, 50% hold a Master's Degree, and 26% hold a Bachelor's Degree. In terms of years of experience, 30% of the faculty has 21+ years, 22% have 16-20 years, 26% have 11-15 years, 8% have 6-10 years, and 14% with 0-5 years.

Administrative and School Leadership Teams

Sunset Elementary School has an active School Leadership Team which addresses instructional and curricular issues quarterly. The team is composed of administrative representatives, one representative from each grade level, one Special Education teacher, one EL teacher, one counselor, and one teacher from activity block. This team works together to make data-driven and research based decisions for the improvements of our school. After meeting, representatives from each area report to their grade groups, share what was discussed, and report decisions that were made. The team gathers information and feedback from fellow grade group members and reports back to the leadership team to ensure everyone has input on decisions made for the school.

Sunset Elementary also has a School Council which meets quarterly. The school council serves as a governing body for the school. The council includes the principal, two teacher representatives, two parents, and two business partners from the community. During meetings, school and county data is analyzed and instructional initiatives are discussed. At the beginning of each year, the school improvement plan is presented and suggestions are made by this governing body.

Our school also has a Million Word Reader Committee, which is composed of a teacher representative from each grade level. This committee sets annual reading goals for Pre-Kindergarten through Fifth grade students. They also plan the annual school-wide reading kick-off program and celebration programs for students who meet their reading goal each nine weeks.

Past Instructional Initiatives

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

Current Instructional Initiatives

While many staff members continue to implement pieces of different initiatives that have been used in the past, this year we are trying to re-focus by using the DIBELS Next assessments to drive our literacy instruction. Benchmark assessments are given at the beginning, middle, and end of the year. As follow-up assessments, we administer the Phonics, Phonological Awareness, and Decoding Inventories to diagnose students who need direct phonics instruction. Many classrooms use the Differentiation Box (based on the texts by Walpole and McKenna) to address decoding needs.

Professional Learning Needs

Sunset Elementary School utilizes data from a needs assessment which is completed by staff members each year to identify professional learning needs for our faculty and staff. Student performance data is used to determine overall strengths and weaknesses. This is an on-going process to address the changing needs of our teachers and students.

The focus of professional learning at Sunset Elementary School for 2013-2014:

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

Need for a Striving Reader Project

Analysis of our school data reveals the need for the Striving Reader Project. DIBELS Next assessment data proves that Sunset students have significant deficits in oral reading fluency and comprehension. The chart below shows the percentage of students scoring Caution or At Risk on

the beginning of the year DIBELS assessments for 2013-2014. Results from these assessments are disheartening. Of these scores, the second grade is the most alarming and most indicative of issues in the lower grades with the lack of systematic, explicit instruction in alphabetic principle and fluency.

Grade	Total # of Students	Students Who Scored Caution or At Risk	
		Oral Reading Fluency	Dibels DAZE - Comprehension
2 nd	112	81% (91)	Not Administered
3 rd	111	60% (67)	67% (74)
4 th	89	71% (63)	63% (56)
5 th	90	58% (52)	58% (52)

An analysis of Sunset’s 2013 CRCT data shows that though 86% of third through fifth grade students met or exceeded the standard in reading, 77% met or exceeded in math, 85% met or exceeded in ELA, only 66% met or exceeded in Science, and 65% met or exceeded in Social Studies. Knowing the performance targets from the CRCT Readiness Indicators will be much higher than previous CRCT performance levels, we have a critical need for literacy instruction across all content areas. Finally, anticipating the increase of rigor in testing necessitated by the shift to CCGPS, our students’ current levels of performance will not be sufficient for success on the next generation of assessments.

Sunset’s student population is 67% economically disadvantaged, 15% EL, and 13% are students that have been identified with disabilities. DIBELS Next scores indicate that a significant segment of our students have weak phonemic awareness and phonics skills. This results in many students not able to read fluently, which has a direct effect on comprehension. The needs assessment has identified a need for an explicit, systematic approach to teaching literacy in areas across the curriculum and to provide reading interventions to students who are at risk. It is clear that Sunset teachers need professional learning, release time for planning and collaboration, and follow-up visits to monitor implementation. Finally, many classroom teachers need non-fiction, content-based materials and leveled readers to teach literacy effectively to all students. This grant would allow us to make strides toward meeting our literacy needs.

Building Block 1. Engaged Leadership

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

Why is this important?

“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). Sunset’s administrators are committed to providing faculty as well as themselves with current, researched-based professional development to maintain, to keep abreast, and enhance the best practices of literacy instruction to meet the needs of all learners.

What are we currently doing?

Based on the Georgia Literacy Plan Needs Assessment 68% of Sunset’s staff feels that the administration demonstrates commitment to learn and support evidence-based literacy instruction in the school.

The administrator will continue to:

- Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS
- Study research-based guidelines, strategies and resources for literacy instruction set forth in the “The Why” document of the most current literacy Plan
- Schedule protected time for literacy and teacher collaboration
- Provide professional learning based on student data and teacher needs
- Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators

How will we move forward?

In an effort to demonstrate our commitment to improving literacy instruction administrators will participate fully in professional learning with the staff.

- Develop a literacy team that includes active participation by administration.
- Administrators will periodically conduct literacy walkthroughs to monitor the use of best practices in literacy instruction.
- Continue with online Webinars, teacher collaboration, and protecting the literacy block schedule.
- Make hiring decisions collaboratively based upon literacy goals.

B. Action: Organize a Literacy Leadership Team

Why is this important?

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

What are we currently doing?

While we understand the importance of a literacy team, we have not yet identified stakeholders and partners to be a part of the literacy leadership team.

Only 30% of teachers believe we have a literacy leadership team that is active in development of consistent literacy focusing across the curriculum.

How will we move forward?

Sunset administrators will actively participate on a District Literacy Leadership Team and organize and lead a Sunset Literacy Leadership Team.

Planning:

The literacy team led by the administrator will:

- Identify stakeholders and partners to be part of the literacy leadership team.
- Create a shared literacy vision for the school and community aligned with the state literacy plan.
- Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist) to determine strengths in literacy instruction and to identify needs for improvement.
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist, or its equivalent, to develop a list of prioritized recommendations and goals for improvement.

Implementing:

- For the 2014-15 school year, a literacy leadership team will meet on a regular basis to plan school literacy activities that involve the community. All members will understand the literacy goals and their role in meeting each goal.
- The school website and the local newspaper will be used to communicate each activity and draw community support.
- Parents will play an active role on our literacy leadership team.

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

Why is this important?

The Why document page 58 states “the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction.” This time requirement increases in the upper elementary grades – “literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework.”

What are we currently doing?

- Sunset’s administrators ensure that all homerooms have a minimum of 100 minutes of uninterrupted literacy instruction (“The What”, p. 5).

How will we move forward?

- An additional 45 minute intervention block will be implemented in grades K-5 to address the needs of at-risk students in the area of reading (“The What”, p. 6).
- All available personnel will be used during the intervention block to reduce the pupil-teacher ratio.

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

Why is this important?

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

What are we currently doing?

The administrator will continue to monitor and make necessary improvements as a result of the Survey of Needs by Sunset’s ELA teachers.

- 90% of the staff at Sunset feel that they have adequate assistance during their scheduled reading time.
- The survey results found that only 21% of the paraprofessionals feel adequately trained to effectively assist in literacy skill instruction.

How will we move forward?

The administrator will:

- Design responses to help connect students to the proper service providers in the community.
- Design and implement infrastructure to provide guidance and support for students and families.
- Establish a work group that focuses specifically on how learning supports are used including all major resources, e. g., school counselors, psychologists, nurses, social workers, attendance, health educators, special education staff, after-school program staff, bilingual and Title I coordinators, safe and drug free school staff, classroom teachers, non-certified staff, parents, older students, community representatives.
- Provide professional learning to develop the understanding that a comprehensive system of learning support differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders.
- Utilize all staff to support literacy instruction.
- The Literacy Leadership Team will develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations).
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services.
- Expand our mentoring system for students who need additional support by utilizing staff and community partners.
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy.
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning.
- Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g. Twitter, Facebook, Google+, etc.

E. Action: Optimize literacy instruction across all content areas

Why is this important?

CCGPS holds educators across all content areas accountable for teaching literacy standards. “Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas” (The Why, p. 49).

What are we currently doing?

The administrator will continue to identify areas of improvement and ways to train and assess faculty during the implementation of research-based strategies and the use of appropriate resources to utilize while supporting learning of the CCGPS in all content areas.

- The Survey of Needs taken by non-ELA Teachers has indicated that 54% of those surveyed felt they lacked the knowledge, resources, and materials necessary to assist students with writing tasks as expected in the CCGPS.

- The Survey of Needs taken by non-ELA Teachers has indicated that 69% of Sunset's staff feels they need professional learning in explicit strategies for teaching all children to master CCGPS Speaking and Listening standards.

How will we move forward?

The administrator will utilize the information gathered in the Survey of Needs in order to:

- 1) select the most important and necessary professional development to help each member of the staff to improve knowledge, resources, and materials necessary for implementation of writing tasks across all content areas as expected in the CCGPS .
- 2) improve staff knowledge of explicit strategies for teaching all children to master CCGPS Speaking and Listening standards.

- Provide professional learning on:
 - Incorporating the use of literature in content areas
 - Writing instruction (narrative, opinion, and informational) in all subject areas
 - Guiding students to conduct short research projects that use several sources

Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution).

- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
- Require the teaching of academic vocabulary in all subjects using a systematic process such as <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>.
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Require writing as an integral part of every class every day.
- Ensure instruction in and opportunities for:
 - Writing opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Writing narratives to develop real or imaginary experiences.
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Use the Literacy Support Team to monitor literacy instruction across the curriculum through:
 - Formal and informal observations
 - Lesson plans
 - Walkthroughs
 - Student work samples
- Monitor teacher selection of exemplary samples of student work that feature quality writing on display in the halls.
- Encourage teachers to integrate appropriate text-comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).
- Encourage teachers to identify common themes, where possible, across subject areas immersing students in content vocabulary connected to the topic.

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

Standards.

Why is this important?

Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including community members. As a result of this common understanding and state-developed literacy plan, Georgia students will become sustaining lifelong learners and contributors to their communities (GLP-The Why, Section 1).

What are we currently doing?

- Academic successes are publically celebrated through traditional and online media.
- A network of learning supports within the community that targets student improvement is active (tutoring, mentoring, afterschool programming).
- The YMCA provides mentors for students throughout the county.
 - YMCA coordinator solicits volunteers through the various civic groups and churches in the community.

How will we move forward?

- A community advisory board actively participates in developing and achieving literacy goals. Members include governmental, civic, and business leaders, as well as parents.

Building Block 2: Continuity of Instruction

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

Why is this important?

The 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).

According to the Georgia Needs Assessment Literacy Plan survey only 10% believe Sunset is fully operational in active collaborative teams across curriculum.

What are we currently doing?

- Develop administrative awareness of the need to identify gaps.
- Administration establishes an expectation of shared responsibility for literacy across the curriculum.

How will we move forward?

- Design infrastructure for shared responsibility for development of literacy across the curriculum.
- Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work.
- Prepare agendas and action summaries for all meetings.
- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website <http://www.lasw.org/index.html>.
- Plan and implement lessons that address the literacy needs of students.
- Research effective strategies for differentiating.
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible.
- Assess effectiveness of team actions on student learning.
- Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects.

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

Why is this important?

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

What are we currently doing?

The administrator will continue to:

As yet, this is an area that has not received much attention in the implementation of the CCGPS.

How will we move forward?

The administrator will:

- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects.
- Provide teachers with opportunities to practice teaching the concepts and skills identified using

videotaping to provide feedback.

- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.

Planning:

Appropriate members of the faculty will:

Identify the concepts and skills students needed to meet expectations in CCGPS.

- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan.
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs).
- Study the text structures most frequently used in texts of each content area.
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area <http://www.myread.org/explicit.htm>.
- Study a variety of strategies for incorporating writing in all content area <http://apps.educationnorthwest.org/traits/lessonplans.php>.
- Discuss ways to infuse literacy throughout the day including the use of technology.

Implementing:

- Use research-based strategies and appropriate resources to support student learning of the CCGPS.
- Implement appropriate strategies to help ELs meet English language proficiency standards.
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>.
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Coach, model, co-teach, observe, and give feedback to fellow teachers using videos and social media where possible on the use of literacy strategies in the classroom.
- Make writing a required part of every class every day, using technology when possible.
- Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible.
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy).
- Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media.
- Provide variety and choice in the types of media and genre of both reading and writing assignments.
- Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options.

Expanding:

- Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency.
- Monitor the use of instructional strategies to improve literacy through formal and informal observations.
- Discuss exemplary samples with students to model features of quality writing.

- Guide students to focus on their own improvement.
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding.
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).
- Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic.
- Share creative ideas to infuse literacy throughout the day.

Sustaining:

- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).
- Stay abreast of effective strategies for literacy instruction.
- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing, and communicating through social media.
- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.).
- Differentiate assignments by offering student choice (<http://daretodifferentiate.wikispaces.com/Choice+Boards>).
- Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.).
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency.
- Plan a literacy celebration for the entire school.

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

Why is this important?

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

What are we currently doing?

1. Collaboration with the following local agencies exists throughout the year: Colquitt County Public Library, Colquitt County Food Bank, The Christmas Cheer and Toy Shop, several faith-based organizations, our local YMCA, The Boys and Girls Club, Help a Child Smile, several local physicians, the GEAR program, Colquitt County Arts Center, our Local Fire Department, and our Middle, Jr. High, and High School.
2. One-call Now is used to contact parents as needed.
3. Homeless Students receive extra support in literacy and writing skills through after-school tutoring.
4. Partnership with The University of Georgia.
5. Avenues of communication (both virtual and face-to-face) are active with key personnel in out-of-school organizations and governmental agencies that support students and families.

57.5% of teachers feel we are operational in out-of-school agencies and organizations collaborating to support literacy within the community.

How will we move forward?

1. A comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders is in place.
 - All support-staff will share briefly what they do with the Sunset School-Council.
2. Technologies are utilized to more creatively and effectively support stakeholder engagement, i.e., emails, texts, electronic newsletters.
 - Establish a means of continual communication between teachers and out-of-school providers.
3. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming).
4. Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers.
5. Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction).
6. Develop and maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations).
7. Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments.
8. Develop strategies for maintaining momentum and progress of a learning support system.

Building Block 3. Ongoing formative and summative assessments

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

Why is this important?

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

What are we currently doing?

1. Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling.
 - Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.
 - Make a data collection plan for storing, analyzing, and disseminating assessment results.
 - Administer assessments and input and analyze data according to the established timeline.
 - Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress).
 - Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).

How will we move forward?

1. Common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, and essay).
2. Assessment and intervention materials aligned with students’ needs are available. Personnel will be trained to administer such materials.
3. A data collection plan for storing, analyzing, and disseminating assessment results are in place.
4. A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed.

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

Why is this important?

“The Why” document emphasizes the importance of screening basic literacy skills “multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it” (The Why, p. 101).

What are we currently doing?

1. The instructional levels of all students are screened and progress monitored with evidence-based tools.
 - Dibels Next has been implemented as universal screenings to measure

literacy competencies for all students.

- The data from these screenings are used to guide ongoing Literacy instruction.
- The administrator is responsible for completion of the screenings based on the assessment calendar provided by Central Office.
- The administrator will continue to participate in and monitor professional learning of staff who administer assessments to maintain use of standardized procedures and accurate data recording.

45% of teachers feel that we have a system of ongoing formative and summative assessments being used to determine the need for interventions and to evaluate the effectiveness of instruction.

How will we move forward?

1. Commonly shared mid-course assessments, which include a variety of formats (multiple choice, short answer, and essay), are used across classrooms to identify classrooms needing support.
2. Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
3. Technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results.
4. Intervention materials aligned with students' needs are in use and staff is trained.
5. A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible.
6. Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework.

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

Why is this important?

“Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements” (The Why, p. 102).

What are we currently doing?

1. A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.
2. Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards.
 - Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
3. Interventions include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
 - Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment.

- Use technology to share relevant student progress data with families in an easily interpreted format.
- Use technology for communicating data to the district literacy leadership team in a timely manner.
- Use results of the diagnostics for student placement within an intervention and to adjust instruction.
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals.

How will we move forward?

- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
- Although we are currently using diagnostic assessment to analyze problems and guide instruction, a systematic school wide plan is needed to ensure that progress is monitored over time and goals are met.

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

Why is this important?

"The Why" document includes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies" (The Why, p. 96).

What are we currently doing?

1. Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement. Those assessments are:
 - a. Criterion Reference Competency Test (CRCT) in grades 3, 4, and 5
 - b. Georgia Alternate Assessment (GAA) for students with disabilities
- Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement.
- Disaggregate data to ensure the progress of subgroups.
2. Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
3. During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students.
4. Data is disaggregated to ensure the progress of subgroups.

Only 20.5% of the teachers feel that we are fully operational in making programming decisions as well as monitoring individual student progress.

How will we move forward?

- Discuss assessment results with students to set individual goals.
- 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.

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

Why is this important?

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

What are we currently doing?

1. The Leadership Team analyzes the data at the beginning of the school year and shares the information with grade level members. The information is also shared with the PTO and the School Council.
2. Dibels Next Data is reviewed with teachers to form the skill groups.

Only 27.5% of teachers feel that we are fully operational in using data to improve teaching and learning.

How will we move forward?

1. A protocol has been developed and is followed for making decisions to identify the instructional needs of students.
2. A data storage and retrieval system is adequate and is understood and used by all appropriate staff members.
3. Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place.
4. Protocols for team meetings, such as those found on <http://www.lasw.org/methods.html>, are regularly followed.

Building Block 4. Best Practices in Literacy Instruction

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

Why is this important?

“According to the *Report of the National Reading Panel*, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, p. 64). “Explicit and systematic instruction in the five essential components must be provided” (The Why, p. 65).

What are we currently doing?

1. Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement).
2. Daily literacy block in K-5 includes the following for **all** students:
 - a. Whole group which includes explicit instruction in word identification, vocabulary, and comprehension.
 - b. Small groups for differentiation.

How will we move forward?

1. A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
2. Administration conducts classroom observations (e.g., Literacy Instruction Checklist, the FCRR Literacy Walkthrough, or some other instrument) using an assessment tool to gauge current practice in literacy instruction.
3. Various aspects of literacy instruction students have been allocated for instruction within specific content areas.
4. Faculty participates in professional learning on the following:
 - c. Using of data to inform instructional decisions and explicit teaching.
 - d. Selecting of appropriate text and strategy for instruction.
 - e. Telling students specific strategies to be learned and why.
 - f. Modeling of how strategies are used.
 - g. Providing guidance and independent practice with feedback.
 - h. Discussing when and where strategies are to be applied.
 - i. Differentiating instruction.
5. Provide Families access to resources through workshops and online resources.

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

Why is this important?

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

37.5% of the teachers feel that we are operational in that a coordinated plan has been developed for writing instruction across all subject areas that includes explicit instruction, guided practice, and independent practice.

What are we currently doing?

Sunset currently does not have an explicit systematic writing program. Teachers are using a variety of resources to teach writing. Examples of materials used are America's Choice, Melissa Forney Strategies etc. All academic teachers have been instructed to incorporate writing in the content classes since implementing the CCGPS.

How will we move forward?

1. A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally.
2. A coordinated plan has been developed for writing instruction across all subject areas that includes:
 - Explicit instruction
 - Guided practice
 - Independent practice
3. All subject area teachers participate in professional learning on best practices in writing instruction in all content areas.
4. In every class at least one day a week, teachers provide instruction in and opportunities for one of the following:
 - Developing an argument citing relevant and reliable textual evidence.
 - Writing coherent informational or explanatory texts.
 - Writing narratives to develop real or imaginary experiences to explore content area topics.
5. Technology is used for production, publication, and communication across the curriculum.

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

Why is this important?

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

What are we currently doing?

- Sunset has a Character Education program where students learn about and demonstrate the various character traits for each week. The principal talks about the trait each day during announcements.
- Technology Club
- SGA Officers help with morning announcements.
- Academic Nights
- Involve secondary students as role models for elementary students (football players, band members, cheerleaders, choir members).

- School wide Reading Theme (Kickoff Program, recognition rewards throughout the year, End of year celebration)
- WOW student each week to celebrate character education.

How will we move forward?

1. Providing students with opportunities to self-select reading material and topics for research.
2. Taking steps to provide students with an understanding of the relevance of academic assignments to their lives.
3. Increasing access to texts that students consider engaging.
4. Increasing opportunities for collaborating with peers in the learning process.
5. Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy.
6. Leveraging the creative use of technology within the learning process to promote engagement and relevance.

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

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

Why is this important?

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

What are we currently doing?

- Maintain list by grade of students @ Tier 2 & Tier 3.
 - Provide teacher training on the RTI process, progress monitoring, and data interpretation.
 - Reading and signing off on Tier 3 paperwork.
1. The percentage of students currently served by grade levels K-12 in each tier is determined regularly to determine efficacy of instruction in each tier.
 2. Protocols for identifying students and matching them to the appropriate intervention are in place.
 3. Interventions are monitored frequently to ensure that they occur regularly and with fidelity.
 4. The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.

How will we move forward?

- Meet with teachers and SST committees to ensure they understand the process and monitor progress.
- Look at percentage of students in each Tier.

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

Why is this important?

In an effective Tier 1 general education classroom, “teachers routinely address student needs and environmental factors to create the optimal learning environment” (The Why, p. 126). This optimal learning environment includes expert standards-based instruction, differentiation of instruction with flexible grouping, multiple means of learning and demonstration of learning, universal screenings and progress monitoring of learning through multiple formative assessments (The Why, p. 132).

What are we currently doing?

- Dibels Next Screening
- Documentation of progress monitoring
- Ensure materials are available for teachers to use when differentiating instruction
- Ensure differential instruction is taking place
- Provide training on ways to differentiate instruction

If fewer than 80% of students are successful in any area:

1. Student data is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).
2. Current practice in literacy instruction in each subject area has been assessed using a checklist

(e.g., Literacy Instruction Checklist, GA or some equivalent instrument) and a review of teachers' lesson plans.

3. Teachers participate in ongoing professional learning on the following:
 - a. Direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills. (See Building Block 4. A.).
 - b. Georgia Department of Education (GaDOE) resources for RTI, universal screening (e. g., GRASP, Aimsweb, DIBELS, STEEP, etc.).
 - c. Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting.
 - d. School-wide understanding of assessment data and anticipated levels of student mastery during the school year.

How will we move forward?

- Meet with grade groups and individual teachers to facilitate planning for whole and small groups, as well as individual students
- Provide professional learning on progress monitoring – understanding what data means

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

Why is this important?

As student data shows the need for additional support for student learning, Tier 2 interventions to address specific learning needs are put into practice, along with progress monitoring tools which gauge progression toward mastery of specific goals (The Why, p. 126, 133). "Professional learning in intervention strategies must be aligned to the needs of the students" (The Why, p. 124).

What are we currently doing?

- Make sure materials are available in classrooms and computer lab
 - Differentiation boxes
 - Fastforward
 - Sunday Program
1. Interventionists participate in professional learning on the following:
 - a. Using appropriate supplemental and intervention materials
 - b. Diagnosing reading difficulties
 - c. Using direct, explicit instructional strategies to address instructional needs
 - d. Charting data
 - e. Graphing progress
 - f. Differentiating instruction
 2. Specific times for collaborative discussion and planning between content area T1 teachers and interventionists are built into the school calendar (teachers or para-educators).
 3. Teachers participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
 4. Effectiveness of interventions is ensured by the following:
 - a. Providing sufficient blocks of time in the daily schedule for intervention
 - b. Providing adequate space in places conducive to learning
 - c. Providing competent, well-trained teachers and interventionists

How will we move forward?

- Research and obtain materials that can be used to provide interventions that are standards based and that provide feedback in data form to guide instruction.
- Train on use of materials.

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

Why is this important?

“The Why” document (pages 134 and 127) emphasizes the importance of the data team confirming the fidelity of implementation of interventions and aggressively monitoring the student’s response to these intense interventions.

What are we currently doing?

1. In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
 - a. Discuss students in T3 who fail to respond to intervention.
 - b. Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance.
 - c. Verify implementation of proven interventions.
 - d. Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST.
2. T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
3. Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.
4. T3 SST/data teams follow the established protocol to determine the specific reason when an EL fails to make progress (i.e., language difficulty or difference vs. disorder).

How will we move forward?

- Implement researched-based interventions.
- Utilize technology based reporting in DIBELS Next and SRI data to monitor progress.
- Continue to strengthen additional intervention time.

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

Why is this important?

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

What are we currently doing?

1. School schedules are developed to ensure least restrictive environment (LRE).
2. Building and system administrators are familiar with funding formulas affecting students in special programming.
3. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction).

4. Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

How will we move forward?

- Student data supports exit of students from Tier 4.
- Examine subgroups to determine any trends or correlations with specific interventions.

Building Block 6. Improved Instruction through Professional Learning

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

Representatives from the community and/or school/system leadership meet with representatives from Professional Standards Commission to enlist support for ensuring that:

- a. Pre-service teachers receive coursework in disciplinary literacy within content areas.
- b. Teacher preparation is revised to reflect needs that districts report with new teachers.
- c. Teacher mentors
- d. TKEs evaluation

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

Why is this important?

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

What are we currently doing?

1. The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.
2. Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories, and teacher observations.
3. Teachers participate in ongoing professional learning on the use of the core program.
4. Teachers’ instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.
5. An instructional coach provides site-based support for administrators, faculty and staff, where possible.
6. Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation.
7. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy.
8. Some or all of the following personnel participate in all professional learning opportunities:
 - a. Paraprofessionals
 - b. Support staff
 - c. Interventionists
 - d. Substitute teachers
 - e. Pre-service teachers working at the school
 - f. Administrators
 - g. All faculty

How will we move forward?

- Analyze data to determine effectiveness of current professional learning.
- Utilize experts within school.
- Ensure new personnel receive vital professional learning from previous years.

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Surveys/Participants

At the initial Striving Readers' grant application work session on October 21, 2013, the system literacy team studied the research and best practices in the Why document. The Needs Assessment Survey was taken by a 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, and results were collected and analyzed at the system and school levels.

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

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

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

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

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

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

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 • Sunset has had three different assistant principals over the last several years • Adjusting to CCGPS blurred focus on foundational skills • Proliferation of literacy initiatives over the years leaving pieces of programs which are now implemented without consistency, focus, and sustainability • Lack of focused , sustained professional development, particularly in the area of foundational skills • Lack of community awareness of needs for early learning in literacy 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Efforts underway to deconstruct standards and understand intent of CCGPS • Efforts to align existing materials to CCGPS • Informational meetings with parents to help them understand CCGPS (with translators) • Grade level newsletters • School website • Public/private partnership with hospital to provide many students with access to the Fast ForWord program • New Fast ForWord lab coming online at Sunset
<p>Reference to “What “ p.5-6, A-F “Why” p. 31 – “All stakeholders...are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy.”</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 37% of our staff agreed that community support for the school and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards was needed. • 47% of our staff indicated a need for a literacy team. 	

Continuity of Instruction	
Concern #2: Need for consistent literacy instructional focus across the curriculum	
<p>Root Causes</p> <ul style="list-style-type: none"> • Need for professional learning in the how to use literacy skills in reading and writing in content areas • Lack of consistent collaborative planning among grade groups with a focus on literacy • No organized plan for teaching writing skills throughout the curriculum 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Focus on academic vocabulary • Introduction to Greek and Latin roots (grades 4-5) with purposeful link to content areas • Increase in written responses across being required across the curriculum
<p>Reference to “What” p. 7, B</p>	

<p>“Why” p. 41 – “Strategies for readers need to be taught throughout all content areas.”</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 50% of ELA teachers and 69.2% of non-ELA teachers expressed a need for professional development on effectively integrating literacy skills across content areas. • 85% of teachers stated they lack understanding of Lexile levels. • 75% stated that they lack adequate materials at varying Lexile levels. 	

Ongoing Summative and Formative Assessments

<p>Concern #3: Need for a comprehensive balanced assessment system</p>	
<p>Root Causes</p> <ul style="list-style-type: none"> • Use of different assessment systems over the years which has caused confusion for teachers and lack of consistent long-term analysis of progress • Lack of funding for an online management system to streamline administration, recording and analysis of data • Insufficient professional learning on use of assessment data • No system-wide benchmark system 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Year 2 of DIBELS Next testing • Students identified at-risk have been tested using specified diagnostic measures • Using data to drive explicit reading instruction is in the earliest stages
<p>Reference to “What” p.8 & 9, A-E “Why” p. 96 Assessment materials should be aligned with student’s needs, and personnel must be adequately trained to administer testing, diagnose needs, and plan instruction.</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • Only 52.5% of teachers agreed that a fully operational infrastructure for ongoing formative and summative assessments was in place. • The use of evaluation of the effectiveness of instruction and interventions is inconsistent. 	

Best Practices in Literacy Instruction

<p>Concern #4: Need for quality, research-based materials, resources, and professional development for literacy instruction that are systematic, explicit, and aligned with CCGPS</p>	
<p>Root Causes</p> <ul style="list-style-type: none"> • Transition from GPS to CCGPS • No research-based scope and sequence • Lack of funding to adopt aligned materials • Proliferation of literacy initiatives with little consistency, focus, and sustainability • Lack of ongoing professional development • Lack of adequate time in daily schedule for direct, explicit literacy instruction • Lack of focused monitoring of current practices in literacy instruction • Professional learning in writing instruction in the content area is needed • Weak school-readiness skills – background knowledge, exposure to language, availability of print in homes (due to poverty) 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Using Treasures (not aligned to GPS) • Using county’s revised integrated units (originally suggested by the state) • Lingering practices from America’s Choice design • Supplementing foundational skills instruction with Reading Differentiation Boxes, Jack and Jilly, FCRR materials, and teacher-selected resources

<p>Reference to “Why” p. 72 In graded K-3, early literacy instruction provides instruction anchors that, when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language.</p> <p>“Why” p. 53 Writing demands for the 21st century are increasing not only in schools, but in workplaces that demand effective communication skills. Georgia advocates strong writing skills throughout school.</p>	
<p>Data Analysis Notes:</p> <ul style="list-style-type: none"> • 100% of all teachers, across all grade levels, and content areas indicate a need for more concrete, sequential, and explicit reading materials for small group instruction. • 85% of the ELA teachers across grade levels stated they need more professional development in planning effective literacy stations, implementing small group instruction, and adequately differentiating among their groups. 	

<p align="center">System of Tiered Intervention (RTI) for All Students</p>	
<p>Concern #5: Need for systematic response to intervention protocol, resources, implementation, and monitoring</p>	
<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 • Recent changes in RTI forms and documentation 	<p>Current Practice:</p> <ul style="list-style-type: none"> • Documentation is reviewed by a system team when a child is referred for evaluation • Teachers document Tier 2/Tier 3 interventions • Parents are involved in the RTI process
<p>Reference to “What” p.11-13, A-E</p> <p>“Why” p. 123 “Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful.”</p>	
<p>Data Analysis Notes: Data indicates concerns with Tier 1 instruction, differentiation, and Tier 2/3 instruction across all grade levels.</p> <ul style="list-style-type: none"> • 75% of all teachers across all grade levels and content expressed a need for additional training. • 100% of Kindergarten – 2nd grade teachers expressed a need for additional training and/or resources in order to provide effective Tier 2/3 interventions. 	

<p align="center">Improved Instruction through Professional Learning</p>	
<p>Concern #6: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.</p>	
<p>Root Causes</p> <ul style="list-style-type: none"> • Reduction of school work days • Redirection of professional learning funds away from literacy • Staff turnover (attrition, changing 	<p>Current Practice:</p> <ul style="list-style-type: none"> • The system has a professional learning plan which is the focus for all training • Schools have individual site plans aligned to the system’s goals

<p>grades/subjects)</p> <ul style="list-style-type: none">• Absence of plan for training and supporting new staff members• Lack of release time for all professional learning	
<p>Reference to “What” p.13 “Why” p. 140 In an increasingly competitive global economy, teachers need to learn to teach in ways that promote critical thinking and higher order performance.</p>	
<p>Data Analysis Notes: Data was clear that all leaders, teachers, and paraprofessionals need ongoing professional learning opportunities focused on effective literacy instruction.</p>	

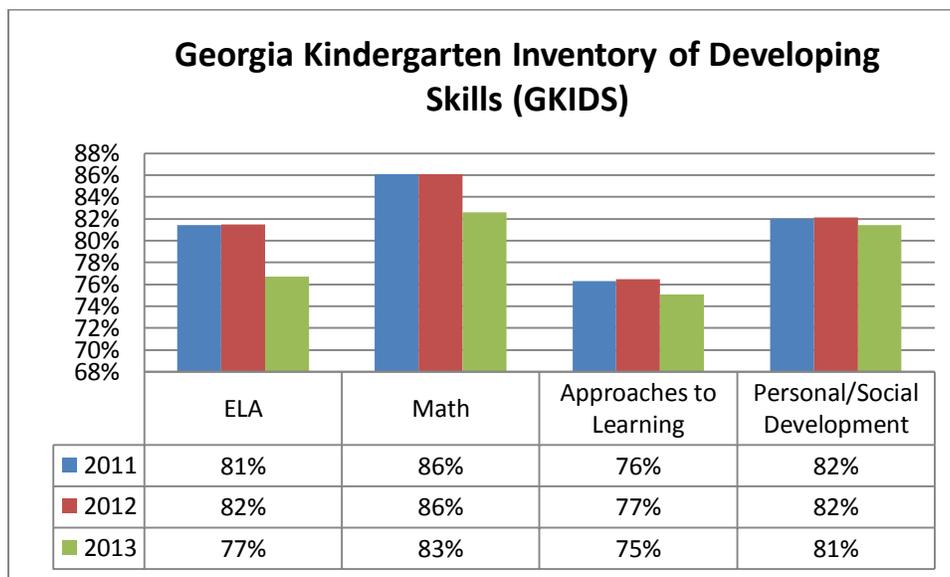
Analysis and Identification of Student and Teacher Data

Sunset Elementary School student achievement data is compiled from a variety of assessments to indicate areas of strength and weakness in student performance. Analysis of the data identifies areas in need of improvement that define the school improvement plan and improvement initiatives.

Assessments for Data Analysis:

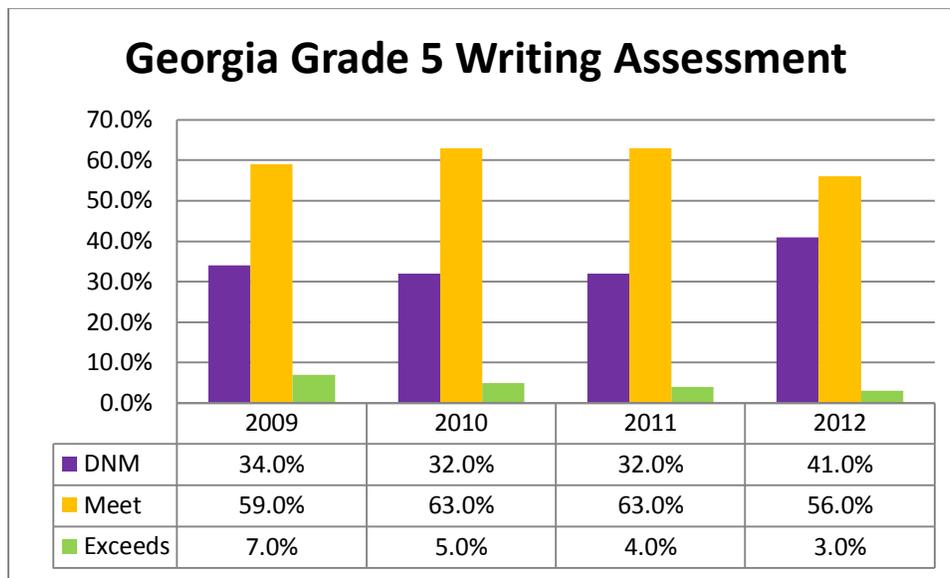
1. Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Sunset administers GKIDS, an assessment aligned with the Common Core Georgia Performance Standards for Kindergarten students. The chart below shows the year-end summary scores for the last three years. Data indicates a decrease in scores in all areas for 2013 when compared to 2011, significantly a 4% decrease in the area of ELA. The data supports the observation of teachers that students are entering Kindergarten lacking oral language skills and the vocabulary necessary to meet standard. The data and teacher recommendations resulted in 10% of kindergarten students being retained in Kindergarten.



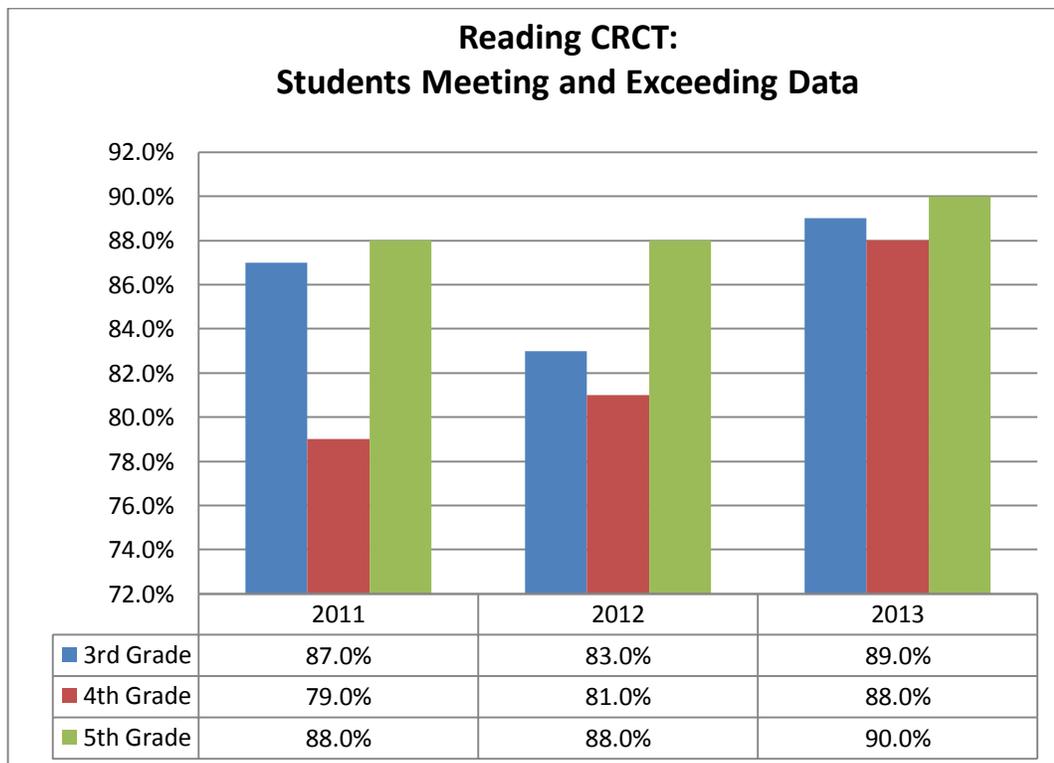
2. Georgia Writing Assessments

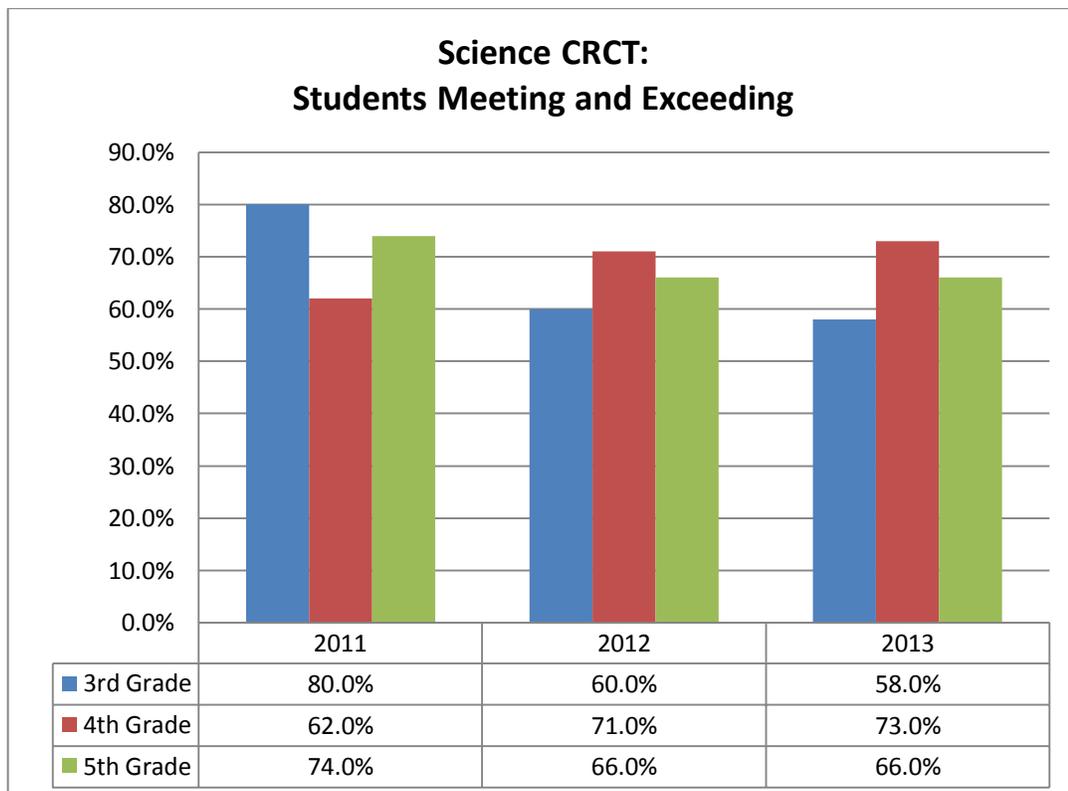
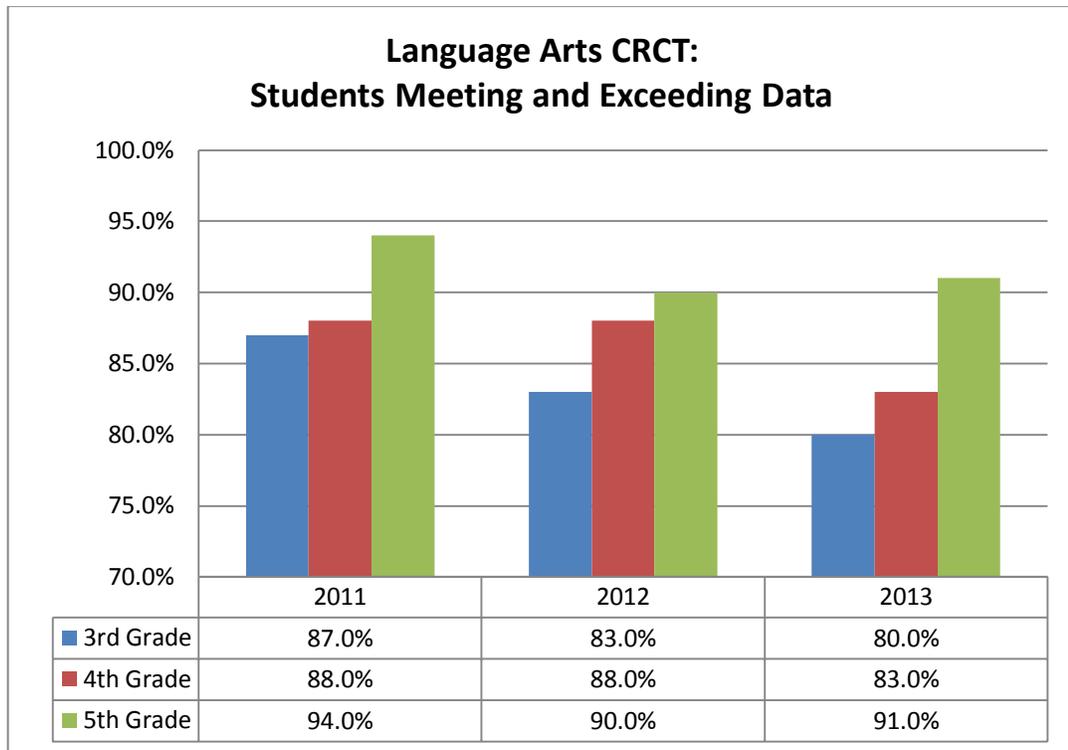
Student performance in writing is an area of concern for Sunset. The number of 5th grade students who did not meet the standard increased over the past four years from 34% to 41% in 2012 . With the shift from GPS in writing to the new Common Core standards, the core writing lesson format and the scheduled time allotted to Writer’s Workshop changed as well as a shift to more informational writing and an emphasis on citing text evidence. The decrease in the number of students meeting the standard indicates a need for a review of how writing is taught, how much time is dedicated to writing, and how to establish on-going professional learning in the teaching of writing.

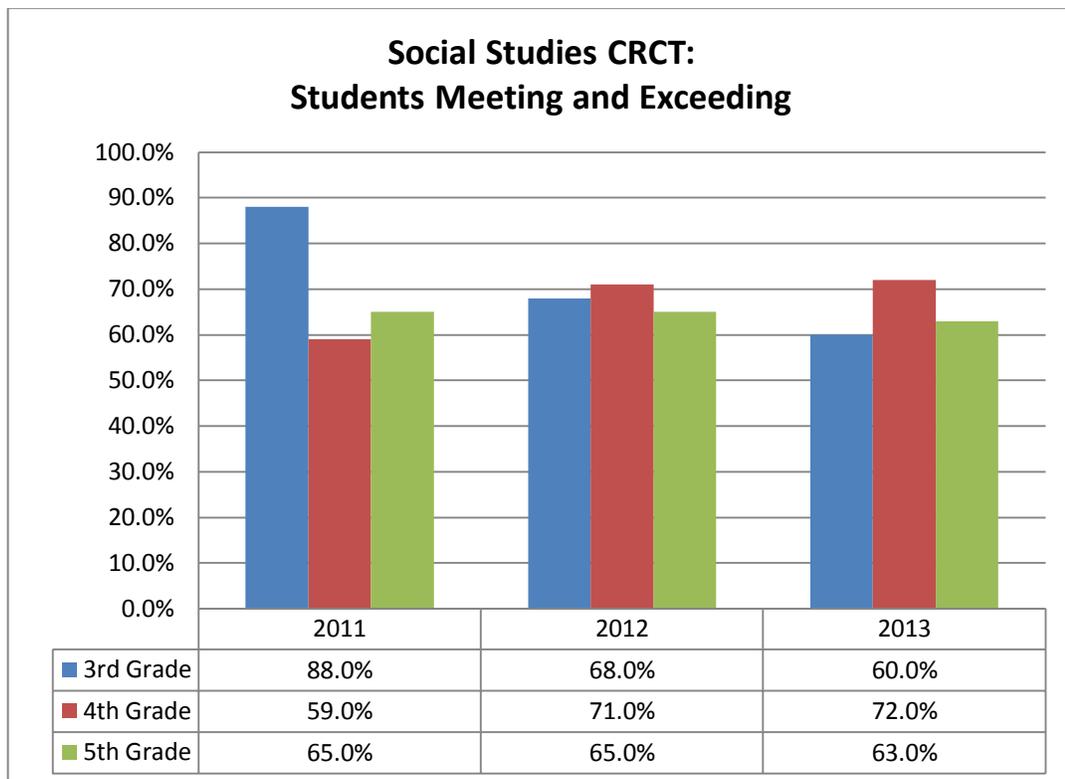


3. Georgia Criterion Referenced Competency Tests (CRCT)

The 2013 CRCT data for third through fifth grade shows students and teachers are making progress towards improved performance in all content areas. In reading 86% of our students met or exceeded the standard, while 77% met or exceeded the standard in math and 85% met or exceeded the standard in ELA.







It appears the students’ performance on the CRCT in all content areas shows they are learning what the teachers are teaching. Despite the demands of a new curriculum, the students and teachers can be successful when provided the necessary resources and on-going professional learning. However, while these summary scores appear encouraging, looking deeper into the data indicates the disappointing performance of those students who are generally the most vulnerable--those in specific subgroups.

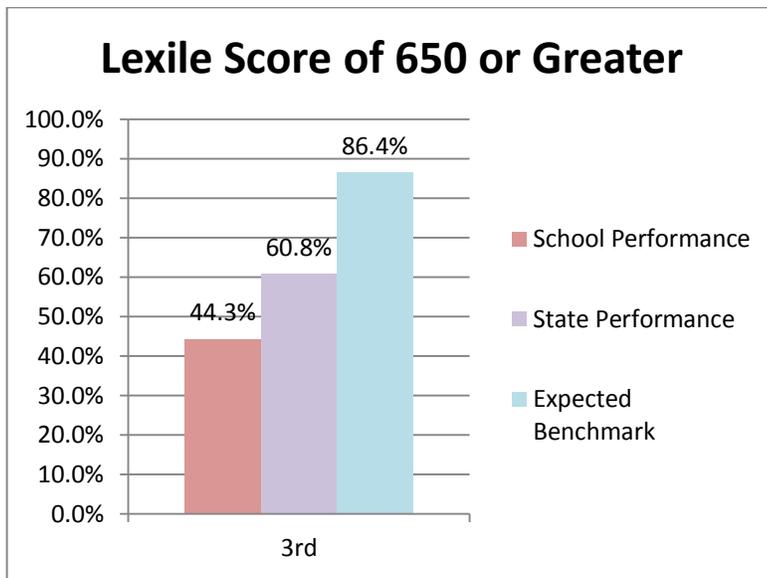
Disaggregation of Data into Subgroups:

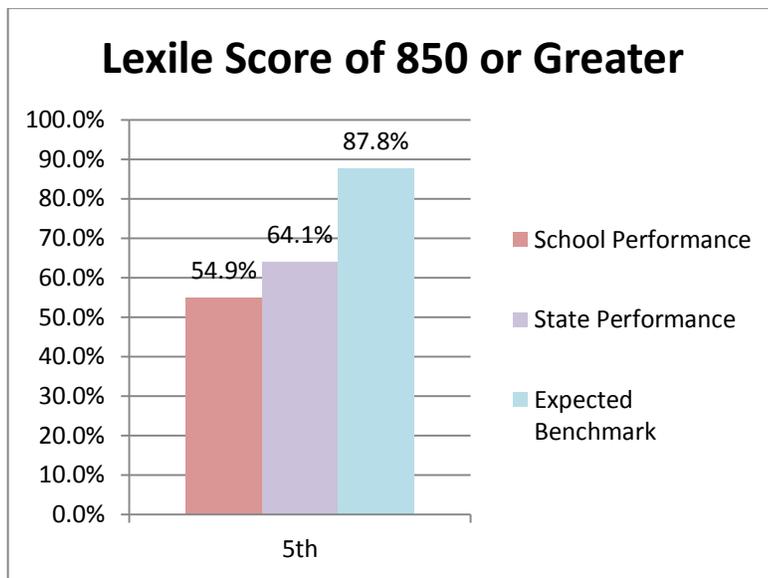
When closely examining CRCT data for each subgroup, it becomes obvious that students with disabilities have historically scored significantly lower than other subgroups in all subject areas. There is also a large gap between the scores of African American students compared to other ethnic populations. An overall concern is all of Sunset Elementary School’s subgroups are not meeting state standards for reading, ELA, science, or social studies.

	Reading								English Language Arts						
	All	SWD	White	Black	Hispanic	ED	ELL		All	SWD	White	Black	Hispanic	ED	ELL
2011	85	64.9	92.9	68.6	88.2	79.6	87.1		88	65.7	93.2	73.8	93.9	83	93.3
2012	85	56.4	92.9	69.2	87.6	80.3	77.8		88	62.2	93.7	75.6	84.4	82.9	83.4
2013	86	59.6	96.5	67.2	86.8	79.5	84.6		84	55.2	90.1	75.8	82.8	79.9	79.2
	Social Studies								Science						
	All	SWD	White	Black	Hispanic	ED	ELL		All	SWD	White	Black	Hispanic	ED	ELL
2011	67	31.1	81.1	36	73.5	55.6	71		72	31.1	85	41.1	82.4	61.6	80.6
2012	68	33.4	83.6	35.6	68.7	57.1	55.6		66	38.1	84.1	31	85.6	55.2	44.5
2013	65	31.8	77.6	45.9	58.3	55.8	48		66	47.7	83.8	35.5	75	56.6	68

4. Lexiles and CCRPI

Looking ahead to the new assessments that will come with full implementation of the CCGPS, Sunset’s Lexile scores and the CCPRI are cause for concern, not just for the subgroups, but for all students.





Sunset’s CCRPI score for 2012 is 73. This chart indicates no student group is where they need to be, except for Hispanic and EL students in mathematics. 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.

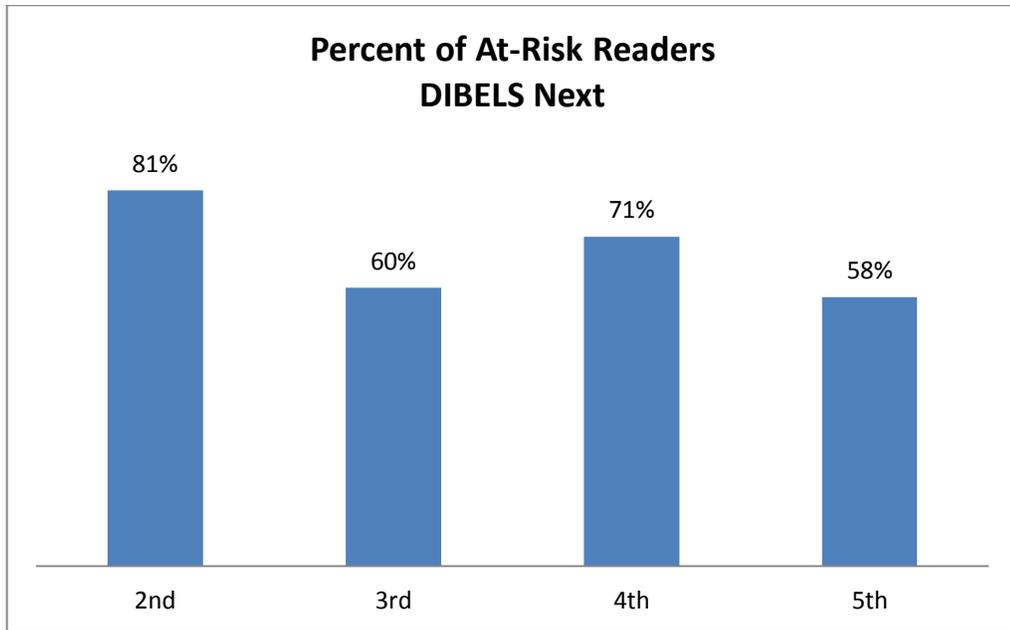
2012 COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA	NA
Black	P	P	P	P	P
Hispanic	P	P	P	P	P
Multi-Racial	NA	NA	NA	NA	NA
White	P-S	P-S	P-S	P-S	P-S
Economically Disadvantaged	P	P	P	P	P
Students With Disability	P	P	P	P	P
English Learners	P-SG	P-SG	P	P-SG	P-SG

5. DIBELS Next and DIBELS Daze

DIBELS Next assessment scores provide additional information on K-2 students’ reading skills. Only 19% of second grade students are on benchmark in oral reading fluency when screened in May.

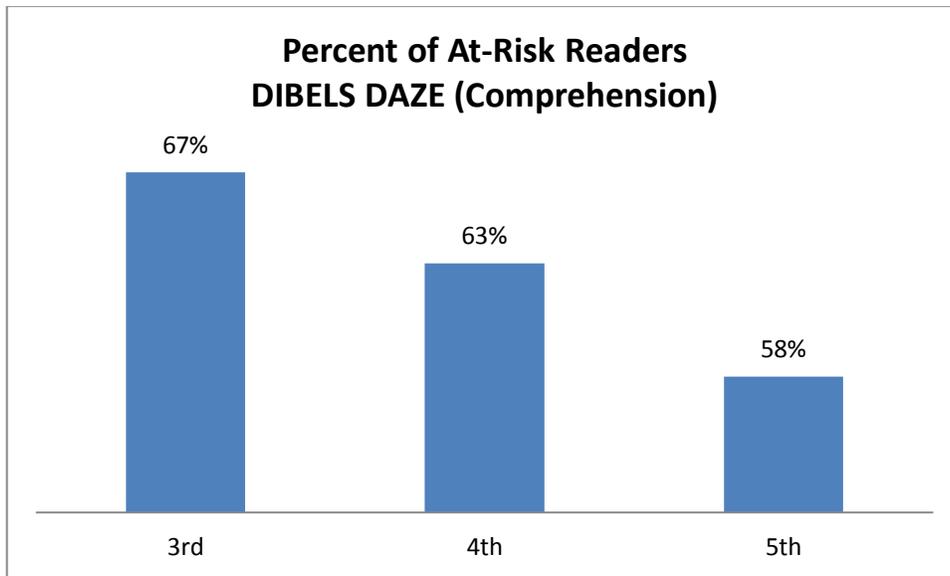
Knowing fluency is in part based on accuracy in word identification (Why, p.72), this data substantiates the teachers' assessment in the needs survey; Sunset has a serious weakness in Kindergarten through second grade in the instruction of foundational skills and needs a more systematic and sequential word identification program in grades K-2.



When students show to have a weakness in fluency, further testing with diagnostic tests is required. Teachers regularly administer an informal phonics inventory, Fry word list, and phonemic awareness diagnostic where indicated.

Finally, the DAZE scores reflect the weakness seen in the oral reading fluency data. Although comprehension is far more complex than just fluency, comprehension is a critical factor in the reading process (Report to the National Reading Panel, 2000). In order to even begin to enable students to cope with the increased text complexity required by the CCGPS, students must be given the foundational skills through a sequential and systematic program of instruction. In addition, the RTI process does not appear to be successfully addressing the need of students who are falling behind.

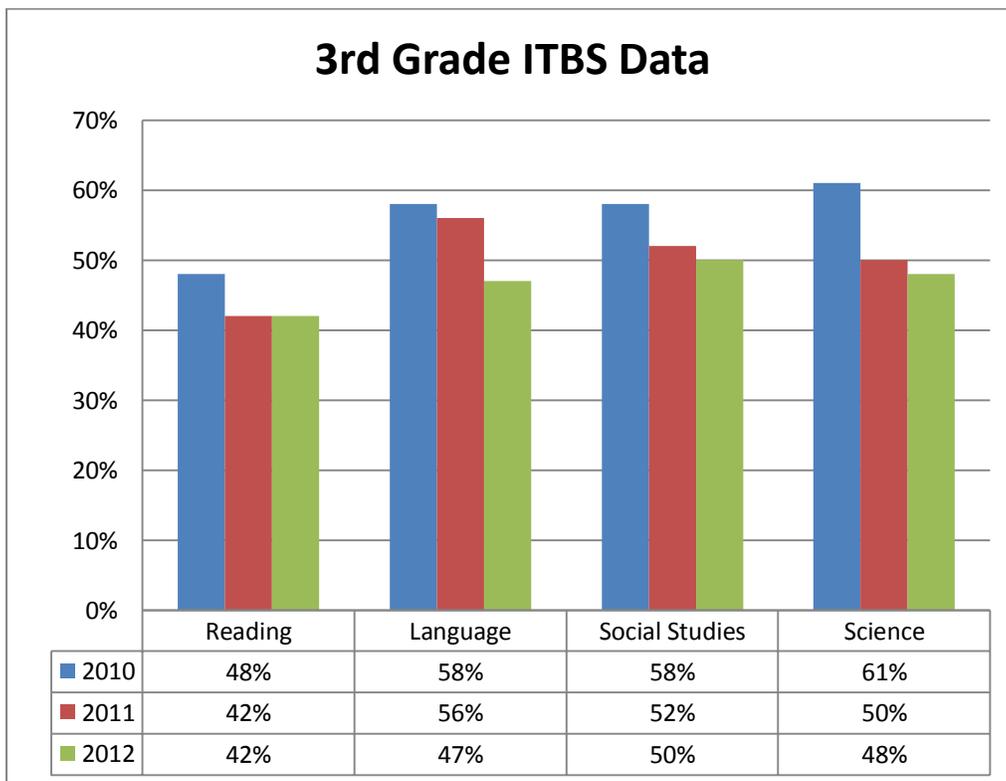
Grade	Total # of Students	Students Who Scored at Caution or At Risk	
		Oral Reading Fluency	Dibels DAZE - Comprehension
2 nd	112	81% (91)	Not Administered
3 rd	111	60% (67)	67% (74)
4 th	89	71% (63)	63% (56)
5 th	90	58% (52)	58% (52)

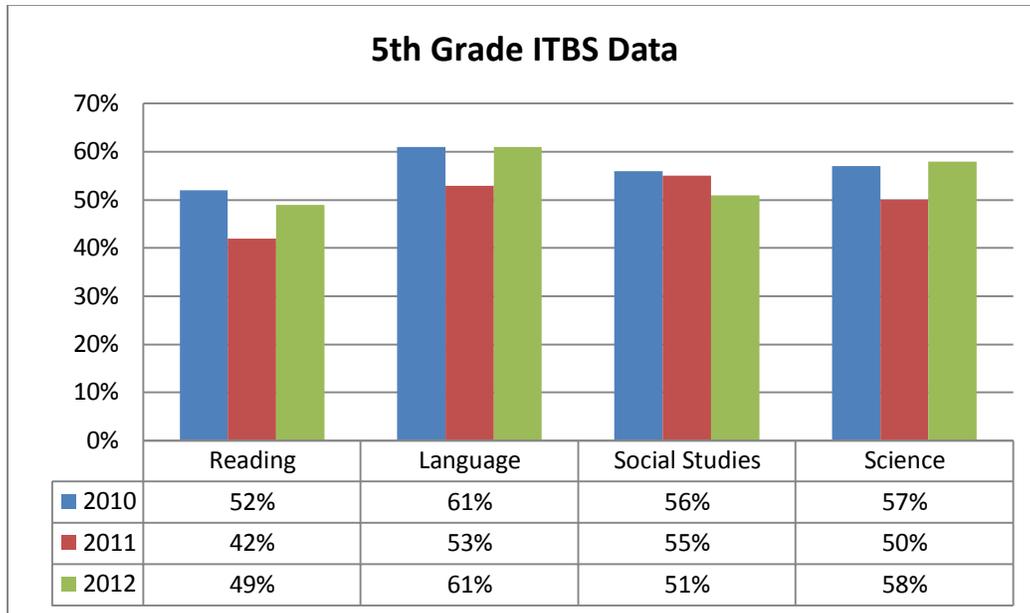


Teachers indicated the need for professional learning on how to integrate literacy skills into the content area. The following data indicates that assessment is correct.

6. Iowa Test of Basic Skills (ITBS)

On the ITBS, third grade performance in reading, language, social studies and science has suffered a steady decline over the past three years, most significantly in language (11%) and science (13%). In fifth grade, data shows inconsistencies in performance throughout the last three years, with social studies being particularly troublesome. These scores, which compare Sunset students’ against national norms, are not surprising in view of the data previously discussed.





Strengths and Weaknesses Based on Prescribed Assessments

Strengths:

- 90% of 5th graders met/exceeded in Reading on the CRCT for 2013
- 91% of 5th graders met/exceeded in ELA on the CRCT for 2013
- All grades 3rd-5th increased in the area of Reading on the CRCT for 2013

Weaknesses:

Lack of:

- A systematic, sequential instruction in foundational skills
- A fully operational RTI process

Inadequate understanding of:

- Writing instruction aligned to CCGPS
- Literacy instruction in the content area

Teacher Retention Data:

Sunset has 43 teachers of which 95% were retained from last year.

Goals: Increase the percentage of students scoring at or above expectation in:	Objectives:
In reading	<p>Participate in professional learning on the systematic balanced approach to reading</p> <p>Implement systematic, sequential approach to reading with fidelity</p> <p>Monitor implementation through grade group meetings and observation checklist</p>
In writing	<p>Coordinate a plan for writing instruction in content areas</p> <p>Make writing required of every class using technology when possible</p>
In math, science, and social studies	<p>Professional learning for integrating literacy across all disciplines</p> <p>Develop a coordinated plan for integrating literacy across all disciplines.</p>
Using school-based data, design a comprehensive system of tiered interventions.	<p>Professional learning on research-based interventions linked to direct/explicit instructional strategies</p> <p>Provide:</p> <ul style="list-style-type: none"> • a protocol to determine appropriate intervention • protected time for direct instruction in a needs-based small group

Professional Learning Needs:

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

literacy instruction and intervention.	Ongoing	/Release Time	Lesson Plans
Additional Evidence of Research-Based Practice: “The ability to read is the bedrock of all types of literacy.” (Why, 98)			

Goal: Steadily increase the percentage of students scoring at and above expectation in writing each year. (Building Blocks 4/5)

Current Best Practices: (What, 10) CCGPS units, writing rubrics, use of student exemplar work, deconstructing standards

Objectives	Timeline	Funding Source	Measure of Effectiveness
Conduct classroom literacy observations to gauge current practice in writing instruction (What, 10 and 13)	Baseline Spring, 2014 Ongoing	N/A	Analysis of Writing Samples *LT
Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10)	Spring, 2014	SRCLG Local Funds	
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2014 Ongoing	SRCLG	Professional Learning Log Writing Samples *SA
Ensure that daily literacy block of 120-150 minutes includes explicit writing instruction, guided practice, independent practice for all students (What, 10)	Fall, 2014	N/A	Writing Samples Classroom Observations *SA
Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (What, 6,7, and 10)	Fall, 2014 Ongoing	SRCLG Local Funds	Plan for Writing Instruction Lesson Plans Writing Samples *SA
Develop/incorporate valid formative/summative writing assessments (Why, 94-98) with protocol for administration/using data	Spring, 2015 Ongoing	Release Time SRCLG	Rubrics Analysis of Student Work *GA

Evidence of Research-Based Practice:

- “The implementation of strong writing programs is crucial to a literacy initiative.” (Why, 45)

Goal: Steadily increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies each year. (Building Block 2)

Current Best Practices: grade level math units incorporating writing daily, Year at a Glance sequence of content area topics

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional learning on literacy instruction within content areas: (What, 6 and 10) <ul style="list-style-type: none"> • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts 	Summer, 2015 Ongoing	SRCLG	Professional Learning Log Classroom Observations *SA

Colquitt County School District: Sunset Elementary School

<ul style="list-style-type: none"> Academic vocabulary Writing experiences in all genres incorporating content area topics (Why, 50-55)			
Purchase content-based texts (multiple formats)	January, 2015		Record of Purchase *GA
Develop common formative/summative assessments within content areas with protocol for using data (What, 8)	January, 2015 Ongoing	Release Time SRCLG	Student Data *GA, SA, T
Adopt systematic plan for teaching academic vocabulary in all subjects. (What, 6)	Fall, 2015 Ongoing	SRCLG Local Funds	
Evidence of Research-Based Practice: <ul style="list-style-type: none"> “A successful interaction with any text depends on the student’s ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content.” (Why, 49) 			

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

Response to Intervention Model

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

Colquitt County School District: Sunset Elementary School

K	7:45-8:30	8:30-9:15	9:15-11:00	11:00-11:30	11:30-2:00	2:00-2:30
	Intervention/ skills	Activity	Math	Lunch	ELA	Science

1 st Grade	7:45-8:15	8:15-10:15	10:15-11:00	11:00-11:30	11:30-12:00	12:00-2:30
	Intervention	Math	Activity	Science/SS	Lunch	ELA

2 nd Grade	7:45-8:15	8:15-9:30	9:30-10:15	10:15-11:50	11:50-12:20	12:20-2:30
	Intervention	Science/SS	Activity	Math	Lunch	ELA

3 rd Grade	7:45-8:15	8:15-10:30	10:30-11:00	11:00-11:45	11:45-12:10	12:10-12:40	12:40-2:30
	Intervention	ELA	Science/SS	Activity	Math	Lunch	Math

4 th Grade	7:45-8:15	8:15-10:45	10:45-11:15	11:15-11:45	11:45-12:15	12:15-12:45	12:45-1:15	1:15-2:30
	Intervention	ELA	Science/SS	Math	Activity	Math	Lunch	Math

5 th Grade	7:45-8:15	8:15-10:45	10:45-12:20	12:20-12:50	12:50-1:45	1:45-2:30
	Intervention	ELA	Math	Lunch	Science/SS	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 (Fountas & Pinell)	Ongoing throughout year
DIBELS Next	1-5	Universal Screener	Oral Reading Fluency and Comprehension	ORF: 3 times per year (2-5) 2 times per year for 1 DAZE: 3 times per year (3-5)
Informal Phonics Inventory	1-3	Diagnostic	Alphabetic Knowledge and Decoding	As necessary
Informal Decoding Inventory	3-5	Diagnostic	Decoding	As necessary
ACCESS for ELs	K-5	Screener, Diagnostic	Language	1 time per year
Georgia Online Assessment	3-5	Formative	CCGPS/GPS	Ongoing
CRCT	3-5	Criterion- Reference Achievement	CCGPS/GPS	1 time per year
ITBS	3 and 5	Norm-Reference Gifted Screening	All Content Areas	1 time per year
Georgia Alternate Assessment	K-5	Achievement	CCGPS/GPS	Ongoing/Reporting 1 time per year
Unit Assessment Tests	K-5	Mastery Guide Instruction	CCGPS	Weekly/Bi-weekly

Comparison of Current Assessment Protocol with SRCL Assessment Plan

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

Implementation of New Assessments/Discontinuation of Current Assessments

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

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

Professional Learning Needs for New Assessments

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

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

Communication of Data to Parents and Stakeholders

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

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

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

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

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

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

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

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement Literacy Plan (including student engagement)

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

Activities that Support Literacy Intervention Programs

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

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

Shared Resources Available

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

List of Library Resources/Description of Library

Currently, the Sunset Elementary School Media Center houses approximately 13,292 fiction, non-fiction, reference and easy fiction books. The average checkout per day is 180 books. The average copyright date of the collection is 1998. Our non-fiction collection has an average age of 12 years, easy fiction is 17 years, and fiction is 13 years. Last year, the focus was on updating our fiction collection with high interest fiction including graphic novels and high interest/low grade level books. This year, we would like to focus on updating the reference collection and purchasing high interest and informational books that support the CCGPS.

Students check out books as they come with their class to the media center and also on an as needed basis with teacher permission. The library resources include the following: parent resources, recorded books, E readers (Nook), Videos and DVDs to support science and social studies, digital cameras and camcorders, reference materials, and an online catalog updated with Lexile levels. Our media center houses some shared resources such as Big Books (Newbridge Math), Leveled Readers, and Class sets of books.

Activities that Support Classroom Practices

- Use of integrated units with resources available on local share drive
- Alignment of county pacing guides to CCGPS
- Research-based instructional strategies
- Differentiated instruction
- Progress monitoring
- Formative and summative assessments
- Vocabulary instruction in all content areas
- Technology-enhanced lessons
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Collaborative grade-level and cross grade-level planning including resource staff (school-wide and county-wide)

- Make and Take sessions for teachers with professional learning on how and why activity is important
- Formative Instructional Practice training

Additional Strategies Needed to Support Student Success

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

Current Classroom Resources

- Treasures comprehensive reading program materials for grade level instruction and intervention
- Leveled libraries
- Manipulatives for direct literacy instruction
- Florida Center for Reading Research activities
- Limited resources for station activities
- Interactive boards (not every classroom) and projectors
- Printers
- Internet access
- iPad per classroom
- Limited teacher/student computer workstations
- Assistive Technology (Snap and Read, CoWriter)

Alignment Plan for SRCLG and Other Funding

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

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

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

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

Technology is an essential tool for enhancing the learning experience, and professional learning for school staff is imperative for effective integration. Effective use of technology must support four key components of learning – active engagement, group participation, frequent interaction and feedback,

and connection to real-world experiences. Students' motivation to learn is increased when using technology.

Professional Learning Strategies Identified on the Basis of Documented Needs

“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)

The chart below represents the percentage of current staff that participated in professional learning opportunities last school year. Sunset staff was able to participate in a large number of instructional opportunities although the knowledge acquired did not transfer to producing literacy gains. It is the goal of Sunset staff to choose and participate in professional development opportunities which will aide and provide ultimate learning opportunities for our students.

Topic/ Focus/Purpose	Percentage of Teacher Participation
Infinite Campus Grade Book Training	100% of Teachers 3rd through 5th
Tienet Information: Special Education	100% of Special Education Teachers
County-Wide CCGPS Curriculum Meeting: ELA 1st through 5th Grades	100% of Staff
County-Wide CCGPS Curriculum Meeting: Math 1st through 5th Grades	100% of Staff
Using Technology within the Curriculum	100% of Staff
ELA Webinar	100% of ELA Teachers
Common Core Planning	100% of Staff
Positive Intervention Training	100% of Special Education Teachers
CRCT Orientation	100% of 3rd and 5th Grade Teachers and Stakeholders
Code of Ethics Video: Sexual Harrassment, Abuse/Neglect, Drug Free Workplace, Employee Leaves/Absences, Internet Ethics, Bullying, Suicide Prevention	100% of Staff
County-Wide SACS Planning Team	100% of Teachers representing each Grade Level
Formative Instructional Practices	100% of Staff
Poverty Manual	100% of Fourth Grade Teachers
Using the IPAD in the Instructional Classroom Training	100% of Staff
Ga. FIP for Administrators and Teacher Leaders	100% of Administrators and teachers who were asked to participate

	attended.
Using the Smartboard in the Instructional Classroom	100% of Staff
Writing of the IEP Plan	25% of the Special Education staff
GMEA Music Conference	100% of Teachers in the Music Department
County-Wide PreK Meeting	100% of PreK Teachers
Bright From the Start Training	100% of PreK Teachers
Returning Lead Teacher Training for the PreK Teacher: Go Out	33% of PreK Teachers
WIDA Webinar and Standards Review	100% of ESOL Teachers
Thinking Maps	100% of ESOL Teachers
ACCESS Training	100% of ESOL Teachers
WIDA Training	100% of ESOL Teachers
ACCESS Webinar	100% of ESOL Teachers

Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness System)
- ELA Schoolwide/Countywide Grade Level Meetings
- Math Schoolwide/Countywide Grade Level Meetings
- CCGPS Deconstructing Standards
- iPad Training
- Gifted Endorsement
- SACS Review
- CCGPS Reading/ELA Webinar
- Educational Impact
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System resources
- Rosetta Stone – ESOL

Programmatic Professional Learning Needs Identified in Needs Assessment

- Differentiated Instruction: activities, strategies, and management
- Implementation of CCGPS
- Disaggregating DIBELS Next data
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement
- Literacy instruction across the curriculum
- How to use Lexiles

- Response to Intervention
- Mentoring for new teachers
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support EL and SWD learners
- GA DOE OAS (Online Assessment System)

Process Used to Determine if Professional Development was Adequate and Effective

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

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

Based on Sunset's goals and objectives, it is very important for Sunset's administrators, teachers and paraprofessionals to receive professional development focused on:

- A systematic balanced approach to reading
- Integrating literacy across all disciplines
- Research-based intervention linked to direct/explicit instructional strategies
- Administering, analyzing and interpreting results of assessments in terms of literacy

Due to funding shortages and the enormous pressures on teachers' time, Colquitt County is proposing that the professional-learning funding be directed toward providing teachers with sufficient increments of release time:

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

- Ongoing, site-based training will permit administrators to participate with their faculties to give them knowledge of what their teachers are learning and demonstrate to their teachers their commitment to literacy instruction.

The following chart contains the 2014-2015 Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant.

PROFESSIONAL LEARNING	REFERENCE IN LITERACY PLAN	MEASURES OF EFFECTIVENESS
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 	Building Block 6 B	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations of implementation • Data Team meetings • Summative Assessment Data, DIBELS Next
Continue to implement professional learning and support to staff during transition to CCGPS	Building Block 6 B	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency, and comprehension	Building Block 5 B	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS Units • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide professional learning on research-based instructional strategies to teach vocabulary across content areas	Building Block 6 B	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS units • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide professional learning on Best Practices in writing instruction in all content areas	Building Block 6 B	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS units

		<ul style="list-style-type: none"> • Walk-through observations • Summative Assessment Data, DIBELS Next
Provide training on use of technology to support literacy instruction and assessments	Building Block 6 B	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS unit plan with documentation of the use of technology • Walk-through observations • Summative Assessment Data, DIBELS Next
Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI)	Building Block 5 B	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS units • Walk-through observations • Summative Assessment Data, DIBELS Next

Sustainability Plan

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

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

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

Budget Summary

As a result of a comprehensive review of literacy efforts at Sunset 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 663 and an estimated award of \$460 per student, the total funds received over a five year time frame are anticipated at \$304,980.00.

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

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

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

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

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

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

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

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

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

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

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

Miscellaneous

- Transportation costs associated with extended day/year programming