

School Profile

Created Thursday, December 04, 2014

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School Information

System Name:	Clarke County School District
School or Center Name:	Barrow Elementary School
System ID	1301170
School ID	130117000458

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Dr. Ellen Sabatini
Position:	Principal
Phone:	706-543-2676
Email:	sabatinie@clarke.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Ellen Sabatini
Position:	Principal
Phone:	706-543-2676
Email:	sabatinie@clarke.k12.ga.us

Grades represented in the building

example pre-k to 6

PreK-5

Number of Teachers in School

40

FTE Enrollment

510

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
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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
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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
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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
-

Preliminary Application Requirements

Created Thursday, December 04, 2014

Updated Friday, December 05, 2014

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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 4](#)

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 4](#)

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

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.

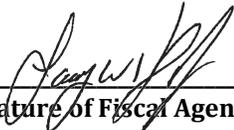
II. **Disclosure of Conflict of Interest after Agreement Execution**

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.



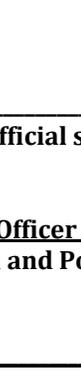
Signature of Fiscal Agency Head (official sub-grant recipient)

Larry Hammel, Chief Financial Officer

Typed Name of Fiscal Agency Head and Position Title

December 5, 2014

Date



Signature of Applicant's Authorized Agency Head (required)

Philip D. Lanoue, Superintendent

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

December 5, 2014

Date

N/A

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

N/A

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

Date (if applicable)

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: Philip D. Lanoue, Ph.D.

Position/Title of Fiscal Agent's Contact Person: Superintendent

Address: 240 Mitchell Bridge Road

City: Athens, GA Zip: 30606

Telephone: (706) 546-7721 Fax: (706) 208-9124

E-mail: lanouep@clarke.k12.ga.us



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

Philip D. Lanoue, Ph.D.

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 5, 2014

Date (required)

Clarke County School District (CCSD) Narrative

A. Brief History, System Demographics & Data:

The CCSD is a vital, diverse system that comprises an Early Learning Center, fourteen elementary schools, four middle schools, two traditional high schools, one nontraditional high school, and a Career Academy. Currently, CCSD has 13,670 students in grades pre-K through grade 12. The student population is 53% African American, 23% Hispanic, 20% White, 2% Asian, and 4% Multi-Racial. Nearly 13% of students are English Language Learners, and 13% are special needs students.

Clarke County is home to the University of Georgia, which provides many benefits, such as a highly educated population, cultural opportunities, and global connections. However, the community faces many challenges; chief among these is poverty of its citizens. Median household income in Clarke County is more than \$15,000 below the state average, and the poverty rate of 35% is more than double that of Georgia (Table 1). The percentage of children living in poverty is 32%, and 82% of students receive free or reduced lunches.

CCSD was named the Title I Distinguished District for being the top large school district in Georgia for closing the achievement gap. For grades 3-8 in 2014, 92% of students met or exceeded the state standard on the Reading CRCT, 87% met or exceeded in Language Arts, and 77% of 5th grade students passed the Georgia Writing Test. For grades 9-12, 74% met or exceed on the Ninth Grade Literature EOCT, 88% met or exceeded in American Literature, and 85% passed the Georgia High School Writing Test. CCSD is a data-rich district, targeting needs through school and district data team processes, monitoring student progress, and continuous communication with stakeholders.

Table 1. Clarke County Demographic Indicators		
	Clarke County	Georgia
ECONOMIC		
Median Household Income	\$49,604	\$33,846
Poverty Rate	35%	17%
Child Poverty	32%	27%
Free or Reduced Lunch Eligibility	82%	60%
EDUCATION		
Adult Illiteracy Rate	16%	17%
Teen High School Dropouts	2%	7%
Students Graduating from High School on Time	70%	72%
High School Graduates Eligible for HOPE Scholarship	38%	40%
FAMILY & COMMUNITY		
Children Living with Single Parent	41%	33%
HEALTH		
Babies Born to Mothers with Less than 12 Years of Education	20%	17%
Source: <i>KIDS COUNT, US Census Bureau, National Center for Education Statistics</i>		

C. System Literacy Priorities:

CCSD is committed to: 1) Increasing student performance while eliminating achievement gaps; 2) Increasing graduation rate and improving post high school readiness; 3) Strengthening

partnerships with families and communities; and 4) Increasing effectiveness of organizational structures and processes.

CCSD Literacy Needs-Based Plan		
Needs	Goals	Objectives
Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy.	<i>GOAL 1: Increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.</i>	1.1: All students receive explicit vocabulary and reading strategy instruction. 1.2: All students receive writing strategies for CCGPS literacy. 1.3: Quarterly research-based writing required in all content areas.
Professional learning related to formative, summative, and screening processes for birth- 12 th grade for effective RTI monitoring.	<i>GOAL 2: Implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.</i>	2.1: All students assessed quarterly in reading comprehension and receive strategic instruction through Tier 1 and interventions in tiers 2-4. 2.2: Teachers identify deficits and provide interventions for students and Student Support Teams in tiers 2-4.
Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.	<i>GOAL 3: Articulate vertical and horizontal K-12 CCGPS strategies, and text complexity.</i>	3.1: Teachers participate in professional learning communities for CCGPS literacy. 3.2: Develop vertical and horizontal documents regarding text complexity and CCGPS strategies.

D. Strategic Planning:

Schools conduct root cause analyses and develop school improvement plans based on data provided by district summarizing student and school performance. School literacy teams examine literacy data to: 1) identify areas of concern; 2) specify root causes of concerns; 3) identify gaps in literacy plans based on the DOE’s “What” document; 4) identify needs in each school’s plan; and 5) develop action steps to inform goals/objectives of the plan.

E. Current Management Structure:

Dr. Mark Tavernier, Associate Superintendent for Instructional Services, will serve as Project Director. Deborah Haney will serve as Striving Readers Support Specialist, providing technical support to all awarded schools. Kelly Felt will serve as district Elementary Literacy Coach, and Carlyn Maddox will serve as Secondary Literacy Coach. All schools in Cohort 4 will implement their own SR grant with principals, teachers, staff, and literacy teams overseeing day-to-day instruction and monitoring of student progress.

F. Past Instructional Initiatives:

Over the past eight years, CCSD elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD’s Early Learning Center has successfully

implemented two Early Reading First Grants, which include Pre-K programs at all 14 elementary schools. Three elementary schools are currently part of the Governor’s Office of Student Achievement’s “Read across Georgia”. SR (Cohorts 1, 2 and 3) grants are implemented in ten elementary schools, four middle schools, one high school, and the Office of Early learning. Interventions such as Voyager, SuccessMaker, FastForWord, and Read 180 are implemented to target students for tiered intervention, and the International Baccalaureate program was instated in grades 6-10 in 2010. Common Core standards were implemented in 2012 with continued professional learning for instruction and assessment.

G. Literacy Curriculum:

CCSD Present Literacy Curriculum
<p>Pre-K/Early learning literacy: Georgia Pre-K Content and Georgia Early Learning Standards Materials:</p> <ul style="list-style-type: none"> • Birth-2 yrs: 1,2,3 READ • 3rd Grade: Scholastic Early Childhood Program • 4th Grade: Opening the World of learning
<p>Grades K-12: CCGPS Materials:</p> <ul style="list-style-type: none"> • K-2: Rigby Literacy, Phonic Lessons • 3-5: Storytown, Rigby Literacy, Writers Express • 6-8: Language of Literacy
<p>Formative and summative assessments targeting literacy performance:</p> <ul style="list-style-type: none"> • Georgia Milestones • GKIDS • SLO assessments • Scored writing samples • DIBELS Next • SRI • District-generated benchmarks • ACCESS testing • AP exams
<p>Data Analysis Process:</p> <ul style="list-style-type: none"> • Data team process in grades PreK-12 • Classroom walkthroughs to inform instructional next steps • Data summits to analyze concerns/target next steps in planning
<p>Tiered Intervention Systems:</p> <ul style="list-style-type: none"> • Systematic data to target students in tiers 1-4 • Using non-fiction texts with specific reading strategies and academic vocabulary instruction

<p>Targeted Professional Learning based on the following:</p> <ul style="list-style-type: none"> • Classroom walkthrough data/district walkthrough data • Focused walkthrough data from coaches • School Improvement surveys to target needs
<p>Utilizing technology literacies</p> <ul style="list-style-type: none"> • 5:1 personal technology in grades K-2 • 1:1 personal technology in grades 3-9 (take-home) • 2:1 personal technology in grades 10-12

H. Literacy Assessments Used District-wide:

Grade	Current Assessment Plan
Birth to 5	<ul style="list-style-type: none"> • Ages and Stages Questionnaire (ASQ-111) • Developmental Profile (DP) • Early Head Start/Head Start; GELS checklist • Peabody Picture Vocabulary (PPVT) • Phonological Awareness literacy Screening (PALS) • Work Sampling System
K	<ul style="list-style-type: none"> • GKIDS
K-2	<ul style="list-style-type: none"> • DIBELS Next
K-8	<ul style="list-style-type: none"> • Quarterly diagnostic literacy assessments • Scored writing samples
1-2	<ul style="list-style-type: none"> • Phonics/sigh word tests • Fluency assessments • Informal running record • Norm-referenced test
1-5	<ul style="list-style-type: none"> • Voyager Oral Reading Fluency
1-12	<ul style="list-style-type: none"> • Georgia Milestones • SLO assessments • ACCESS • Benchmark assessments
3-9	<ul style="list-style-type: none"> • Scholastic Reading Inventory
3,5,8&11	<ul style="list-style-type: none"> • State Writing tests
6-8	<ul style="list-style-type: none"> • Voyager

6-12	<ul style="list-style-type: none">• Steep/Maze
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I. Need for SR Project:

Poverty has effects on education, and in Clarke County educational impediments include suppressed academic progress, mental health, emotional and behavioral problems, and lower measures of verbal ability, reading readiness, and problem solving skills. CCSD has managed to mitigate these issues with strong leadership and innovative approaches to education; however, the district must continue to challenge students and build a strong foundation of powerful literacy skills. SR funding will foster CCGPS literacy across all content areas and support ongoing assessments and monitoring of all student progress. All data will be utilized for RTI instruction and interventions, and all personnel involved in the grant will commit to RTI purposes with fidelity. Professional learning will support best practices in strategic reading, writing proficiency, extended time for literacy, and in engaging students through technology.

District Management Plan and Key Personnel

A-B. Grant Implementation Management/Individuals Responsible:

CCSD has laid out the following general Striving Readers (SR) implementation plan for Cohort 4 schools:

Years 1-5	<ul style="list-style-type: none"> • Provide literacy professional learning in literacy. • Implement reading/writing across the curriculum. • Utilize RTI for students according to instructional needs. • Purchase instructional/diverse texts. • Implement all required literacy screeners and develop baseline measures. • Schedule monthly meetings for district/school Literacy Leadership Teams.
Years 2-5	<ul style="list-style-type: none"> • Develop reading growth charts from screeners/other assessments. • Deploy technology to foster student engagement. • Develop CCGPS units and focus on scope/sequence of literacy instruction. • Extend literacy time (after-school/summer)
Years 3-5	<ul style="list-style-type: none"> • Collect and report on data to implement SR Plan.

CCSD has implemented successful Striving Readers (SR) programs in 16 of its 21 schools, and adopted SR methods and assessment protocols in schools not currently funded. The overall SR management and day-to-day operations includes teams at district and school levels. The district team will supervise operations, and provide technical assistance, budget support, programmatic resources, educational technology and professional learning to schools. The school teams, led by literacy leadership teams, will oversee focused literacy activities in their schools.

District	School
Operations: <ul style="list-style-type: none"> • Project Director: Dr. Mark Tavernier (Associate Superintendent for Instructional Services) • SR Support Specialist: Deborah Haney • District Literacy Coaches: Kelly Felt (Elementary) and Carlyn Maddox (Secondary) • Technology: Djamal Balbed (Director of Instructional Technology) 	Literacy Leadership Teams: <ul style="list-style-type: none"> • Principals • Assistant Principals (RTI) • Coaches • Teachers • Media Specialists • Counselors
Budget Team: <ul style="list-style-type: none"> • Larry Hammel (Chief Financial Officer) • Accounts Payable • Budget Assistant 	

C-D. Responsibilities Related to Goals/Objectives

All CCSD individuals involved in the SR program understand the goals and objectives, and implementation plan, including their related responsibilities listed below:

Objectives	Persons Responsible
Align SR objectives with GaDOE’s K-12 Literacy Plan.	SR Support Specialist, District Literacy Coaches, Literacy Leadership Teams
Convene District Literacy Team for quarterly planning and implementation meetings to review progress made and target next steps.	Project Director, SR Support Specialist, District Literacy Coaches, Technology
Convene school Literacy Leadership Teams for monthly planning and implementation meetings to review progress made and target next steps.	Literacy Leadership Teams, District Literacy Team members (as needed)
Manage SR budget and purchase/distribute instructional materials and technology.	Project Director, SR Support Specialist, Technology, Budget Team, Literacy Leadership Teams
Plan and implement professional learning focused on CCGPS and SR literacy objectives.	Project Director, SR Support Specialist, District Literacy Coaches, Literacy Leadership Teams
Extend literacy time (after-school/summer).	Project Director, SR Support Specialist, District Literacy Coaches, Literacy Leadership Teams
Provide required reporting and respond to GaDOE requests for information/site visits.	Project Director, SR Support Specialist, Literacy Leadership Teams

E-F. Involving Grant Recipients and Ongoing Meetings:

Both the district and school teams will be involved in the SR implementation plan, including progress towards achievement of goals and objectives, budget and performance planning, and expenditures. The district team will hold quarterly planning and implementation meetings to review progress made towards implementation and determine next steps. District team members will be available to attend monthly school Literacy Leadership Team meetings to discuss day-to-day operations. These meetings will ensure that all parties are supported and informed of resource allocation, professional learning opportunities, and innovative strategies. Meetings will be documented with agendas and sign-in sheets.

Experience of the Applicant

A,C&D CCSD Initiatives:

Years	Program	Description	Funding Type/ Sustainability
2006-present	Advanced Placement (AP) Fee Program	This program provides one AP exam for all students and second exam for Free/Reduced Meals students.	Program is sustained by 100% internal funding.
2008-present	Math and Science Partnership (MSP)	CCSD partners with UGA and Northeast Georgia RESA to provide courses to elementary teachers toward mathematics and science endorsements.	Funding is 100% external through a grant from GaDOE.
2008-present	Pathways to Success Program (PSP)	CCSD partners with Boys & Girls Clubs of Athens, Empowered Youth Program, and UGA to provide after-school programming that includes academic, physical and socio-emotional education.	Programs utilize external funding through 21st Century Community Learning Centers grants from GaDOE. Processes are in place for increased sustainability, including volunteer and business partner recruitment. Programs utilize Title I funds, or sustain through pay-per-student basis.
2009-present	Professional Development School District (PDS)	CCSD partners with UGA College of Education (COE) to develop and implement the PDS. Currently 11 schools are active PDS sites, with more than 500 UGA students participating in courses or field experiences. In addition, 8 UGA faculty members serve as Professors-in-Residence, teaching courses on-site at schools and providing professional learning to school staff.	Program is sustained by 100% internal funding. CCSD and UGA agree to match salaries for professors-in-residence and provide materials/space.
2009-present	Athens Community Career Academy (ACCA)	CCSD partners with Athens Technical College to provide curriculum and dual enrollment opportunities to high school students at ACCA, which was named 2014 College and Career Academy of the Year.	Construction and startup were facilitated by grants from GaDOE. All operations are now sustained by internal funding.
2010-present	International Baccalaureate	The IB Middle Years Program is implemented in grades 6-10.	Program is sustained by 100% internal funding.

	(IB)		
2010-present	Professional Learning Communities (PLC)	Monthly Professional Learning Communities for school and district leaders focusing on data team processes and implementation of CCGPS.	Program is sustained by 100% internal funding.
2012-present	Teach to Learn Program (TTL)	CCSD partners with UGA COE to provide induction support, leadership, and professional learning to teams of early career, pre-service, and mentor teachers.	Funding is 100% external through a grant from GOSA, which will end in 2014. TTL will continue in modified form through a mentoring initiative utilizing internal funds.
2012-present	CCSD Technology Strategic Plan	CCSD is committed to creating digital learning environments and strengthening communities through network upgrades and 1:1 initiative to close digital divide. CCSD is 1:1 take-home at grades 3-9, and plans to be 1:1 at all grades within 5 years. All certified staff have take-home laptops.	This initiative is funded in part through federal e-rate; however, most funding is internal supplemented by Title I and SPLOST funds.
2014-present	SLDS Pilot Project	CCSD is piloting the State Learning Tool, an online learning management system, in middle schools, which will be available across the state. CCSD is developing a learning object repository with a process to collect and evaluate content that can be utilized to build digital learning environments.	This pilot project is sustained through funding from the state and internal.

State Audit Results	
Fiscal Year	Financial Findings
2013	FS-2691-13-01 Employee Compensation/Accounting Controls Significant deficiency
2012	None reported
2011	FS-6291-11-01 Cash/cash equivalents, Inadequate internal control, Procedures Material weakness

B. Capacity to Coordinate Resources:

Under the direction of Superintendent Dr. Philip Lanoue, CFO Larry Hammel, Associate Superintendents, and Directors, the district has built capacity and internal controls to coordinate and control spending. According to the most recent audit report, the district-wide net position was over \$275 million. Grants and initiatives are coordinated and managed as a team, such as Title I, Title II, Title III, Title IV, Title VIB, and those listed above. CCSD also manages SR Cohort 1-3 programs at 15 of 21 schools.

School Narrative

School History

Barrow Elementary School in Athens, Georgia is one of fourteen elementary schools in the Clarke County School District. It is designed to be a neighborhood-zoned school. Our building is located about a mile south of downtown Athens, and adjacent to the University of Georgia. We desire that each of our students travel their educational journey successfully, beginning in our pre-K classrooms to become lifelong learners.

We are a collaborative community of students, parents and staff with a mission to inspire students to achieve at high academic levels through challenging and innovative learning opportunities that support the development of students' individual talents. We are committed to engaging students in creative and motivating learning experiences that promote positive growth. We continuously measure and track the progress of our students and provide the necessary support to ensure their ongoing success.

The demographics of our school community have changed over the more than 90 years of its history. Several years ago, a shift in district policy from school choice to geographic zoning increased our enrollment. The shift to geographical zoning also resulted in a change of the school demographics. Currently, 58% of 573 Barrow students are enrolled in the federal free and reduced lunch program, which is more than double the rate in 2007-2008. Today, many of our students live in nearby public housing. This year the racial diversity of our school is 7.9% Asian, 3.5% Multi-racial, 43.1% White, 5.2% Hispanic, and 40.1% African American.

Our staff includes the principal, assistant principal, and 47 certified teachers, 33 of whom have advanced degrees. We have a full-time media specialist, counselor, five gifted teachers, five special education teachers, four EIP teachers, and specialists in art, music, PE, and health. We receive the part-time services of a family engagement specialist, nurse, speech/language pathologist, behavior interventionist and social worker.

Administrative and Leadership Team

The administrative team consists of the principal, Dr. Sabatini, and the assistant principal, Ms. Leahy. Their overall focus is to create a learning environment in which all students are academically successful. To that end, they are committed to a collaborative, data-driven

governance process. They are regularly involved in the implementation of curriculum, instruction, assessment and analysis of data and in collaborative professional learning with teachers, students and parents. These learning opportunities occur during weekly planning meetings, monthly staff meetings, and dedicated professional learning days designed to have a positive impact on student achievement. Dr. Sabatini and Ms. Leahy believe in and set high expectations for all students and staff, and they involve stakeholders in the governance of the school.

The SILT is composed of *team leaders* who are committed to monitoring and evaluating the school improvement plan at Barrow Elementary School. They are vital to the evaluation of programs and procedures that impact teaching and learning. This includes, but is not limited to, curriculum and instruction, professional development, data analysis, master schedule design and organization, and lesson planning. Team leaders are responsible for scheduling and conducting collaborative meetings and grade-level meetings to facilitate communication between individual staff members, grade-level team members and SILT. Leaders model professional behavior, exhibit leadership skills, and understand the commitment necessary to serve in this capacity.

SILT meets monthly and as needed for situations that may occur. The membership of the team this year is:

Team Leader	Position
Ellen Sabatini	Principal
Jennifer Leahy	Assistant Principal
Donna Carney	Kindergarten
Jennifer Hutcherson	First Grade
Abby Brink	Second Grade
Jan Spurgeon	Third Grade
Fonda Slongo	Fourth Grade
Melissa Freeman	Fifth Grade
Natalie Hicks	Spectrum
Leslie Sokal	Specials (Art, Music, PE, Health)
Cary Ritzler	Special Education
Sarah Britton Vaughn	EIP (Early Intervention)
Lauren McElhannon	School Counselor

Mimi Elliott-Gower

Family Engagement Specialist

Andy Plemmons

Media Specialist

Past and Current Instructional Initiatives

Past instructional initiatives to address student academic needs have included phonemic awareness, fluency, Fountas & Pinnell guided reading and word study, Four Square writing, and Writer's Workshop. Our current instructional initiatives are *The Daily Five and Cafe Reading* (Gail Boushey and Joan Moser) for developing the daily habits of literacy, *High-Yield Strategies* (Marzano), and *Writing Across the Curriculum* (WAC).

Our teachers strive to meet students' academic needs. In the last five years we have been named a Title 1 Distinguished School, and 6 of our teachers have been recognized as Teachers of Excellence by the Foundation for Excellence in Public Education. Our staff has presented at local, state and national conferences. As a staff, we continually strive to improve our instructional practices.

Professional Learning Needs

Our current professional learning needs include:

- Using DIBELS and SRI data to plan for instruction.
- Increasing our knowledge of Lexile framework and how it is used to provide appropriate materials for students.
- Aligning interventions to individual student needs.
- Analyzing student writing.
- Implementing best practices in writing instruction.
- Improving strategies for engaging diverse families in literacy support.
- Increasing our knowledge of Daily 5 Framework and Cafe strategies.
- Providing assessment and differentiation for higher level readers.
- Using shared inquiry methods for teaching reading.
- Using technology to incorporate a variety of literacy activities throughout the day.

Need for a Striving Readers Project

The SRCL grant would be a key component in preparing our staff to differentiate, integrate,

Clarke County School District: Barrow Elementary

and enhance standards-based literacy instruction. Teachers will be provided with relevant, evidence-based professional learning on literacy. The grant will also give us the opportunity to purchase materials needed to implement our Literacy Plan. We endeavor to instill the literacy skills necessary for our students to be successful life-long learners.

Needs Assessment, Concerns, Root Cause Analysis

A. Needs Assessment Description:

In October 2014, Barrow Elementary conducted a needs assessment survey with 44 selected questions from the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12 and the Survey of Literacy Instruction for Middle and High School Teachers. To write the SRCL Cohort 4 grant, results were compiled and analyzed. In addition, data were reviewed from student assessments and School Improvement Surveys to further determine areas of need.

B. Needs Assessment:

- Barrow Elementary Literacy Needs Assessment Survey:
 - 20 questions from the Administrators' Needs Assessment for Literacy Kindergarten to Grade 12
 - 24 adapted questions from the Survey of Literacy Instruction for Middle and High School Teachers
- Student data provided by district office.
- The School Improvement Survey: 25 questions for parents, 47 questions for teachers based on School Keys.

C, D & F. Needs Assessment Participants, Root Causes, Research-Based Practices and Steps to Go Forward:

The Needs Assessment Survey included 27 participants from Barrow, including 19 regular classroom teachers from all grade levels, 2 Special Education teachers, 2 administrators, one EIP teachers, one ESOL teachers, one gifted teacher, and one counselor. Student data included results for all students at all grade levels, and School Improvement Survey results included additional teacher and student responses, as well as parent participants. A complete review of Barrow's literacy achievement data revealed the following needs, underlying root causes and steps to move forward:

Building Block 1: Leadership

- School Literacy Leadership Team was not addressed according to the survey.

- Community Literacy Support was not addressed, meaning that community support had not yet begun to take shape.

Root Causes: Barrow administrators are fully engaged in seeking out and participating in professional learning in literacy with faculty; however, a literacy leadership team that included teachers and other staff had not been implemented.

Moving Forward from Research Base:

- Include governmental, educational, civic, and business leaders, as well as parents.
- Identify key members of the community, government, civic, business leaders, and members of higher education, as well as parents to serve as members of a community advisory board.
- Contact potential members and schedule quarterly meetings.
- Include community members in the support of and or participation in a network of learning supports (tutoring, mentoring, after-school programs).

Building Block 2: Continuity of Instruction

- Implementation of literacy across content areas is not consistent.
- Daily schedules include two to four hours of literacy instruction, but not across content areas.

Root causes: According to the needs assessment, 83% of teachers were confident in their ability to effectively integrate literacy skills across the curriculum and professional learning in this areas has been provided to all staff; however, only 25% of teachers agreed that they had ample time to teach literacy effectively. Teachers are restricted by state and district curriculum pacing guides that do not provide time to integrate literacy lessons across content areas.

Moving Forward from Research Base:

- Choose and implement core literacy program for grades K-5 that provides continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. (GLP - The What, p. 7)
- Professional learning will be delivered to support the implementation of the core program.

Building Block 3: Ongoing Formative/Summative Assessments

- Responses related to assessment indicated an operational level at Barrow, meaning formative and summative assessment selection, administration, follow-up, and data use are in place but not yet optimal.

Root Causes: While most Barrow teachers have received professional learning on ongoing assessments, only 46% of survey participants indicated that they were confident using assessment data for instruction. In addition, 54% of teachers were not confident in their understanding of and ability to use Lexiles as a tool in selecting appropriate texts for students. With many new staff members and new assessments, there is a need for additional professional learning and support.

Moving Forward from Research Base:

- Select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students (GLP, The What, p. 8).
- Train personnel on assessment and interventions that are aligned with students' needs (GLP, The What, p. 8).

Building Block 4: Best Practices in Literacy Instruction

- Writing instruction across the curriculum is emergent.
- Limited resources related to teaching of best practices and to differentiating to entire continuum, including below-, on-, and below-grade level students.

Root Causes: Teachers at Barrow are beginning to develop a plan for writing instruction across all subject areas. According to the needs assessment, 58% of teachers did not have adequate materials and resources for teaching students with basic word identification and fluency issues; 71% of teachers did not have adequate materials and lesson plans aligned to CCGPS to prepare students to read grade-level literature and informational texts; 67% of teachers did not have adequate materials and resources for teaching writing as laid out by the CCGPS; and 67% of teachers did not have adequate materials and resources for teaching language skills as required by CCGPS. In addition, 88% of teachers were confident in their ability to differentiate instruction for student groups; however, only 25% agreed that they had ample time to

differentiate to small groups, including below, on, and above-grade level. In addition, only 4% of teachers reported that students received 1 on 1 instruction.

Moving Forward from Research Base:

- Professional learning will be delivered to support the implementation of the core writing program.
- Barrow will utilize grant funds to purchase additional literacy materials to support instruction and student learning.

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

- Need for clarity on what interventions are appropriate for different tiers.

Root Causes: Teachers and staff at Barrow are comfortable with the RTI process; however, clarification is needed on which programs can impact students at each tier.

Moving Forward from Research Base:

- Procure RTI program that includes a bank of interventions for common reading and writing difficulties with corresponding progress monitoring piece.
- Determine level of progress on each skill that communicates trajectory toward recoupment, remediation and a return to successful access of the core program.
- Create a method of including students in goal setting and progress monitoring process.
- Introduce increasingly more intense interventions.

Building Block 6: Professional Learning

- Need for professional learning for ALL staff in ALL aspects of explicit literacy instruction.

Root Causes: Barrow certified teachers receive surface-level professional learning, which is not always targeted and in-depth. In addition, paraprofessionals do not participate regularly in professional learning.

Moving Forward from Research Base:

- Professional learning in the following areas:

- using data to inform instructional decisions and explicit teaching
- modeling literacy skills and strategies
- foundational skills (the five components of literacy instruction)
- differentiating instruction
- explicit writing instruction

(GLP - The What, p. 10)

E. Disaggregated Data:

After reviewing the data, it was determined a strong focus should be on the following subgroups:

- Black Students
- Economically Disadvantaged Students (EDS)
- Students with Disabilities (SWD)

CRCT Meeting/Exceeding Sandards

Reading				
Grade	Black Students	EDS	SWD	All Students
3 rd	92%	93%	90%	96%
4 th	90%	91%	80%	95%
5 th	100%	100%	100%	100%
ELA				
3 rd	69%	75%	50%	85%
4 th	79%	80%	60%	89%
5 th	96%	97%	100%	99%
Math				
3 rd	50%	60%	30%	75%
4 th	59%	63%	20%	79%
5 th	92%	93%	90%	97%
Science				
3 rd	42%	53%	20%	71%
4 th	41%	49%	40%	71%
5 th	71%	77%	80%	90%
Social Studies				
3 rd	67%	73%	60%	83%

4 th	38%	46%	40%	70%
5 th	71%	73%	56%	89%

Scantron NRT Percent Students Scoring at or above 50th Percentile

Grade	Black Students	EDS	SWD	All Students
2 nd	39%	50%	40%	73%
3 rd	18%	29%	10%	51%
4 th	19%	21%	20%	62%
5 th	27%	30%	20%	72%

Barrow Elementary School Improvement Survey (Faculty Responses)

Questions and Standards	Percent Responding Consistently
Curriculum implemented through consistent, systematic process by administrators, members of SILT team.	54%
Teachers use diagnostic assessments to identify students' readiness levels, address individual student needs, and monitor learning gaps.	54%
Teachers develop, use variety of formative assessments to monitor student progress, adjust instruction.	80%
Teachers use assessment data to plan, adjust instruction for each student, subgroups.	64%
Teachers form flexible instructional groups based on ongoing diagnostics, formative assessments to differentiate instruction.	46%
Teachers use systematic, data-driven interventions for students who need additional assistance.	69%
School/community partnerships provide effective support for students.	67%
Professional learning prepares teachers to adjust instruction, assessment to meet needs of diverse learners	56%
Teachers participate in professional learning to deepen content knowledge	18%

Literacy Plan

Building Block 1. Engaged Leadership

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

Why?

The role of leadership in any initiative is important, and leadership by administrators is “the key component” in all that Georgia is seeking to do to improve education. Leadership needs to come from every level, from state and district levels, to building administrators, teacher leaders and student leaders. State and district leaders must make a concerted effort to change policies, and improve assessments to support building administrators to become more knowledgeable about how to teach reading and writing, and provide effective professional learning for all leaders and teacher. Teachers must take on leadership roles to encourage growth from all teachers in literacy best practices. Student leaders must be developed by effective teachers in order to lead other students in acquiring literacy.

(Georgia’s Literacy Plan (GLP), The Why, 8.B)

What? Current Practices:

Barrow:

1. Ensures that effective data analysis procedures and practices are understood and practiced through grade level data team meetings; benchmark analysis twice per year; SILT data collection and analysis.
2. Schedules and protects time for School Improvement Leadership Team to meet and plan. The SILT team meets once a month (2nd Wednesday). School Improvement Plan information is shared at faculty meetings periodically.
3. Plans for ongoing data collection and analysis to inform program development and improvement through weekly grade level data team and collaborative planning meetings; benchmark analysis twice per year; SILT data collection and analysis.
4. Encourages teacher leaders to organize real-world literacy experiences through family engagement activities and school wide enrichment.
5. Supports creation of personalized digital learning environments for literacy instruction.
6. Provides professional learning opportunities for staff that facilitates foundation literacy skills practice.
7. Ensure that all newly hired staff have appropriate literacy experience and training.
8. Schedules school-wide protected 90-120 minute literacy blocks for instruction in reading and writing with content integration.
9. Includes administrators in literacy professional learning. Administrators serve as models for the school.

How? To Move Forward:

1. Study and seek to implement evidence-based guidelines, strategies and resources for literacy instruction (state literacy plan and other resources).

2. Participate in professional learning in literacy leadership in order to support classroom instruction.
3. Schedule protected time for literacy and teacher collaboration: Provide time & support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.).

B. Action: Organize a Literacy Leadership Team

Why?

In correlation with Georgia's Literacy Plan, our vision at Barrow Elementary School is to build lifelong learners by working collaboratively with stakeholders to prepare our students to be responsible and successful in a global society. We agree that literacy leadership should be prevalent at every level, from state and district leaders to building administrators to teacher leaders to student leaders.

(GLP-The Why, 8.A)

What? Current Practices:

Barrow:

1. Implements CCGPS with fidelity at all levels of instruction.
2. Enacts literacy actions and initiatives from School Improvement Plan (SIP).
3. Establishes vertical reading and writing teams to meet quarterly and address progression of instruction based on standards.
4. Shares student achievement/growth gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, websites, blogs, newsletters, parent workshops, student led parent- teacher conferences, data notebook presentations etc.

How? To Move Forward:

1. Sustain our Literacy Leadership team to address the literacy needs and oversee the SRCL Grant Literacy process.
2. Identify stakeholders and partners to contribute to the literacy leadership team:
 - faculty and staff
 - representatives from within the feeder pattern for our school (i.e., preschools, daycares, middle schools, high schools, technical schools, universities)
 - community leaders such as UGA Faculty
 - parents
 - student leaders
3. Evaluate current practices in all classrooms by using a reflection tool and peer observations to determine strengths in literacy instruction and to identify needs for improvement.
4. Use student achievement data to identify grade level needs.
5. Define priorities and allocate needed resources to sustain them over time.
6. Visit other schools that have successfully improved student literacy achievement to

gain valuable insights and innovative ideas.

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

Why?

There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS, while still considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other subgroups. There is a crucial need to build on students' prior knowledge and background experiences to enrich their foundation of literacy.

(GLP-The Why, 2.B)

In addition, especially in grades four and five, and in keeping with the research on motivation and the recommendations of the 2010-2011 Literacy Task Force, it is crucial to take steps to improve student engagement and motivation. It is critical that the allocation and planning for the most effective use of time and personnel through scheduling and collaborative planning occurs. (GLP-The Why, pg. 59)

What? Current Practices:

Barrow:

1. Provides a protected, dedicated, 90-120 minute block allocated for literacy instruction in grades for all students.
2. Maximizes use of scheduled times for collaborative meetings: prepares agendas and action summaries for all meetings. Collaborative meetings occur during grade level planning, and quarterly during PLC days.
3. Leverages Extended Learning Time for interventions and acceleration in literacy and content areas.
4. Consults with support services such as scheduling experts to ensure that existing time and personnel are used most effectively.
5. Collaborates with other team members to maximize instructional time.
6. Shares professional learning at grade level and staff meetings.

How? To Move Forward:

1. Use protocols to examine student work and increase opportunities for teachers to examine student work (data team meetings, PLC Days or other designated times).
2. Study flexible scheduling options to include additional time for literacy instruction and intervention (double dosing, ELT).
3. Contract for delivery of formative assessments to preserve instructional time, for example Kindergarten Assessment Round Up.
4. Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
5. Provide opportunities for teachers to share stories of success in the school and community, both online and through traditional outlets.

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

Why?

Reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers which include:

- Visualizing
- Questioning
- Making Connections
- Predicting
- Inferring
- Determining Importance
- Synthesizing/Creating

(GLP-The Why, 2.B)

While these strategies are the cornerstones of literacy, it is important to note that research has found that these strategies should not be taught as isolated units. The strategies should be incorporated into all aspects of literacy instruction, which include disciplinary literacy. The intended outcome is that students receive explicit literacy instruction across the curriculum with the most important outcome being the reader's ability to use the strategies flexibly and become proficient in self-monitoring for understanding and purposely use the strategies.

(GLP-The Why, 2.B)

What? Current Practices:

Barrow:

1. Analyzes multiple forms of student and school data, including but not limited to state testing, benchmark results, quarterly literacy data (running records, sight words, scored writing samples), DIBELS, etc. to develop a list of prioritized action steps and goals for improved student achievement.
2. Identifies and prioritizes a list of students to be targeted for intervention or support. Students are identified by various data points.
3. Furnishes parents and caregivers with links to websites that provide resources to strengthen literacy such as SuccessMaker and Voyager's Ticket to Read, Brainpop, etc.
4. Provides grade level family-focused events and outreach that engage parents and family members in literacy programs and services.

How? To Move Forward:

1. Facilitate a literacy resource room for parents and caregivers in the school.
2. Analyze multiple forms of teacher data to develop a list of prioritized recommendations and goals for improvement to ensure consistency of effective instructional practices in all content areas of instruction.
3. Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge.
4. Study current research on disciplinary literacy in the content areas.

5. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.
6. Research family engagement strategies for involving diverse communities in literacy based activities.

E. Action: Optimize literacy instruction across all content areas

Why?

The integration of literacy skills into the content areas has been made more explicit in the CCGPS. In grades K-5, there are separate sets of standards for reading literature and for reading informational text. Most importantly, the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. Acquisition of these literacy skills will provide our students with the ability to transfer these skills into college or the workplace.

(GLP-The Why, 2.E.2)

What? Current Practices:

Barrow:

1. Hosts family engagement events to include parents in activities that demonstrate the importance of proficiency in literacy to impact success across all content areas.
2. Encourages writing as an integral part of all content areas.
3. Incorporates cross curricular content area information (science and social studies) into literacy instruction.
4. Monitors literacy instruction across the curriculum through: formal and informal observations; lesson plans; walkthroughs; student work samples.
5. Implements enrichment opportunities across the curriculum (project based learning, clusters, STEM activities, etc.).

How? To Move Forward:

1. Identify evidence-based strategies and appropriate resources to create a blended curriculum in support of students learning the CCGPS across all content areas as well as for differentiated instruction through tiered tasks.
2. Identify and incorporate evidence-based strategies for teaching academic vocabulary in all subjects.
3. Provide professional learning on:
 - Reading and writing instruction (narrative, opinion, and informational) in all subject areas.
4. Equip teachers with resources for variety and choice in reading, writing and grammar materials.
5. Implement appropriate literacy strategies into all subject areas (i.e., accuracy, fluency, comprehension and expanded vocabulary).
6. Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama).
7. Celebrate and publish student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literary magazines,

classroom and school libraries, etc.).

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?

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 the state-developed literacy plan, Georgia students will become sustaining, lifelong learners and contributors to their communities.

(GLP-The Why, Section 1)

What? Current Practices:

Barrow:

1. Develops an agenda for each school council meeting to promote cooperation and communication among participants and the school.
2. Provides personal learning devices for at home use and requires parent orientation for technology.
3. Bridges the gap between school and home instruction through family engagement opportunities.
4. Presents college and career opportunities through community science night and career week, school enrichment activities, virtual field trips, Skype sessions, guest speakers, off-site field trips.
5. Informs families through weekly principal, monthly grade level and classroom teacher newsletters.
6. Participates in a professional development school partnership with the University of Georgia.

How? To Move Forward:

1. Expand the professional development school partnership to include literacy in all content areas and professional learning for teachers.
2. Continue to enlist members of the various participating entities to provide leadership by: serving as mentors; speaking to groups of students; publicizing efforts; visiting classrooms to support teachers and students; and partnering with different schools and civic groups.
3. Enhance family engagement opportunities to support literacy based activities throughout the calendar year (check-out resources, workshops, summer and evening opportunities).
4. Pursue additional funding sources for specialized literacy staff and materials.
5. Continue to focus proactively on community issues that may prevent students from learning.
6. Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities (PDS).

7. Seek solutions for home internet access for underserved student populations.

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?

In order for all teachers, media specialists, and administrators to be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively, collaborative teams are a necessity. (GLP - The Why, p. 31)

Literacy data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision making to occur.

As a result of a consistent building level commitment to collaborative teams and the data team cycle, the use of these teams becomes a critical part in ensuring a consistent literacy focus across the curriculum. (GLP - The Why, p. 95-96)

Often overlooked, the Library Media Specialist (LMS) is the classroom teacher's partner in promoting reading and teaching literacy skills. There are many ways in which the two can work together to positively impact student engagement with texts and improve their reading proficiency. Involving the LMS in the plan for instruction will contribute ideas related to the wide variety of texts available in the media center and beyond. As part of the collaborative team, LMS and the classroom teacher can determine which reading comprehension strategies can help students improve their skills. (GLP - The Why, p.58)

What? Current Practices:

Barrow:

1. Establishes an expectation of shared responsibility for literacy across the curriculum.
2. Ensures grade level collaboration is done regularly during the planning periods with the inclusion of resource staff when possible.
3. Enacts quarterly half-day planning for teams to design integrated literacy instruction.
4. Plans and implements lessons that address the literacy needs of all student needs.

How? To Move Forward:

1. Research and seek to implement effective strategies for differentiation, promoting active engagement, and teaching key areas of literacy and writing instruction.
2. Provide opportunities for peer modeling and collaboration.
3. Integrate appropriate literacy strategies into instruction in all subject areas (i.e., accuracy, fluency, comprehension, and expanding vocabulary).
4. Provide ongoing professional learning opportunities to new and continuing teachers.
5. Increase opportunities for co-facilitated project based learning.

6. Expand vertical collaboration opportunities for students and teachers.

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

Why?

Literacy demands in content areas are rigorous for all students. The CCGPS asks students to read and analyze a wide range of print and non-print materials. Supporting teachers by providing targeted and explicit professional learning to teach reading and writing across content areas and grade levels is paramount to the success of rigorous literacy instruction. (GLP - The Why, p. 49)

Online resources, such as the SLDS, help to support and sustain teacher professional learning and best practices when face-to-face or individualized training is not feasible. This technology offers statewide access to resources, such as interactive blogs and wikis, and provides teachers with access to references, instructional tools, and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to “see” the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels. (GLP - The Why, p. 150).

What? Current Practices:

Barrow:

1. Attends professional learning provided by the district on components of literacy instruction.
2. Provides ½ day release time for all teachers to analyze data and plan literacy instruction.
3. Utilizes staff and grade level meetings for professional learning.
4. Identifies the concepts and skills students need to meet expectations in CCGPS.
5. Promotes literacy by celebrating academic successes.

How? To Move Forward:

1. Continue to utilize staff meetings and grade level meetings for professional learning.
2. Present teachers with opportunities to use a peer modeling system and receive feedback for teaching new literacy strategies.
3. Utilize professional learning for teachers on the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
4. Provide professional learning for teachers focused on identifying the qualities of exemplary writing.
5. Identify opportunities for teachers to attend literacy conferences.
6. Support integration of literacy across subject areas, increasing student exposure to content vocabulary.
7. Provide professional learning and technology necessary to infuse all types of literacy throughout the day (e.g., print, online, blogs, wikis, and social media).
8. Purchase books, materials, and other supplies for teachers that are necessary to support

literacy plan with content integration.

9. Inspire reading and writing through author visits, workshops, or presentations.

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

Why?

A comprehensive system of learning supports within the community complement literacy instruction within the school. A common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members in order to achieve Georgia's goal for all students to become self-sustaining, lifelong learners and contributors to their communities.

(Georgia Pre K-12 Literacy Task Force, 2009)

An example of out-of-school agency support includes the Youth Services at Georgia Public Library Service (GPLS). GPLS provides a myriad of services to improve the quality of children's and families' lives. The benefits of GPLS youth services are numerous. From providing quality, literature based programs for children and families to assisting teens with their informational needs, Georgia's public libraries strive to develop lifelong readers and learners. Through the services offered across the state, a community of support and advocacy is created for library personnel working with children, families, and teens. Working in tandem, GPLS and library systems provide parents and caregivers with the best tools to help prepare their children for life and introduce them to a lifelong love of reading.

(GLP-The Why, 9.C)

What? Current Practices:

Barrow:

1. Welcomes support from Clarke County Mentor Program.
2. Receives support from Athens Regional Library with presentation on how to check out books and the layout of the library, along with storytellers to motivate students to read.
3. Identifies as a professional development school with an established relationship with The University of Georgia.

How? To Move Forward:

1. Explore volunteer training programs.
2. Expand the professional development school relationship with The University of Georgia to increase literacy centered involvement such America Read Tutors.
3. Develop and distribute a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
4. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
5. Continue to bring in volunteers from the community to read to students.
6. Create a partnership with an outside source for literacy instruction (UGA Professional Development School, Project Focus, other colleges/universities and local organizations, local businesses print literacy tips on bags/wrappers).
7. Continue to identify and address student learning obstacle.
8. Advocate for new capacity in the community to help students and families with literacy achievement, such as supporting library card acquisition.

9. Provide English Language Learners with services that extend beyond the classroom.
10. Seek solutions for home internet access for underserved student populations.
11. Enhance family engagement opportunities to support literacy based activities throughout the calendar year (check-out resources, workshops, summer and evening opportunities).

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?

Effective reading and writing instruction requires both summative and formative assessments. Timing is key to a comprehensive assessment plan. According to the Center on Instruction 2009, three crucial timing categorizations exist:

- Beginning of the year: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.
- Throughout the year: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continuous cycle for student improvement. Another benefit is the connection to targeted professional learning regarding the data driven information derived from the assessments.
- End of the year: The summative assessment component provides the information regarding grade level expectations. In Georgia, the Georgia Milestones, the SLO's, the GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16).

(GLP-The Why, 5.A.2)

What? Current Practices:

Barrow:

1. Uses effective screening, progress monitoring, and diagnostic tools (e.g. DIBELS Next, SRI, and reading running records) that have been selected to identify reading levels and fluency understandings of all students,
2. Utilizes district created calendar for summative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible.(GLP-The What, p8) These assessments include scored writing samples (grades 1-2); District ELA/Reading benchmarks tests (grades 3 - 5, bi-yearly), SLO's (grades K-2).
3. Researches and selects effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students.
4. Identifies and trains all staff who will administer assessments to ensure standardized procedures and accurate data recording.
5. Makes a data collection plan for storing, analyzing, and disseminating assessment results.
6. Meets with grade level teams to discuss pre/post assessments to identify and prioritize

a list of students to be targeted for intervention or support through flexible grouping for ELT, EIP program.

How? To Move Forward:

1. Contract personnel to administer formative assessments (SRI, DIBELS Next).
2. Improve the use of timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress).
3. Use screening, progress monitoring and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
4. Define a process for selecting appropriate interventions for struggling readers.
5. Identify and purchase assessment and intervention materials aligned with students' needs.

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

Why?

The Literacy Task Force emphasizes the need for a universal screener at all ages and grades. Additionally, there needs to be coordination among those screeners and assessments that permits the receiving teachers and/or schools to interpret the findings of the earlier grade or level. Teachers need intense professional learning on administering the screeners and then how to interpret the data and determine the best course of instructional action.

(GLP-The Why, P.4)

What? Current Practices:

Barrow:

1. Screens students using the DIBELS Next platform screener three times per year.
2. Administers and analyzes Rigby Running Records (K-5), SRI (3-5) to determine reading levels and utilizes scored quarterly writing assessments (K-2) to plan writing instruction.
3. Utilizes a kindergarten readiness screener to administer to each student entering Kindergarten.

How? To Move Forward:

1. Continue to use current formative assessments to design instruction.
2. Improve the use of timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
3. Support teachers in use of universal screening data to provide targeted instruction.
4. Analyze student data and work samples in teacher teams to develop and adjust instructional plans.
5. Contract personnel to administer formative assessment screeners.
6. Make data-driven budget decisions aligned with literacy priority.

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

Why?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. Problems found in literacy screenings are followed up by diagnostic assessments that guide

placement and/or inform instruction in intervention programs. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.

(GLP-The Why, p.5)

Effective reading and writing instruction requires both summative and formative assessments. The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback.”(Torgesen & Miller, 2009, p24)

What? Current Practices:

Barrow:

1. Utilizes running records reading assessments in K-5 throughout the year. This data is used to inform reading instruction and identify students for possible RTI placement.

How? To Move Forward:

1. Utilize technology to differentiate learning within content areas based on diagnostic screeners.
2. Implement and analyze diagnostic assessments systematically to examine isolated component skills needed for mastery of literacy standards.
3. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
4. Use results of the diagnostics for student placement within an intervention and to adjust instruction.
5. Seek assessments for identifying needs based strategies for above-level readers.

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

Why?

The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment.

(GLP-The Why, 5. Introduction)

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school’s plan. (GLP-The Why, 5.C)

What? Current Practices:

Barrow:

1. Examines previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement.
2. Administers summative assessments at scheduled intervals.
3. Disaggregates data to ensure the progress of subgroups.

How? To Move Forward:

1. Focus grade level and staff meetings on changes that can be made to improve the instructional program for all students.
2. Share and analyze student work samples as a way to inform instruction during collaborative planning.
3. Adjust curriculum alignment based on summative results in order to eliminate gaps.
4. Purchase materials for differentiation of instruction.

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

Why?

All appropriate staff members should have access to data and follow the established protocol for making decisions to identify the instructional needs of students.

One of the cornerstones of any Longitudinal Data System (LDS) is the ability to uniquely identify students over time. To accomplish this, each student must have a unique identifier. Since 2005, Georgia has utilized a unique student identifier referred to as the Georgia Testing Identifier, or GTID.

The SLDS Data Collections & Cleansing Project will streamline data exchange between the Georgia Department of Education (GaDOE) and school districts within the state. The Data Hub & Portal project will build access to statewide, longitudinal student data for educators, parents, the public, and other stakeholder groups.

(Georgia's Literacy Plan: The Why, 5.L)

There are a variety of products and services to facilitate the collection, storage and use of longitudinal data. A number of national organizations are providing support as well for LDS developmental efforts. By facilitating the collection and use of high quality student-level information, these systems potentially provide both a way to use data more effectively and to improve the way schools function from the policy level to that of the classroom. This information was retrieved from <http://slds.doe.k12.ga.us/Pages/SLDS.aspx>

(GLP - The Why, 5.L)

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students. One of the elements of standards-based classroom learning schools should identify common formative assessments and a common protocol for analyzing and recording student progress.

(GLP-The Why, 6.D.1)

What? Current Practices:

Barrow:

1. Identify students for RTI to determine level and specificity of intervention.

2. Analyze quarterly data to group students and plan instruction (DIBELS Next, running records, SRI).

How? To Move Forward:

1. Provide teachers with training and time to analyze the data to determine the need for intervention.
2. Develop procedures and expectations for staff to analyze and review assessment and student work samples.
3. Increase teacher access to data that will inform instruction.

Building Block 4. Best Practices in Literacy Instruction

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

Why?

Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:

- Direct instruction, modeling, and practice in reading comprehension strategies
- Structuring of content area instruction and reading assignments to make them more accessible to students
- Selection of texts for students to read in a way that builds motivation and persistence
- Structuring of group work and rigorous peer discussions to reinforce the notion of reading for a purpose and to encourage a classroom social environment that values reading to learn
- Use and availability of diverse texts
- Use of writing to extend and reinforce reading
- Use of technology to reinforce skills and keep students motivated

(GLP-The Why, 6.D)

What? Current Practices:

Barrow:

1. Uses a common framework for literacy instruction K-5 including student conferencing, goal setting, student choice, record keeping, and monitoring of student progress.
2. Implements literacy integration with content areas through curricular alignment.
3. Provides families access to resources that support their students.
4. Utilizes technology during literacy instruction.
5. Uses district reading framework as the core curriculum while also differentiating for all students within the literacy block.

How? To Move Forward:

1. Utilize student engagement strategies such as goal setting, opportunities for transfer, access to a variety of texts, and others to increase motivation for self-efficacy.
2. Plan and provide professional learning on direct, explicit instructional strategies to build students' knowledge base, vocabulary, comprehension, and writing skills within each subject area.

3. Provide instructional and assessment accommodations/adaptations for English language learners according to their English proficiency levels, and accommodations for students with or without exceptionalities according to their needs.
4. Encourage teachers to participate in professional communities to share ideas, questions, lesson plans, and video tapes of classes (PLC, Google+, and Skype in the classroom).
5. Seek to implement a shared inquiry method to engage all learners and challenge above level readers.
6. Purchase materials to enhance direct, explicit instruction in literacy.

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

Why?

Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative.

(GLP-The Why, 2.C)

In addition to reading, Georgia also assesses another aspect of a student's literacy – writing ability. Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. All writing assessments became GPS-based in 2007. Student writing samples are evaluated using an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance, strengths and challenges. Grade 3 is a teacher-based evaluation of student writing using state-provided rubrics for multiple genres of writing; the results from this test are for instructional use primarily and not aggregated and reported at the state level. Currently, in Grade 5 students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive. (Note: These genres will be changed to reflect the CCGPS by 2014. Those genres are: argument, informative, explanatory, and narrative.)

(GLP-The Why, 5.I)

What? Current Practices:

1. Uses graphic organizers such as the Four Square Writing Model in Grades K-5 for writing instruction.
2. Utilizes student created rubrics for writing genres to help students self-assess and self-monitor.
3. Emphasizes writing across the curriculum throughout all grade levels.

How? To Move Forward:

1. Increase technology utilization in writing for research and creation including production, publication, and communication across the curriculum.

2. Purchase a research-based writing program or resources consistent with CCGPS.
3. Develop or identify the programs, protocol, and/or materials necessary to implement cross curricular writing initiatives at each level (grammar, vocabulary, morphology, phonics, phonemic awareness).
4. Develop and implement a coordinated plan for writing instruction across all subject areas that includes: explicit instruction, guided practice, and independent practice.
5. Provide professional learning on best practices in writing instruction in all subject areas.

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

Why?

There is strong emphasis placed on the correlation of planning instruction to explicitly teach the range of standards in the CCGPS, while still considering the unique skills, needs, and interests of the individual students, including English Language Learners, students with exceptional needs, and other subgroups. Aligning with research on motivation and the recommendations of the 2010-2011 Literacy Task Force, we believe it is crucial to take steps to improve engagement and motivation.

(GLP- The Why, 2.1)

In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12:

- Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries
- Provide students with work that allows them to experience success, thus increasing their self-efficacy
- Construct opportunities for students to work with peers
- Incorporate technology into literacy through the use of e-readers, blogs, and social networking

(GLP-The Why, 2.L)

What? Current Practices:

Barrow:

1. Implements in-school reading incentive programs related to Picture Book Month and Book Fairs.
2. Hosts authors and storytellers, Polar Express Day, Poem in your Pocket, Storybook Day, guest readers, and other events to motivate reading.
3. Participates in district wide Battle of the Books competition.
4. Uses technology to interest and engage readers (pebblego, e-books, tumblebooks, etc.).
5. Enacts student goal setting and progress monitoring through the use of data notebooks.
6. Gives students the opportunity to choose their own text and practice reading strategies/skills
7. Provides a student book budget program to allow student driven collection development for the school media center.

How? To Move Forward:

1. Expose students to a wide variety of genres and teach a self-selection strategy to

- encourage voracious reading.
2. Continue to enhance use of technology to interest and engage readers.
3. Increase self-awareness of student interest to choose texts.
4. Allow professional learning time for teachers to develop strategies to increase student interest and engagement in literacy.
5. Provide opportunities for school-wide shared reading activities.

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?

In an article for the RTI Network, Lynn Fuchs of Vanderbilt University provides the following as necessary elements of progress monitoring:

- Data collected frequently, often weekly, but at least once a month
- Scores are plotted on a graph with a trend line drawn to show rate of improvement
- Data provided on the rate at which students are progressing toward competence in a skill necessary to grade-level curriculum
- May be used as a supplement to screening to determine the efficacy of an intervention

(GLP-The Why, 5.B)

Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for PreK-12 literacy. Schools in Georgia already construct and implement School Improvement Plans, using data to analyze areas of strengths and weaknesses as well as making decisions about improvement. The process for change and improvement has been an important component in a school's plan.

(GLP-The Why, 5.C).

What? Current Practices:

Barrow:

1. Examines student data to determine the current percentage of successful students in the area of literacy (i.e., reading and writing).
2. Matches identified students to appropriate intervention using specific protocols and tools.
3. Implements schedules and provides interventions based on students' learning needs
4. Meets monthly at grade level RTI teams to look at response to intervention.
5. Provides personnel to administer RTI interventions and collect student RTI data along with classroom teachers.

How? To Move Forward:

1. Provide professional learning time to identify and prepare classroom interventions for homeroom and resources teachers.
2. Analyze and monitor student progress based on RTI interventions.
3. Continue to provide adequate time for planning and implementing flexible grouping based on students' learning needs.

4. Analyze data to identify students needing more intense interventions.
5. Research and develop an accessible communication tool for teachers to move forward year to year with intervention plans.

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?

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. 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.

(GLP-The Why, 6.B)

What? Current Practices:

Barrow:

1. Adheres to the CCSD suggested curriculum/pacing guide based on the CCGPS.
2. Implements CCSD Instructional Framework in daily lessons.
3. Utilizes read-alouds, shared reading, written responses, and word study within the K-5 curriculum.
4. Ensures that teachers within each subject area plan together to implement jointly adopted literacy instruction.
5. Develop learning goals based on grade level foundational skills for power standards within each unit.
6. Supports student learning through the use of digital learning devices in grades K-5.
7. Implements disciplinary literacy in each content area when available.
8. Ensures that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms.

How? To Move Forward:

1. Purchase appropriate disciplinary literacy materials to expand instruction of disciplinary literacy in all grade levels in each content area.
2. Provide professional learning and a framework for systematic, explicit literacy instruction.
3. Strengthen use of data from assessments to identify general weaknesses within instruction and curriculum.

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

Why?

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are

collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.

(GLP-The Why, 6.B)

Student Movement to Tier 2

- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the CCGPS.
- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school-created procedures for decision making.
- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.

(GLP-The Why, 6.D.2)

What? Current Practices:

Barrow:

1. Schedules times for collaborative discussion and planning between content area Tier 1 teachers and interventionists.
2. Monitors student movement between Tier 1 and Tier 2.
3. Examines student data to drive dynamic grouping of students.
4. Implements research based strategies and provides opportunities for professional learning to support Tier 2 instruction.
5. Schedules dedicated time between interventionists and individual classroom teachers to discuss targeted student performance.

How? To Move Forward:

1. Plan and provide professional learning for interventionists on: appropriate use of supplemental and intervention materials;
2. Provide professional learning for teachers on diagnosis of reading difficulties, research based, direct, and explicit instructional strategies to address difficulties.
3. Establish protocols to ensure consistent progress monitoring, data collection, and reporting.
4. Provide professional learning for all grades to ensure consistent progress monitoring and data collection.

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

Why?

Student Movement to Tier 3

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.
- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

(GLP-The Why, 6.D.3)

What? Current Practices:

Barrow:

1. Reviews, as grade levels, data presented as a result of interventions implemented at Tier 2.
2. Considers transition from Tier 2 to Tier 3 based upon progress monitoring of interventions provided at Tier 2.
3. Utilizes intervention programs provided at the District level.

How? To Move Forward:

1. Consistently provide validated interventions designed to meet individual student's needs.
2. Develop a decision-making checklist to ensure appropriate recommendations of evidence-based interventions.
3. Evaluate Tier 3 interventions for appropriate level of support for students in the RTI process.

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?

Student Movement to Tier 4

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides

instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas.

(GLP-The Why, 6.D.4)

What? Current Practices:

Barrow:

1. Develops schedules to ensure least restrictive environment (LRE)
2. Ensures that building and system administrators are familiar with funding formulas affecting students in special programming.
3. Assigns a case manager to each student so that communication with student and parents is seamless.
4. Assigns highly qualified and experienced teachers to support the delivery of instruction for students with the most significant needs
5. SPED teachers plan collaboratively with core teachers to target differentiation for students within the curriculum.

How? To Move Forward:

1. Schedule SPED and gifted case managers time to meet, plan and discuss students' progress regularly with general education teachers.
2. Examine Tier 4 interventions' effect on student progress to determine next steps in personalized learning plans.
3. Allocate funds to meet the needs of all students through remediation, acceleration, and/or enrichment.
4. Seek or develop an intervention menu/flow chart to clarify appropriate intervention and frequency.

Building Block 6. Improved Instruction through Professional Learning

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

Why?

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

(GLP-The Why, 7.E.)

What? Current Practices:

Barrow:

1. Offers pre-service teachers professional learning with the mentor teacher program.
2. Provides opportunities for pre-service teachers to work alongside mentor teachers to plan, develop, implement, and assess instruction.

How? To Move Forward:

1. Initiate conversations with supervising personnel at Piedmont, UGA, and other participating institutions to heighten awareness of literacy instructional needs in the school setting.
2. Improve the participation in the Professional Development School pre-service teacher initiative with UGA for literacy initiatives.

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

Why?

According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches:

- 1) develop a literacy leadership team and vision which includes the literacy coach;
- 2) provide assistance in building trust with the faculty;
- 3) provide assistance in using time, managing projects, and documenting their work;
- 4) provide access to instructional materials;
- 5) provide access to professional learning; and
- 6) provide feedback to the coach.

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches.

(GLP-The Why, 7.3.C)

What? Current Practices:

Barrow:

1. Participates in district and school designated professional learning days.
2. Encourages every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
3. Provides targeted professional learning based on student and teacher needs.
4. Incorporates teacher leadership to facilitate continuing professional learning.

How? To Move Forward:

1. Provide new program-specific training for literacy instruction and intervention programs to prepare teachers and staff for implementation. Continue current program-specific professional learning each year for new and experienced teachers.
2. Provide in-depth professional learning for literacy instruction and planning for cross disciplinary units, etc.
3. Continue to meet in collaborative teams (include pre-service teachers currently

working within the school) to support teachers in using literacy strategies effectively.

4. Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy instruction checklist or another equivalent instrument).
5. Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations.
6. Schedule time for grade level specific professional learning.
7. Establish a peer observation model to infuse effective literacy instruction.
8. Provide opportunities for teachers to obtain the Reading Endorsement.
9. Provide professional learning for assessment and use of assessment for literacy instruction.

Analysis of Student/Teacher Data

A-C & G. Assessment (State & District Prescribed Data, Disaggregation, and Discussion (Strengths & Weaknesses)

Barrow's CRCT Reading scores are consistently high across all grade levels, with 100% of 5th grade students meeting or exceeding the state standard in 2014. Overall CRCT ELA scores show some signs of decrease in 3rd and 4th grades; however, 99% of 5th grade students met or exceeded the state standard in 2014.

CRCT Reading Scores

	2012	2013	2014
3rd Grade	94%	97%	96%
4th Grade	95%	94%	95%
5th Grade	98%	98%	100%

CRCT ELA Scores

	2012	2013	2014
3rd Grade	86%	84%	85%
4th Grade	95%	93%	89%
5th Grade	100%	94%	99%

All CRCT Data by Subgroups:

Barrow's overall CRCT scores in 2014 were strong in all content areas; however, notable achievement gaps exist for students with disabilities, economically disadvantaged, and black students in English Language Arts, Math, Science and Social Studies.

Barrow Subgroup CRCT Data 2014 (Percent Meeting/Exceeding Standard)						
Test Type	All Students	SWD	EDS	Black Students	Hispanic Students	White Students
Reading	97%	92%	94%	93%	100%	100%
ELA	91%	72%	83%	80%	100%	100%
Math	84%	52%	70%	64%	100%	99%
Science	78%	48%	58%	49%	100%	100%
Social Studies	81%	54%	64%	58%	83%	100%

CRCT Lexiles:

The most important factor for college and career readiness is a student’s ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student’s ability to comprehend these texts. Of all Barrow students, 88% were at or above the “stretch” Lexile standard based on CRCT results. Significant achievement gaps exist between White and Hispanic students and all other subgroups.

Barrow Lexiles 2014				
Subgroup	Average Lexile Score	Students Below Lexile Standard	Students At Lexile Standard	Students Above Lexile Standard
All Students	858	13%	53%	35%
SWD	628	46%	54%	0%
EDS	899	26%	60%	14%
Black Students	749	27%	57%	16%
Hispanic Students	917	0%	44%	66%
White Students	929	4%	50%	46%

Georgia Writing Assessment:

Barrow 5th grade students consistently outperform their counterparts from CCSD and the state. In 2014, Barrow 3rd grade students were stronger than the state in the areas of style, organization and conventions; however, their scores for ideas domain were lower than Georgia averages.

5th Grade Writing Assessment Percent Meeting/Exceeding Standards			
	2012	2013	2014
Georgia	80%	79%	80%
CCSD	74%	77%	77%
Barrow	91%	92%	91%

2014 3rd Grade Informational Writing Test Domain Scores Percent Meeting/Exceeding Standards				
	Ideas	Style	Organization	Conventions
Georgia	84%	74%	74%	71%
RESA	85%	76%	76%	72%
CCSD	73%	62%	62%	62%
Barrow	79%	78%	75%	75%

GKIDS Data (Meeting or Exceeding):

Barrow Kindergarten students were strong in reading, writing, and speaking and listening domains; however, only 79% of students were proficient in language. While Barrow students scored highly in most non-academic domains, only 74% were proficient in observed attention and engagement.

English Language Arts	Reading	Writing	Speaking & Listening	Language
Georgia	79%	70%	83%	75%
CCSD	84%	78%	87%	79%

Clarke County School District: Barrow Elementary

Barrow	85%	85%	87%	79%
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Mathematics	Counting & Cardinality	Operations & Algebraic Thinking	Numbers & Operations in Base 10	Measurement & Data	Geometry
Georgia	86%	77%	72%	86%	86%
CCSD	89%	80%	76%	90%	90%
Barrow	90%	80%	77%	89%	89%

Approaches & Personal/Social Development	Curiosity & Initiative	Creativity & Problem Solving	Attention/Engagement	Personal	Social
Georgia	85%	73%	72%	82%	82%
CCSD	89%	74%	75%	83%	85%
Barrow	88%	85%	74%	83%	86%

Reading Level Data (Grades K-5):

The percentage of Barrow students reading at or above grade level was 95% in 2014; however, achievement gaps were evident for students with disabilities, economically disadvantaged students, and black students.

2014 Barrow Reading Levels Based on CCSD Benchmark Assessments	Below Grade Level	On Grade Level	Above Grade Level
All K-5 Students	5%	16%	79%
SWD	30%	20%	50%
EDS	8%	27%	65%
Black Students	8%	27%	65%

Hispanic Students	8%	8%	84%
White Students	1%	6%	93%

Scantron NRT Reading Data (Grades 2-5):

The average national percentile score for Barrow 2nd through 5th grade students on the Norm Referenced Test was 60. 64% of student scored above the 50th national percentile, and 26% scored above the 90th percentile. Significant achievement gaps are evident for students with disabilities, economically disadvantaged students and black students.

2014 Barrow Norm Referenced Test Reading Results	Average Percentile Score	Below 50th National Percentile	Between 50th and 89th National Percentile	Above 90th National Percentile
All Students (2-5)	60	36%	38%	26%
SWD	30	76%	18%	6%
EDS	39	67%	26%	7%
Black Students	34	75%	21%	4%
Hispanic Students	52	46%	46%	8%
White Students	81	6%	49%	45%

Spelling Inventory Data (Grades 1-2):

The average national percentile score for Barrow 1st and 2nd grade students on the Spelling Inventory Assessment was 42, and only 43% of student scored above the 50th national percentile. Significant achievement gaps are evident for students with disabilities, economically disadvantaged students and black students.

2014 Barrow Spelling Inventory Results	Average Percentile Score	Below 50th National Percentile	Above 50th National Percentile
All Students (1-2)	42	57%	43%

SWD	29	79%	21%
EDS	36	75%	25%
Black Students	36	77%	23%
Hispanic Students	39	44%	56%
White Students	48	43%	57%

D-E & H. Teacher Inclusion and Participation in Professional Learning

Currently, Barrow has 42 teachers with a yearly retention rate of between 80% and 90%. The data included throughout this section represents all teachers at Barrow, including regular classroom, Special Education, Gifted, and ESOL.

All teachers participate in professional learning on a weekly basis, along with data team meetings and collaborative planning. Topics for professional learning are based upon student data, teacher observations, school walkthrough data, initiatives set forth in the school improvement plan, teacher identified interest, and school district mandates. A protocol to monitor and evaluate the effectiveness of professional learning needs to be developed.

F. Goals & Objectives Based on Summative and Formative Assessments

Goals and objectives were developed by the Barrow Literacy Leadership Team based on needs assessment data, including formative and summative data. The team reviewed data compiled by the Clarke County School District (Annual School Performance Report, CCSD Data Notebook, Re-rostered CRCT assessment results), and School Improvement Survey Results (Parent, Student, & Staff surveys).

Annually, the School Improvement Leadership Team reviews the implementation of its current School Improvement Plan and makes necessary revisions for the subsequent year. Staff members determine what school-wide actions/initiatives or supplemental interventions should be provided to help students meet state standards. With the addition of Striving Readers’ Comprehensive Literacy grant, universal screeners and diagnostic assessments will be more consistently used to determine which research-based strategies will best address the needs of students.

Project Plan-Procedures, Goals, Objectives and Support

A, B, C. Goals & Objectives

The primary outcome for implementation of the Barrow Elementary Striving Readers Comprehensive Literacy Grant is twofold: 1) to increase reading achievement for all students and 2) to increase writing performance for all students. To address the desired primary outcomes, all project goals and objectives were developed from the needs assessment. Student performance targets are measurable either formatively or summatively.

Goals	Objectives
<p>Goal 1: Build literacy leadership by creating a shared vision for literacy. (GLP-The What-1B)</p>	<p>1.1: Establish school literacy leadership team comprised of administrators and literacy teachers. 1.2: Enlist members of community universities, organizations, and agencies to collaborate to support literacy within the community. 1.3: Increase communication to families and community members about literacy vision.</p>
<p>Goal 2: Implement a high quality core literacy program that is systematic, explicit, and provides the five essential components of effective literacy instruction. (GLP-The Why-3B)</p>	<p>2.1: Identify and develop a systematic procedure for literacy instruction across content areas. 2.2: Identify and purchase cross-curricular materials to implement literacy across the curriculum. 2.3: Implement with fidelity in every classroom a direct and explicit instructional program that aligns with CCGPS. 2.4: Identify and purchase classroom resources that align with CCGPS for grammar and usage, writing instruction, and word study. 2.5: Examine school’s master schedule and adjust as needed to provide ample time for literacy instruction. 2.6: Monitor instruction through checklists, lesson plans, etc.</p>
<p>Goal 3: Provide differentiated instruction to targeted students. (GLP-The Why-5A, B, C,</p>	<p>3.1: Screen all students K-5 in skills critical to literacy three times per year.</p>

D)	<p>3.2: Identify targeted students by analyzing data.</p> <p>3.3: Administer comprehensive diagnostic assessment to students demonstrating problems during screening.</p> <p>3.4: Purchase and assign appropriate interventions to meet individual student needs.</p> <p>3.5: Schedule time for implementing differentiation of the literacy curriculum.</p>
<p>Goal 4: Implement valid formative assessment program that has “unpacked” the state standards and identified the specific learning goals they contain. (Torgesen & Miller, 2009. Abrams, 2007)</p>	<p>4.1: Develop a school-wide plan for formative assessments that align with summative assessments and core literacy program.</p> <p>4.2: Adjust instruction based on formative assessment data.</p>
<p>Goal 5: Provide students with the instruction and support needed for self-directed learning. (GLP-The What-4C, 9A-F. GLP-The Why-3C1&2)</p>	<p>5.1: Increase reading opportunities by providing high-interest reading material, student choice, and authentic writing opportunities.</p> <p>5.2: Implement student goal setting and self-monitoring of learning.</p> <p>5.3: Involve students in collaborative learning opportunities.</p> <p>5.4: Employ personalized digital learning environments during literacy instruction.</p> <p>5.5 Continue School Enrichment Model to build on student interest and self-efficacy.</p>
<p>Goal 6: Provide on-going literacy-based professional learning for all staff. (GLP-The Why-7B)</p>	<p>6.1: Provide professional learning as needed for all aspects of the literacy plan, including but not limited to understanding and using Lexiles reading standards for literature, standards for informational texts, selection of texts for instruction, modeling guided and independent practice, and analysis of data.</p> <p>6.2: Attend professional literacy conferences such as IRA, Plain Talk about Reading, Daily Five/CAFE Reading, etc.</p> <p>6.3: Provide opportunities for staff to gain reading endorsements.</p>

By implementing the goals and objectives above, it is the expectation that the targets listed below will be met (*represents CCRPI targets):

Clarke County School District: Barrow Elementary

Performance Measure(s) % students meeting/exceeding standards	Actual 2013/14	Target 2014/15	Target 2015/16	Target 2016/17
All Students Reading CRCT/GA Milestones (grades 3-5)	97%	99%	100%	100%
Economically Disadvantaged Students Reading CRCT/GA Milestones (grades 3-5)	94%	98%	99%	100%
Black Students Reading CRCT/GA Milestones (grades 3-5)	94%	98%	99%	100%
Students with Disabilities Reading CRCT/GA Milestones (grades 3-5)	92%	94%	95%	98%
All students reading on grade level, Fountas and Pinnell reading levels (grades K-2)	81%	86%	91%	95%
All students ELA Benchmark Test (grades 3-5)	64%	74%	84%	94%
All students 3rd quarter scored writing sample (K-5)	66%	75%	85%	90%
All students 3rd quarter scored writing sample (K-2 students)	58%	65%	75%	80%

Formative /Summative Measures	Goals
Dibels Next	1, 2, 3
Georgia Milestones	1, 2
Student Interest Inventory	2
Teacher Observation Walkthrough Data	2, 3, 5
Scored Writing Sample Data (K-2)	2
District Benchmarks	3
District Core Literacy Assessments	3
GKIDS	3
Grade-Level Formative Assessments	3, 5
Professional Learning Implementation Survey	4
Voyager Diagnostics	1, 5

D. Tiered Instruction for Elementary Students

Barrow Elementary School will provide literacy instruction in a tiered instruction protocol through a differentiation model. The model represented includes writing, and is a 120 minute literacy block. In addition, literacy instruction will be provided across content areas. (Walpole and McKenna *Differentiated Reading Instruction.*)

Tier 3	Intervention
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Tier 2	Below-grade-level instruction	At grade-level instruction	Above-grade-level instruction
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Tier 1	Grade Level Core Instruction: Every child gets this instruction.
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E. RTI Model

Tier I Core classroom instruction includes whole class and flexible, differentiated small group instruction so that 80% or more of the students are successful in mastering the standards. Interventions are used to respond to students' needs.

Children’s Literature Read Aloud			
Grade-Level Shared Reading Instruction			
Differentiated Instruction	Middle Group	Reading Practice	Reading Practice
	Reading Practice	Lowest Group	Reading Practice
	Reading Practice	Reading Practice	Highest Group
Grade-Level Writing Instruction			

Tier II Core classroom instruction along with interventions is provided for students who are not performing at expected levels based ELA assessments.

Tier III Core classroom instruction along with interventions is provided for students not responding to Tiers I-II. Tier III interventions are delivered individually or in small groups using research-based strategies or programs. EIP and ESOL are Tier III interventions.

Tier IV These services address student needs for advanced content, gifted collaboration, remediation, or acceleration with support of SPED and Gifted teachers.

F. Inclusion of all Teachers and Students

All teachers including SPED, EIP, Spectrum, and Specials are included in implementing the Literacy Plan. Academic interventionists and paraprofessionals will also help deliver the appropriate core instruction and interventions. All students will receive grade-level core literacy instruction, and appropriate interventions.

G. Practices Already in Place

Some universal screeners and diagnostic assessments are in place. Interventions and instructional strategies are in place, but not consistent between or across grade levels.

H. Goals Funded with Other Sources

1. Academic Interventionist funded by Title I (Goals 2 & 3)
2. Consultant for Literacy and Learning funded by Title I (Goal 6).
3. Professional learning for engaging all students in daily literary assessment and instruction (Goal 6)

I. Sample Schedule for Tiered Instruction

Time	K	1st	2nd	3rd	4th	5th
7:20-8:00	Morning Work, Interventions					
8:00-8:15	Morning Meeting					
8:15-9:00	Reading	Math	Reading	ELT	Specials	Class 1 (Reading, Math, Science/SS)
9:00-10:00	Writing	Reading	Writing	Math	Math	Class 2 (Reading, Math, Science/SS)
10:00 - 11:00	Science/SS/ Recess	Writing	Science/SS	Reading	Science/SS	Specials
11:00 - 11:45	Lunch	Recess/ Lunch	Specials	Writing	Recess/ Lunch	Class 3 (Reading, Math, Science/SS)
11:45 - 1:00	Math	Lunch/ Specials	Lunch/ Recess	Recess/ Lunch	ELT	Recess/ Lunch

1:00-1:45	Specials	Science/SS	ELT	Science/SS	Reading	Writing
1:45-2:30	ELT	ELT	Math	Specials	Writing	ELT
2:35	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

J. Reference Researched-Based practices in “What” and “Why”

Barrow’s plan is built around the six building blocks of literacy presented in the “what” document, and informed by the “why” document. This will lead to the delivery of instruction which develops lifetime literacy skills for all students. Several points in the “why” document informed our plan. First, *Writing Next* called for students to 1) Write about the texts they read. 2) Teach students writing skill and the writing process, and 3) Increase the amount students write (see “why” page 26). Second, the Common Core Georgia Performance Standards increased the rigor required for adolescent readers. The “why” document outlines Alvermann’s work on the Effective Instruction for Adolescent Struggling Readers. Alvermann pointed out the need to “develop students’ abilities to comprehend, discuss, study and write about multiple forms of text by (accounting for their) abilities to read, write and communicate orally as strengths.” The paper also supports the use of higher order thinking skills and participatory instruction to develop adolescent readers and writers (see “Why” document page 52). Finally, the work of International Reading Association position paper on adolescent literacy outlined the seven principles to ensure the success of adolescent literacy. Specifically, teachers need to provide literacy rich content area instruction, using both writing and reading. Modeling and explicit teaching of research based strategies are important to the development of our plan. (“Why” page 68).

Assessment/Data Analysis Plan

A. Current Assessment Protocol

When	Assessment
August	Kindergarten language screener- GKIDS (August to October)
September	SLO Pre-Assessment
September, December, April	Scored Writing Samples, Grades 1-2
September, December, April	Gifted Eligibility/Identification Testing
September, December, May	DIBELS Next; Grades K-2 DIBELS Oral Reading Fluency Grades 3-5 Scholastic Reading Inventory Grades 3-5
November, February	ELA Benchmark (3-5)
October, December, March, May	Quarterly GKIDS ELA Assessments (K)
February	ACCESS testing for ELLs
March	SLO Post-Assessment
April	Georgia Milestones (3-5)

B. Comparison of the Current Protocol with the SRCL Assessment Plan

Currently, Barrow conforms to all components of the SRCL assessment plan, including implementation of DIBELS Next and SRI. DIBELS Next and SRI progress monitoring tools identify and provide interventions for students who are designated as “intensive” and “strategic.” Currently, the Georgia Milestones is targeted to be administered annually starting in the Spring of 2015, as indicated on the SRCL Assessment Plan.

C. New Assessment Implementation

Based on the current District schedule, Barrow has already implemented DIBELS Next and SRI assessments. Therefore, no scheduling changes are necessary.

D. Current Assessments Discontinued

No current assessments will be discontinued.

E. Professional Learning Needs for New Assessments

- DIBELS Next Training - progress monitoring.
- Using diagnostic screeners to plan for differentiated instruction and plan interventions for

students.

- Developing formative assessments that match the rigor of the CCGPS (including using technology for assessments) and using the data to plan for differentiated instruction.
- Understanding and applying Lexile levels provided by Georgia Milestones to select materials for students literacy needs. (Georgia Milestones is a new assessment and using the reported Lexile levels is also new for Barrow. All teachers and leadership will need training.)
- Training on assessments associated with the selected core literacy program.

F. Presenting Data to Parents and Other Stakeholders

Barrow shares school-wide data reports with the parents and stakeholders at Annual Title I meetings, school council meetings, and family engagement events. We share individual student data with parents at parent teacher conferences. The Clarke County School District website has a “performance” tab where summative data is reported. In the future, we will use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (GLP-The How, 3B). For example, we plan on printing and providing parents an easily interpreted graph of their child’s DIBELS Next data.

G. Using Data to Develop Instructional Strategies and Determine Materials/Needs

- **Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals (GLP-The How, 3C).**

In addition to district’s quarterly targets, students and teachers at Barrow set goals for reading in grades 3-5. Students in grades K-5 will set quarterly reading goals effective 2015-2016. We will use DIBELS Next scores to help students and teachers set goals that are specific and realistic. Teachers can then differentiate instructional strategies to help students meet these goals.

- **Use results of the diagnostics for student placement within an intervention and to adjust instruction (GLP-The How, 3C).**

At Barrow, we currently have grade level data teams which meet weekly to review data and adjust Tier I instruction; however, classroom teachers seek a more systematic process for looking at data to plan interventions. Teachers will analyze the DIBELS Next and diagnostic data to plan for intervention time. Using the phonemic awareness screener (K) will allow us to pinpoint the

exact needs of students and intervene to meet their specific needs. At Barrow, we are a part of the Governor's Initiative to have all students reading on grade level by the end of third grade. As teachers become more familiar with the diagnostic tools, they will be able to plan interventions that meet the specific needs of students.

- **Identify and purchase assessment and intervention materials aligned with students' needs (GLP-The How, 3A).**

We will use assessment data to determine students' needs and materials purchased. Based on scored writing samples (K-2), SLOs, DIBELS Next, SRI, and the upcoming Georgia Milestones, Barrow will analyze student performance and plan purchases to meet the individual needs of our students.

H. Who Will Perform Assessments?

The Barrow staff is following the Clarke County District assessment calendar which includes universal screenings and progress monitoring (both general-outcome and classroom-based), (GLP-The How 3B). All Barrow instructional staff has been trained in the administration of the DIBELS Next benchmark assessment as well as SRI and will continue to conduct these assessments. The diagnostic tools will be given by the classroom teachers, resource teachers, and other identified individuals (contracted administrators). Diagnostic screeners (3 times per year) and progress monitoring in accordance with DIBELS protocol will be conducted during literacy block.

Resources, Strategies and Materials

A. List of Resources to Implement Literacy Plan

- Literacy Instruction Walkthrough Form (e.g. Georgia Literacy Instruction Observation Checklist)
- Books, ebooks, and electronic databases for classroom libraries and building student-keep resources
- Rich assortment of content area literary and informational texts for media center and classrooms
- Writing, grammar, conventions instructional resources (e.g., *Write from the Beginning and Beyond*)
- Software and applications to support electronic literacy materials
- Digital literacy subscriptions
- Electronic devices to support literacy materials (hand scanner, etc)
- Research-based literacy materials that support the core literacy program
- Professional learning on:
 - Administering assessments with fidelity and effectively determining instruction based on data
 - Research-based instructional literacy strategies
 - Explicit instructional strategies to teach text structures, vocabulary, and student background knowledge, all of which are needed to promote student successes in each subject area
 - Direct and explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area
 - Writing resources (e.g., *Write from the Beginning and Beyond*)
- Professional learning materials for staff
- Reading Endorsement courses
- Stipends to cover professional learning and off-contract literacy opportunities
- Travel expenses for conferences
- Substitutes for release time for teacher collaboration and school-day professional learning
- Funding for consultants

- Intervention data collection, materials, and technology for implementation
- Professional learning for support staff (paraprofessionals, interventionists, afterschool staff, etc.) on:
 - Use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct and explicit instructional strategies to address difficulties, charting data, and graphing progress
- Extended day program for struggling readers
- Field trips and transportation
- Multisensory literacy tools

B. List of Activities that Support Literacy Intervention Programs

- Effective literacy activities
 - Phonemic awareness
 - Letter identification
 - Phonics
 - Fluency
 - High frequency word base
 - Vocabulary
 - Comprehension
 - Grammar
 - Conventions
 - Sentence Construction
 - Multisyllabic words
 - Prefixes, suffixes, roots
 - Explicit vocabulary instruction
 - Direct and explicit comprehension strategy instruction
 - Extended discussion of text meaning and interpretation
 - Increased individualized student learning and enrichment in literacy
 - Intensive and individualized interventions for struggling readers provided by trained specialists

- Direct and explicit writing instruction across the genres

C. List of Shared Resources

- Leveled readers
- Digital Databases (PebbleGo, Galileo, Capstone Interactive Library)
- iPads
- Audiobooks
- Laptops (PLDs)
- Internet access

D. List of Library Resources

Our collection contains 9,228 copies with an average copy wright age of 2003. The average age of the age-sensitive areas of the collection shows a need for weeding and replacing copies (500’s Natural sciences and mathematics, 600’s Technology, and 900’s Geography and History). In recent years, the focus has been on purchasing high interest non-fiction, simultaneous access e-books, and graphic novels. This year, our goal is to purchase high interest literary (high/low) and informational books to support the CCGPS and e-books in the areas of science and social studies. We have needs for increasing single and simultaneous access ebooks/digital audiobooks as well as print books in social sciences, geography & history, science, and technology.

COLLECTIONS	PERCENTAGES	DEFICIT ACCORDING TO BALANCED DEWEY
Biography	6.36%	-0.64%
Easy	24.59%	0%
Fiction	21.9%	0%
Non-Fiction	33.19%	
Generalities	0.64%	-0.36%
Philosophy & Psychology	0.49%	-0.01%
Religion	0.42%	-0.58%
Social Sciences	6.52%	-3.48%
Language	0.43%	-0.57%

Natural Sciences	9.43%	-1.57%
Tech. & Applied Sciences	3.79%	-1.71%
Arts and Recreation	7.30%	0%
Literature & Rhetoric	3.96%	-1.04%
Geography & History	6.08%	-2.42%
Reference	1.78%	-3.22%
Professional	4.86%	0%
E-Books	1.46%	

E. List of Activities that Support Classroom Practices

- Instruct using phonemic awareness, phonics, fluency, vocabulary and comprehension
- Incorporate word-level, vocabulary and oral language skills
- Facilitate development of broad conceptual knowledge and abilities required to comprehend text
- Motivate students to understand and work toward academic goals
- Emphasize text-based collaborative learning and extended time for literacy
- Diversify texts and intensive writing in content areas
- Incorporate a technology component used as a tool for literacy instruction
- Engage in on-going professional learning
- Develop on-going formative and summative assessments of students
- Provide extended day/year literacy programming (e.g. Saturday School, Summer Learning Program, After School Learning)

F. List of Additional Strategies Needed to Support Student Success

- Teach students how to:
 - Use reading comprehension strategies
 - Identify and navigate text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)
 - Use literary texts across all content areas
 - Use informational texts in language arts classes
 - Support opinions with reasons and information
 - Determine author bias or point of view

- Write (narrative, argumentative, and informational) in all subject areas
- Infuse all types of literacy throughout the day
- Conduct short research projects using several sources.
- Have focused, high quality discussion on the meaning of text
- Instruct teachers how to:
 - Select text purposefully to support comprehension development.
 - Select text complexity appropriate to grade levels
 - Select text adjusted to the needs of individual students
 - Establish an engaging and motivating context to teach reading comprehension.
 - Consistently assess and progress monitor students in all ELA components (reading/writing)
 - Analyze formative and summative data in order to guide and differentiate instruction and select appropriate interventions
 - Effectively implement research-based interventions for struggling readers and writers

G. General List of Current Classroom Resources

- Interactive Whiteboard
- Projector
- Storytown literacy resources and leveled readers (3-5)
- Rigby literacy resources and Big Books
- WriteSource (3-5)
- Access to Audio books
- Digital Devices

H. Alignment Plan for SRCL and Other Funding

Resources, Strategies, and Materials	Existing Funding Resources	Striving Readers Funding Will Provide
Professional Learning	QBE; Title I, Part A; Title II, Part A; Title III (ESL); Title VI, Part B;	Literacy professional learning; Consultant fees; Conferences; Stipends
Instructional Technology	SPLOST IV; Title II, Part D	Technology

Literacy Materials	QBE; Title I, Part A	Literacy materials for intense acceleration
RTI-Literacy Materials	QBE; Title I, Part A	Literacy materials for remediation and acceleration
Literacy Assessments	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B (SWD); IDEA,	Comprehensive literacy assessments
Family Engagement	QBE; Title I, Part A; Title III, Title IV, Part B, IDEA, Part B (SWD)	Books for families and students to take home; Extended library hours staff
Summer Literacy Program	Title I; QBE; IDEA, Part B	Extended Year Program
Field Trips	Title I; QBE; IDEA, Part B	Field trips (including transportation) with literacy emphasis
After School Program	Title I; QBE; IDEA, Part B	Extended Day Program; Saturday Academy
Print Materials	Title I, Part A,; QBE	Library print materials for classrooms, and professional learning

I. How Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, Writing, etc.

With increased access to a range of applications and software, students will have the opportunity to create products such as digital storytelling, podcasts, video journals, and animations. The SRCL Grant funding will allow Barrow to include K-5 resources, materials, and additional components of professional development that, otherwise, would not be possible. The funding will strengthen the implementation of interventions and help to create a stronger K-5 core literacy program.

Professional Learning Strategies

A. Professional Learning in the Past Year (2013-2014)

Topic/Focus/Purpose	Date/Time	Participants	Facilitator/Provider	Delivery Format
<i>What? Why?</i>	<i>When?</i>	<i>For whom?</i>	<i>By whom?</i>	<i>How?</i>
Literacy - CCSD framework and the Daily 5	8/9/13-8/10-13; 8/30/2013; 10/8/13; 10/24/13; 11/12/13; 11/19/13; 12/2	K-2 teachers	Literacy Consultant (Molly Efland) and Daily 5 Team Leaders	Initial workshop, Small group interaction and discussion, coaching cycle
Literacy Content Integration	10/2013	K-5 teachers	UGA professor in residence; consultant	Team planning meetings
SuccessMaker	9/4/2013	K-5 teachers	Consultant, AP	Team planning meetings and staff meeting
Deconstructing Writing Standards	8/30/2013; 9/5/2013	K-5 teachers	Literacy Consultant (Molly Efland)	Team planning meetings
Analyzing Writing and Targeting Instruction	8/30/2013; 9/5/2013; 1/23/14	K-5 teachers	Literacy Consultant (Molly Efland)	Team planning meetings
PLC - Curriculum - Assessment - Instruction of quarterly units	August, October, December, February	All classroom and support teachers	Consultant (Molly Efland) and team leaders	½ day planning meetings each quarter
Voyager Reading	July, August 2013	Special education, EIP teachers	District provided	Workshop
Read Well	July, August 2013	Special education teachers	District provided	Workshop
Data Analysis of Benchmark results	October & January	All classroom and support teachers	Ellen Sabatini, Utevia Tolbert	Small group interaction and discussion
Technology integration	Monthly, 1st Wednesdays	All teachers	Teacher Leaders, Media Specialist, Tech Integration Specialist	Staff meetings

B. Staff Attending Professional Learning

100 % of instructional staff attended literacy related professional learning.

C. On-Going Professional Learning (2014-2015)

Topic/Focus/Purpose	Date/Time	Participants	Facilitator/Provider	Delivery Format
<i>What? Why?</i>	<i>When?</i>	<i>For whom?</i>	<i>By whom?</i>	<i>How?</i>
Literacy - CCSD framework and the Daily 5	8/9/14-8/10/14; with follow up in August, September, October 2014	K-5 teachers	Literacy Consultant (Molly Efland) and Daily 5 Team Leaders	Initial workshop, Small group interaction and discussion, coaching cycle; whole group staff meetings
DIBELS Next Assessments	Initial training in August 2014; followup with teams in September, November and January	K-2 teachers	Deborah Haney, EIP data leaders. principal, AP	Small group interaction/discussion
Scholastic Reading Inventory Assessments	Initial training in August 2014; followup with teams in September, November and January	3-5 teachers	Deborah Haney, EIP data leaders. principal, AP	Small group interaction/discussion
ELA differentiated instruction	November 2014, with followup in January	K-2 teachers	Deborah Haney	Small group interaction/discussion
1/2 Day PLCs (CAI - Unit planning)	Quarterly (August, October, December, February)	K-5 teams	Team Leaders, principal, AP	Small group interaction and discussion
Writing instruction, conferencing, creating rubrics with students	December, January	K-5 teams	Literacy Consultant (Molly Efland)	Small group interaction and discussion, coaching cycle;
Technology integration	Monthly, 1st Wednesdays	All teachers	Teacher Leaders, Media Specialist, Tech Integration Specialist	Staff meetings
Wandoo Planet and Wandoo Reader	Initial training 8/8/14; follow up with classes in September	All teachers	Media Specialist	Workshop; collaborative planning
Vertical ELA Team Meetings	Quarterly (August, October, December, February)	K-5 ELA team leaders	Teacher leaders	Collaborative planning

D. Professional Learning Needs

- Understanding and applying Lexile scores in explicit literacy instruction
- Evidence-based strategies and assessments
- Incorporating literacy across all content areas
- Ongoing differentiating instruction.
- Modeling of how strategies are used

- Literacy data analysis and use
- Choosing appropriate interventions based on needs
- Use of technology in instruction
- Strategies for teaching writing, including analyzing student writing samples

E. Adequate Professional Learning

The current processes to determine adequate development is effective and are as follows:

- Professional learning feedback forms are filled out by all participants.
- Summative and formative assessment data, as well as building and district walkthrough data, are used as starting points to determine needs for professional learning.
- Professional learning needs are based on teacher-identified professional learning goals.

F. Professional Learning Plan

Topic/Purpose/Focus	Participants	Facilitator/Provider	Format	Goals and Objectives Targeted in Literacy Plan	Project Goal #
Lexile training	K-5 teachers/ Instructional Staff	Reading Consultant	Grade Level Planning	Train all staff to read, understand, and apply lexile scores to literacy instruction	3, 6
DIBELS /SRI training	K-5 teachers Instructional Staff	Reading Consultant	Grouped by related assessment level	Train all staff who will administer assessments to ensure standardized procedures and accurate data recording.	Project Goals 2, 3, 6
ELA CCGPS-Text Complexity	K-5 teachers Instructional Staff	Reading Consultant	Workshop Collaborative Planning	Support teachers in literacy instruction and skill development necessary for achievement in all subjects as articulated within the CCGPS.	Project Goals 4, 6

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Writing in the Content Areas	K-5 Teachers, Instructional Staff	Writing Consultant District Coaches	Workshop Collaborative Planning Modeling	Professional learning on best practices in writing instruction in all subject areas.	Project Goals 2, 4, 5, 6
Strategies for Teaching Writing (including use of rubrics to improve literacy instruction)	K-5 Teachers, Instructional Staff	Writing Consultant	Workshop Collaborative Planning Modeling	Teachers will provide direct, explicit and comprehensive writing instruction daily.	Project Goals 2, 4, 6
Direct Instruction (Including strategies to teach word identification, vocabulary and comprehension)	K-5 Teachers, Instructional Staff	Reading Consultant	Workshop Collaborative Planning Modeling	Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills in each subject area	Project Goals 2, 5
Differentiated Instruction/ Interventions For RTI Tiers	K-5 Teachers Instructional Staff	Consultant	Workshop Collaborative Planning Modeling	Plan and provide a model of professional learning on differentiated instruction and intervention options	Project Goals 3, 4
Technology Integration	K-5 Teachers Instructional Staff	Media Specialist, IT Specialist	Workshop Collaborative Planning Modeling	Plan and provide professional learning on how technology can be naturally incorporated into literacy instruction.	Project Goal 5

G. Measuring Effectiveness of Professional Learning

Effective professional learning is linked to higher student achievement (Georgia Literacy Plan (GLP), The Why, 7). We know, however, that it may take time to see a positive shift in student data. The expectations for change need to be tempered with the recognition that change is difficult and takes time (GLP-The Why, 7.A).

Other means of measuring effectiveness of professional learning are:

- Observe teachers through the use of walkthroughs and formal observations. If professional learning is effective, the features of effective instruction will be observed more frequently throughout the school year.
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs (GLP-The How, 2012).
- Implement professional learning rubric aligned to goals and objectives.

Sustainability Plan

A. Clear plan for Extending Assessments beyond the Grant.

Staff members are currently implementing DIBELS Next and SRI assessments. Staff hired after the grant expires will be trained using a “Train-the-Trainer” model. We will ensure that professional learning on assessment protocols will be provided each year to all new staff. School and district funds will be used to purchase assessments.

B. Plan for Developing Community Partnerships and/or Other Sources

Barrow Elementary currently has Partners in Education (PIE), a partnership between businesses and civic organizations and school. Our goal is to expand their roles in supporting school activities financially. Clarke County School District is investigating the possibility of being a Charter System, which will change the format for developing community partnerships and decision making processes. Barrow will comply with these changes in partnerships beyond the duration of the grant.

C. Sustainability, Lessons Learned, Extending Assessment Protocols, Training for New Employees, Maintaining Technology, and On-Going Professional Learning Beyond Life of Grant

All elements are included in other components of this section.

D. Plan to Replace Print Materials

Currently, print materials are funded by other sources (e.g. Title I and Media funds). This funding will continue to sustain print materials after the life of the grant.

E. Plan to Extend Professional Learning to New Staff

Barrow intends to ensure support for new teachers through peer coaching and consultant coaching. Digital resources provided by the GDOE (Comprehensive Reading Solutions) and a “train-the-trainer” model will be utilized to sustain professional learning. Currently, employees new to the system have two- day New Teacher training. Part of this training will be to share the Barrow Literacy Plan and to provide training on instructional strategies and assessment protocols.

We will stay abreast of current research and differentiated instruction by developing a library of professional books, journals, and online resources (GLP-The How, p.40) and utilizing resources, such as webinars and professional learning videos from the GDOE website to ensure our literacy instruction stays current. Professional learning will be revisited and revised yearly based on student mastery of CCGPS and classroom observations (GLP-The How, p.48).

F. Plan for Sustaining Technology

SPLOST, Title I, and internal funds will maintain technology with district personnel responsible.

G. Plan for Extending Lessons Learned

We will extend lessons learned by adding to our library of professional learning materials (GLP-The How, p.40). We will provide families access to resources that differentiate support for students (GLP-The How, p.39) in order to expand learning into homes. We will use classroom observations or videotaping to support individual teachers with follow-up coaching, conferencing, and mentoring (GLP-The How, p. 49).

Budget Summary

Professional Learning

Funding will be provided for consultants for professional learning identified in previous sections for all teachers in year one and, in subsequent years for all targeted teachers (new and identified by need). These areas of professional learning will extend beyond building-level professional learning which will be provided by administration, teacher leaders, district personnel, and/or literacy council members. The funding will be requested for targeted teachers to attend content-specific professional learning, and for substitutes that can effectively lead instruction while allowing targeted teachers to attend professional development. Funding will cover all travel and registration expenses.

We are also requesting funding for professional development through NEGA RESA which offers a PSC approved add-on Reading Endorsement for a total of 15 Professional Learning Units (PLUs) for identified teachers. Funds would also be used for required texts and supplemental materials for each teacher.

Selected staff members will attend literacy related conferences to support the Barrow Elementary Literacy Plan. Funding will cover all travel and registration expenses.

Stipends

Funding is requested for stipends to pay teachers to work beyond their contract time to engage in crucial training and professional learning that support our school's literacy plan.

Professional Library

We request funding for professional learning materials to support the Literacy Plan (eg. How to Plan Differentiated Reading Instruction). These are not consumables, but resources that can be reused to train targeted teachers in subsequent years or to refresh or retrain the entire staff when necessary.

Print Materials/Supplies

Print materials, including core literacy program materials, non-fiction informational texts, leveled readers, novels, graphic novels, and subscriptions to developmentally appropriate

literary magazines and Common Core aligned periodicals (e.g. *Time for Kids*) will be purchased to ensure literacy-rich environments for our children at home and at school. In addition, printing/copying supplies will be purchased as necessary to support the literacy program. Other organizational tools/supplies (e.g. *book boxes*) will be purchased as needed. The Media Center will receive funding to upgrade content collections and informational text to meet the needs of CCGPS. In addition, the media center will purchase non print literacy materials to support the literacy program.

Home School Connections/Literacy Events

School-wide events that promote literacy within our community and increase student motivation and interests in reading will be funded (e.g. *author visit, virtual guest speaker, storytelling workshop*). Community-based literacy outreach programs that serve diverse families from our school will also be funded. Funding will be used to provide materials students and families can use at home to practice literacy skills (such as Keep Books).

Student Instructional Support - Beyond the Regular Instructional Day

Funding will be used to support student literacy instruction and assessment beyond the regular school day (e.g. *Kindergarten-Round Up, Pathways to Success Program, Saturday Academy, and Summer Learning Academy.*) In addition, funding will be used to purchase instructional program materials, supplies, stipends for teachers, and transportation costs.

Pupil Travel/Field Trip

Funding is requested for students to attend literacy based activities in Clarke County and the surrounding areas as well as virtual experiences. The funding requested will cover transportation costs and admission for students and staff.

Technology

SRCL funding will be used to supplement CCSD purchase in technology in order to give access to all students at Barrow Elementary. This includes, but is not limited to, increasing technology access to 1:1 in grades K-5, accessories, software, and other technology supplies as needed. It would also support the purchase of online subscriptions, e-readers, ebooks, digital

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audiobooks, databases, and apps that support literacy.