

School Profile

Created Friday, December 05, 2014

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School Information

System Name:	Gordon County
School or Center Name:	Belwood Elementary
System ID	664
School ID	1050

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Chad Moore
Position:	Principal
Phone:	706-629-9547
Email:	cmoore@gcbe.org

School contact information

(the persons with rights to work on the application)

Name:	Mandy Jackson
Position:	Literacy Coach
Phone:	706-629-9547
Email:	mandyjackson@gcbe.org

Grades represented in the building

example pre-k to 6

Pre-K to 5th

Number of Teachers in School

44

FTE Enrollment

550

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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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

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.

Beth L. Herod

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

Beth L. Herod - System Curriculum Specialist

Typed Name of Fiscal Agency Head and Position Title

12-5-14

Date

Susan Remillard

Signature of Applicant's Authorized Agency Head (required)

Susan Remillard

Superintendent

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

12-5-14

Date

Cyano Moore

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

CYANO MOORE, PRINCIPAL

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

12/4/14

Date (if applicable)

Conflict of Interest & Disclosure Policy

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Date

Cyano Moore

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

CYANO MOORE, PRINCIPAL

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

12/4/14

Date (if applicable)

System History

Gordon County School System is located in Northwest Georgia along the natural gateway where the first railroad was located in our region. Gordon County has historically been an area of leadership and southern culture. We are the home of New Echota, the last seat of the Cherokee Nation and the location of key battles fought during the Civil War. The economy is rooted in manufacturing including Mohawk Industries, Shaw Industries, and Mannington Carpets. Farming is also prevalent in Gordon County.

The mission of Gordon County Schools is to provide a relevant, rigorous, results-based education made possible through supportive and nurturing relationships. We have a strong commitment to increase academic achievement for all students and to improve their learning experience by analyzing data and by providing ongoing professional learning. Gordon County's ultimate goal is to increase the percentage of students who complete high school and are college and/or career ready. We have embraced the Common Core Georgia Performance Standards and work diligently to provide the professional learning and resources needed for all students to succeed. Gordon County Schools serves approximately 6, 890 students within ten schools of which are comprised of two high schools, one career academy, two middle schools, and six elementary schools. We are submitting applications for the middle and elementary schools to be rewarded the fourth Striving Readers Comprehensive Leadership Grant in hopes of enhancing and improving the literacy for all students K-8.

Gordon County has made a commitment to professional learning and literacy by using an instructional coach model to provide job-embedded professional development. We have six literacy coaches of which support the elementary and middle schools. Through this model, we have been able to implement best practices in reading and writing, create units, and provide training on the Common Core Georgia Performance Standards. We have a structure in place to effectively use funds awarded with the Striving Reader Comprehensive Literacy Grant to improve literacy instruction.

System Demographics

Gordon County's population is 55,757 of which has a growth of 2.3% since the 2010 Census. The economy has taken a toll on the families of Gordon County with 19.9% living below the poverty level and the current Unemployment Rate is 8.9%. The demographics of Gordon County include:

Race:	Current Percentage in Gordon County:
African American	4.4 %
American Indian	.06%
Asian	1.1%
Hispanic	14.6%

White	78.9%
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Current Priorities

The current priorities with literacy include the implementation of rigorous instruction with the Common Core Georgia Performance Standards. The district and school leadership agree that literacy instruction must have a solid foundation K-2 and strategic instruction in place for grades 3-8 to meet the needs of a variety of learners. The literacy coaches provide job-embedded professional learning to implement priorities such as weekly collaboration during common planning time, system-level collaboration days, workshop model, analysis of data to guide instruction, and integrated units to support the implementation of CCGPS.

After an analysis of system and school achievement data, the current priorities are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices across all content areas
- Provide professional learning for all leadership and teachers based on data analysis, TKES, LKES, and CCRPI.
- Provide a rigorous education for all students to prepare them to exceed expectation on the Georgia Milestones Assessment System.
- Expand technology usage with students

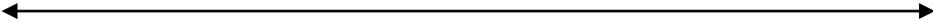
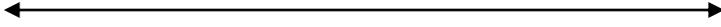
System Priorities

1. All students will increase academic achievement in their Pre-Kindergarten through 12th grade learning experience.
2. Student attendance will improve to maximize CCRPI School Attendance Indicator.
3. The percentage of Gordon County students who complete high school, college and/or career ready, will increase.
4. Provide a standardized centralized and consistent level of technology, informing services, and infrastructure will enhance and support teaching and learning.
5. Stakeholders' satisfaction with school environment will improve.

Strategic Planning:

The goals and objectives of our plan reflect the following priorities:

Goal 1: Appropriate tiered interventions will be implemented to will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Writer's Workshop	
Standards-Based Instruction	
Explicit Instruction on Reading Comprehension Strategies	
Awareness/Focus Walks by Administration and Coaches	
Integration of Content Areas with Literacy	
Academic Coaching Model	
Response to Intervention	
Analysis of Data to Guide Instruction	
The Fabulous Five Components of Reading Instruction	
Staff's Book of the Month	
Increase time for Independent Student Reading across the Curriculum	
Vertical Planning	

Read-Write-Talk across the Curriculum	←————→
Constructive Response	←————→
Integration of Literacy with Content Areas	←————→
Reader's Workshop	←————→
Guided Reading	←————→

Literacy Curriculum:

- Gordon County Schools has supported the implementation of Common Core Georgia Performance Standards through in-depth professional development opportunities. Continuous support is provided through academic coaches in the core areas of literacy.
- The literacy coaches have created detailed units that provide support for extended text that meet the Lexile Range requirements of Common Core and reflect the rigor of the standards.
- Literacy coaches have established model classrooms in strategic places to provide a place for all teachers to observe and learn best practices. Examples of best practices and strategies that have been priorities in the model classrooms:
 - Workshop framework for reading and writing
 - Guided Reading
 - Independent Reading
 - Read-Write-Talk
 - Critical thinking through constructed and extended response prompts
 - Effective read aloud instruction through the use of higher Lexile extended text
 - Long-term studies of literature and nonfiction through the implementation of extended text
 - Research on informational and argumentative topics through the use of both paper and digital text
- As evident in our Strategic Plan, literacy instruction is a priority for Gordon County Schools.

Literacy Assessments Used District Wide:

If Gordon County Schools is awarded the Striving Reader Comprehensive Literacy Grant, we will use the required assessments with fidelity. The following are assessments that are used system-wide now:

Grade Level(s)	Assessment:	Frequency
K-5	AIMS web	Three times a year*
	Secure Benchmarks	Three Times a Year
	Informal Phonics Inventories	Three Times a Year*
6-8	Secure Benchmarks	Three Times a Year

**(progress monitoring occurs throughout the year for students at-risk)*

Need for a Striving Reader Project:

Despite all of the hard work and achievement, Gordon County Schools are faced with budgetary constraints and our population continues to become more and more economically disadvantaged. The hope for all Gordon County students is to graduate high school, college and/or career ready.

District Access Scores:

ACCESS Scores for EL Students			
Proficiency Level	2012	2013	2014
Entering	12%	10%	10%
Beginning	11%	12%	11%
Developing	22%	21%	23%
Expanding	19%	21%	18%
Bridging	22%	21%	22%
Reaching	14%	15%	15%

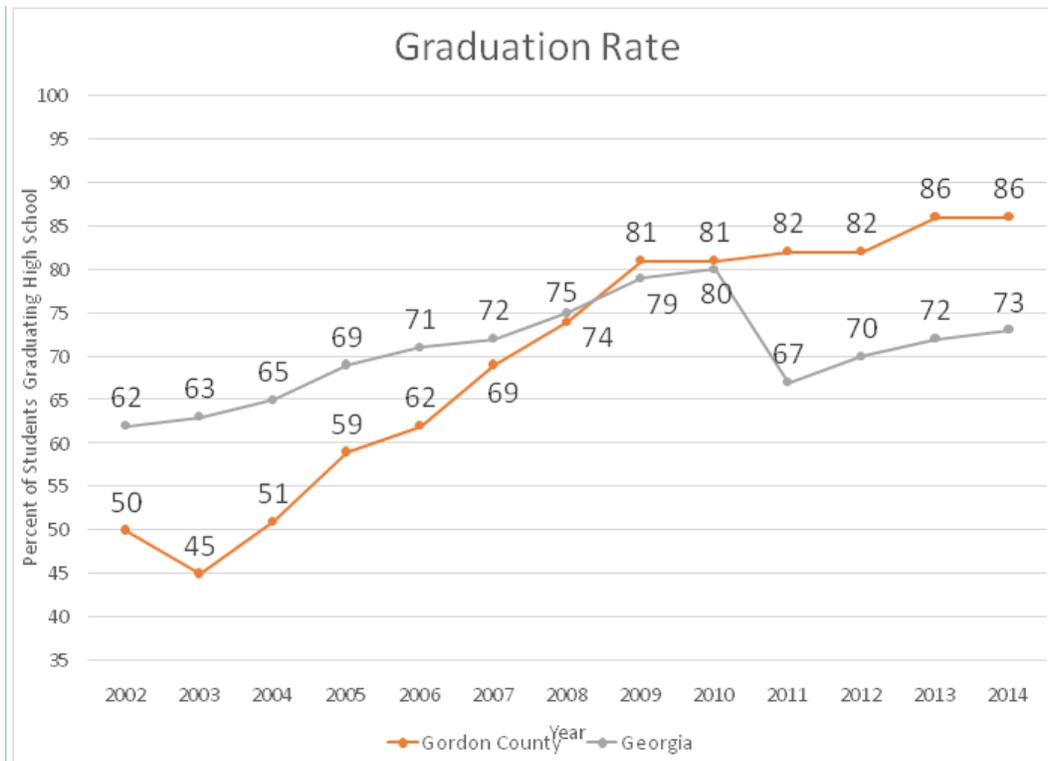
Reading CRCT Data for District:

Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	52.40%	94.90%	44.60%	94.70%
All 4th Grade Students	29.30%	92.80%	44.80%	93.00%	51.00%	93.90%
All 5th Grade Students	37.80%	95.10%	35.90%	95.20%	41.80%	96.80%
All 6th Grade Students	26.00%	94.70%	44.30%	97.20%	49.40%	98.80%
All 7th Grade Students	38.50%	93.70%	26.30%	95.80%	37.10%	94.90%
All 8th Grade Students	34.00%	96.20%	43.30%	97.40%	49.90%	98.90%
Black	28.60%	92.90%	22.00%	89.80%	28.00%	96.00%
White	38.00%	94.70%	42.70%	95.90%	47.30%	96.50%
Hispanic	28.80%	93.90%	34.40%	93.50%	33.80%	94.90%
Migrant	33.30%	88.90%	25%	100%	50%	100%
SWD	8.40%	78.10%	9.40%	83.40%	16.40%	87.30%
ELL	10.20%	83.10%	17.20%	82.80%	14.20%	88.50%
ED	31.00%	93.40%	34.60%	94.30%	39.60%	95.30%
Multi-Racial	38.00%	92.90%	32.80%	100.00%	47.10%	98.10%
Gender - Male	33.50%	93.50%	38.00%	95%	43.10%	95.70%
Gender - Female	39.40%	95.50%	44.10%	96.40%	48.30%	97.00%

Language Arts CRCT Data for District:

Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	31.30%	91.80%	31.30%	91.20%	31.40%	92.60%
All 4th Grade Students	29.30%	92.80%	35.20%	91.50%	34.20%	91.00%
All 5th Grade Students	37.80%	95.10%	38.10%	96.20%	39.20%	96.50%
All 6th Grade Students	26.00%	94.70%	32.90%	92.70%	30.60%	92.60%
All 7th Grade Students	38.50%	93.70%	37.20%	92.50%	42.10%	94.70%
All 8th Grade Students	34.00%	96.20%	39.10%	95.30%	41.80%	96.00%
Black	25.50%	94.60%	20.70%	84.50%	27.50%	96.10%
White	33.10%	93.80%	36.00%	92.90%	37.40%	93.70%
Hispanic	31.40%	95.60%	34.50%	94.70%	31.50%	93.80%
Migrant	22.20%	100%	0%	100%	50%	100%
SWD	5.30%	73.40%	6.10%	73.60%	6.00%	79.50%
ELL	3.30%	86.60%	11.90%	87.40%	9.80%	86.60%
ED	28.80%	93.60%	29.50%	91.90%	30.80%	92.40%
Multi-Racial	38.90%	91.70%	41.50%	98.40%	37.30%	92.20%
Gender - Male	28.60%	91.40%	31.00%	91.30%	33.20%	91.50%
Gender - Female	37.00%	96.80%	40.60%	95.30%	40.30%	96.20%

Graduation Rate:



It is our belief that a strong foundation in the early years of the student's education experience will impact their success with graduation. As evident in the scores above, we need to continue our work with focused and strategic planning and resources. Ultimately, it is the hope of Gordon County Schools that ALL students are able to exceed expectations on all state assessments. We believe the funds from the Striving Reader Comprehensive Literacy Grant will help us to create students that possess the self-awareness to work hard to become life-long learners.

District Management Plan

The Gordon County Schools management plan and key personnel in supporting, implementing, and overseeing the grant will include both system and school leaders. Beth Herod, System Curriculum Specialist, will collaborate with all grant recipients during the entire process of implementation and management of the grant. She has overall responsibility for managing the grant. The school-level administrators will have regular meetings and planning sessions with Beth Herod to ensure that the literacy needs are being met and that all stakeholders are working to meet the goals outlined in the Literacy Plan. All stakeholders will have voice in decisions made. The following chart provides information on individuals in the system and their role in the Striving Readers Project:

Person Responsible:	Individual Duties:	Duties with School Grant Management Teams
Beth Herod, System Curriculum Specialist	Coordinate grant implementation with district financial department including: <ul style="list-style-type: none"> • Oversee requests for resources and fund allocations. • Issue purchase orders • Advise on federal programs regulations • Manage grant audits • Maintain financial reports 	Meet with school-level key personnel to select appropriate resources aligned with needs <ul style="list-style-type: none"> • Develop grant budget and plan for sustainability • Ensure federal guidelines compliance • Audit grant
<p>The following individuals are the literacy coaches in Gordon County.</p> <p>Andrea Salmon, Ashworth and Red Bud Middle Schools</p> <p>Mandy Jackson, Belwood Elementary</p> <p>Kimm Smith, Fairmount Elementary</p> <p>Lindsay Baxter, Red Bud Elementary</p> <p>Bobbie Bruton, Sonoraville</p>	<ul style="list-style-type: none"> • The literacy coaches will be responsible for collaborating with the School Literacy Team. • The literacy coaches will lead professional learning and model best practices for teachers using new professional text or training that is expected of the teachers. • The literacy coaches will work with teachers with 	<p><i>(The principals are expected to be heavily involved with the project.)</i></p> <p>The literacy coaches will work with their school-level administration to follow all guidelines and goals in the Literacy Plan:</p> <p>Scott McClanahan, Principal Chad Moore, Principal Kimm Smith, Principal Katherine Vaughan, Principal Jennifer Hayes, Principal Elizabeth Anderson, Principal Kederia Angland, Principal</p>

Elementary Rebecca Richardson, Tolbert Elementary Christy Bundy, W.L. Swain Elementary	implementing DIBELS Next and Scholastic Reading Inventories and will lead meetings to analyze data.	Eppie Snider, Principal
Bryan Nicholson, Technology Director	Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in the system technology plan.	Work with teachers on professional learning and implementation of technology into daily instruction.
Ann Cross, Director of Exceptional Students	Mrs. Cross will support the Striving Readers Project and provide guidance and leadership as to how best serve students with Individual Education Plans.	Mrs. Cross works closely with all school personnel to ensure that all individual student needs as well as state and federal guidelines are met and followed.
Mendy Goble, Director of Finance	Submit completion reports and SRCL state-required reports	
Diane Richardson, Purchasing Agent	Sign off on all purchase orders	
Tammi Werner, Administrative Assistant	Creates all purchase orders to be signed off by Purchasing Agent	

Plan for Implementation and Management:

Upon successfully being awarded the SRCL grant, Beth Herod will include information and directions for all school administration during the monthly Leadership Meetings. Leadership Meetings are held the second Tuesday of each month. All directors including technology and finance attend the Leadership Meetings. Additionally, Beth Herod will meet with all literacy coaches once a month. The meetings are held at the individual schools. The implementation of the Literacy Plan and the use of all resources will be observed and all schools will receive feedback and next steps. The District Leadership meets every Monday. This team is called the Cabinet and all issues and questions concerning the grant will be discussed with all district leaders including the Superintendent, Dr. Susan Remillard. All stakeholders will have a voice in the decisions that are made.

Proposed Steps for Managing and Planning the Implementation of the SRCL Grant:

Step One:

Initially, the system-level and school-level individuals will meet to research and decide on any resources, technology, practice and training that will need to be purchased or organized. Training all grant recipients on the new assessments will be a priority. The schools' Literacy Plans, current data, and needs expressed will be taken into consideration. All participants will have voice in the decisions that are made.

Step Two:

The system-level and school-level individuals will create a plan for training grant recipients. Gordon County has the staff and structure in place to train teachers using both system-level and job-embedded professional learning methods. The teachers will receive the training needed to implement any new resources or instructional practices.

Step Three:

The principals will monitor the implementation of all practice and resources and lead the school Literacy Team in making school-level instructional decisions. Ongoing formative assessment will be conducted throughout all steps of the process. Data and conversation between school-level and district-level individuals will be conducted regularly.

Step Four:

After reviewing progress and data, the grant recipients will reflect and make any needed adjustments, revisions, or additions to the plan. *(At this time, the grant recipients may choose to purchase additional training and/or resources and steps will be followed again.)*

Experience of Applicant

Audit Report Information- Five Year Timeline					
Year		Project Title	Funded Amount	Is there an Audit?	Audit Results
2008		Title IA	1,297,970.00	No	N/A
		Title IIA	265,360.00	No	N/A
		Title III	62,384.00	No	N/A
2009					
		Title IA	1,318,124.00	No	N/A
		Title IIA	273,693.00	No	N/A
		Title III	77,783.00	Yes	Coding Correction
2010					
		Title IA	1,824,096.00	Yes	Parent Involvement Notification Correction
		Title IIA	310,222	Yes	Periodic Certification Form Correction
		Title III	71,137.00	No	N/A
2011					
		Title IA	1,658,618.00	No	N/A
		Title IIA	282,044.00	No	N/A
		Title III	72,786.00	No	N/A
2012					
		Title IA	1,802,769.00	No	N/A
		Title IIA	231,289.00	No	N/A
		Title III	58,987.00	No	N/A
		REAP Grant	156,062.00	No	N/A
2013					
		Title IA	1,851,265.00	Yes	Correction in school allocation funding totals
		Title IIA	224,515.00	Yes	Correction in approved budget expenditures
		Title III	52,821.00	No	N/A
2014					
		Title I A	1,469,499.00	No	N/A
		Title II A	203,776.00	No	N/A
		Title III	50,376.00	No	N/A
		REAP Grant	129,476.00	No	N/A

Description of LEA Capacity

Gordon County Schools has been a good steward of state and federal dollars and has utilized Title program funds to provide instructional, technological, and professional learning resources for teachers and administrators. It is the belief of the system that these resources have a direct impact on the quality of instruction delivered by teachers and the high level of student achievement gains that the schools have experienced. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Dr. Tracy Wilson, School Improvement Director, Dr. Jeffery Clance, Human Resources Director, and Mr. Mike Evelt, Director of Student Services. System personnel routinely coordinate grant budgets and other federal, state and local fiscal resources.

LEA Use of Title I Resources

For a number of years, Gordon County Schools' Title I program has been heavily invested in literacy skills and working with students K-8 who have deficiencies in English Language Arts. There are currently six literacy coaches employed. The coaching model has made a positive impact on literacy in Gordon County. The system has also purchased all of the extended texts needed to implement CCGPS units that have been created by literacy coaches and teacher leaders.

An example of the impact that the coaching model has in Gordon County, is their relationship and commitment to the Special Education students in our system. In 2009, the Special Education and Curriculum Directors began utilizing the academic coaches to support front-load planning, professional development, more training and monitoring was provided for the co-teaching model to build relationships among the departments. From 2009 to present day, the relationships remain strong and professional development is an expectation for all faculty and staff members. This was made possible due to Title I Funds and resources. When Gordon County receives funding, the needs of the students and training for teachers is a priority. This occurs through precise and strategic planning by the School Improvement Director and Curriculum Specialists based on data and financial reports provided by the Finance Director.

Statements Regarding Audit Findings:

The audit findings for Title IA and Title III were issues with how the Gordon County coordinator either signed the forms or with the format of the forms. After the findings, the coordinator submitted a corrective action plan to address the findings of which involved creating and implementing new forms and procedures. After the new forms and procedures were submitted, the findings were cleared.

The audit findings for Title IA in 2013 were due to how the instructional coaches were assigned to schools. The Title I coordinator distributed the funding equally to each of the six elementary schools so that each of the locations could have instructional coaches for both the mathematics and the literacy position. After the 2013 audit, Gordon County had to remove a coaching position because the smallest school, Fairmount Elementary, does not earn two instructional coach positions. The Title I coordinator removed the coach and submitted a plan of action to resolve the finding. After the plan was submitted and the coach was removed, there were no more findings for allocation of funds. The Title IIA finding for

approved budget expenditures was resolved by rewriting a job description. After the job description was rewritten, there were no more findings for budget expenditures. The directors and coordinators that manage federal funding in Gordon County are transparent and have historically followed all guidelines and requests for revisions.

Gordon County Finance Department Audit Information:

Fiscal Year	Finding Control Number	Description
FY2013	Audit not Completed	N/A
FY2012	No Findings	N/A
FY2011	FS-6641-11-01	Restatement of Beginning Private Purpose Trust Fund
FY2010	FA-6641-10-01	Failure to Meet MOE
FY2009	No Findings	N/A

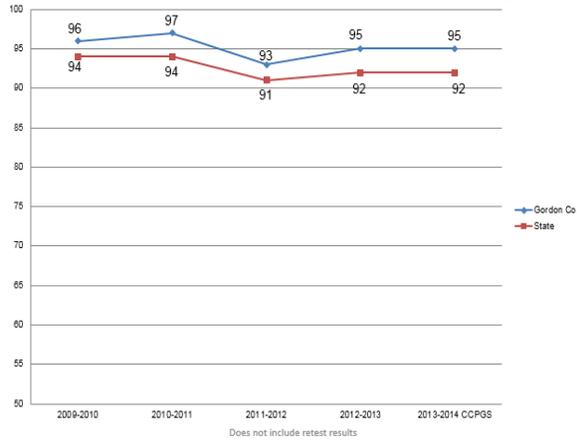
Initiatives implemented internally with no outside funding:

- Monthly Leadership Meetings to train and discuss professional development including FIP Modules and TKES.
- G6 Gifted Center for elementary and the Robotics Program for middle school
- Graduation Coaches for both high schools
- Promethean Scholars for advanced studies for high schools

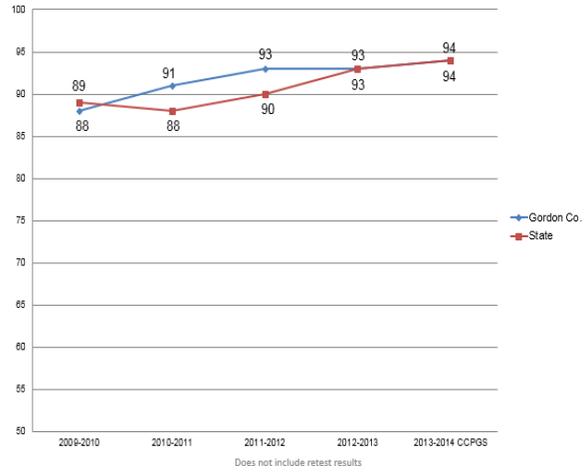
The charts below are evidence of our work in Gordon County. The instructional coaching model for professional learning has worked. The leaders in the system use data to plan for instruction and to make instructional decisions. The success of all students in Gordon County is first priority. The system would greatly benefit from this grant so new initiatives with technology and resources can be purchased to support 21st Century Classrooms and to continue to support the growth of students that are prepared for today’s workforce and college.

Gordon County School System

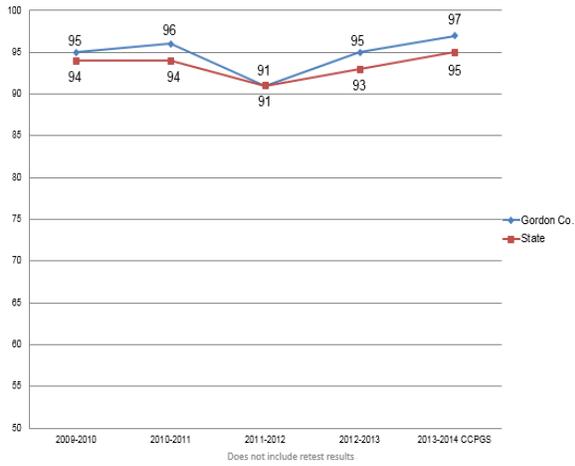
Percent of Grade 3 Students Meet or Exceed CRCT Reading



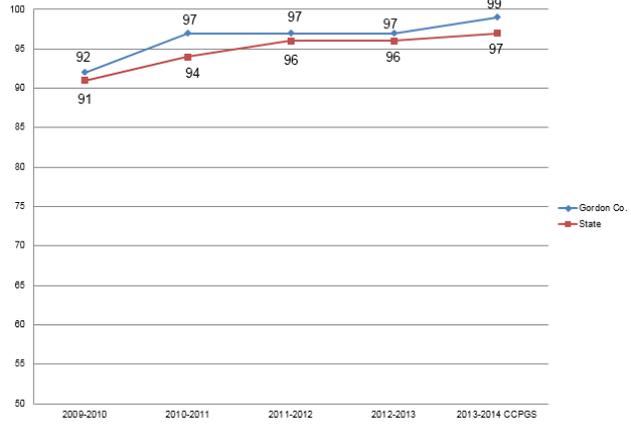
Percent of Grade 4 Students Meet or Exceed CRCT Reading



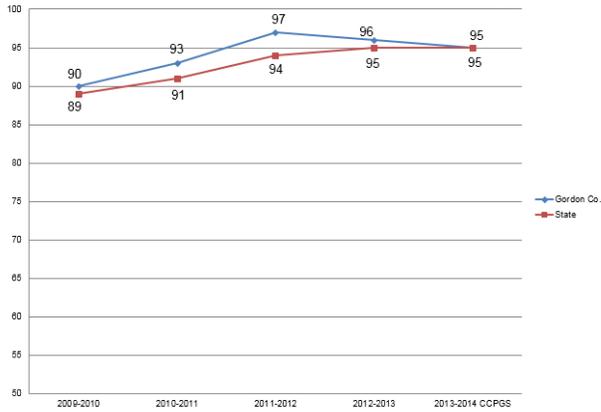
Percent of Grade 5 Students Meet or Exceed CRCT Reading



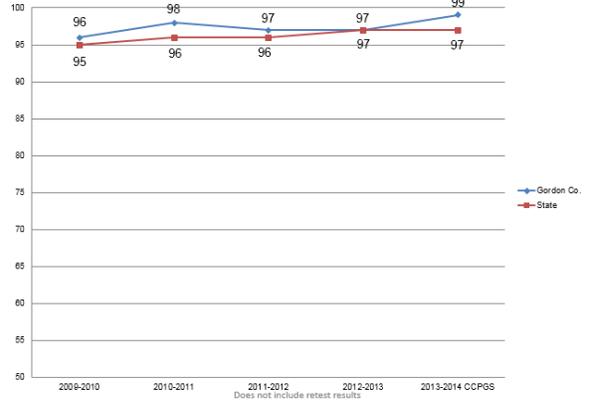
Percent of 6th Grade Students Pass CRCT - Reading



Percent of 7th Grade Students Pass CRCT - Reading



Percent of 8th Grade Students Pass CRCT - Reading



School Narrative

School History

Belwood Elementary School (BES) was established in 1933 and is one of six elementary schools in the Gordon County Schools System. The campus includes three buildings housing 45 classrooms, a media center, an office area, a cafeteria, two computer laboratories, and a separate gymnasium. Belwood employs 44 highly qualified certified staff, of which over 50% hold advanced degrees. Currently there are 550 students enrolled at Belwood Elementary School, serving students from Pre-K through the fifth grade.

Along with general academic classes, all students are provided enrichment “Specials” classes through Media Center, Music, Computer Technology, and Physical Education. Belwood recognizes outstanding students in kindergarten through fifth grades for their high academic achievements, positive character traits, good attendance, writing, and excellent citizenship through monthly and yearly awards, celebrations, and recognition on the school website and local newspaper. All students are involved in regular “Club Day” activities wherein students can choose to work with teacher-lead student clubs such as art, newspaper, drama, reading bowl, and team sports. Fifth graders with outstanding academic accomplishments and positive character traits are inducted into the BES Safety Patrol to foster their leadership skills and encourage service involvement within the school and community.

Belwood’s student population is made up of the following ethnicities: 21 African American, 9 Asian, 141 Hispanic, 3 Multi-Racial, 376 Caucasian.

Belwood currently serves 77 students with disabilities (SWD) and 78 receive ESOL services by 3 ESOL endorsed teachers. We currently have 3 students that are both SWD and ESOL. These students receive special education services in areas in which they are eligible.

Gifted education is available to any student who qualifies. Gifted education is available to any student who qualifies through a part-time gifted teacher and five gifted-certified classroom teachers.

The school has experienced many successes in its 80-year history, including recognition as a Title 1 School of Excellence, National Blue Ribbon School, and other local accolades such as the district attendance award, “The Charles Skaggs Attendance Award”. Belwood’s academic performance in the areas of reading, ELA, and math has remained at or above 90% meeting or exceeding the state mandated CRCT. However the percentage of fifth and third grade students reading at the target lexile score range is not adequate.

9	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650	100	76.1		10	7.6
10	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850	100	63.5		10	6.4

Belwood’s 2013 CCRPI score was 82.3. The most deficit areas in addition to the lexile issue, according to CCRPI are: Achievement Gap, which only earned 9 out of 15 and SWD/ELL/Hispanic performance.

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

Achievement Gap				
Elementary School Content Area Assessments	Gap Size	Gap Change	Higher of Gap Size/Gap Change	Points Possible
CRCT: English Language Arts	1	0	1	3
CRCT: Reading	1	1	1	3
CRCT: Mathematics	2	2	2	3
CRCT: Science	1	2	2	3
CRCT: Social Studies	2	3	3	3
Total			9	15
Percent of Higher of Gap Size/Gap Change			.6	
Weighted Performance			(.6)*15	
Achievement Gap Points Earned			9	

Due to the accelerated rate of change in diversity of the school , both economically and culturally, it is a challenge to provide programs and professional learning to meet all students’ needs. Seventy-one percent of our students qualify for free and reduced lunch, rising from only fifty-one percent in 2005. We currently serve high numbers of transient students from neighboring counties and within Gordon County, 33 homeless students (fluctuating up into the 50s), 77 students with disabilities, 78 students served as English Language Learners, 141 Hispanic students, 64 students in SST or 504, and 80 students in EIP .

Administrative and Teacher Leadership Team

BES administrative staff consists of one principal and one assistant principal. Our Advisory Team includes the principal, assistant principal, the literacy coach, the math coach, one representative from each fourth grade, first grade ESOL endorsed, and media specialist. The creation of this team has allowed for a shared decision making process for curricular and instructional decisions and strategic planning.

Past and Present Instructional Initiatives

Belwood Elementary has historically been eager and willing to implement best practices and innovative strategies in order to meet the needs of students.

Past Instructional Initiatives

- Grade-level Planning during Common Planning Time
- System Grade Level Collaboration Days
- Writer's Workshop
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas within Literacy
- Awareness/Focus Walks by Administration and Coaches
- Academic Coaching Model
- Response to Intervention
- Analysis of Data to Guide Instruction
- The Fabulous Five Components of Reading Instruction
- Principal's Book of the Month
- Reading First Strategies (Obtained through collaboration with the three system Reading First Schools)
- Schlechty School Reform Initiative (Working on the Work)
- Learning Focused School Strategies

Current Instructional Initiatives

- Grade-level Planning during Common Planning Time
- System and School Grade Level Collaboration Days
- Writer's Workshop and Reader's Workshop
- Guided Reading
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas within Literacy
- Integration of Literacy within Content Areas
- Awareness/Focus Walks by Administration and Coaches
- Teacher Observations of Peers
- Academic Coaching Model
- Vertical Planning
- Increased time for Independent Student Reading across the Curriculum
- Response to Intervention
- Analysis of Data to Guide Instruction
- The Fabulous Five Components of Reading Instruction
- Teacher Keys Effectiveness System (TKES)
- Read-Write-Talk across the Curriculum
- Principal's Book of the Month

- Student Constructed Responses
- Interactive Notebooks
- Grade Level Content Meetings

Professional Learning Needs

BES's assistant principal served as the assistant principal for a Reading First school in Gordon County. Belwood literacy coach was also a Reading First literacy coach in Gordon County Schools. The principal actively seeks professional learning in the area of literacy instruction. The three strive to keep best practices learned during Reading First alive at Belwood and work collaboratively to select professional development and to observe implementation in classrooms and provide feedback to teachers. Belwood's literacy coach provides bi-monthly literacy professional development to the faculty, as well as ongoing and differentiated grade level and individualized professional development for teachers. The following areas of professional development were targeted by the end of the 2013 school year by BES administrators and literacy coach as part of a two-year professional learning goal for BES, and professional development in these areas began in August of school year 2013-2014 and are continuing through the current school year of 2014-2015.

Professional Learning Needs

- Common Core Georgia Performance Standards
- 21st Century Learning Framework
- Guided Reading Instruction
- Content Area Literacy
- Differentiated Instruction
- Reading Comprehension Instruction
- Lexile Reading Levels
- Reader's Workshop
- Expository & Argument Writing
- Response to Intervention for Grades K-5
- Student Constructed Responses
- The Fabulous Five Components of Reading Instruction
- Writing Across the Curriculum

Need for a Striving Readers Project

There is a significant need for resources, support, and professional learning to sustain and improve the level of education received at Belwood Elementary School. It is recognized that the funds from the Striving Reader Comprehensive Literacy alone will not support the entire literacy program, but funds will strengthen the current instructional practices and provide many more opportunities for advancement in new educational experiences. The SRCL funding will assist in solidifying literacy instruction and will therefore assist Belwood Elementary in building a community of stronger readers and writers, with an ultimate goal of graduating high school and pursuing further educational opportunities. The goal of our school is to educate students and create a community of life long learners and productive citizens to make an impact on the future.

Needs Assessment, Concerns, and Root Cause Analysis

Participants in the Needs Assessment
Pre-Kindergarten: McPherson, Poarch, Davis, Hill, Waycaster,
Kindergarten: Thomas, Bowman, Thompson, Albritton
First Grade: Walraven, Fong, Roberts, McCormick
Second Grade: Childers, Wooten, Bolhuis, Owens
Third Grade: Gilreath, Hunt, Smith
Fourth Grade: Murphy, Combs, Rampy
Fifth Grade: Taylor, Gresham, Bryant
EIP: Volz ESS: Shipley, Carney, Schutter, Waycaster, Curtis EL: Fitzwater Media: Burnett Paraprofessionals: Bone, Greeson, Schild, Patterson, Brock, Broughton, Fields, Scott
Administration/Academic Coaches: Moore, Clance, Jackson, Lowrance
<u>Needs Assessment Process:</u> <p>Soon after conducting the Georgia Literacy Plan Needs Assessment, a decision was made by administration to create the Belwood Literacy Team (BLT). This team is now made up of the both administrators, the literacy coach, media, an ESS, EIP, and EL teacher Members of the BLT collected and disaggregated student and teacher data (including all ancillary teachers), both formative and summative from a variety of sources.</p> <p>Teacher data was collected through both qualitative and quantitative design models. The following tools that were used to gather information are listed below in detail</p>
Description of Instruments/Materials/Resources Used in the Needs Assessment
<ul style="list-style-type: none"> Information gathered from the GADOE Needs Assessment, Georgia K-12 Literacy Plan’s “What,” “How,” and “Why” documents, and parts of the LoTi Digital Age Survey to design an online survey provided to 100% of Tolbert’s teachers. Informal Walk-Thru Observation Form used by administration and instructional coaches. Looking for evidence of a standards based classroom , including best practices

- in literacy.
- **TKES (Teacher Keys Effectiveness System)**
 - **Formative student data** (Phonics Inventories, AIMSWeb data, District Benchmarks) compiled and maintained by teachers' Data Notebooks
 - **Literacy Instruction Questionnaires:** Completed by all reading/ela teachers, all 3rd-5th content area teachers (math, science, social studies), all EIP, ESS, and ELL teachers, and paraprofessionals
 - **Student Poll Question** regarding the availability of technology at home.

Main Findings from the “What” Document Concerning Engaged Leadership and Focus of Literacy Instruction

Area of Concern #1:	Root Cause	Steps to Address Concerns
Literacy Instruction is Not Optimized in All Content Areas	Belwood Literacy Team (BLT) just formed	<p><u>Current Steps:</u> The BLT conducted Needs Analysis process.</p> <p>Beginning to incorporate some literacy strategies in content areas</p> <p><u>Future Steps:</u> BLT will provide additional professional learning (PL), fine-tuning scheduling and time to best support literacy (particularly within content blocks), and providing time for greater collaboration.</p>

Disaggregated Data:
Only 6.9% of the faculty agreed that Belwood is fully operational to the survey statement, “Teachers of all disciplines/content areas maintain a literacy focus across the curriculum.”

Main Findings from the “What” Document Concerning Ongoing Formative and Summative Assessments		
Area(2) of Concern #2:	Root Cause	Steps to Address Concerns
<p>Teachers are developing an out-of-balance focus on preparing students for high-stakes summative tests</p> <p>Lack of Common Assessments for classroom use in <u>all content areas</u> that include a variety of formats (multiple choice, short answer, constructed response, essay).</p>	<p>Lack of high quality formative assessment practices that focus on a sound understanding of grade level academic standards</p> <p>Lack of understanding of the writing component of Georgia Milestones and rising cut scores</p> <p>Gordon County Schools’ periodic assessments are not available for all content areas and do not include constructed response in all content areas</p>	<p><u>Current Steps:</u></p> <p>PL on specific learning goals they (Abrams, 2007)</p> <p>Up-to-date information pertaining to Georgia Milestones (GMAS) to increase teacher confidence with new assessments</p> <p>PL on how to write academically and express thinking</p> <p>OAS formative items introduced to the faculty</p> <p><u>Future Steps:</u></p> <p>Additional PL provided on:</p> <ul style="list-style-type: none"> • Student Growth Model • DOK • FIP modules <p>Use of DIBELS next as screener</p> <p>Use of SRI as a screener</p> <p>Use of additional diagnostic tools</p> <p>Continue to use of</p>

		<p>OAS/GOFAR items</p> <p>Schedule time for all content area teachers) to design common formative assessments that include a variety of formats that align with literacy goals</p> <p>Increase depth of data meetings</p>
<p>Disaggregated Data:</p> <ul style="list-style-type: none"> • 100% of the faculty responded “Strongly Agree” or “Agree” to the questionnaire statement, “The importance of student test scores in the current educational culture causes me to feel pressure to get students ready for the test.” 		
<p>Main Findings from the “What” Document Concerning Continuity of Instruction and Best Practices in Literacy Instruction</p>		
<p>Area of Concern #3</p>	<p>Root Cause</p>	<p>Steps to Address Concerns</p>
<p>Students fluency rates below AIMS CBM and NWF (nonsense word fluency) target in grades 3-5</p> <p>Lack of Instructional Materials that Target the Essential Components of the Cognitive Reading Model</p> <p>All types of literacy are not infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, social media).</p> <p>Inconsistent Literacy practices (writing, comprehension, identifying students with literacy deficits) within all content areas (science, ss, and math)</p> <p>No Cross-disciplinary Teams</p>	<p>Lack of systematic core literacy program</p> <p>Gaps include:</p> <ul style="list-style-type: none"> • Explicit and sequential phonological awareness and phonics/word study instruction, K-5 • Reading materials at all levels that can be used for independent and choice leveled reading <p>Reduction in fiscal resources</p> <p>Lack of Professional Knowledge in content literacy</p> <p>Technology is outdated and insufficient for all student</p>	<p><u>Current Steps:</u></p> <p>Purchased phonological/phonics program grade K-2 (additional kits needed)</p> <p>Purchases Lucy Calkins Units of Study kits per grade level (additional kits needed)</p> <p><u>Future Steps:</u></p> <p>Continue protected, dedicated 90-120-minute literacy block in grades K-5 for all students</p> <p>Provide PL for all teachers in all grades on strategies and how to infuse all types of literacy infused all content areas</p>

	<p>population</p>	<p>Any departmentalized grade will receive two to four hours of literacy instruction across language arts and in content area classes.</p> <p>Purchase research-based resources to fill “core” gaps Create cross-disciplinary teams</p> <p>Choose appropriate protocols for cross-disciplinary teams</p> <p>Use of DIBELS next</p> <p>Use of SRI as a screener</p> <p>Select additional diagnostic tools that Comprehension Reading Solutions recommends</p>
<p style="text-align: center;">Disaggregated Data:</p> <ul style="list-style-type: none"> • According to the Literacy Survey, 33% of content area teachers feel confident in their literacy instruction. • Students are not meeting grade level targets set by AIMS CBM ,PSF, NWF • At least 60% of all 3rd, 4th and 5th grades are reading below fluency target set by AIMS wpm. 28% of 1st, 2nd, 3rd and 4th graders have not mastered all levels of Phonological Awareness according to the PA assessment- 		

Main Findings from the “What” Document Concerning the System of Tiered Intervention (RTI) for All Students		
Area of Concern #4:	Root Cause	Steps to Address Concerns
Lack of Specific Interventions for <u>All</u> Students to Reach Potential	<p>CCGPS created a Tier 1 focus</p> <p>Loss of fidelity to research-based strategies during Tier 2</p> <p>Loss of interventionist</p> <p>Lack of literacy intervention materials for all grades and content areas</p>	<p><u>Current Steps:</u> All teachers maintain Data Notebooks</p> <p>Scheduled quarterly data meetings for all grade levels</p> <p>Belwood has access to Tier 2 and 3 Intervention List based</p> <p><u>Future Steps:</u> Additional PL on:</p> <ul style="list-style-type: none"> • Diagnosing reading difficulties • EL strategies and interventions • Purchase effective interventions and retrain teachers on fidelity • Cognitive Reading Model
<p>Disaggregated Data:</p> <p>30% of kindergarten students were below the beginning of the year target for letter naming fluency in AIMS.</p> <p>Only 33% of 1st-5th grade SWD students and 49% of 1st-5th grade ELL students scored “meets or exceeds” on the recent 12-week District Assessment.</p>		

Main Findings from the “What” Document Concerning Improved Instruction through Professional Learning		
Area of Concern #5	Root Cause	Steps to Address Concerns
<p>Lack of Specialized Professional Learning in</p> <ul style="list-style-type: none"> • the instructional literacy needs of economically disadvantaged, EL, special education, every student making typical or high growth • content area literacy • technology to support literacy 	<p>71% receive free or reduced lunch</p> <p>33 homeless students</p> <p>244% increase in EL (past 3 years)</p> <p>122% increase in SWD in 3 years</p> <p>Ineffective or lack of scaffolding in effort to help all students be successful with classroom tasks</p> <p>Lack of Effective instructional delivery model of</p> <ul style="list-style-type: none"> • Explicit Instruction • Guided Practice • Independent Practice <p>Limited knowledge of the pedagogical shifts in literacy instruction across grade levels and content as required by CCGPS.</p> <p>Lack of fiscal resources for technologies and PL for instructional uses of technology to support literacy</p>	<p><u>Current Steps:</u> PL has begun on literacy instruction within the content areas</p> <p><u>Future Steps:</u> PL from outside sources that specialize in:</p> <ul style="list-style-type: none"> • the economically disadvantage • special education • EL students • Universal Design • technology for instruction • Differentiation for all student population
Disaggregated Data:		
<ul style="list-style-type: none"> • Pertaining to preparing students to write academically, only 45% of Belwood’s faculty stated that BES is “fully operational” in implementing a coordinated plan for writing instruction across all subject areas that includes explicit instruction, guided practice, and independent practice. • 50% of all science, math, and social studies teachers surveyed stated “Disagree” to the 		

statement, *“I have abundant and adequate resource/strategies to use with my students concerning reading and writing in the content areas.”*

- **40% of all EIP, ELL, and ESS teachers surveyed stated “Disagree” to the statement, *“I use a wide repertoire of strategies that are specially designed to overcome the effects of poverty on literacy achievement.”***
- **Half of Belwood student body report that they do not have technology available at home to use for learning or school work.**

Scientific, Evidence-Based Literacy Plan

The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- effective communication with others,
- critical thinking and response in a variety of settings, to a myriad of print and non-print text, and
- accessing, using, and producing multiple forms of media, information, and knowledge in all content areas.

The goal for students is to become sustaining, lifelong learners and contributors to their communities and to the global society. In order to achieve this goal, schools must maintain engagement of leadership, continuity of instruction, ongoing formative and summative assessments, best practices in teaching, tiered and needs-based interventions, and professional learning. Goals for learners are set to high standards. In order for students to be successful, schools must also meet high standards.

Belwood Elementary School determined that school administrators are supportive of evidence-based literacy instruction and seek out and participate in professional learning about literacy instruction. On page 39 of the "Why" document, Recommendation 4 states that the GaDOE will develop state policies for training teachers, principals, school leaders, and district leaders to evaluate the quality of (existing) literacy programs (not core curriculum) currently being used and skills taught at all grade levels. It is essential for all school leaders to be involved in evaluating the quality of a literacy program that will affect the future of the students. On page 148 of the "Why" document, it is stated that the administrator is further needed to provide support for the literacy coach in building trust with the faculty, providing access to instructional

materials, and in providing feedback. The administrator also needs to support instruction by scheduling time for teachers and literacy coaches to meet. The key to a successful literacy program is for the administrator to be more familiar with the literacy needs of the students by participating in professional learning about literacy instruction. These leadership elements are in place at Belwood.

Next steps are to include more teacher-leaders in order to broaden Belwood's literacy leadership base. On page 148 of the "Why" document, another important role of administrator leadership is to develop a literacy leadership team and vision with the literacy coach. Belwood's administrators and literacy coach have recently formed a school literacy team which includes the media specialist, the ELL teacher, an ESS teacher, and other teachers that are directly involved with teaching literacy and other content areas in all grades. As stated on page 156 of the "Why" document, "Teacher leaders establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise." These literacy leaders at the school have already begun to take leadership roles by participating in Belwood's Needs Assessment and conducting teacher-led breakout sessions on professional learning days. More work needs to be done in regard to optimizing literacy instruction across all grades and content areas, and the literacy team is prepared to lead the way. Changing demographics at Belwood and increases of struggling and at-risk learners, combined with higher literacy demands of the CCGPS, has created a conundrum for Belwood's teachers. In effort to create learning situations wherein all students are successful with CCGPS, instruction has become heavily teacher-focused, with "shared learning" being the status quo. There is a lack of scaffolding in effort to help all students be independently successful with classroom tasks. Belwood plans to provide professional development in the effective instructional delivery model

of: Explicit Instruction- Guided Practice- Independent Practice.

A broad base of literacy leaders at Belwood will provide the momentum needed to shift from the current paradigm of over-scaffolding to one that is focused on building independent readers and writers. Page 47 of the “Why” document addresses the final anchor standard of the CCGPS which states that students will “Read and comprehend complex literacy and informational text independently and proficiently.” Page 66 presents research-based program elements from *Reading Next* that will improve literacy achievement of adolescent learners. Element 3 concerns motivation and self-directed learning, which includes “providing students with the instruction and supports needed for independent learning tasks they will face after graduation.” Belwood’s Literacy Leadership Team is committed to facilitating this instructional shift and providing professional development and strategies to overcome the effects of poverty on literacy. Belwood’s Literacy Team will also lead the way in ensuring a balanced literacy approach at Belwood, wherein teachers are not overly concerned with the upcoming Georgia Milestones and summative assessment, but are equally mindful of each individual student’s growth and the importance of formative assessments to inform instruction.

At Belwood Elementary School, the faculty and staff have received some professional development in disciplinary literacy across the content areas, but more is required. The needs assessment revealed the inconsistent and sometimes lack of content literacy. Belwood’s newly-formed Literacy Team (BLT) will include teachers from math, science, and social studies in order to integrate literacy into all content areas. Page 26 of the "Why" document reiterates that educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and the processing of subject-specific texts in all areas: mathematics, science,

social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA), fine arts, physical education, and health. The "Why" document on page 31 states, "The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels. The belief statements on the same page of the "Why" document also reinforces the belief that literacy is a key component for all content areas. "The Georgia Department of Education has launched a literacy initiative that focuses on building strong readers and reinforces that reading is an important component of all content areas," states the "Why" document on page 105. Professional development on literacy will include all content areas in order to improve literacy across the curriculum at Belwood Elementary School. On page 27 of the "Why" document, it is acknowledged that improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers.

Several out-of-school organizations and agencies work to develop learning supports to complement literacy instruction at Belwood Elementary School. At this time, local churches, businesses, and volunteers are assisting with financial needs of the school. This sometimes, but not always, involves literacy. Belwood plans to strive to identify and contact appropriate stakeholders who could assist with not only financial needs, but also with extra support in literacy. For instance, on pages 159-161 of the "Why" document, the role of the Georgia Public Library Services (GPLS) is defined and how this can assist in promoting literacy in the school and community.

Belwood Elementary lacks a core program that provides continuity with a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts. Page 64 of the "Why" document describes the five essential components of

effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be referenced throughout Belwood's Striving Reader Grant application as the "Fab Five" or as key components of the Cognitive Model. As stated on the same page of the document, "Though the focus for the last eight years has been on grades K-3 for these skills, the CCGPS has wisely expanded the range through fifth grade, acknowledging that students in those higher elementary grades continue to need support in decoding and fluency for increasingly more complex vocabulary and text." Belwood (BES) plans to analyze data to determine the needs of explicit core instruction in the Fab Five in order to increase literacy across all content areas. With the increased intensity of the curriculum, it is imperative that these needs be identified and addressed in order to assist in the students' success. In the first two years after the expiration of BES's Reading First grant, the effectiveness in early literacy instruction dipped as new materials began to be used that did not constitute a balanced core program. Likewise, the reduction in funds created a situation in which gaps could not be addressed through purchasing supplemental and tiered instructional resources for all teachers. Striving Reader funds will be used to target these gaps identified through SRI, DIBELS Next and diagnostic assessments.

Page 68 of the "Why" document, under the heading of The Seven Principles to Ensure Success for Adolescent Literacy, it is stated that students need time to read daily and participate in making choices about reading selections and to have opportunities to discuss what they are reading with other students and their teachers. It also states that adolescents are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff. BES will strive to design lessons to give

students more choice in demonstrating concepts learned in all content areas in order to promote literacy skills. BES will investigate how time is being used during the reading block and in other content area blocks across the grades in order to identify and protect time for students to select a variety of texts/genres for independent reading and to have more time to explore expression through writing.

In the "Why" document, on page 27, the National Commission on Writing (2004) is referenced as stating that the demands for clear and concise communication, especially writing in the workplace, are increasing. If students are not prepared for these demands, the chances for employment and advancement decrease. Page 43 of the "Why" document acknowledges that according to the National Council of Teachers of English (NCTE), writing becomes a critical need for workers:

Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking. (NCTE, 2008, p.1)

Belwood Elementary School will develop a plan to integrate writing into each content area with fidelity. This will include explicit instruction, guided practice, and independent practice. Content area teachers will assist in teaching students to write argumentative, informational, and narrative pieces. Students will have meaningful opportunities to write and publish good writing in a variety of formats. As declared on page 45 of the "Why" document, "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."

With a diverse student population and an ever-increasing amount of students who are being served in tiers two through four of the Response to Intervention model, it is imperative that teachers at BES will better understand how to interpret student data in order to prescribe appropriate deficit-specific interventions. "Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, p. 123). In order to accomplish this endeavor, BES understands that professional learning must focus on a variety of elements including how to interpret data to determine student deficit areas, how to assign appropriate interventions based on the deficit area, and how to utilize efficient and effective interventions. The "Why" document states that "professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information" (p. 124). It is the goal of Belwood Elementary to ensure that all teachers have a firm understanding of the four-tier delivery model and how to use a variety of ongoing assessment data to determine which students are at risk for not achieving academically or behaviorally. Tier 2 and Tier 3 instruction is provided by classroom teachers during the reading blocks, scheduled Focus times, and scheduled Intervention times. Teachers provide Tier 2 interventions in a small group setting using the resources that are available. Tolbert plans to provide continued professional learning for the materials currently available for Tiers 2 and 3, as well as increase the instructional options available, in order to increase the rigor and effectiveness of the interventions. With a strong Tier 2 intervention, many students will be successful and will no longer require Tier 2, nor will they need to progress on to Tier 3. Page

134 of the "Why" document states, "With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention."

Regarding specialized needs for increasing populations for students in subgroups, Belwood is committed to extending differentiation training that incorporates specialized research-based methods and strategies. One method BES plans to incorporate within professional development is presented on page 72 of the "Why" document. It is designed for English Language Learners and is titled Sheltered Instruction Observation Protocol (SIOP). This method is cross-disciplinary and is designed to make content comprehensible, promote English language development, and provide instruction in academic English skills. A research-based strategy BES plans to incorporate in professional learning for ESS students is LINCS-A Vocabulary Strategy ("Why" p. 136). Belwood is committed to maintaining ongoing research into best practices and evidence-based strategies until 100% of Tolbert's students are meeting their achievement potentials.

Belwood administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their pre-service training. Under recommendation 4 on page 39 of the "Why" document, it is affirmed that the GaDOE will coordinate with the BOR and the TCSG in the development of teacher preparation courses that strengthen and enhance literacy strategies and interventions among instructional approaches for all grade levels. Belwood Elementary School plans to ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. The belief statements of the Georgia Literacy Task Force are stated on page 32 of the "Why" document and includes, "Open, direct articulation and recursive literacy professional learning opportunities among pre-k-12 teachers

are central to developing the language capacity of each student." Belwood Elementary School plans to encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs. The school will research and provide professional learning opportunities for all teachers that will include integrating literacy across the curriculum. Comprehensive Reading Solutions is one source of professional learning that will be utilized at BES. The school will provide support to the teachers by allowing teachers to practice techniques in a non-threatening environment and supply feedback. On page 124 of the "Why" document the following is stated about professional learning:

Assisting content teachers to embed cognitive and motivational strategies into their instruction also enables the "to support deeper student literacy and understanding in the content-are reading" (Lewis et al., 2007). Professional learning in intervention techniques permits teacher to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common core Georgia Performance Standards.

Finally, Belwood Elementary believes that a focus on technology must be mandated in order to prepare our students to be 21st century learners who excel globally. The "Why" document states that "Reliable research supports the integration of technology in reading, English langue arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" (p. 56). Technology must be integrated throughout all content areas, and both teachers and students must be competent in utilizing a variety of technological tools. To achieve academically, students must exhibit 21st century skills that include effective communication,

inventive thinking, high productivity, and digital-age literacy. Technology is no longer a tool solely for the workplace. The “Why” document states that “it has become the major tool for young people to communicate with one another” (p. 57). As part of Belwood’s literacy plan, our goal will be to provide teachers and students with training and opportunities to use current technological tools. “In an article for EdTech Magazine, titled ‘21st Century Skills,’ the author said, ‘The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally’” (“Why” document, p. 58). Additionally, in regard to literacy and technology, Mills provides the kinds of “multimodal” skills teachers and students must now be familiar with (“Why” document, p. 50). Tolbert is committed to providing students and teachers with the technological tools and opportunities needed to acquire these skills.

With 71% of Tolbert’s students receiving free or reduced lunch, it is established that the majority of Belwood’s students are economically disadvantaged. A recent poll of Belwood’s students reveals that half of our students do not have access to technology at home to use to support learning or schoolwork. These students are obviously at a disadvantage in regard to gaining experiences and skills with using 21st century resources and that will help them to become competitive participants in college and career. Belwood plans to use Striving Reader funds to purchase or upgrade technologies that support literacy for use at school to help level the playing field and combat the generational effects of poverty.

Belwood Elementary’s Literacy Plan

BES will strive to provide the best opportunities for every teacher, as well as student, to learn and reach his or her full potential. It is the goal of Belwood teachers to grow as professionals and be prepared to educate all students to be lifelong learners and contributors to the community and global society.

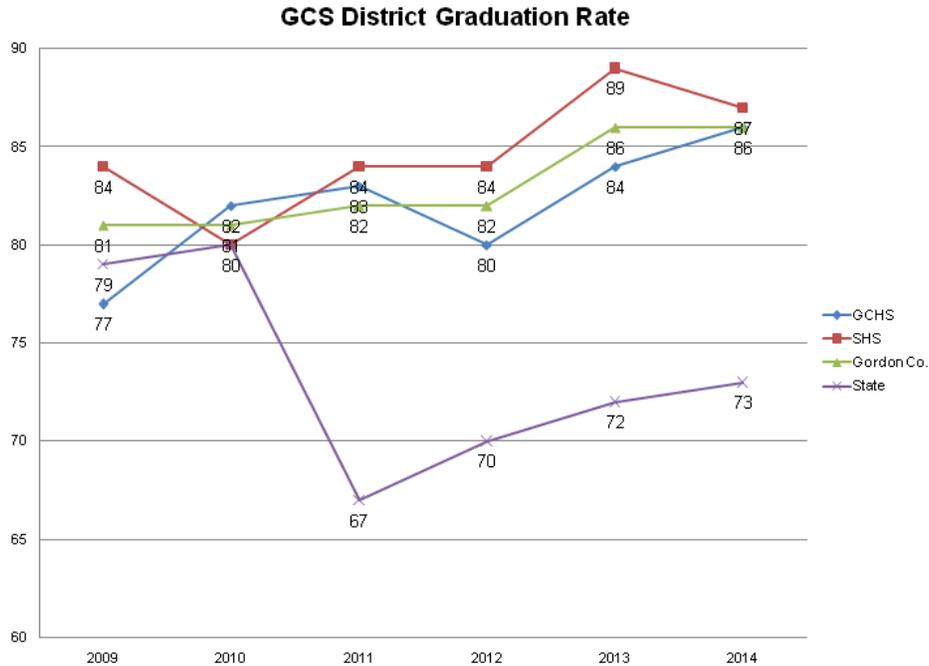
Belwood has somewhat of a stable teaching staff. The average number of “years teaching at Belwood” for our 44 faculty members (certified and noncertified staff) is 11 years. Notable is certified teachers’ level of experience: the average number of years in education, teaching at Belwood as well as other schools, for 15 years.

At the District Level, Gordon County Schools has a high teacher retention rate as well, which helps to sustain initiatives and provide a continuity of instruction between feeder schools throughout elementary, middle, and high schools. As seen in the chart below, school year 2012-2013 reveals an all time high of almost 90% teacher retention rate at Gordon County Schools.

Gordon County Schools Teacher Retention

Year	Average Teacher Retention Rate
2003 - 2004	82.2%
2004 - 2005	84.4%
2005 - 2006	68.1%
2006 - 2007	79.8%
2007 - 2008	81.5%
2008 - 2009	78.1%
2009 - 2010	78.1%
2010 - 2011	76.4%
2011 - 2012	83.7%
2012 - 2013	89.6%

The next chart reveals a steady incline in the student graduation rate in Gordon County Schools over time. Belwood’s feeder high school is Gordon Central, shown in blue below. While Gordon Central’s graduation rate has generally been lower over time than the higher socio-economic Sonoraville High School, the 2014 graduation rate gap between the two schools was almost closed. Both High School graduation rates are much higher than the state rate. County wide initiatives, collaboration between schools, and the implementation of Graduation Coaches at the middle/high schools are some of the reasons for this achievement.



It is the desire of Belwood’s administration and faculty that students at Belwood Elementary receive “gold standard” literacy instruction and will be college and career ready when they graduate from Gordon County Schools.

However, Belwood’s administration and faculty know that a lot of work still needs to be accomplished in order for all students to reach their potentials in literacy. A closer look at data and other school factors reveal Belwood’s concerns and areas in which to improve (see the Needs Assessment/Root Cause/Concerns and the Analysis and Identification of Student and Teacher Data sections). The Striving Reader grant process has provided an excellent opportunity for BES to identify and address these issues. Based on results from the Georgia Literacy Plan Needs Assessment for Literacy Grades Kindergarten to Grade 12, BES will address the following Building Blocks that pertain to student growth in literacy explained in the “How” and “What” documents.

Belwood Elementary’s Leadership Team chose the following Building Blocks and action steps from the “How” document that would best enable our school to reach and maintain “Fully Operational” in the needs assessment areas in which we scored “Operational,” “Emergent,” or

“Not Addressed.”

Building Block 1. Engaged Leadership	
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school	
<p>Belwood determined that the administrator seeks out and participates in professional learning in literacy with his faculty. He has demonstrated a commitment to learn about and support evidence-based literacy instruction in her school. As the leader of the Belwood literacy team, the principal will help establish a comprehensive professional learning system in order for his faculty to receive the most extensive and up-to-date information regarding best practices in literacy.</p> <p>Sustaining:</p> <p>The administrator will</p> <ul style="list-style-type: none"> • Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies • Develop a pipeline of leaders by identifying and training leaders for succession • Make hiring decisions collaboratively based upon literacy goals 	
B. Action: Organize a Literacy Leadership Team	
<p>The Belwood Elementary literacy coach is a member of the Gordon County Schools district literacy team. The system literacy team meets to design and deliver system professional development and assessments, as well as, develop CCGPS literacy units. Belwood Elementary has somewhat of an informal literacy team, but it has been determined that a school literacy leadership team needs to be more aptly defined and represented by a variety of stakeholders from within our school and/or community. This literacy leadership team is led by the administrator, and the literacy coach. Members include: media specialist, EL, special education teacher, EIP teacher and grade level representatives. Scheduled meeting times will be established and the literacy team will provide substantive direction for the school and community.</p> <p>Planning:</p> <p>The literacy team led by the administrator will</p> <ul style="list-style-type: none"> • Identify stakeholders and partners to be part of the literacy leadership team. • Create a shared literacy vision for the school aligned with the state literacy plan 	

- Evaluate current practices in all classrooms by using an observation or walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement
- Schedule and protect time for the Literacy Leadership Team to meet and plan
- Analyze multiple forms of student, school, and teacher data, including results of the observation or walkthrough tool to develop a list of prioritized recommendations and goals for improvement

Implementing:

The literacy team led by the administrator will:

- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Plan for ongoing data collection and analysis to inform program development and improvement

Expanding:

The literacy team led by the administrator will:

- Refine a walk-through observation tool, such as the Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices
- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals

Sustaining:

The literacy team led by the administrator will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Stands (CCGPS)
- Remain focused on the goals and objectives of the School Improvement Plan as well as the literacy plan, to keep staff motivated, productive, and centered on student achievement
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Share student achievement gains with the District Literacy Leadership Team and community.

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

Belwood Elementary's daily schedules include a 90-120 minute literacy block, but do not include additional two hours of scheduled time for disciplinary literacy in content areas.

Kindergarten has 180 minutes allotted for the literacy block which includes reading and writing, first grade has 190 minutes, second grade has 190 minutes, and third through fifth grade have 90 minutes. Teachers at all grade levels are also given approximately 50 minutes each day for collaborative planning.

Through analysis of data and daily schedules, it has been noted that instruction in disciplinary literacy in the content areas needs to be a key component of the Belwood literacy plan. Teachers need support in literacy best practices and how to incorporate effective strategies within their own content areas.

Expanding:

The administrator or literacy team will:

- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction and teaching key areas of literacy and writing instruction

Sustaining:

The administrator or literacy team will:

- Collaborate with the literacy team to determine and share appropriate professional learning at team and staff meetings
- Use technology to provide professional learning to new and continuing teachers

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

Faculty and staff have received professional learning in disciplinary literacy in some content areas but not all. During the 2013-2014-2014/2015 school years, comprehension strategy instruction in conjunction with informational, opinion, and narrative writing were goals for professional learning in the elementary schools as part of the district literacy plan.

All reading and writing teachers received this professional learning piece, but content area teachers only received certain components of the training. Disciplinary literacy will be a critical piece of the Belwood literacy plan and faculty and staff will receive professional learning on the use of effective instructional practices for interdisciplinary literacy across the content areas.

Implementing:

The administrators and literacy coach will:

- Utilize all staff to support literacy instruction
- Support and design professional learning to develop the understanding that a comprehensive system of learning based on disciplinary literacy skills can be implemented across the content areas

Expanding:

The administrators and literacy coach will:

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)

Sustaining:

The administrator and literacy coach will:

- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

E. Action: Optimize literacy instruction across all content areas

Content area teachers **inconsistently** incorporate the teaching of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.

Content area teachers at Belwood Elementary are able to incorporate some academic vocabulary within their teaching, but the writing and discipline-specific text structure components are areas of weakness and need to be developed. As part of the literacy plan at Belwood Elementary, content area teachers will receive training on these components and follow-up support within their classrooms.

Implementing:

The school leadership will:

- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Require writing as an integral part of every class every day
- Ensure instruction in and opportunities for:

-Writing opinion pieces on topics or texts, supporting a point of view with reasons and information

-Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly

-Writing narratives to develop real or imaginary experiences

- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:

The school leadership will:

- Monitor literacy instruction across the curriculum through:

-Formal and informal observations

-Lesson plans

-Walkthroughs

-Student work samples

- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

Sustaining:

The school leadership will:

- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

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

A community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS). A community literacy council, the Calhoun Gordon Council for a Literate Community, participates in developing literacy goals, however, a system of learning supports needs to be more fully developed. At Belwood Elementary the literacy coach currently serves on the literacy council and will be a voice for the learning supports that would most benefit the schools in our community.

Expanding:

The school leadership will:

- Actively support teachers in their efforts in schools
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:

The school leadership will:

- Celebrate academic successes publically through traditional and online media
- Ask past students who have been particularly successful to speak to students so as to encourage them and to explain the potential for schools to change lives
- Pursue additional funding sources for specialized literacy staff and materials

Building Block 2: Continuity of Instruction

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

Cross disciplinary teams are not currently meeting. Establishing cross disciplinary teams is most certainly a goal for Belwood Elementary. Analyzing student work samples is a practice that is currently being pursued at Belwood within the content areas of reading, writing, and math; however, this practice has not been implemented among cross disciplinary teams. As part of the literacy plan at Belwood Elementary, our goal is to foster a shared responsibility for achieving literacy goals among all teachers. Literacy goals will continue to be monitored and established by the literacy team, which will be composed of representatives across content areas.

Planning:

Collaborative teams will:

- Create cross disciplinary teams
- Develop administrative awareness of the need to identify gaps
- Work with administration to establish an expectation of shared responsibility for literacy across the curriculum
- Design infrastructure for shared responsibility for development of literacy across the curriculum
- Schedule data meetings for cross disciplinary teams to analyze student work

Implementing:

Collaborative teams will:

- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible
- Plan and implement lessons that address the literacy needs of students

Expanding:

Collaborative teams will:

- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible

Sustaining:

Collaborative teams will:

- Share professional learning, such as Comprehensive Reading Solutions, online and at team and staff meetings

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

Belwood inconsistently incorporates all types of literacy throughout the day and lacks the professional knowledge how on to do so in an effective way. We lack the professional knowledge of the most current practices in online, blogs, wikis and other technological instructional shifts.

Belwood's literacy plan focuses on three instructional shifts – deepening content knowledge through reading rich nonfiction text; reading, writing, and speaking grounded in evidence from literary and informational text; and regular practice with complex text and its academic language. Strategies that teachers will use are close reading protocol, text dependent questions with graphic organizer, tier 2 and tier 3 vocabulary, primary sources, read alouds with complex text, decoding with analogies, vocabulary connections (colors, symbols, situations), visual representation with a web or concept map, book clubs and readers' theatre to help with fluency.

Belwood will infuse literacy into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, social media).

Planning:

The literacy leadership will:

- Provide scheduled professional development through job embedded practices and will allow teachers to increase their knowledge in reading acquisition (cognitive reading model) and infusing all literacy throughout the day.
- Coach, model, co-teach, observe, and give feedback to fellow teachers using videos or other resources on the use of literacy strategies in the classroom

Implementing:

Teachers will:

- Participate in professional development that will increase their knowledge in infusing literacy across the curriculum as well as the cognitive reading model
- Make writing a required part of every class every day, using technology when possible

Expanding:

Teachers will:

- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Discuss exemplary samples with students to model features of quality writing
- Through various learning platforms teachers will receive professional development to modify and enhance their instructional practices as evident from assessments, teacher surveys, totality of TKES walkthroughs, and both formative and summative observations

Sustaining:

Teachers will:

- Stay abreast of effective strategies for literacy instruction using Comprehensive Reading Solutions
- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)

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

Out of school organizations and agencies are making plans to develop learning supports to complement literacy instruction. Belwood Elementary has established partnerships with some out of school organizations and agencies such as the Calhoun Gordon Council For a Literate Community, Huddle House, IHOP and Waffle House. Huddle House has been a strategic partner through their Write to Win Campaign and our Principal's Book of the Month program. Our goal is to continue our partnerships with these community organizations and also seek out other opportunities in order to have a more comprehensive system of learning supports to complement the literacy instruction within the classroom.

Implementing:

Belwood Elementary will:

- Utilize all staff to support literacy instruction (e.g., assign non-academic duties to personnel not engaged in literacy instruction)

Expanding:

Belwood Elementary will:

- Establish a mentoring system from within and/or outside the school for every student who needs additional support
- Provide English language services that extend beyond the classroom

Sustaining:

Belwood Elementary will:

- Continue to foster relationships/networks among schools (particularly within feeder patterns), families, and communities
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

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

Ongoing formative and summative assessments are utilized at Belwood School to gather a wealth of information about student learning progress and the effectiveness of teachers' instructional strategies. We have developed an infrastructure for data utilization that allows teachers to reflect on teacher instruction and student learning, but doesn't allow students the capability. Performance Matters houses and disaggregates data such as state mandated tests, district benchmark assessments, and demographic information.

Teachers have been trained on the types of assessments, the purpose of assessments, and common assessment expectations at BES.

An assessment calendar is created that provides a timeline for the administration of diagnostic,

formative, and summative assessments in which CCGPS standards will be assessed. Data is analyzed within two days of the administration of the assessments to ensure timely and descriptive feedback that is relevant to the current instruction. In addition, instruction can immediately be adjusted based upon the data to meet the needs of the students at that time.

Gordon County Schools created a system of 12 and 24 week District Benchmark Assessments that are common across grades 1st-5th in reading, ELA, and math classrooms and were constructed using CCGPS. The 12 and 24 week are formative assessments in grades 1st-5th. In addition to the 12 and 24 week benchmark/periodic assessments, 1st-3rd grades will take the SLO (student learning objectives) district designed assessments over CCGPS in reading and math. Both formative and summative assessments are used to guide classroom and intervention instruction at Belwood Elementary.

Limitations of Gordon County Schools' benchmark assessments are that they are not available for science and social studies and do not include constructed response those content areas.

Belwood Elementary has been using a screening and progress monitoring tool (AIMS) but is highly supportive of moving to DIBELS Next and the Scholastic Reading Inventory. Diagnostic literacy tools have been selected and used, but not as part of a protocol that should be followed when at risk students are identified. Students that are targeted for intervention strategies in Tiers II & III are provided with layered intense instruction based on skill.

An area of concern that will be addressed is the fact that changes in upcoming state assessments, rising cut scores, and plans for teacher evaluations which will be based in large part on student test scores in are creating an out of balance focus on summative versus formative assessment. The lack of high quality formative assessment practices that focus on a sound understanding of grade level academic standards will be addressed through continued professional development from literacy leadership team and Comprehensive Reading Solutions.

Planning

Belwood Elementary Literacy Leadership Team will

- Reinforce how the chain of screening/diagnostic/formative assessment, differentiated instruction matched to deficit areas, goal-setting, and progress monitoring is the key to student achievement through the Student Growth Model
- Participate in professional learning sessions to learn how to administer the assessments.

Implementing:

Belwood Elementary will

- Provide adequate technology infrastructure to support administration and storage of assessments as well as the dissemination of results
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Create common district assessments for all content areas in a variety of formats that include constructed response

Expanding

Belwood Elementary will

- Collaborate to create and implement systematic Periodic Assessments for all content areas that include a variety of formats including constructed response and use the data for formative purposes
- Continue to improve formative and summative assessments by adding questions to reach higher depths of knowledge and include constructed response
- Provide professional learning on effective daily formative assessment practices that focus on a sound understanding of grade level academic standards
- Provide adequate technology infrastructure to support administration and storage of assessments as well as the dissemination of results

Sustaining

Belwood Elementary will

- Continue to research and select effective screening, progress monitoring, and diagnostic tools

to identify readiness levels of all students, including DIBELS Next and the Scholastic Reading Inventory

- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities and schedule intervention time in the day to meet the needs of all students

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

Belwood currently uses AIMSweb as a screener and progress monitoring tool for formative instruction in grades K-5. A calendar is created by the assistant principal and members of a testing team benchmark all grades 3 times a year. Once data is in, teacher and grade level meetings take place with the literacy coach, administrators, and sometimes school psychologist to analyze past tiered intervention plans and create a new plan if necessary.

In grades K-2, informal phonics surveys and sight word inventories are used as both a screener and progress monitoring tool. Phonological Awareness assessments are inconsistently used.

Belwood does not have a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. If BES receives the grant, we will help educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability

SRI utilizes an online data management system, Scholastic Achievement Manager (SAM), which disaggregates the student data and supports data-driven instruction. The effective use of SAM will allow teachers more time to actively reflect and take next instructional steps to act on the new SRCL assessment tools.

Planning:

The Literacy Leadership Team will:

- Purchase SRI and DIBELS next
- Schedule and participate in professional learning from SRI online
- Schedule and participate in professional learning on DIBELS next

- Design a testing schedule that encompasses new screeners and progress monitoring tools (SRI and DIBELS next)

Implementing:

Belwood Elementary will

- Use DIBELS next as a screener and progress monitoring tool. Benchmark 3 times a year
Progress monitor as deemed by literacy leadership team (every student monthly, at risk bi-weekly and intensive students weekly)
- Use SRI as a screener and progress monitoring tool
- Follow protocol on problem solving to increase the consistency of the usage of more diagnostic tools, especially Phonological Awareness

Sustaining:

Belwood Elementary will:

- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Provide continued PL to new hires on the universal screening and progress monitoring process as deemed by SRCL

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

Problems found in literacy screenings in some cases are followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs. After the fall AIMSweb benchmarks were completed, the literacy coach supported K-5 teachers in conducting appropriate follow-up assessments to determine if there were phonological awareness, phonics, or sight word issues. The data was analyzed and appropriate interventions were provided in order for teachers to strengthen students' achievement in this specific deficit area.

One finding we found in our needs assessment process is that in many cases of struggling readers, the teachers failed to administer a phonological awareness screener. Once the screener was given to the students, the literacy team discovered that 13 out of 15 struggling readers had at least one deficit area

in that component of the cognitive reading model.

Implementing:

Belwood Elementary will:

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

Expanding:

Belwood Elementary will:

- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals

Sustaining:

Belwood Elementary will:

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

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

Specific times for analysis of the previous year's outcome assessments are identified in the school calendar to determine broad student needs and serve as a baseline for improvement.

Those assessments are

- (Former)Criterion Reference Competency Test (CRCT) in grades 3, 5, and
- Summative District Assessments for 1st and 2nd grades
- EOY AIMSweb benchmarks in all grades

Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments. Data is disaggregated to ensure the progress of subgroups.

Expanding:

Belwood Elementary will:

- Disaggregate data to ensure the progress of subgroups
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need

Sustaining:

Belwood Elementary will:

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

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

All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students. Belwood Elementary uses a variety of data servers to assist in making instructional decisions for students. These servers include AIMSweb, Performance Matters, State Longitudinal Data System, and the Georgia Online Assessment System. Once data is analyzed, teachers make decisions regarding both whole group and needs-based instruction. This information drives instructional practices, and is additionally used to inform parents of strengths and weaknesses of their child.

If awarded Striving Reader Grant Funds, DIBELS Next will become the primary universal screener used to identify students in grades K-3 who may be at risk for reading difficulties. It will help teachers identify areas to target instructional support, monitor at-risk students while they receive additional, targeted instruction through the enactment of RtI, and examine the effectiveness of instructional supports.

Sustaining:

Belwood Elementary will:

- Analyze many types of formative data in addition to screeners, progress monitoring of intervention (running records, journal entries,)
- Continue to build collaborative data meetings into the monthly calendar
- Ensure that the data storage and retrieval system is effective and efficient

Building Block 4. Best Practices in Literacy Instruction**A. Action: Provide direct, explicit literacy instruction for all students**

Belwood Elementary does not have a systematic core literacy program with an articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.

There are pieces of a core program in use, but it does not provide a strong basis for instruction in all aspects of literacy.

We have determined that vocabulary instruction needs to be an area of focus as part of the literacy plan. Vocabulary is integrated throughout the CCGPS literacy units that were developed for each grade level by the literacy coaches, however, teachers have not received updated professional learning on current best practices in vocabulary instruction.

It has also been noted that phonological awareness and word identification instruction should be targeted in our kindergarten through second grade classrooms. With funds from the Striving Reader Comprehensive Literacy Grant, we hope to purchase materials that will supplement our core reading program in the aforementioned areas.

Implementing:

Belwood Elementary will:

- Ensure a daily literacy block in K-2 that includes whole-group explicit instruction in phonological awareness, word identification, vocabulary, fluency and comprehension as well as small groups for differentiation for all students
- Ensure a daily literacy block in 3-5 that includes whole-group explicit instruction in word identification, vocabulary, fluency and comprehension as well as small groups for differentiation for all students

Expanding:

Belwood Elementary will:

- Review teacher and student data to improve instruction
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways

Sustaining:

Belwood Elementary will:

- Continue analyzing data to determine the impact of teaching strategies on student achievement
- Provide opportunities for teachers to learn how to make curriculum more accessible to all learners (e.g., participate in professional learning provided by district and state, attend conferences and/or institutes)
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program

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

Writing is only explicitly taught by English language arts teachers. Gordon County Schools have adopted Lucy Calkins' common core writing units and these are being utilized in grades K-5 by the English language arts teacher during the writer's workshop block at BES. The literacy plan at Belwood Elementary will include a focus on writing instruction across all subject areas that consists of explicit instruction, guided practice, and independent practice. Our goal is for teachers in content areas to provide instruction in and opportunities for students to develop an argument, informational, or narrative piece in order to explore content area topics.

Planning:

Belwood Elementary will:

- Develop a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction
 - Guided practice

-Independent practice

- Provide professional learning on best practices in writing instruction in all subject areas

Implementing:

Belwood Elementary will:

- Partner with an outside source such as a local chapter of The National Writing Project for all teachers to receive professional development, workshops, and in-school demonstration (such as the Red Clay Writing Project or the Kennesaw Writing Project)
- Require writing as an integral part of every class every day

Expanding:

Belwood Elementary will:

- Discuss exemplary samples with students to model features of quality writing

Sustaining:

Belwood Elementary will:

- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)

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

Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate to their grade levels. Red Bud Elementary has been involved in the Schlechty Center's Working on the Work framework for the past five years and continues to send teacher leaders to conferences or trainings that focus on the engagement levels of students. The participants of these conferences provide follow-up professional learning for other staff members. At Belwood Elementary, we continue to maintain a focus of designing work in order to increase the engagement levels of students. Technology has shown to be effective in increasing the engagement levels of students. At Belwood Elementary, our goal is to utilize current technological instructional practices in order to help our students develop into 21st century learners who excel globally.

Expanding:

Teachers will:

- Continue to leverage the creative use of technology within the learning process to promote engagement and relevance.
- Conduct peer observations to observe effective strategies for developing and maintaining interest

Sustaining:

Teachers will:

- Continue to receive professional development on engagement strategies and will utilize them effectively throughout the literacy block and all content areas
- Participate in professional development and stay abreast of current information regarding best practices on using digital resources as learning tools such as: online blogs, wikis, and social media to engage and motivate through attending GAELA academies
- Create learning professional communities to share ideas, questions, and lesson plans in an effort to promote active engagement based on student interests

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

Response to Instruction and Intervention (RTI²) as a four-tiered instructional process, or framework, which guides teachers in matching instruction and intervention to each student's learning needs. It also includes instructional interventions used to provide support to struggling learners and enrichment to on level and accelerated students. All students at Belwood Elementary School are in the RTI process. Decisions about the tier in which students are placed are made by the data team. The data team consists of the homeroom/content teachers, instructional coaches, assistant principal.

Sustaining:

Belwood Elementary will:

- Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - The ease with which students move between tiers
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention (e.g., videotaping, videoconferencing, online collaboration)

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

Belwood Elementary's administrators and Leadership Team analyzes classroom data to determine the instructional areas and classrooms in greatest area of support. Instructional walk-through take place to determine if a standard based classroom is being implemented effectively. The following characteristics are a focus:

- Universal screenings are administered to all students
- Implementation of the Common Core Georgia Performance Standards
- Differentiation of instruction
- Progress monitoring of learning
- Ongoing formative assessments are administered

Sustaining:

Belwood Elementary will:

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet students' needs
- Encourage the use of technology to support proactive communication between students and teachers and parents and teachers (e.g., cell phones, texting, email)
- Ensure that communication between teachers and administrators is ongoing and effective

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

Tier 2 instruction is need based and geared toward students that have gaps in their reading skills. These students will be identified based on universal screening and diagnostic data. Additional assessments may be administered to ensure accurate identification of struggling students or students

that are not performing at expected levels and to see which skills need support and remediation. Tier 2 students still receive Tier I instruction while being immersed with researched based interventions. Tier 2 interventions are implemented by classroom teachers in addition to Tier 1.

Planning:

Belwood Elementary will:

- Ensure effectiveness of interventions by:
 - Providing adequate space conducive to learning
 - Ensuring that interventions are provided by competent, well-trained teachers with fidelity
- Plan and provide professional learning for interventionists on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress

Implementing

Belwood Elementary will:

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

Expanding:

Belwood Elementary will:

- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Study schools successful in closing the achievement gap and how they have effected change

Sustaining:

Belwood Elementary will:

- Building sufficient blocks of time into the daily schedule
- Ensure that teachers consistently provide research-validated interventions designed to meet individual students' needs
- Document data points to monitor student response to intervention

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

Interventions in Tier 3 are provided by the classroom teacher and EIP teacher, but are not yet on a 1:1-1:3 basis for all Tier 3 students. In the past, Tier 3 interventions were provided by a trained interventionist with fidelity. This year, for the first time in 4 years, the classroom teachers in Belwood Elementary school administer interventions with fidelity, however, our groups are not at the appropriate ratio. Based on monthly data meetings that discuss instruction based on diagnostics and progress monitoring; BES is currently in the beginning stages of providing professional development in tier 3 interventions, and state mandates.

Expanding:

Belwood Elementary will:

- Consistently provide research-validated interventions designed to meet students' needs
- Document data points to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)
- Research innovative scheduling and personnel assignments in order to reduce the intervention-student ratio in tier 3 groups.

Sustaining:

Belwood Elementary will:

- Continue to ensure that:
 - Students move into and out of T2 and T3
 - Data is used to support response to intervention
 - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole

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

To ensure that the most highly qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS. Professional learning is provided at the school and district level by the district literacy team members. Belwood will continue to offer more opportunities for professional learning that are appropriate for

the stakeholders mentioned above.

However, all students are not making adequate progress. Additional resources are needed for instruction.

Sustaining:

Belwood Elementary will:

- Ensure student data supports the exit of students from T4.
- Implement a system of checks and balances to ensure fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

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

School administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content areas in their preservice training.

Expanding:

The administrator will:

- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:

Belwood Elementary will:

- Continue to monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

Teachers are provided with protected time daily to be used for collaboration, data analysis, lesson planning, analysis of student work, as well as time to reflect on best practice and share expertise among colleagues.

Teachers are provided with one full day of planning per semester to review data, plan lessons, etc. to ensure the incorporation of literacy across the content areas.

ELA instructors participate in professional learning on the use of the core program but as part of literacy plan, we will aim to include all administrative and instructional personnel. Our goal is to nurture a climate of literacy throughout our school building, and we believe a key component to this initiative is providing professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.

Implementing:

Belwood will:

- Once a month the vertical reading team meets to discuss CCGPS, as well as other information received from the county that will enhance literacy instruction within the school.
- Participate in needs-based professional development that is designed based on data collected at the beginning of the school year by the data support specialist, as well as recommendation made by the administrative team, that would promote effective literacy instruction across the content areas.
- Visit other schools to observe implementation of literacy blocks, as well as time to observe peers within the school, who have been rated as proficient or exemplary in best practices based on informal and formal observations using the TKES
- Receive on-going training for SRI/DIBELS to ensure that data being documented is accurate, and supports student growth
- Training on how to incorporate the use of technology such as iPad, interactive whiteboards, Web 2.0 resources, etc., to enhance the delivery of literacy instruction.
- Provide opportunities for teachers to practice techniques in non-threatening situations

Expanding:

Belwood Elementary will:

- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument)
- Continue program-specific professional learning each year for new and experienced teachers
- Create a professional learning library that consist of online websites, journals, and videos that teachers can access, to assist in developing their literacy across the content areas, lesson plans, activities, and performance tasks.
- Professional development will be provided to paraprofessionals, support staff, interventionists

content areas.

- Professional development will be tailored to the specifics of the individual's
- duties and responsibilities.

Sustaining:

Belwood Elementary will:

- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Continue to encourage “professional talk” among staff and provide time for discussions between all members of the school that are responsible for literacy instruction across the curriculum.

Analysis and Identification of Student and Teacher Data

Belwood has 44 highly-qualified certified teachers on staff. Approximately 61% of Belwood’s faculty members have earned graduate degrees. Collectively, they have earned almost 10 endorsements and add-ons.

Teacher Classification		Total Number of Personnel	
Administration and Instructional Coaches		4	
Pre-K		4	
Kindergarten		4	
First		4	
Second		4	
Third		3	
Fourth		3	
Fifth		3	
ESS, ELL, EIP, Speech, Gifted		12	
Counselor, Media, PE, Technology Paraprofessional, Music		5	
Paraprofessionals in Pre-K and Kindergarten		12	
Bachelor’s Degree	Master’s Degree	Education Specialist Degree	Endorsements
34%	36%	25%	22%

- **Teacher Retention Data**

Number of Years Teaching	% of Teachers
1-3	6
4-10	5
11-25	33
1-3 Years at BES	7
4-10 Years at BES	20
11-25 Years at BES	17
Average Years of Teaching	15.3

Student Data:

As far as Belwood student data, the next two charts display Belwood’s disaggregated Reading and Language Arts CRCT data for the past three years (does not include retest).

LANGUAGE ARTS - GRADES 3-5 - CRCT Summary Data						
Language Arts - Meets or Exceeds						
Language Arts	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	45.00%	96.70%	38.20%	98.70%	34.90%	93.90%
All 4th Grade Students	26.60%	95.00%	39.70%	89.70%	33.80%	96.90%
All 5th Grade Students	44.60%	98.70%	39.00%	92.20%	44.20%	100.00%
Black	0.00%	100.00%	12.50%	87.50%	0.00%	85.70%
White	35.90%	97.30%	40.70%	93.40%	40.40%	96.90%
Hispanic	41.20%	96.10%	37.50%	97.50%	15.00%	85.00%
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
SWD	14.30%	64.30%	0.00%	80.00%	11.10%	77.80%
ELL	6.30%	87.60%	22.20%	94.40%	5.00%	95.00%
ED	36.50%	96.80%	34.40%	93.60%	26.80%	94.70%
Multi-Racial	60.00%	100.00%	40.00%	100.00%	66.70%	100.00%
Gender - Male	35.70%	95.90%	38.50%	96.80%	31.60%	94.80%
Gender - Female	40.00%	97.40%	39.10%	91.30%	41.90%	98.10%

Belwoods’ combined CRCT Language Arts 3rd - 5th grade overall meets/exceeds rate of 96% 2012, 2013, and 2014 is strong. Professional development in Writer’s Workshop and integrating grammar with writing proved to be effective.

READING - GRADES 3-5 - CRCT Summary Data						
Reading - Meets or Exceeds						
Reading	2011-2012		2012-2013		2013-2014	
	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds	Exceeds	Meets & Exceeds
All 3rd Grade Students	48.30%	91.60%	53.90%	98.60%	41.00%	95.20%
All 4th Grade Students	43.60%	94.90%	42.40%	88.50%	59.10%	95.50%
All 5th Grade Students	27.00%	97.30%	28.90%	94.70%	43.40%	96.20%
Black	0.00%	100.00%	12.50%	87.50%	0.00%	100.00%
White	40.50%	94.70%	47.00%	96.70%	51.20%	96.30%
Hispanic	33.30%	94.10%	24.40%	85.40%	28.60%	90.50%
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
SWD	7.70%	76.90%	13.30%	93.30%	18.20%	90.90%
ELL	6.70%	80.00%	27.80%	66.70%	23.80%	85.70%
ED	32.50%	94.40%	37.30%	92.90%	37.70%	93.00%
Multi-Racial	60.00%	100.00%	40.00%	100.00%	66.70%	100.00%
Gender - Male	40.20%	90.70%	41.70%	93.00%	50.50%	94.80%
Gender - Female	38.30%	98.30%	41.70%	94.80%	44.80%	96.20%

Overall 3rd, 4th, and 5th grade combined Reading scores in 2012 was 94.6 Meets/Exceeds, 2013 fell a percentage point to 93.3 Meets/Exceeds and the 2014 reading average grew 2 percentage points to 95.6 of Meets/Exceeds. Exceeds rates alone grew dramatically from 2013 to 2014 in grades 4 and 5. This is a strong accomplishment, particularly with the transition from GPS to CCGPS standards. The increased quantity of informational text reading through GCS's CCGPS reading units can be correlated with these gains.

However, a high achievement gap is noticeable for some students. Deeper digs into data reveal that a high percentage of these students, while "Meeting," hover right over the 800 cut. This is especially true in SWD, ED, and ELL data. With the expected rise of cut scores based on

the GADOE’s new Readiness Level Indicators, as well as changes to the 2014-2015 state assessment through Georgia Milestones (which includes extended and constructed response), continued growth in achievement will be a greater challenge. When comparing CRCT data to screening and diagnostic data, it is suspected that many students have developed strong test-taking skills but still have literacy deficits that will be more easily detected through Georgia Milestones than through CRCT (see Additional District-Prescribed Data below).

The table also indicates that there was a spike in the number of students that fell in the DNM category in grades 4 and 5, the exceeds indicator remained constant in grades 4 and 5, and less students fell in the meets category across all grade levels. The rollout of CCGPS is thought to be a factor in the data. This table also suggests that more emphasis should be placed on higher DOK level of literacy instruction as well as 21st century learning skills.

The table above shows minimal, if any change in student achievement for this content area.

CRCT Math Scores

CRCT Math	2012		2013		2014	
	DNM	Meets/Exceeds	DNM	Meets/Exceeds	DNM	Meets/Exceeds
3rd	10%	90%	8%	92%	12%	88%
4th	14%	86%	14%	86%	4%	96%
5th	7%	93%	8%	92%	2%	98%

Math achievement has significantly increased in 4th and 5th grades, however, continued improvements are necessary in order to increase the number of students exceeding. It is imperative that we move towards increasing the literacy practices that are utilized in

mathematics classes in order to support students with these skills.

CRCT Science and Social Studies:

CRCT Social Studies	2011			2012			2013		
	DNM	M	E	DNM	M	E	DNM	M	E
Grade									
3rd	12%	66%	22%	15%	72%	14%	10%	61%	28%
4th	24%	64%	12%	14%	54%	32%	18%	70%	12%
5th	40%	50%	10%	22%	65%	13%	6%	57%	37%

2014

DNM

Meets

Exceeds

Science	03		29.8 %	41.7 %	28.6 %
	04		15.2 %	40.9 %	43.9 %
	05		14.3 %	41.1 %	44.6 %
		Combined		20.9 %	41.3 %
Social Studies	03		21.4 %	41.7 %	36.9 %
	04		13.6 %	63.6 %	22.7 %
	05		12.7 %	50.9 %	36.4 %
		Combined		16.6 %	51.2 %

Social Studies and Science achievement rate dramatically fell in third grade. This is attributed to several factors which include the reading deficits identified through screeners and diagnostics as well as the higher percentage of special education students and EL students.

CRCT Disaggregated Data for 2013-2014

		DNM	Meets	Exceeds
Science	ELL	43.5 %	52.2 %	4.3 %
	Non - ELL	18.0 %	39.9 %	42.1 %
	Combined	20.9 %	41.3 %	37.9 %
Social Studies	ELL	36.4 %	59.1 %	4.5 %
	Non - ELL	14.2 %	50.3 %	35.5 %
	Combined	16.6 %	51.2 %	32.2 %

Science	ED	23.5 %	49.6 %	27.0 %
	Non - ED	17.6 %	30.8 %	51.6 %
	Combined	20.9 %	41.3 %	37.9 %
Social Studies	ED	18.3 %	59.1 %	22.6 %
	Non - ED	14.4 %	41.1 %	44.4 %
	Combined	16.6 %	51.2 %	32.2 %

Science	Non - SWD	18.8 %	42.2 %	39.1 %
	SWD	50.0 %	28.6 %	21.4 %
	Combined	20.9 %	41.3 %	37.9 %
Social Studies	Non - SWD	13.1 %	52.9 %	34.0 %
	SWD	64.3 %	28.6 %	7.1 %
	Combined	16.6 %	51.2 %	32.2 %

The subgroups that are highlighted in the charts above demonstrate the gaps of achievement between each of EL, SWD, and ED (economically disadvantage) and the non ED, EL and SWD.

- **Additional District-Prescribed Data**

Gordon County Schools has developed 12 and 24 week Periodic Assessments for grades 1-5 to in Reading, ELA, and Math. These are used for formative purposes and teachers have access to disaggregated data online through Performance Matters. This school year, the Reading assessment included constructed response items for grades 2-5. A “meets/exceeds” score on a two point constructed response item is 2, and a score of 3 or 4 is “meets” or “exceeds” on a four-point constructed response. BES performance is charted on the following page and reveals that

very low percentages of students are meeting/exceeding with constructed response.

Belwood Elementary School

Constructed Response Results: 12 Week ELA Section 3 Periodic Assessment

2 nd Grade:		
0 pt	1pt	2pt
27	41	10
6%	55%	13%

3rd Grade:		
0 pt	1 pt	2 pt
17	22	11
34%	44%	22%

4th Grade:		
0 pt	1 pt	2 pt
23	42	18
28%	50%	22%

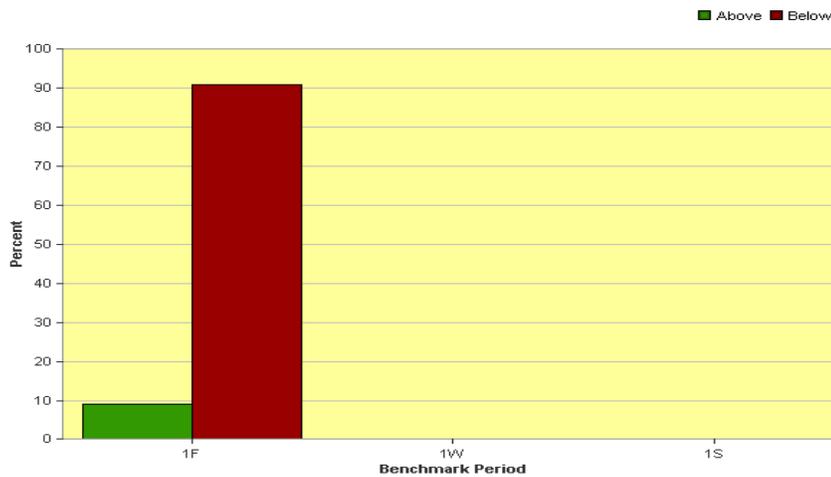
4th Grade:				
0 pt	1 pt	2 pt	3 pt	4 pt
5	11	53	14	0
.06	13%	64%	17%	0%

5th Grade:				
0 pt	1 pt	2 pt	3 pt	4 pt
4	8	36	34	4
.034%	.093%	42	41%	.046%

At BES, the current universal screener is AIMSweb. It is utilized at the beginning of each school year to screen for reading difficulties in K-5. Winter and spring benchmarks are also administered. If deficit areas are determined based on the fall benchmark results, appropriate interventions are provided and progress monitoring probes are administered using additional AIMSweb tools. Based on the fall benchmark assessment, high percentages of students are not entering grade level at target level for phoneme segmentation fluency and oral reading fluency.

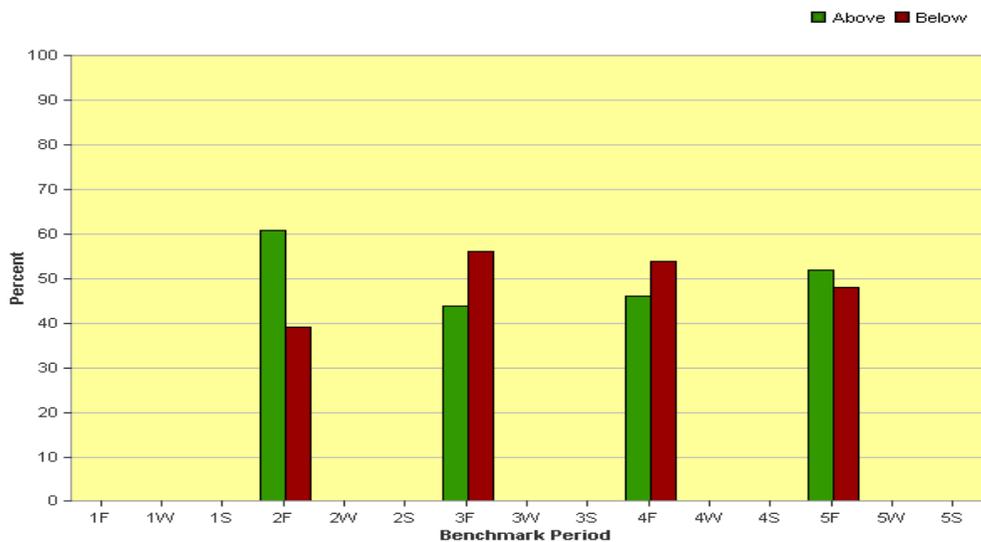
Percent of Students Above & Below Target

Gordon County - Belwood Elementary School
Grade 1 : 2014-2015 School Year
Phoneme Segmentation Fluency



Percent of Students Above & Below Target

Gordon County - Belwood Elementary School
2014-2015 School Year
Reading - Curriculum Based Measurement



• **Strengths and Weaknesses Based on Prescribed Assessments**

Area	Strengths	Weaknesses
<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • The number of students meeting/ exceeding on the CRCT has remained high 	<ul style="list-style-type: none"> • Achievement gap between ED, EL, SWD and non members of those groups •
<ul style="list-style-type: none"> • ELA/Writing 	<ul style="list-style-type: none"> • Increase of ELA scores 	<ul style="list-style-type: none"> • Low achievement in constructed response data
<ul style="list-style-type: none"> • AIMSweb 	<ul style="list-style-type: none"> • 54% of kindergarten students met the target for the fall letter naming fluency benchmark. 	<ul style="list-style-type: none"> • High percentage of students’ foundational reading skills are not at grade level target • Over 50% of 3rd-5th graders are not meeting the fall oral reading fluency target.

Goals and Objectives Based on Formative and Summative Assessments

<p>Goal 1: Provide students with appropriate tiered interventions that will remediate or accelerate based on the main areas of the cognitive reading model through formative and summative assessments.</p>
<p><u>Objectives:</u></p> <ul style="list-style-type: none"> ○ Maintain and expand protocol for consistent and balanced use of formative and summative data to clearly plan ways to effectively implement the four tiers of Response to Intervention (RTI) for all students ○ Address lack of core program in Belwood’s literacy instruction as well as materials and strategies to supplement Tier 2, 3, and 4 ○ Use data to assist students and teachers in setting learning goals with students, designed to build independent readers and writers, and in monitoring progress ○ Design and implement professional development that impacts student learning through differentiation, RTI, the cognitive model, and literacy across the curriculum

Teacher Participation in Professional Learning Communities

All teachers participate in professional learning throughout each school year. In past years, the literacy focus for professional development has been topics such as comprehension strategy instruction, writer’s workshop, and differentiation. Future plans include professional

Gordon County School System: Belwood Elementary

development provided by the literacy coach and the Belwood's Literacy Leadership team, as well through the establishment of professional learning communities and cross-disciplinary teams, wherein teachers work collaboratively through book studies, workshops, data meetings, and attendance at conferences to address topics such as literacy across the curriculum, strategies designed to overcome the effects of poverty on literacy, formative assessment, technology to support literacy, and strategies for effective tiered instruction.

Project Plan-Procedures, Goals, Objectives and Support

The same types of methods and instruments used to collect data throughout the Needs Assessment process will be re-administered yearly during the project's timeline. Data will be disaggregated to measure if improvement and growth have been made in the identified areas of concern that served as the basis for forming project goals. Guskey's (2002) methods of evaluating the effectiveness of professional learning will also be used, as well as student achievement data particularly pertaining to the Student Growth Model and closing the Achievement Gap, to measure if goals have been met.

Need: Belwood Elementary lacks instructional materials and protocols designed to meet the needs of all students.

Goal 1: Provide students with appropriate tiered interventions that will remediate or accelerate based on the main areas of the cognitive reading model through formative and summative assessments.

Objectives:

- Maintain and expand protocol for consistent and balanced use of formative and summative data to clearly plan ways to effectively implement the four tiers of Response to Intervention (RTI) for all students
- Address gaps in Belwood's instructional Tier 1 "core" literacy program, as well as materials and strategies to supplement Tier 2, 3, and 4
- Use data to assist students and teachers in setting learning goals with students, designed to build independent readers and writers, and in monitoring progress
- Design and implement professional development that impacts student learning through differentiation, RTI, the cognitive model, and literacy across the curriculum

Alignment to Researched-Based Practices:

"Explicit and systematic instruction in the five essential components must be provided" ("Why" document, p. 65).

Belwood has the "responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why," p. 123).

Need: Belwood Elementary has a shortage of current technological resources that prevents students from gaining skills necessary to truly excel globally in the 21st century.

Goal 2: Technology will be relevant to students and ensure that they develop the literacy skills necessary to excel globally in the 21st century.

Objectives:

- Guarantee that teachers and students have access to current and sufficient technological resources which support literacy standards across the grade levels and content areas
- Ensure that teachers and students understand that skills for 21st century success go beyond competence with “electronic” technologies and also include competence in areas such as information acquisition, problem-solving skills, collaboration skills, and communication skills
- Strengthen technology integration within the classrooms, computer labs, and media center with:
 - Interactive media tools (electronic tablets, e-readers, electronic response systems, digital video and communication/collaboration equipment)
 - Interactive software and online resources

Alignment to Researched-Based Practices:

“Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education” (“Why” document, p. 56).

Need: Belwood Elementary lacks the broad literacy leadership framework required to meet the needs of all students within the school’s changing demographics.

Goal 3: Establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum for all students.

Objectives:

- The Belwood Literacy Team will share responsibility in presenting professional development and ensuring it is carried through to classroom practice
- Professional development and collaboration will target the specialized literacy needs of low-socioeconomic students and students in crisis, including the gradual release of responsibility for learning from teacher to student
- Literacy leaders throughout the faculty will work to advocate family literacy, with special attention to the needs of struggling students, transient students, homeless students, and English Language Learners

Alignment to Researched-Based Practices:

The “Why” document states that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

Need: Belwood Elementary lacks effective disciplinary literacy across the curriculum to meet the needs of all students.

Goal 4: Students will receive effective interdisciplinary literacy instruction across the curriculum.

Objectives:

- Attain an understanding of the shared responsibility of literacy goals to be mastered in kindergarten through fifth grades
- Incorporate materials in classroom libraries and the media center that will allow students to master CCGPS pertaining to literacy, including literacy in the content areas
- Offer professional learning to teachers that will impact student articulation of thinking and learning (writing, speaking) as reflected throughout CCGPS in all grades and content areas, which will include adopting a plan for writing instruction across the curriculum.

Alignment to Researched-Based Practices:

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

Practices in Place When Determining Goals/Objectives:

- Goal 1: A supplemental phonemic awareness and phonics program is being piloted in grades K-2 to supplement core deficits. Data teams analyze student data and current interventions.
- Goal 2: Computer labs are being used to implement cross disciplinary research and projects, as well as the use of Study Island in grades 3-5.
- Goal 3: Professional learning is being planned by the BLT to support all grades and content areas in implementing best literacy practices.
- Goal 4: All students have writing portfolios where samples from each genre are collected from the literacy block, and 1st-5th grade students are beginning to use Interactive Notebooks in the content areas.

Goals to be Funded with Other Sources:

Belwood Elementary and Gordon County Schools will

- continue to fund educational websites and magazine subscriptions through other sources such as PTA
- continue to provide a framework for professional development through a school literacy coach, funded by Title 1 funds and/or other sources
- continue to provide assistance and support with technology through the system technology team
- continue to provide system-wide opportunities for professional development and collaboration through the system’s Literacy Leadership Team, using Title funds and/or

other sources

- Continue to systematically administer 12 and 24 week formative benchmarks utilizing Title funds and/or other sources

Formative and Summative Measuring of Project Goals/Objectives:

Along with the yearly plan to monitor progress toward meeting project goals and objectives mentioned above, the BLT will also meet monthly to determine progress toward goals and objectives in a more informal, yet ongoing, basis. Screening, diagnostic, and formative data from teacher’s Data Notebooks, surveys and questionnaires to faculty and students, classroom observations and instructional artifacts, student work samples, and feedback during parent conferences will be used. Teachers use a variety of formative and summative measures and will continue to do so to measure student achievement due to the goals and objectives set forth in the project plan.

Tiered Instruction:

Belwood’s schedule allows for a minimum 90 minute literacy block which incorporates tiered instruction. Students that are identified as exhibiting deficits will receive additional Tier 2 needs-based instruction in addition to Tier 1 and placed in the appropriate tier in the RTI model. Tiered instruction will be provided by certified teachers, ELL, EIP, Gifted, and ESS teachers, and paraprofessionals.

RTI Model:

Tier II		
Time	Personnel	Strategies
<ul style="list-style-type: none"> • Identified students receive small group instruction, as needed, during the reading block. 	<ul style="list-style-type: none"> • Certified teachers and paraprofessionals 	<ul style="list-style-type: none"> • Identified students receive a minimum of two 20-minute segments per week of instruction
Tier III		
Time	Personnel	Strategies
<ul style="list-style-type: none"> • Identified students receive intensive small group instruction for three 45-minute segments. 	<ul style="list-style-type: none"> • Certified teachers 	<ul style="list-style-type: none"> • Provide intensive interventions in smaller group sizes in substantial blocks of time with targeted

		instructional materials
Tier IV		
Time	Personnel	Strategies
<ul style="list-style-type: none"> • Students receive inclusion or pull-out services based on needs: Gifted, EIP, EL, and ESS. 	<ul style="list-style-type: none"> ○ ELL, EIP, ESS, and Gifted Teachers 	<ul style="list-style-type: none"> ▪ Specialized programs, methodologies instructional deliveries provided

Sample Schedules Indicating Tiered Instruction:

• **K-2:**

- 7:30-9:00 Math Workshop
- 8:45-9:30 Whole Group Reading (CCGPS units, sci/sst read alouds)
- 9:30-10:15 Writer’s Workshop
- 10:15-11:15 Needs-Based Groups
 - Differentiated Interventions for Tiers I, II, III, IV
 - Intervention strategies from Walpole/McKenna, Lane, O’Connor, etc; materials include Walpole/McKenna Combo Kits, FCRR, Reading A-Z, guided reading sets
- 12:15-1:00 Specials, with *Tier III inventions 3 days per week
- 1:00-2:20 Focus (additional reading interventions)

*Tier III interventions provided by certified teacher (such as Road to the Code, Read Naturally GATE): 10:45-11:30 kindergarten, 12:15-1:00 first, 8:15-9:00 second

• **3rd-5th**

- 7:30-8:15 Focus (Tier 3 OR Tier 2)
 - 8:15-9:45 Block I (Reading Workshop 60 minutes, Tier 2 30)
 - 9:45-11:15 Block II (Writer’s Workshop)
 - 11:15-12:00- Specials
 - 12:00-12:30 Lunch
 - 12:30-2:00-Block III (Math Science/Social Studies)
 - 2:00-2:20- Recess
- Reading Block: Three days per week, reading teacher teaches from the CCGPS unit and provides differentiation. Two days per week, reading teacher facilitates independent practice, guided reading and/or literature circles, and Tier II interventions. Intervention strategies: Walpole/McKenna, O’Connor, Rasinski, Archer, etc; Intervention materials: Walpole’s multisyllabic lessons with guided reading, Read Naturally, Quick Reads, ReadWorks, Reading A-Z, FCRR, Shell Leveled Readers, etc.

*Tier III interventions provided by certified teacher (such as SRA Decoding):

Assessment/Data Analysis Plan

Belwood teachers, including all content areas and grade levels, compile and maintain detailed Data Notebooks. Formative data from system periodic assessments, AIMS screeners and progress monitoring, informal inventories, and classroom assessments are routinely used to drive Tier 1, Tier 2, Tier 3, and Tier 4 instruction. Teachers use data during weekly grade level collaborative planning and SST meetings, during quarterly ½ day grade level data collaboration sessions, and during regular meetings with the literacy coach, principal, and assist-principal.

The principal, assist-principal, and literacy coach regularly check Data Notebooks to monitor if individual students are trackable in the Data Notebook, wherein a clearly aligned progression can be traced from a student’s data point of concern, to documented research-based instruction that is paired to the deficit, and to progress monitoring. For instance, a student who displays gaps in the phonological continuum on the Phonological Screener in the Data Notebook must be provided with phonological instruction that targets those gaps. Targeted instruction must be evident on the lesson plans used with the student’s needs-based reading group (needs-based/guided reading plans are archived in the Data Notebook). The same process applies for student data points indicative of phonics, fluency, and comprehension deficits. Content area teachers follow the same process using class work, quizzes and tests, writing responses, and anecdotal notes as the basis for providing needs-based instruction.

Teachers keep anecdotal notes in the Data Notebook for individual reading and writing conferences, and Fountas and Pinnell’s reading levels are tracked individually, as are student writing levels using the Lucy Calkins Writing Progressions.

The following chart displays a sample Table of Contents from a 2nd grade Data

Notebook:

<p><u>Reading Section</u></p> <p>Tab 1 SLO Quick Phonics Survey Scores Tab 2 AIMS BM/PM Data Tab 3 Sight Word Inventory Tab 4 Phonological Awareness Data Tab 5 Leveled Library and Conferencing Records Tab 6 Cold Reading Comprehension Data Tab 7 Reading Periodic Assessment Data Tab 8 Reading Interests Surveys Tab 9 Take-Home Fluency Students/Levels Tab 10 Archive: Reading Small Group and/or Flex Plans</p> <p><u>Writer's Workshop Section</u></p> <p>Tab 11 Baseline Writing Tab 12 ELA Periodic Assessment Data (Performance Matters) Tab 13 Weekly Class Profile/Conferencing Notes</p> <p><u>All Subjects</u></p> <p>Tab 18 EOY Data from 1st Grade (Student Information Sheets or PM Class Data) Tab 19 Archive: Focus Groups/Plans Tab 20 Additional Information: ELL/ESS/EIP/REACH/Tier 3</p>

Detailed Listing of the School's Current Assessment Protocol

Assessment	Grade Level; Personnel Performing	Purpose	Skills	Frequency
AIMSweb	K-5; Classroom teachers and instructional coaches	Screening and Progress Monitoring	Phonemic Awareness, Phonics, Fluency, Math	Benchmark three times a year/ Bi-Weekly Progress Monitoring
Informal Phonics Inventory Part I and II	Part I: K-3 Part II: 3-5; Classroom teachers, paras, and	Diagnostic and Progress Monitoring	Phonics	3 times per year in K-2 and with students under target in oral reading fluency in 3-5

	literacy coach			
Guided Reading Leveling	K-5; Classroom teachers and literacy coach	Diagnostic and Progress Monitoring	Independent Reading Level	Monthly
Cold Reading Comprehension Assessments	1 st -5 th ; Classroom teachers	Diagnostic and Progress Monitoring	Comprehension	2 times per month
Sight Word Inventory	K-3; Classroom teachers and paras	Diagnostic and Progress Monitoring	Sight Word Fluency	3 Times per year and Progress Monitoring as needed
GKIDS	K; Classroom teachers	Outcome for Kindergarten	ELA, Reading, Math, Social and Emotional Behavior	Four times per year
Phonological Awareness Assessment	Students under target in PSF and NWF in grades K-2; Classroom teachers, paras, and literacy coach	Diagnostic and Progress Monitoring	Phonological Awareness	As needed
Periodic Assessments (system benchmarks)	1 st -5 th Classroom teachers and instructional coaches	Formative	Reading, ELA, Math	Three times per year in 1 st - 2 nd grade Two times per year in 3rd-5 th
GA Milestones	3 rd -5 th ; Certified teachers and instructional coaches	Achievement/ Summative	ELA, Reading, Math, Science and SS	Once annually

WIDA/ ACCESS	K-5 ELL; ELL teacher and instructional coaches	ELL Placement/Screening	Language	Once annually
CoGAT, ITBS, Torrance, and Hawthorne Assessments	K-5 Gifted; Gifted teacher	Placement	Gifted	Once annually
Student Learning Objective (SLO) Assessments	K-5 Certified Teachers	Achievement Growth	Reading/ELA, Math, Specials Areas	2 x per year

Comparison of the Current Assessment Protocol with SRCL Assessment Plan

Belwood Elementary School’s assessment protocol mostly aligns with the Striving Reader grant’s protocols. To reach total alignment, BES will administer DIBELS Next in place of AIMSweb, and the Scholastic Reading Inventory will be added to assess reading comprehension. These will become part of the Data Notebook and Data Rooms. Only AIMSweb literacy assessments will be discontinued.

How the New Assessments will be Implemented into the Current Assessment Schedule

Professional development will be provided for teachers on protocols for using the new assessments and how to disaggregate data to improve instruction. Data from these assessments will be integrated into teachers’ Data Notebooks. Teacher feedback has been that they are confident the new assessments will seamlessly stream into their current assessment schedule and protocols with ease. Many teachers have commented that they prefer DIBELS over AIMSweb, and they welcome an additional source of data for comprehension through the Scholastic Reading Inventory. Professional development on the new assessments will help teachers

address individual student needs and to drive their instruction through the data. Teachers administering DIBELS Next and Scholastic Reading Inventory will receive specific training on those new assessments, including the purpose, frequency, documentation, and analysis of data to inform instruction.

Who Will Perform Assessments and How It Will Be Accomplished

The BLT will develop a testing plan with a schedule that details when, who, and how the assessments will be administered. This includes dates, directions, time allotments, environment, and accommodations. Assessments will be administered by teams of certified personnel including classroom, ESS, EIP, and ELL teachers. DIBELS Next and the SRI will be administered through a school wide assessment team.

Description of How Data Will be Used to Develop Instructional Strategies, as well as

Determine Materials and Need

Teachers use data to design weekly small group needs-based reading plans, and data is analyzed during monthly grade level meetings, faculty meetings, and ½ day Data Meetings. Online data resources are used such as SLDS and Performance Matters, in addition to the data kept in teachers' Data Notebooks. Assessment data is utilized for targeted instruction for whole group, small group, and individualized instruction. Formative data is gathered on an on-going basis to make adjustments to whole group and small group instruction in regards to strategies, resources, and materials used to support individualized literacy growth and teach the content area standards. Informal assessments and diagnostic testing will continue to pinpoint the specific need(s) of struggling readers. The reading interventions provided will be based on need, not by grade level. Reading interventions will be monitored for effectiveness on an on-going basis.

Students and teachers will be active participants in goal setting and monitoring progression of

those goals. Summative data will be analyzed to re-evaluate school improvement goals and professional development needs.

How Data is Presented to Parents and Stakeholders

Data will continue to be presented to parents and stakeholders at school council meetings throughout the year. Data is shared during PTA meetings as well as regularly scheduled parent-teacher conferences. Assessment data is incorporated in the report cards sent to K-5 parents in 4½ week increments. Parents have up-to-date access to many forms of individual student data through parent logins to Infinite Campus. Belwood Elementary School also provides a link on the school website for parents and stakeholders to view data. Belwood’s Advisory Team conducts a summer “Data Retreat” that is held when summative data is received, and data is shared with parents and stakeholders by the principal at a yearly “State of the School” presentation on campus.

Resources, Strategies, and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

Belwood is fortunate to still have many Reading First resources (although many print resources are deteriorating), as well as books for CCGPS unit implementation purchased with county funds, and a literacy and a math coach funded by Title 1. Materials and programs purchased and implemented with Striving Reader Grant funds will also support best practices.

Resources Needed to Implement the Literacy Plan
Classroom Resources Needed
Materials to support Tier 2 intervention, updated classroom libraries (literary and informational in various genres, reading levels, and formats, in topics to support CCGPS and student interest, including high interest/ low readability), class sets of chapter books and informational books/materials to support CCGPS, interactive media tools (electronic tablets, e-readers, electronic response systems, digital video equipment to support online collaboration and distance learning, computers, interactive software, interactive slates, audio equipment)
Shared Resources Needed
Professional development materials, resources for writing in the content areas, small group sets of electronic tablets for checkout
Library Resources Needed
Updated titles to support CCGPS (fiction/non-fiction, various genres, books covering relevant topics and topics of student interest)
Activities that Support Literacy Intervention Programs:
<ul style="list-style-type: none"> informal and diagnostic assessments, differentiated instruction, explicit and systematic research-based strategies, flexible grouping 45 minutes of small group intervention 3 x per week, additional screenings and progress monitoring, individualized instructional reading programs
Current Shared Resources Available
<ul style="list-style-type: none"> One Pre-K computer lab, one K-2 computer lab, 1 3rd-5th computer lab

Current Media Center and Resource Room Shared Materials

- Approximately 13,000 library books for student check-out
- Digital and audio/visual materials (1 digital camera, 1 digital video camera, listening stations, some student response devices for checkout)
- Approximately 7000 shared resources such as reference books and leveled book sets for small group and guided reading
- Quick Reads, Read Naturally, and Reader’s Theater materials
- Comprehension Toolkits, K-2 and 3-5 and Lucy Calkins Units of Study (teachers share-not enough for every teacher)
- Practice Materials for literacy stations, including printed materials from FCRR, and games and manipulatives from Lakeshore and Schoolbox
- Road to the Code, Read Naturally GATE, SRA Decoding for Tier 3 Intervention (not enough sets—teachers share and rotate the materials)

Activities That Support Classroom Practice

CCGPS-driven instruction, instructional technology programs, graphic organizers and anchor charts, exemplars of student work, instructional strategies, essential questions, student-teacher conferencing, workshop learning environment, collaborative feedback, student goal setting and feedback, progress monitoring, formative assessment, student collaboration and inquiry

Current Classroom Resources

3-4 student computers per classroom, one teacher computer, one projector

Most classrooms with working document camera

Gordon County Schools CCGPS Units and Extended Texts

K-2 Imagine-It Phonics Kits (one per classroom per grade level K-2)

Leveled Libraries in all K-2nd classrooms and in 3-5th grade reading classrooms; about 300 texts, half literary and half informational (purchased with Reading First funds)

Differentiation Lesson plans from Walpole/ McKenna (Packaged from GADOE)

CRCT and Common Core Coach Books

1-2 Lucy Calkins Units per grade level

Activeboards

Clear Alignment Plan for SRCL and All Other Funding

March- April 2015 Performance plans and budget timelines due; wait for approval

April-August 2015 Plan and begin monthly professional learning to support new screeners, resources, strategies, and materials

May-June 2015 Place orders for start-up literacy, technology, and professional development resources/materials

August-September 2015 Process and distribute new resources, materials, and technologies

January 2016 Conduct Mid Year review

January-May 2016 Continue Literacy Plan implementation

March-May 2016 Budget, plan, and place orders for Year 2 SRCL implementation

Strategies, Materials, and Instructional Resources that Will be Used or Purchased as a Result of SRCL Funding

The same methods and instruments used to collect data throughout the Needs Assessment process will be re-administered and disaggregated to measure if goals have been met. Guskey's (2002) methods of evaluating the effectiveness of professional learning will also be used, as well as student achievement data particularly pertaining to the Student Growth Model and closing the Achievement Gap.

Goal 1: Belwood Elementary will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Strategies, Materials, and Instructional Resources to Meet Goal 1:

- Funding for research-based materials to fill gaps in “core” Tier 1 literacy instruction and to broaden and enhance instruction within Tiers 2, 3, and 4

- explicit and sequential Tier 1 phonics instruction in grade K-2
- explicit and sequential Tier 1 word recognition/multisyllabic word study in grade 3-5
- explicit and sequential Tier 1 vocabulary resources, materials, and strategies for grades K-5
- explicit and sequential materials for all areas of the Fab Five to be used in Tiers 2, 3, and 4 instruction, K-5, to expand the current list of strategies and resources being used in effort to meet the needs of 100% of our students
- specialized resources and strategies for English Language Learners
- professional development, taking into consideration the costs of outside consultants, supplies, workshops and conferences, SRCL trainings, travels, professional books for book studies, and substitutes
- supplies and collaboration time needed to support instructional planning and the design of formative and summative assessments to reach higher DOK levels
- professional development to ensure seamless integration of new screeners, to include DIBELS Next and the Scholastic Reading Inventory

Goal 2: Technology at Belwood Elementary will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st century.

Strategies, Materials, and Instructional Resources to Meet Goal 2:

- Computer, electronic, and digital equipment to support student literacy (reading, writing, speaking, listening) and 21st century performance skills such as information acquisition, collaboration, problem-solving, and communication
- Student access to online literacy resources
- Classroom libraries and other print media and resources that will complement CCGPS literacy across the grades and content areas, as well as student interest and choice
- Professional development pertaining to 21st century technologies and best instructional practices for both student and teacher usage, taking into consideration supplies, professional books for book studies, and substitutes

Goal 3: Belwood Elementary will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum for all students.

Strategies, Materials, and Instructional Resources to Meet Goal 3:

- Specialized professional development and professional books that address the need of low-socioeconomic students and students in crisis, particularly those involving the gradual release of responsibility from teacher to reduce scaffolding in effort to foster independent and successful readers and writers
- Professional development, taking into consideration the costs of SRCL trainings and other professional workshops and conferences, travel, guest speakers, and supplies
- Collaboration, through face-to-face and online communications, between Tolbert teachers and effective teachers in the field with similar student populations
- Print materials and resources to support family involvement literacy, including those for transient, homeless, and English Language Learners

Goal 4: Belwood Elementary students will receive effective interdisciplinary literacy instruction across the curriculum.

Strategies, Materials, and Instructional Resources to Meet Goal 4:

- Print resources, within a variety of informational content area text and Lexile levels, to support interdisciplinary reading across the grades
- Strategies and resources to support a K-5 framework for interdisciplinary writing and publishing/sharing of student writing in order to make writing relevant and meaningful to students
- Professional development, taking into consideration the costs of SRCL trainings and other professional workshops and conferences, travel, guest speakers, supplies, professional books for book studies, collaboration, and substitutes

Professional Learning Strategies on the Basis of Documented Needs

Belwood Elementary School participated in the Reading First Initiative, which heavily relied on professional learning communities and ongoing professional development based on data, documented student and teacher need, and research-based strategies. Belwood continues to follow the framework of professional development and instructional support provided through the coaching model. The Belwood Literacy Team has recently been formed to expand the professional development framework to incorporate additional literacy leaders. The table below lists examples of professional development that has been provided at Belwood in recent years. Teachers who miss a professional development session must watch a videoed session or receive redelivery from the literacy coach or a colleague.

Table Indicating Examples of Professional Learning Activities in Literacy School Year 2012-2013, 2013-2014, and First Semester School Year 2014-2015	
Activities	Participants
Three Days System Grade Level Collaboration Each School Year	100% BES reading, language, math, ESS, and ELL teachers
½ Day “Working on the Work” Data Collaboration Days at Tolbert with Literacy and Math Coach, 3 times per year	100% BES academic teachers K-5
School-based Faculty Meetings, provided by Literacy Coach and attended by all K-2 teachers, all Reading/ELA and Science/Social Students teachers 3-5, all ESS, EIP, ELL <ul style="list-style-type: none"> • Comprehension Strategies/Comprehension Toolkit, Tracking Thinking with Text Coding • Lucy Calkins writing resources, Jeff Anderson’s Integrating Grammar with Writing • Independent Reading: Leveling and Conferencing • Interactive Think Alouds • Differentiation • Young Georgia Authors • Integrating Writing Across the Content Areas 	

<ul style="list-style-type: none"> • Lucy Calkins 	
<p>Teacher-Led Breakout Sessions on Professional Learning Calendar Days (sessions have addressed Differentiation Strategies, Guided Reading, Conferencing with Lucy Calkins Writing Progressions)</p>	<p>100% BES Academic Teachers</p>
<p>Vertical Planning Sessions Provided by Literacy Coach:</p> <ul style="list-style-type: none"> • Vocabulary Instruction Across Grades/Content Areas • Designing CCGPS assessment (going higher with DOK levels, designing constructed response) • Striving Reader Grant, Needs Assessment • Interactive Notebooks • Using OAS Formative Assessment Items and Constructed Response • Positive Learning Environment 	<p>100% Vertical Content Teams</p>
<p>Vertical Planning Sessions Provided by Principal and Literacy/Math Coaches:</p> <ul style="list-style-type: none"> • FIP (GaDOE’s Formative Instructional Practices) • Georgia Milestones 	<p>100% BES Academic Faculty</p>

If awarded Striving Reader funding, Belwood Elementary School plans to incorporate professional development specially designed for teachers of economically disadvantaged students. The CLASSroom Project, based at the University of Georgia, provides intensive workshops such as The Other Side of Poverty in Schools. In this workshop, teachers learn about

the five principles for change to better meet the needs of working-class and poor students, formative assessment practices, and research-based teaching practices that are sensitive to working-class and poor families. Another workshop from The CLASSroom Project is The Reading Turn-Around. This workshop examines how social class and poverty play a role in reading and language in the classroom and guides teachers to become designers of literacy instruction that is responsive. Both of these workshops from The CLASSroom Project will be supported through professional book studies at Tolbert with titles such as *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educationally Underprepared*, by Mike Rose, *Choice Words*, by Peter Johnson, *Reading Lives*, by Deborah Hicks, and *The Reading Turn-Around*, by Stephanie Jones.

Another source of professional development Belwood will implement using Striving Reader funds is through the National Writing Project. Tolbert is fortunate to have two projects located in the North Georgia area: the Kennesaw Mountain Writing Project and the Red Clay Writing Project. The Red Clay project provides ongoing professional development for schools through onsite whole faculty or small group workshops, in-classroom demonstrations, book studies, and writing workshops for teachers.

Striving Reader funds will also be used to support professional development opportunities through teacher participation at state and national literacy conferences, such as the Georgia Children's Literature Conference, the Georgia Council of Teachers of English to Speakers of Other Languages, GADOE's Summer ELA Academies, and the International Reading Association conference. Professional practitioner journals such as *The Reading Teacher* and *Reading Research Quarterly (IRA)*, *Language Arts (NCTE)*, and the *TESOL Journal* and the *TESOL Quarterly* will also be provided to Belwood's teachers through Striving Reader funds.

Over the past years, Belwood has implemented a process to plan and assess the implementation and effectiveness of professional development. Teachers are surveyed regularly for professional learning needs, and the literacy coach and administrative team perform on-going research for best practices and resources through conferences, webinars, and professional literature at the state and national level. Professional development is selected based on Belwood's student and teacher data. Implementation has been assessed through an "evidence" approach, wherein the principal, assist-principal, and the literacy coach use classroom observations, anchor charts and teaching artifacts, lesson plans, student work samples, observance at teacher collaborative planning and data meetings, teacher and student surveys and interviews, teachers' Data Notebooks, student journals and interactive notebooks, teacher websites, student assessment data, and newsletters to parents. Due to greater professional development opportunities provided with Striving Reader funds, Belwood plans to implement a more systematic approach to planning and evaluating professional development using the Five Levels of Professional Development Evaluation from Thomas Guskey's 2002 article titled "Does It Make a Difference? Evaluating Professional Development" Educational Leadership, 59 (6) 45-51. Guskey provides methods for evaluating each of the five levels (participants' reaction, participants' learning, organization support and change, participants' use of new knowledge and skills, and student learning outcomes).

Sustainability Plan

Elements of Sustainability	Belwood Elementary School will ...
Extend the assessment protocol beyond the grant period	<ul style="list-style-type: none"> • continue to adhere to established district-wide assessment protocols derived from best practices and the CCGPS (prescribed screeners, informal diagnostics, benchmarks, etc)
Develop community partnerships to assist with funding	<ul style="list-style-type: none"> • conduct multiple needs assessments to collect stakeholder feedback pertaining to literacy needs and form partnerships with local organizations such as churches and businesses to assist in supplementing funds
Expand lessons learned	<ul style="list-style-type: none"> • maintain the onsite Literacy Coach • network with professional development providers from out-of-school sources • continue to support professional learning communities within the school through attendance at conferences, books studies, and professional journals
Extend the assessment protocols	<ul style="list-style-type: none"> • continue collecting data through screening, progress monitoring, and formative and summative assessments. The academic coaches currently monitor and will continue to monitor RTI, DIBELS Next, the

	<p>Scholastic Reading Inventory, Periodic Assessments and Benchmarks, Study Island, Milestones, and other school-wide data.</p>
<p>Train new system employees</p>	<ul style="list-style-type: none"> • support new teachers through heavy in-class modeling from Belwood’s literacy coach throughout the first two months; gradual release of responsibility to teacher • provide intensive professional development on instructional technologies and online resources (provided by literacy coach, assistant principal, members of the Advisory Team and Literacy Teams, district technology staff) • offer ongoing assistance from mentors to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. Belwood will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
<p>Maintain technology after funding has ended</p>	<ul style="list-style-type: none"> • incorporate the Gordon County School Technology Department to

	<p>maintain a strong infrastructure.</p> <ul style="list-style-type: none"> • continue to have a part-time Technology Technician and a full-time technology teacher who will support BES with hardware and instructional technology needs. • purchase extended warranties and upgrades in the front end of SRG technology purchases (such as ipads) • continue to maintain the insurance and site licenses by way of Gordon County Schools. • follow the Gordon County Schools' Technology Plan to address infrastructure upgrades and replacement needs as new materials are integrated into the school. • seek out additional technology funding and grant opportunities to build on school and system infrastructure • ensure that teachers maintain cutting-edge technological skills by having the administrators and teacher leaders to attend technology integration professional learning.
<p>Maintain on-going professional learning after funding has ended</p>	<ul style="list-style-type: none"> • continued use of the GaDOE's Striving Literacy Resources such as the Why, the How, and the What

	<p>documents, Comprehensive Reading Solutions</p> <ul style="list-style-type: none"> • incorporate research-based, data-driven professional learning. • provide leadership opportunities for teachers to put into practice tiered instruction.
<p>Ensure new teachers receive professional learning after funding has ended</p>	<ul style="list-style-type: none"> • video-archive professional development sessions and model classroom lessons provided by the literacy coach and teacher leaders for future use • offer a mentoring program for new teachers to offer support, resources, and advice. Each new teacher will be assigned an individual mentor who is a veteran teacher within the particular grade level/content area.
<p>Ensure print materials are replaced when necessary</p>	<ul style="list-style-type: none"> • continue to efficiently utilize Title I funds to replace print materials when necessary. • use fiscal resources generated from various fundraisers and donations to supplement and support printed materials needed.
<p>Expand the lessons learned through the SRCL project with other schools and new teachers to the LEA</p>	<ul style="list-style-type: none"> • continue to collaborate effectively with the local RESA to facilitate new learning. Tolbert will continue to provide training to new system

	employees and to network with other schools/systems.
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Budget Summary

Providing effective literacy instruction is a priority for Gordon County Schools. If Belwood Elementary School is awarded the Striving Readers Comprehensive Literacy Grant, the funds will be used to enhance instruction and professional learning in the areas of reading, technology, literacy leadership, and effective interdisciplinary literacy instruction. Professional learning, technology, and resources will be used to continue our implementation of Common Core Georgia Performance Standards. Achievement gains and progress will be monitored by the administration along with the Leadership Team at Belwood Elementary School.

If BES is awarded the SRCL grant, these funds will be used to address literacy needs in the following four identified problem areas for kindergarten through fifth grades:

1. Belwood Elementary School will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments. The funds will be used to purchase:

- Professional learning for all literacy teachers and support staff on the five areas of the cognitive reading model and formative assessment
- DIBELS Next and training support
- Scholastic Reading Inventory and training support
- Research-based phonemic awareness and phonics program for K-2 and word recognition/multisyllabic word study in grade 3-5

- Explicit and sequential Tier 1 vocabulary resources, materials, and strategies for grades K-5, as well as specialized resources and strategies for English Language Learners
- Supplies and collaboration time needed to improve and design new formative and summative assessments to reach higher DOK levels across all grades and content areas
- Leveled readers and other support materials
- Professional Text for teachers on the five areas of the cognitive reading model and best practices
- Literacy manipulatives

2. Belwood Elementary School will be relevant to students and ensure that they develop the latest skills necessary to excel globally in the 21st Century. The funds will be used to purchase:

- Classroom computers, tablets, and/or e-readers
- Software
- Assistive Technology
- Online resources
- Digital recorders
- Document cameras
- Professional learning opportunities to train teachers on new technology

3. Belwood Elementary will establish a school literacy framework to ensure a consistent literacy focus across the curriculum for all students. The funds will be used to purchase:

- Professional learning for administration as well as a school literacy team (on campus, online, and conferences off campus, outside consultants) to include how to overcome the effects of poverty on literacy and literacy across all areas of the curriculum
- Professional texts for book studies
- Print materials and resources to support family involvement literacy, including those for transient, homeless, and English Language Learners
- Regular collaborative planning to analyze data and to plan effective literacy instruction

4. Belwood Elementary School students will receive effective interdisciplinary literacy instruction across the curriculum. The funds will be used to purchase:

- Professional learning for content area teachers on effective literacy instruction based on the cognitive reading model
- Professional text to support the professional learning and best practices to improve instruction in all content areas
- Leveled text within the content areas
- Professional Texts on Higher order thinking skills
- Professional Texts on Academic vocabulary instruction across the curriculum

- Strategies and resources to support a K-5 framework for interdisciplinary writing across all content areas