

School Profile

Created Friday, December 05, 2014

Page 1

School Information

System Name:	Clay County
School or Center Name:	Clay County Elementary School
System ID	630
School ID	0204

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Kimberly Johnson
Position:	Principal
Phone:	229-768-2234
Email:	kjohnson@clay.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Emily Keith
Position:	Instructional Coach
Phone:	229-768-2234
Email:	ekieth@clay.k12.ga.us

Grades represented in the building

example pre-k to 6

PK - 5

Number of Teachers in School

14

FTE Enrollment

206

Grant Assurances

Created Friday, December 05, 2014

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

Conflict of Interest & Disclosure Policy

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

b. Employee Relationships

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

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III. Incorporation of Clauses

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



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

Mrs. Johnnie M. Grimsley, Superintendent

Typed Name of Fiscal Agency Head and Position Title

12/5/2014

Date

Signature of Applicant's Authorized Agency Head (required)

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

Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Friday, December 05, 2014

Page 1

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

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Mrs. Terri D. Marcus

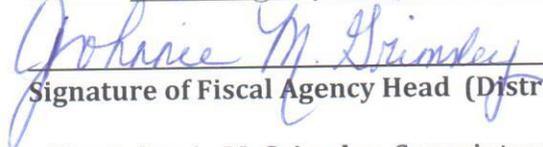
Position/Title of Fiscal Agent's Contact Person: Associate Superintendent

Address: 111 E. Commerce Street/P. O. Box 219

City: Fort Gaines Zip: 39851

Telephone: (229) 768-2232 Fax: (229) 768-3654

E-mail: tmarcus@clay.k12.ga.us



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

Mrs. Johnnie M. Grimsley, Superintendent

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

12/5/2014

Date (required)

Clay County Schools Audit Findings

FY10

Control Number	Finding/Questioned Cost	Outcome
FS-6301-10-01	This is a repeat finding (FS-6301-09-02, FS-6301-08-02 and FS-6301-07-02), from the years ended June 30, 2009, June 30, 2008, and June 30, 2007, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were implemented with the school activity accounts to ensure adequate documentation for both revenues and expenditures and adequate separation of duties, but there has been a change in staff since then. Plans to compose a self audit team to monitor all school finance procedures will be completed by June 2012 and the problems should be resolved by June 2013.
FS-6301-10-02	This is a repeat finding (FS-6301-09-07) from the year ended June 30, 2009. The General Fund of the Clay County Board of Education reported as a deficit fund balance. In addition, the School District failed to adopt a balanced budget for the General Fund. (NA)	Plans have been implemented to hire a financial consultant to assist with preparing and adopting a balanced budget. Problem will be resolved by June 2013.
FA-6301-10-01	The School District failed to file accurate completion reports for the Special Education Cluster (CFDA 84.027 and CFDA 84.173) (NA)	Financial Manager used incorrect reports for financial system to do the completion reports. Will use reports suggested by Auditor to do completion reports in the future. Problem should be resolved by June 2013.

FY11

Control Number	Finding/Questioned Cost	Outcome
FS-6301-11-01	This is a repeat finding (FS-6301-10-1, FS-6301-09-02 and FS-6301-08-02), from the years ended June 30, 2010, June 30, 2009 and June 30, 2008, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were put in place to monitor the separation of duties and adequate recordkeeping at the school level and the problem should be resolved by June 2013.
FA-6301-11-01	The School District failed to file an accurate completion report for Title I, Part A Cluster (CFDA 84.010) (NA)	The Financial Manager used the reports suggested by the auditor to do completion reports and the problem should be resolved by

		June 2012.
--	--	------------

FY12

Control Number	Finding/Questioned Cost	Outcome
FS-6301-12-01	This is a repeat finding (FS-6301-11-01, FS-6301-10-01 and FS-6301-09-02), from the years ended June 30, 2011, June 30, 2010 and June 30, 2009, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were implemented with the school activity accounts to ensure adequate documentation for both revenues and expenditures and adequate separation of duties, but there has been a change in staff since then. Plans to compose a self audit team to monitor all school finance procedures will be completed by June 2012 and the problems should be resolved by June 2013.

FY13

Control Number	Finding/Questioned Cost	Outcome
FS-6301-13-01	This is a repeat finding (FS-6301-12-01, FS-6301-11-01, and FS-6301-10-01), from the years ended June 30, 2012, June 30, 2011, and June 30, 2010, respectively. The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts.	The Board has hired a new School Activity Account Bookkeeper so the problem should be resolved by June 2016.

HISTORY AND DEMOGRAPHICS

The city Fort Gaines is geographically located in Southwest Georgia in the county of Clay in the Second Congressional District. It is one of the poorest counties in Georgia and located 50 miles west of Albany, Georgia, 90 miles south of Columbus, Georgia, and 50 miles northeast of Dothan, Alabama. The county population is 3,183. It has decreased by 5.2% since the last census count. The population is composed of 67.93% African American, 31.08% White, 0.18% Native American, 0.18% Asian, 0.09% Pacific Islander, and 0.54% from two or more races. Hispanic or Latino of any race is 1.44% of the population. Unemployment is high and currently is over 14 percent. The median household income in Fort Gaines is 47.3% less than the Georgia average and 51.1% less than the National average. The poverty level in Fort Gaines is 118.3% greater than the Georgia average and 229.1% greater than the National average. There is no industry and a very small tax base in Clay County. The majority of the employed citizens work outside the county.

Poverty tends to impact children disproportionately. Young families and single parent homes are even more at risk than the general population. According to the 2010 United States Census, Clay County continues to have one of the highest percentages of school-age children living in poverty in the state. The level of poverty becomes more significant since 53.7% of the families with children age 5 –17 in the county are living below poverty guidelines. In fact, 62% of Clay's families living in poverty have only a mother present in the household with the majority of the families having children under the age of 18. Clay County is 21% above the state level. The school system has 98.01% of its students eligible to receive free and reduced lunch. The majority of the children attending the Clay County School System come from homes where one or more of the following conditions exist: (1) the adult(s) are on public assistance or are

earning below poverty level income, (2) the childcare providers did not complete high school, (3) the household is headed by a female, and (4) the mother is an unwed teenager. Large numbers of poorly educated adults with meager incomes have directly impacted students' achievement in the schools.

Clay County School System consists of one elementary, one middle school and a 9th Grade Academy.

<u>SCHOOL</u>	<u>GRADES</u>	<u>STUDENTS</u>	<u>POVERTY</u>
Clay County Elementary	PK – 5	231	96.73%
Clay County Middle	6 – 8	66	100%
Clay County 9 th Grade Academy	9	21	100%

All schools are Title I school-wide. This means that all of our students are eligible for Title I services. Last year, we began a partnership with Columbus ESP Head Start, and the classes are located on our campus.

CURRENT MANAGEMENT STRUCTURE

Clay County Board of Education is governed by a five member board and Superintendent. Day to day business is conducted and managed by a Principal (one for Elementary School and one for Middle School and 9th Grade Academy) and an Instructional Coach. The Central Office staff includes Superintendent, Associate Superintendent, Finance/Payroll Manager, Financial Assistant and Receptionist.

CURRENT PRIORITIES

Our first priority in Clay County is to increase student achievement for all students, Special Education (Special Needs), ESOL (English Learners), EIP (at-risk), Gifted and Remedial (at-risk for middle school and 9th Grade Academy). This is evident in our vision and mission.

Vision: Moving Every Child Forward To Become College and Career Ready.

Mission: To act on its vision, offer the best education possible to students by using current technology and curricula materials, by hiring quality teachers, and by celebrating all accomplishments. Some of our current priorities are:

- Increasing quality and effective professional learning: thinking maps, five step protocols, Georgia Formative Instructional Practices (GA FIP), Writing to Win, DOK for assessments, and participating reading, English Language Arts, Math, Science and Social Studies professional learning activities with our RESA and other training agencies.
- Continuing to implement Common Core Georgia Performance Standards (CCGPS) with fidelity.
- Encouraging and motivating our students to read more to increase their vocabulary and comprehension skills using a variety of text.
- Improving student achievement in all grade levels.
- Increasing the graduation rate.

PAST INITIATIVES

Over the past several years, the Clay County School System has implemented many instructional initiatives with the intention of improving our student achievement and ultimately graduating from high school ready for the workforce or college.

	Funded	Non-Funded	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014
Reading First	X		Yes	Yes	Yes	Yes	No	No	No	No	No
21 st Century	X		Yes	No							
Pre-K (Lottery Funds)	X		Yes								
Carol M. White PE Grant	X		No	Yes	Yes	Yes	No	No	No	No	No
Transition Coach	X		No	No	No	No	Yes	No	No	No	No

Math Initiative		X	No	No	Yes						
Parents Taking the Initiative		X	No	No	Yes	Yes	No	No	Yes	Yes	Yes
System-Wide Writing Initiative		X	----	----	---	---	---	---	---	---	Yes

The above chart shows the eight year history of initiatives implemented in the Clay County School District. Reading First was the only reform implemented over the last several years that addressed Reading and Literacy. This program was for grades K-3. We had no state, federal or locally funded literacy reform for grades 4-8. However, Pre-K (4 year olds) has been funded in the district over 10 years from Bright from the Start which is funded by the Georgia lottery. This program is housed on our Elementary Campus. We had only two non-funded initiatives which were a local Math initiative and Parents Taking the Initiative. Local funds were used to funds these initiatives. Although we do not receive any funding for many of the past initiatives, we continue to utilize the best practices learned from each initiative.

LITERACY CURRICULUM

The GADOE provides us with a rigorous curriculum which extends from Kindergarten through 12th grade. We are currently implementing the CCGPS in all grade levels. Teachers have a common planning time to collaborate on units, lesson plans and aligning units. We current utilize the Houghton Mifflin basal reading series in grades K - 5. In grades 6 - 8, the Pearson basal reading series is used. With the implementation of the Common Core, we are utilizing the units and frameworks in the classrooms. Our basal series are now being used as a supplemental material. Last year, our elementary school was chosen to participate in the Governor’s Initiative to increase the percentage of students that are able to read at grade level by the completion of third grade.

LITERACY ASSESSMENTS

Clay County Schools assesses knowledge and literacy skills using a variety of formal and informal assessments. Local assessments include DIBELS Next and Online Assessment System (OAS). All students take the state assessments applicable to their grade level: GKIDS, ACCESS, and Georgia Milestone Assessment System (EOG). We are currently working on an assessment plan with the Data Team to ensure that disaggregating of data is completed effectively and timely.

NEED FOR A STRIVING READER GRANT

Clay County Elementary School and Clay County Middle School would greatly benefit from the Striving Reader Grant. Over the past few years, there has been a shortfall on revenue in our system. We have been unable to purchase as many resources such as more varied text, reading materials for content areas and engage in the professional learning needed to increase the teacher's knowledge of text complexity. Although we do not have many subgroups, we do see the gaps continuing to grow between our economically disadvantaged and non-economically disadvantaged, as well as, special education and regular education students.

MANAGEMENT PLAN AND KEY PERSONNEL

	Individual Responsible	Supervisor
Purchasing	Carolyn Davenport Financial Assistant Terri D. Marcus Associate Superintendent	Latonia Forte Finance Director Johnnie Grimsley Terri Marcus
Site-Level Coordinators	Kimberly Johnson Principal –Clay County Elem. Michelle Oliver Principal – Clay County Middle Emily Keith – Instructional Coach (K – 8)	Johnnie M. Grimsley Superintendent Kimberly Johnson & Michelle Oliver
Professional Learning Coordinator	Terri D. Marcus Associate Superintendent Johnnie M. Grimsley Superintendent	Johnnie M. Grimsley Superintendent
Technology Coordinator	Dwylan Glover Technology Specialist	Site Level Coordinators Associate Superintendent Superintendent
Assessment Coordinator	Terri D. Marcus Associate Superintendent Johnnie M. Grimsley Superintendent	Johnnie M. Grimsley Superintendent

Management is very important to the Clay County School District. If awarded this grant, the grant will be monitored on a day to day basis by the site-level coordinators. 1. **The Site level coordinators** are to facilitate the planning and implementation of the grant operation which are consistent to the assurance and the guidelines, establish and maintains, an effective learning environment in the school, supervise all school personnel, supervise the school’s teachings

process, schedule classroom, conduct staff meetings, participate in professional learning, and monitor the appropriate expenditures of allotted budget funds. 2. **The Purchasing Staff** will monitor the grant on a day to day basis as well. Purchase Orders are will be presented to the Literacy Team, which includes the site level coordinators. The coordinators will sign and approve all purchase orders. The same day or the day following, signed purchased orders are submitted to the superintendent for final approval. The superintendent acts on purchase orders within three days. Following approval, the system's financial assistant processes and faxes purchase orders to vendors. Most orders are shipped directly to the school and are checked. 3. **The Professional Learning Coordinator** serves as the (Curriculum, Special Education and Assessment Director). Managing the grant on a day to day basis is certainly not a problem. Her role is to plan professional learning according to the grant requirements, schedule training, travel arrangements, hotel and motel reservation, registration for professional learning, attend and monitor all professional learning. Provide feedback to staff, site coordinators, and superintendent and school board members. 4. **The Technology Coordinator** will monitor the technology ordered with grant funds. He or she is to provide advice, research the current technology, serve on the committee when technology issue are discussed, order the appropriate equipment per site coordinators directives, set up all technology, inventory and train staff on equipment. He or she should monitor the classroom each day to avoid malfunction of equipment. 5. **The Assessment Coordinator** is also the (Curriculum, Special Education and Professional Learning Director). She will attend all assessments training required by the grant. Other duties include: order and prepare assessments for administration in schools; prepare all testing sites; ensure all materials are stored in a secure and locked location; account for all students in terms of testing requirements; conduct, coordinate, and supervise inspection of all completed testing documents;

prepare assessment for shipping; conduct administration training for staff, conduct post test interpretation to staff and site coordinators, superintendent and school Board Members; and adhere to all assessment requirement per grant requirements.

The project will be managed at the district level by the Associate Superintendent who will be serving as the Professional Learning and Assessment Director. The Associate Superintendent will work closely with the district's finance department, federal programs director and school administrators. The Associate Superintendent and the Superintendent meets every day and the office staff meets after each School Board meeting which is the 2nd Tuesday of the month. The School level as well as the district will meet at the Design Team meeting twice a month. School level Literacy team will meet once a month and the Faculty meets twice a month. This project will be on the agenda at each meeting. The Superintendent and Associate Superintendent will participate in walkthroughs in order to observe literacy practices in context, support the school level administrators and teachers by providing professional learning, materials and resources; disseminating current research in best literacy practices; and develop a district literacy plan that supports an accelerated and corrective reading curriculum aligned with state literacy standards.

FUNCTION OF THE GRANT IN RELATIONSHIP TO THE DISTRICT STRATEGIC PLAN

The grant will be aligned with the district's strategic plan and the individual School Improvement Plans and Literacy Plans.

EXPERIENCE OF THE APPLICANT

Clay County School System implemented several initiatives over the past few years. The table below indicates the most recent initiatives in Clay County School System. Coordination of resources occur in order to streamline our efforts to reduce wasteful spending and to make sure everyone knows what the other is doing and not overlapping funding. The District has had multiple opportunities to disburse grant monies and to oversee their proper, legal and allowable use. We currently have internal controls and procedures in place for making purchases, receiving and distributing materials, overseeing grants, and monitoring and evaluating programs.

Initiatives	Grades	School(s) Impacted	Outside Funding	Status
Title IA Student Achievement and School Accountability Program	K - 8	CCES, CCMS	Yes	Current
Title IIA Teacher Quality Program	K - 8	CCES, CCMS	Yes	Current
PK Program	PK	CCES	Yes	Current
21 st Century Grant	2 - 8	CCES, CCMS	Yes	Past
Carol P. White PE Grant		CCES, CCMS	Yes	Past
Standards Based Classrooms	PK - 8	CCES, CCMS	No	Current
Instructional Coaches	K - 8	CCES, CCMS	Yes	Past
PK Transition Coach	PK	CCES	Yes	Past
Governor's Office Reading Mentor Program	PK - 3	CCES	Yes	Current
Reading First	K - 3	CCES	Yes	Past
Mathematics Initiative	PK - 8	CCES, CCMS	No	Current
Parent Taking the Initiative	PK - 8	CCES, CCMS	No	Current
Achieve 3000 Software	2 - 8	CCES, CCMS	Yes	Current
CCGPS Implementation	K - 8	CCES, CCMS	No	Current

THREE YEARS OF STATE AUDIT RESULTS

FY10

Control Number	Finding	Outcome
FS-6301-10-01	The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts.	Procedures were implemented. Plans to compose a self audit team to monitor all school finance procedures.
FS-6301-10-02	The General Fund of the Clay County	Plans have been implemented to

	Board of Education reported as a deficit fund balance. In addition, the School District failed to adopt a balanced budget for the General Fund.	hire a financial consultant to assist with preparing and adopting a balanced budget.
FA-6301-10-01	The School District failed to file accurate completion reports for the Special Education Cluster (CFDA 84.027 and CFDA 84.173) (NA)	Financial Manager used incorrect reports for financial system to do the completion reports. Will use reports suggested by Auditor to do completion reports in the future.

FY11

Control Number	Finding/Questioned Cost	Outcome
FS-6301-11-01	The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts.	Procedures were put in place to monitor the separation of duties and adequate recordkeeping at the school level.
FA-6301-11-01	The School District failed to file an accurate completion report for Title I, Part A Cluster (CFDA 84.010) (NA)	The Financial Manager used the reports suggested by the auditor to do completion reports.

FY12

Control Number	Finding/Questioned Cost	Outcome
FS-6301-12-01	The accounting procedures of the School District were insufficient to provide for adequate internal controls over the school activity accounts. (NA)	Procedures were implemented. Plans to compose a self audit team to monitor all school finance procedures.

The audit findings for the past three years have shown that there is a dire need to closely monitor the school activity accounts. Procedures have been implemented with the school activity accounts to ensure adequate documentation for both revenues and expenditures and adequate separation of duties, but there has been a change in staff since then. Clay County Board of Education is no longer in a deficit and has a balanced budget.

DESCRIPTION OF LEA CAPACITY

The coordination of resources is sorted out with federal and state grant allocations to ensure that there will not be any supplanting of funds. The Superintendent, Associate Superintendent, School Administrators and Finance/Payroll Manager meet monthly to discuss

budgets, school improvement plans and schedules. The Superintendent and Associate Superintendent determine whether the school has implemented resources allocated to them using best practices, such as common planning time, class size, scheduling and professional learning.

School History. Clay County Elementary School houses grades Pre-K through fifth, with approximately 231 students. CCES is a Title I Distinguished School. While our population is predominately African American at 95%, we also have 2% Multiracial and 3% Caucasian. Our poverty level continues to rise with our free and reduced lunch rate reaching 98.01% of our population this year. We currently consist of twelve regular education teachers, one special education teacher, one ESOL teacher, counselor, speech therapist, physical education teacher, music instructor, technology teacher, and media specialist. Our administrative staff consists of a principal. Our school made Adequate Yearly Progress (AYP) for six consecutive years.

Administrative and Teacher Leadership Team. Our administrative team consists of one Principal, Kimberly Johnson.

The leadership team (LT) at Clay Elementary School is a school-based organization composed of administrators, counselor, grade representatives, and special education representative. The leadership team meets the second and fourth Monday of each month. The responsibility of the LT is to identify problem areas and offer suggestions for improvement. Not only does CCES have a leadership team, we have a design team that is composed of an administration, counselor, school media specialist, technology specialist and instructional coaches. The design team assists in the gathering and analysis of school-wide standards based testing data and makes recommendations for improvements in the School Improvement Plan.

Past Instructional Initiatives. Teachers in each grade have used the following over the past three years:

In 2009 – 2010, the school incorporated an afterschool program which focused on reading and math skills. In this program, each teacher in the school reinforced reading literacy and math skills; the ELA teachers were responsible for teaching reading and writing. The material used to teach reading was the Progress Coach Books, Georgia Coach Books, and the Accelerated Reader (AR) program.

In 2010 – 2011, the school used a ninety minute schedule and the ELA teachers were responsible for all reading and writing literacy. The teachers used Houghton Mifflin Reading Series, Georgia Coach books, class novels, Study Island computer program, Classworks computer program and the AR program.

In 2011 – 2012, the same schedule was in place using the same materials.

In 2012 – 2013, CCES used 120-130 minutes block schedule for all K-3 teachers. The materials being used are still the same with the change in the area of non-fiction and writing. The ELA teachers are responsible for teaching reading and writing literacy in the classroom.

From 2013 to present, CCES continues to use a 120-130 minutes block schedule for all K-3 teachers. Fourth and fifth grade teachers have 100 minutes of instructional time for Reading/ELA.

Current Instructional Initiatives. CCES has many initiatives that focus on the area of reading and writing. For many years, our CRCT scores and writing scores have risen. However, our exceed category is not increasing like we have hoped to see it. In order to address this, we have implemented the following initiatives:

Georgia Performance Standards - With the rollout of GPS, CCES began using the America's Choice strategies as a curriculum model for research-based instruction. CCES continues to use this model for instruction. Teachers have developed units based on the Georgia Performance Standards and the Georgia Frameworks. These units provide for the use of essential questions, opening-hook, work period-focus on skills taught, closing-summarizing, differentiated instruction, assessment prompts, and culminating activities.

Classworks - In 2011-2012 teachers began using a screening program for math and reading called Classworks. This program uses school wide screeners to help identify where students are, as well as progress monitor students who are in need of reading and/or math interventions.

Non-Fiction Reading - With the start of the 2012-2013 school years, much emphasis has been placed on all subjects incorporating non-fiction reading into their content. To reach the Lexile ranges put forth by CCGPS, students must be exposed to the more demanding vocabulary present in non-fiction reading. Our last initiative implemented in the school was Reading First. This allowed us to put many scientifically based research reading materials and strategies in place in K-3. Currently, we are a part of the Governor's Reader's Initiative. We were able to concentrate on reading in the lower grades, because we had the resources and professional development provided by Reading First. We continue to have 120-130 minutes uninterrupted reading block with intervention built in, needs-based interventions, utilizing DIBELS for screening and progress monitoring, and using the materials and resources provided by the Reading First grant. We currently use DIBELS NEXT for progress monitoring. The best practices and strategies we implemented have proven to be invaluable in our K-3 reading program. According to our CRCT scores, we are doing well, but could do better. We are not

having much success at getting our children to exceed the state standards. This grant will give us that opportunity and resources to close the achievement gaps.

Need for Striving Readers Project. CCES has continued to see improvement in the CRCT test scores and writing test scores over the last several years. However, we have not had a significant increase in the “Exceeds” area on our CRCT scores. The percentage of students scoring in the Meets/Exceeds category on the Grade 5 Writing Assessment dropped drastically from 80% in 2013 to 66.7% in 2014. Due to our budget restraints and limited resources, it has been difficult to progress more students from the “Meets” category to the “Exceeds” category. The literacy team concludes an increase could be made in the “Exceeds” category through funding supporting our school-wide literacy plan and technology resources. The literacy team believes students would benefit from the funding and increase our literacy programs and technology use in the classrooms. With our facility and infrastructure, we have the capability to support more technological advances from the support of the literacy grant. It is our goal that we provide our students with state-of-the-art technology that will result in increased reading and writing achievements.

Even though our CRCT scores in reading are improving, we still have struggling readers performing below grade level in our school. The literacy team feels a very systematic program is needed in reading to monitor progress for these students over their elementary school career. Our teachers are great at accommodating so students can reach their grade level standards, but there’s still a gap in their true reading ability. This is shown in our progress monitoring tools such as our Classworks universal screener scores and Achieve 3000 Level set data that provides student’s Lexile scores. We are NOT doing a good job at remediating basic reading skills.

All teachers at CCES participated in the needs assessment survey. Academic area teachers have stated their need for laptops, reading materials, classroom sets of books, software, computers that are capable of running the new reading software, and non-fiction books and AR tests for them. Based on the needs assessment survey, all CCES teachers stated our core literacy curriculum is in need of improvement; it does not meet the needs of all students. Teachers are not confident in their ability to provide literacy instruction, and they stated their need for training. All teachers stated their need for reading materials in their classrooms. Teachers believe they do not have adequate materials to support our reading program, and it does not meet the need of all students including ones with disabilities. All teachers do not believe they have adequate instructional materials for providing in-class intervention to help struggling readers and writers.

Our literacy team concludes that additional resources are necessary to provide greater instructional opportunities for students.

Needs Assessment, Concerns and Root Cause Analysis

As Clay County Elementary School's literacy team met to assess our school wide literacy needs we used the Need Assessment to guide our efforts. Clay County Elementary School's literacy team includes:

Clay County Elementary School 2014- 2015 Literacy Team		
Staff Member	Grade Level	Position
Mary Heard	K	Teacher
Deana Still	1 st	Teacher
Traci Sorrells	2 nd	Teacher
LaMonica Buck	3 rd	Teacher
Shardae Nunnally	4 th	Teacher
Connie Daniels	5 th	Teacher
Karen Gilbert	PreK-5	Special Education
Coretha Laurent	PreK-5	Media Specialist
Emily Keith	PreK-5	Instructional Coach
Kimberly Johnson	PreK-5	Principal

a. Description of the needs assessment process

Clay County Elementary Literacy (Reading & Writing) Needs Assessment Survey consisted of six parts: Part 1-Engaged Leadership, Part 2-Continuity of Instruction, Part 3-Ongoing Formative and Summative Assessments, Part 4-Best Practices in Literacy Instruction, Part 5-System of Tiered Intervention (RTI) for all students, and Part 6-Improved instruction through Professional Learning. Clay County Elementary School has a comprehensive needs assessment process that ensures the identification and prioritization of gaps in school performance by grade level and subgroup. Through result of the needs assessment process, CCES can acquire an accurate, thorough picture of the strengths and weaknesses that can be used in response to literacy needs of all students. Students, parents, teachers, administrators and other community members are included in the process of gathering and sharing data.

Needs Assessment Process:

Data Collection- They FY14 Clay County Literacy (Reading & Writing) Needs

Assessment Survey was dispersed to all CCES personnel by a member of the literacy grant team who was then responsible for collecting the survey. Once all surveys were collected, the data was compiled. All CCES faculty, in which literacy is part of their daily content curriculum, participated in the Needs Assessment Survey: Reading and ELA, Math, Social Studies, and Science teachers, Special Education teachers, paraprofessionals, and Media Specialists. The information collected from the faculty is then brought back to the Literacy team and used to develop plans for school improvement and professional learning. The types of data collected, disaggregated, and analyzed during the needs assessment process are:

- Locally administered assessment data (OAS Benchmarks)
- GKIDS
- DIBELS, DIBELS NEXT
- Classroom data
- Classroom observations (specific strategies to be observed)
- State assessment data (CRCT)
- State writing assessments
- Surveys from staff, parents and community members

Examination of Data- The Literacy Team collects analyzes and disaggregates data by content area, subgroup and grade level. The team conveys findings to faculty and staff members. All faculty and staff are provided the opportunity to develop strategies to help increase literacy or ask for professional learning if needed. The findings are also presented to our leadership team and school council. Our school council includes school, parent and business representatives.

Results from the survey indicate the following strengths of Clay County Elementary School staff:

Building Block 1. Engaged Leadership

- Our administrator demonstrates the commitment to learn about and support evidence-based literacy instruction in the school. This is done by attending professional development trainings.
- Time and personnel is leveraged through scheduling and collaborative planning. Each grade level has a common planning time which allows teachers time to plan cooperatively.

Building Block 2. Continuity of Instruction

- All teachers provide literacy instruction across the curriculum. Various informational texts are used throughout the content areas and writing is incorporated throughout the curriculum.

Building Block 3. Ongoing Formative and Summative Assessments

- A system of ongoing formative and summative assessments is used to determine the need for and intensity of interventions and to evaluate the effectiveness of instruction. The school uses common classroom assessments that are administered bi-weekly to check students' mastery of CCGPS skills taught. Unit tests, pre/post tests, and 9 weeks tests are given as well to evaluate effectiveness of instruction. Other formative means of assessing students are used throughout classrooms such as questioning, journaling, cooperative groups, etc.

Building Block 4. Best Practices in Literacy Instruction

- Extended time is provided for literacy instruction. As mentioned, all teachers in grades K-2 have a 135 minute uninterrupted Reading Block and 3rd grade has 105 minutes.

Building Block 6. Improved Instruction through Professional Learning

- On going professional development is provided including disciplinary literacy in the content areas.

Results of the survey of items that are not being addressed by the Clay County Elementary

School staff (Listed are weaknesses at CCES):

Building Block 1. Engaged Leadership
<ul style="list-style-type: none"> • A literacy leadership team organized by the administrator or other leaders in the community is active.
<ul style="list-style-type: none"> • A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards.
<ul style="list-style-type: none"> • Literacy instruction is optimized in all content areas.
<ul style="list-style-type: none"> • The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards

Building Block 2. Continuity of Instruction
<ul style="list-style-type: none"> • Active collaborative teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, Building Block 1. C, D).
<ul style="list-style-type: none"> • Out-of-school agencies and organizations collaborate to support literacy within the community

Building Block 3. Ongoing Formative and Summative Assessments
<ul style="list-style-type: none"> • An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
<ul style="list-style-type: none"> • Problems found in screenings are further analyzed with diagnostic assessment.
<ul style="list-style-type: none"> • Summative data is used to make programming decisions as well as to monitor individual student progress.
<ul style="list-style-type: none"> • A clearly articulated strategy for using data to improve teaching and learning is followed.

Building Block 4. Best Practices in Literacy Instruction
<ul style="list-style-type: none"> • All students receive direct, explicit instruction in reading.
<ul style="list-style-type: none"> • All students receive effective writing instruction across the curriculum

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

<ul style="list-style-type: none"> • Information developed from the school-based data teams is used to inform RTI process (see Section III. E.)
<ul style="list-style-type: none"> • Tier 2 needs-based interventions are provided for targeted students.
<ul style="list-style-type: none"> • In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.

<p>Building Block 6: Improved Instruction through Professional Learning</p>
<ul style="list-style-type: none"> • Pre service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

b. Description of the types or styles of surveys used in the needs assessment process

The school’s Literacy Team met with their teams and completed the Georgia Literacy Plan Needs Assessment Rubric provided by the Striving Readers Grant. The rubric was used to provide feedback needed to set goals and objectives for this grant. In addition, all staff was asked to complete a survey to provide additional information as part of the needs assessment process. The survey included three sections in which staff could indicate instructional needs in curriculum, professional learning and technology.

c. Root Cause or Underlying Causes of the areas of concern found in the needs assessment

The Literacy Team examined and disaggregated student data along with the needs assessment rubric and survey. The Literacy Team conducted a root cause analysis of each area of need. High poverty in Clay County (36.3%) and adult illiteracy rate (28%) contribute to lack of focus on education for many students attending CCES. These are the homes where children have limited access to books or technology (Neuman and Celano, 2001). Consequently, CCES students have limited exposure to broader experiences. Based on the Georgia “The What” Building Block 2, “Continuity of Instruction” and 4, “Best Practices in Literacy Instruction”, students from backgrounds similar to CCES students benefit from direct instruction provided

through a systematic core program this is consistent in grades K-5. CCES would benefit from a successful direct instruction program in K-3. As a result of budget cuts and reduced funding there have been no funds available to a new core program, updated materials and technology, and trainings.

d. The needs assessment process included all content and ancillary teachers- All staff at CCES were asked to go through the needs assessment process. The following participated:

- ❖ **Teachers- 18**
 - **Pre-K- 2**
 - **K-2**
 - **1st- 2**
 - **2nd- 2**
 - **3rd- 2**
 - **4th-2**
 - **5th- 2**
 - **Special Education- 1**
 - **Media- 1**
 - **Counselors- 1**
 - **Physical Ed- 1**
- ❖ **Instructional Paraprofessionals- 4**
- ❖ **Administrators- 1**
- ❖ **Nurse- 1**

e. Data is disaggregated and identifies the specific age, grade levels or content areas in which the concern originates-

On the 2012 CRCT, 11.1% did not meet in Reading, 12.2 % in ELA, 47.8% in Science, and 26.6% in Social Studies. In 2013, 5% did not meet in Reading, 12% in ELA, 40.5% in Science, and 27.8% in Social Studies. By 2014, 19.7% were not meeting the standard in Reading, 15.8% in ELA, 36.7% in Science, and 26.6% in Social Studies.

Students in 3rd-5th grade are weak in foundational reading skills i.e. decoding, writing, and comprehension. Teachers expressed a need to learn how to diagnose students' weaknesses in reading so that they can meet individual needs to improve literacy. Upon

examination and disaggregation of student work samples and achievement data, the teachers found gaps in student writing assessments as well. Informal decoding inventories administered show a significant deficit in decoding. Our state assessment and local data indicate trends through the 5th grade showing students are not meeting or exceeding expectation. This finding is evidenced through our CRCT scores and 5th grade writing scores. By implementing a comprehensive literacy plan, our school could provide opportunities to close the gap found in literacy and student achievement.

f. Areas of Concern related to “The What” document with steps taken or not to address the problem

As students move from primary grades (k-2) to elementary grades (3-5), foundational reading skills are crucial for their success in all content areas. Elementary students need to be able to read fluently by the 3rd grade. There has been an inconsistency in the number of students in third grade reading scores over the past two years. Decreasing the number of students that did not meet and increasing the number of students that exceed the standard is our ultimate goal. Upon examination of the “What” document, Clay County Elementary School has several areas of concern found within the “What” document.

Based on the findings from needs assessments, observations, and the Georgia “The What” Building Block 4, “Best Practices in Literacy Instruction”, no modifications to the instructional schedule need to be made for grades K-2; however and adjustment needs to be made in grade 3 to adhere to SRCLG requirements. The needs assessment also determined the need for a school wide universal screener. CCES presently uses DIBELS Next in grades K-3 to identify and monitor the development of student literacy skills. Funding is needed to extend this to grades 4-5.

After comparing the CCES literacy plan for 2013-2014 with the Georgia “The What” Building Blocks 1, “Engaged Leadership”; 2, “Continuity of Instruction”;3. Ongoing Formative and Summative Assessments”; 4, “Best Practices in Literacy Instruction”;5, “System of Tiered Intervention (RTI) for All Students”;and 6, “Improved Instruction through Professional Learning” and the needs assessments the following needs were identified:(1) new/updated evidence-based core and intervention programs for literacy in kindergarten through fifth grades; (2) updated technology to support and maximize instructional materials,(3) supplemental materials including diverse texts to support school-wide literacy instruction and the implementation of CCGPS, (4) strategies to increase student engagement and motivation; and (5) professional learning to support the abovementioned needs. Due to budget cuts and reduced funding there have been no funds available to provide these materials and professional learning opportunities.

Because the school is a former Reading First school, SBRR core programs were in place. However 2003 editions of Houghton Mifflin editions are being used. With the implementation of the CCGPS and shifts in teaching strategies, there is a need for a new core program that will be better suited to meet the text complexity and rigor of the new common core standards. In grades 4-5, there is no evidence-based explicit, systematic reading program.

Teachers are teaching research-based strategies using teacher created units aligned to the CCGPS for Tier 1 and Tier 2 instruction. CCES needs to ensure that there is a continuum of skills that build on one another from one grade level to the next. To accomplish this, K-5 students at CCES need consistent instructional programs and materials that have documented efficacy, are drawn from evidence-based findings and practices, are aligned with the CCGPS,

and support the full range of learners as outlined in the Georgia “The What” Building Blocks 2 “Continuity of Instruction”; 4, “Best Practices in Literacy Instruction”; and 5, “System of Tiered Intervention (RTI) for All Students”.

Clay County Elementary School has attempted many strategies to build literacy at the school. However, with budget cuts and limited financial, the school does not have resources needed to complete the task. Teachers still struggle to find the root of reading problems and need additional resources, programs and professional learning.

Students would benefit from having direct explicit whole group instruction as well as small group instruction for differentiation. However, the teachers need professional learning in order to understand and give diagnostic tests to find student weaknesses. It is imperative to have more text complexity within each classroom in order for this to happen. Each classroom would benefit from a classroom library rich in non-fiction materials.

The school has also implemented a writing program to address students writing needs. Informational writing appears to be the weakness in all content areas. Based on state mandated writing assessment results, there is a need for more rigor and consistency in grades 3-5. Teachers need more professional learning and resources in order to complete best practices in writing. The plan our system implemented was developed to assist in writing instruction appropriate for each grade and content area. The plan has been successful in ELA classrooms but there is much work needed to implement in other content areas. Therefore professional learning is crucial to implementing intensive writing strategies in math, science and social studies.

The teachers at CCES are implementing the CCGPS and are constantly revising their units and curriculum maps based on student needs. Teachers have added some tiered instruction and intense interventions for struggling readers; however more help is needed. Adding extended

time within the ELA block would afford teachers the opportunity to close gaps in literacy. Teachers are in need of more resources, strategies and professional learning to offer different opportunities to close gaps in our subgroups. Specifically, our school would like to help in literacy with our economically disadvantage and our black subgroups.

Increasing availability and the use of technology for both teachers and students is a major concern and obstacle for Clay County Elementary School. In order to improve technology literacy in our school, technological resources must be available for student and teacher use. Each classroom needs to be equipped with appropriate technology to ensure that students are engaged and prepared to meet academic standards. Textbooks have not been adopted in years. Products such as e-texts and other devices would provide resources currently unavailable. Interactive boards and response systems would increase motivation and engagement. Funds from the Striving Readers Grant would provide much needed resources to have a substantial impact on technology literacy for both teachers and students. Once again, more professional learning, resources and technology are needed. Based on the Georgia “The What Building Blocks 4,” “Best Practices in Literacy Instruction” and 6” “Improved Instruction through Professional Learning”, professional development is critical to maximize the effectiveness of the literacy program. The grant would provide more opportunities to build on the six building blocks identified in the “What” document needed to improve literacy.

Scientific, Evidence-based Literacy Plan

The Clay County Literacy Plan is aligned with the framework of the Georgia K-12 Literacy Plan: “The How”.

Clay County Elementary School K-5 Literacy Plan

Building Block 1. Engaged Leadership
A: Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school as documented in “The How”, “The Why” and “The What” Documents.
Clay County Elementary School (CCES) administrators have participated in state-sponsored webinars and face-to-face sessions to learn about the transition to CCGPS. They also have attended sessions provided by our local RESA and by the Reading Instruction Mentor Program which is a part of the Governor’s Early Literacy Initiative. Research-based guidelines for literacy instruction set forth in Georgia “The Why document guide administrators’ actions as they monitor literacy instruction within the school and schedule protected time for literacy and teacher collaboration. Administrators adjust job-embedded professional learning upon analyzing data (<i>Reading Next</i> , Biancarosa & Snow, 2004).
B: Action: Organize a Literacy Leadership Team as stated in “The How” document
CCES has a Literacy team with members from each grade level, a special education teacher, media specialist, instructional coach, and an administrator. The literacy team using multiple forms of student, school, and teacher data to analyze needs, prioritize recommendations and establish goals for improvement. Administrators work alongside the Literacy Team to identify students who need intervention or support and prioritize needs. CCES’s vision for literacy is “To develop a passion for learning and reading while preparing all students to read at or above grade level.”
C: Action: Maximize the use of time and personnel through scheduling and collaborative planning as stated in “The How document.
The instructional schedule at CCES is developed to maximize instructional time. The time dedicated for reading instruction is protected and receives top priority. The schedule for grades

kindergarten through second includes 135 minutes of uninterrupted reading time for all students in self-contained classrooms in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing (Report of the National Reading Panel, 2000). Teachers in grades K-3 follow the recommended healthy reading instructional diet to ensure that each child at CCES receives the right amount of literacy nourishment according to his or her stage of development. Instruction is departmentalized in grades three through five and all students receive two or more hours of literacy instruction across language arts and content area classes (Biancarosa & Snow, 2004, p. 20). Additional time is scheduled for Tier 3 for grades kindergarten through fifth. Collaborative planning teams are scheduled each Wednesday across content areas for all grade levels. During collaborative planning, teachers analyze data and review student progress. In grades four and five there is only one teacher that teaches ELA/Soc. Studies for the two grade level, one teacher that teaches Math/Science for fourth, one teacher for Social Studies/Science for fifth grade. These teachers participate in collaborative planning teams (*Reading Next*, Biancarosa & Snow, 2004).

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.

All staff at CCES is utilized to support literacy instruction, including paraprofessionals, the music teacher, etc. (*Reading Next*, Biancarosa & Snow, 2004). **Ongoing targeted, sustained professional learning is needed to help content area teachers transition to the instructional shifts of the Common Core Georgia Performance Standards**(Alverman, 2001, p. 52), (*Reading Next*, Biancarosa & Snow, 2004).

E: Action: Optimize literacy instruction across all content areas as stated in “The Why” and “The How” documents.

ELA teachers in grade kindergarten through fifth incorporate informational texts in their daily instruction. Teachers have participated in state-wide webinars regarding the selection of text complexity appropriate to grade levels and attended Lexile training. As teachers are implementing CCGPS, students are citing evidence from texts, answering text dependent questions, conducting short research projects, and determining author bias or point of view. Teachers are continuing to follow best practices that were established through Reading First. The

school presently hosts family curriculum nights such as Reading Night, which engages parents in activities that demonstrate the importance of proficiency in literacy.

The needs assessment has identified that more professional learning is needed to incorporate the use of literary texts and writing instruction in all content areas.

Administrators will use walk-through/observation instruments to determine consistency of using instructional practices in content areas classes (*Reading Next*, Biancarosa & Snow, 2004) (Lewis et. al.,2007)

F: Action: Enlist a 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.

CCES participates in a network of learning supports. Each fall CCES kicks off its 25 Books Campaign (million words or more). Parents, school board members, and community leaders attend the kick-off event. Students work closely with teachers and plan literacy skits and performances to get “pumped up” for a year of reading. The principal has started a new initiative call 20 for 20 Reading Challenge. Student and parents pledge to read together each night for 20 minutes for 20 days and record it on a tracking form. At the end of the 20 days, the students submit their forms. The parents’ names are entered into a drawing for a \$20 gift card to a restaurant or movie; the students extra recess time, free snack, etc. The class with the most books logged monthly receives an ice cream party. The principal provided lunch and eats with the top readers for each grade level monthly. Community members and parents volunteers are invited to come to read to classes during the annual Dr. Seuss/Read Across America Day. In honor of Grandparents’ Day, each fall grandparents come to the school media center and read a book to their grandchild. All activities to promote literacy and learning are included in the school newsletters and local paper.

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I, D, E) as documented in “The How” and “The Why documents.

All teachers across subject areas set specific, measurable student achievement goals. Weekly collaborative cross-disciplinary teams examine student work/data for literacy. Teachers have been trained and are led by the school's instructional coach in how to analyze progress monitoring data provided by DIBELS Next to see if their students are moving along as they should and how to dig deeper into the probes for each measure tested and analyze error patterns to target and fine tune instruction(*Reading Next*, Biancarosa & Snow, 2004)

B: Action: Support teachers in providing literacy instruction across the curriculum as documented in “The Why, “The How and “The What” documents.

Literacy instruction in kindergarten through third grade incorporates SBRR core programs. Houghton Mifflin in grades kindergarten through third. Differentiated reading instruction strategies developed by Walpole and McKenna (2009) are used for Tier 2 interventions in grades kindergarten through three. Teachers across the curriculum in kindergarten through fifth grades incorporate literacy. **Teachers in grades four and five have limited resources to guide them in providing direct, explicit literacy instruction (*Reading Next*, Biancarosa & Snow, 2004).** **Due to the publication date of the kindergarten through third grade reading cores, not all CCGPS standards or shifts in teaching practices are addressed and consumable materials are out of print.**

C: Action: Collaborate with supporting out-of-school agencies and organizations within the community as documented on “The How” document.

Technologies utilized to communicate with parents include Power School Parent Portal and the school website. Working with the Millinium Center, New Horizons, Family Connections, and the Department of Family and Children's Services, the emotional, behavioral and physical needs of students and their families are supported.

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.

CCES uses DIBELS Next as a universal screener and progress monitoring tool in grades kindergarten through third. mClass is used for data collection, analyzing, and disseminating reports. **There is a need to extend DIBELS to grades four and five as well. *Classworks***

assessments used in grades one through five provide formative information to help teachers determine the individual needs of all students. Locally developed nine-weeks benchmark tests and common classroom assessments include a variety of formats (multiple choice, short answer). Shifts have been made to include more constructed response type items and writing tasks to prepare students for the Georgia Milestones Assessment. Intervention materials for Tier 2 and Tier 3 are aligned to assessment data and in-program placement tests and progress monitoring assessments help determine the effectiveness of interventions. A school calendar for formative and summative assessments is developed and distributed to faculty and staff(*Reading Next*, Biancarosa & Snow, 2004), (Center on Instruction, 2009).

B: Action: Use the universal screening and progress monitoring for formative assessment as stated in “The How and “The Why” documents.

The results of formative and summative assessments are used to identify classrooms needing additional support. Data from DIBELS Next and other curriculum-based assessments help to determine options for individual students within a flexible four-tier Response to Intervention (RTI). Student data is analyzed to develop and adjust instructional plans (*Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practical guide*, Gertsen, et. al., 2009). Students are given feedback in a timely manner and are offered opportunities to assess their own learning. **There is a need for more faculty and staff members to be trained to implement reading interventions in Tier 3, and Tier 4 options for RTI.** Technology infrastructure/equipment is adequate for storing data and disseminating reports. The school’s assessment calendar provides guidelines for when formative and summative assessments are administered during the year and the persons responsible. Ongoing training is done for all persons responsible for administering formative and summative assessments. Individual DIBELS Next reports are printed and sent home to parents.

C: Action: Use diagnostic assessments to analyze problems found in literacy screening as stated in “The How and “The Why”.

McKenna and Stahl’s Revised Cognitive Model of Reading Assessment (2009) is used as a protocol for a systematic approach to gathering information. When screening instruments identify students not achieving grade level developmental milestones, additional diagnostic instruments are used to assess underlying skill deficits and guide targeted instructional planning.

Tier 2 and Tier 3 intervention programs offer multiple entry points and Tier 3 intervention programs provide placement tests which are administered individually.

D: Action: Use summative data to make programming decisions as well as to monitor individual student progress as stated in “The How and “The Why documents.

CRCT data is disaggregated and sent to teachers over the summer for grades third through five. Data is disaggregated by subgroups. Additional resources (personnel and materials) are allocated based on analyzed assessment results(Torgeson & Miller, 2009, p. 24) Summative data from the reading programs used in kindergarten through second grades is used at the beginning and end of the school year to make program decisions and monitor individual student progress from grade level to grade level (*Reading Next*, Biancarosa & Snow, 2004).

E: Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See. V.A.) as stated in “The Why”, “The How” and “The What documents.

McKenna and Stahl’s Revised Cognitive Model of Reading Assessment (2009) is used as a protocol for making decisions to identify the instructional needs of students. All appropriate staff members are trained to use data storage and retrieval systems (mclass, Classworks, Student Longitudinal Data System, Achieve 3000) to review data(*Using Student Achievement Data to Support Instructional Decision Making*, Hamilton, et al.).

Building Block 4: Best Practices for Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students as stated in “The Why and “The How” documents.

Evidenced-based core reading programs are used in grades kindergarten through third grades. Teachers integrate literary and informational texts in the reading block as suggested by the state frameworks to supplement the core program. Student data is used to identify the areas of need and to form small groups for targeted, differentiated instruction. Multiple literacy checklists are used by the instructional coach and administrator to observe literacy instruction (Literacy Instruction Checklist, Read Aloud Checklist, specific checklists for Walpole/McKenna small group, differentiated modules). All teachers in grades kindergarten through third have been

trained to deliver explicit instruction in whole group and differentiated, needs-based small groups during the reading block. Additional professional learning is scheduled during the 2014-15 school year from the Governor's Reading Instruction Mentor Program and instructional coach. Professional learning focuses on using student data to inform instructional decisions and explicit teaching, modeling, providing guided and independent practice with feedback, and differentiating instruction. **Teachers in grades four and five have limited resources to guide them in providing direct, explicit instruction** (*Reading Next*, Biancarosa & Snow, 2004). **Due to the publication date of the kindergarten reading cores, not all CCGPS standards or shifts in teaching practices are addressed and consumable materials are out of print.**

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

Students in grades kindergarten through fifth write daily across the curriculum. The school is in its second year of implementation with the Writing to Win program. This program provides instructional routines through five key practices that provide detail writing tasks that embody the principles of standards-based learning. **Based on data from the third and fifth grade writing assessments and rising expectations of CCGPS, the literacy team recognizes the need for more rigor and coordination in writing instruction across grade levels. Due to the lack of technology, very few students at CCES can access technology for writing production, publishing, or communication.** (Writing to Read, 2010), (Partnership for 21st Century Skills, 2009), (NCTE, 2008), (Mills, 2006)

C: Action: Teachers work to develop and maintain interest and engagement as students progress through school as stated in "The How" document.

Teachers provide opportunities for students to self-select reading material and topics for research. Most teachers provide opportunities for peer collaboration during class. **The need for strategies to increase student engagement and motivation are significant factors for moving students along the tiered continuum. More supplemental materials, including diverse texts, are needed to support school-wide literacy instruction, implement CCGPS, and to increase student engagement and motivation.** (Boardman et al., 2008), (*Reading Next*, Biancarosa & Snow, 2004), (Merchant, 2001), (Sturgeon, 2008).

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

A: Action: Use information developed from the school-based data teams to inform RTI process (see Section 3 E.) as documented in “The Why”, “The How”, “The What” documents.

The percentage of students served in each tier of instruction is reviewed by grade level at least three times a year. A protocol is used at each benchmark assessment to determine what percentage of students at low risk moved to the categories of some risk or low risk category. Diagnostic assessments and intervention program placement tests ensure that individual students are matched to appropriate interventions (*Reading Next*, Biancarosa & Snow, 2004). Administrator and the instructional coach monitor interventions frequently to ensure that interventions occur regularly and with fidelity. Progress monitoring assessments (DIBELS Next and intervention in-program assessments) are used to adjust instruction for students.

B: Action: Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all classrooms. (See Sections IV. A & B)

Tier 1 instruction based on CCGPS is provided to all students in grades kindergarten through five. Anticipated levels of student mastery during the school year are shared with all teachers during collaborative grade level meetings and teachers are trained to understand the assessment data for the school and their grade level. If fewer than 80% of students at any grade level are successful in an area (phonemic awareness, decoding, oral reading fluency, vocabulary, comprehension, written expression), the Leadership Team examines student data and current practices based on observation checklists and lesson plans to design professional learning and determine instructional practices to address the areas of students needs (*Reading Next*, Biancarosa & Snow, 2004). A special education teacher co-teaches with general education teachers in grades kindergarten, one, and third. **Teachers in grades two through five need resources to help them utilize text-dependent questions and close reading while implementing CCGPS** (Alverman, 2001).

C. Action: Implement Tier 2 needs-based intervention for targeted students as documented in “The Why and “The How” documents.

CCES is participating in the Reading Instruction Mentor Program which is a part of the Governor’s Early Literacy Initiative. The principal and instructional coach will attend state-wide training for differentiated reading instruction. The training will be redelivered to faculty and staff

during the school year. Professional learning will focus on using appropriate supplemental and intervention materials for students based on needs identified by individual student data, using direct, explicit instructional strategies and differentiating instruction for Tier 2 interventions. Classroom teachers and paraprofessionals provide Tier 2 intervention. Collaborative discussion and planning between teachers and paraprofessionals is scheduled during planning times and after school. Intervention time is built into the daily schedule for grades kindergarten through five, intervention instruction takes place in the general education classroom, and ongoing training and monitoring is being provided to ensure effective interventions (Wright, 2007). A progress monitoring protocol has been developed to ensure consistent progress monitoring and data collection while monitoring student response to intervention (*Reading Next*, Biancarosa & Snow, 2004).

D. Action: In Tier 3, ensure that (SST) and Data Team monitor and progress jointly as stated in “The Why” and “The How” documents.

Proven interventions are implemented for targeted students and group size recommendations of each specific intervention program are considered when scheduling students for Tier 3 intervention. School administrator, counselor, and instructional coach consistently monitor the fidelity of Tier 3 interventions. The SST is comprised of the counselor, an administrator, teachers, and parents. The local school system SST guidelines are based on the GADOE SST manual and guidance. SST meetings for students in Tier 3 of the RTI process are scheduled monthly to analyze data and monitor student response to intervention.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students’ inability to access the CCGPS any other way as stated in the “The Why” and “The How” documents.

The school’s schedule is developed to ensure the least restrictive environment for students in Tier 4. All special education teachers are highly qualified and placed in their areas of expertise (Kamil et al., 2008). They participate in all professional learning communities including professional learning for CCGPS. The special education teacher and general education teachers meet regularly to plan, discuss student progress, and ensure that IEP accommodations are implemented to provide students access to CCGPS instruction.

Building Block 6. Improved Instruction through Professional Learning

A: Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom as stated in “The How” document.

CCES has a new teacher induction program that new teachers are required to attend. New teachers are paired with veteran teachers that serve as mentors for them their first two years in the system. Mentors are adequately prepared to train new teachers to fully implement the literacy instruction for his/her grade level. Ongoing coaching is provided for all teachers, including new teachers, to implement literacy instruction (*Reading Next*, Biancarosa & Snow, 2004).

B: Action: Provide professional learning for in-service personnel as stated in “The How” document.

At CCES targeted professional learning is driven by student achievement data and teacher needs. Some teachers have received previous research-based professional learning and new hires have less training. The instructional coach and reading mentor from the Governor’s Reading Instruction Mentor Program provide ongoing training, modeling, coaching, and feedback. They also guide teachers in the use of data to inform instruction. The coach meets weekly with collaborative grade teams to analyze data, examine student work, and adjust instructional plans. **Ongoing, targeted, sustained professional learning is needed in the following areas:1- helping content area teachers transition to the instructional shifts of the CCGPS and incorporate the use of literary texts and writing instruction in all content areas, 2- implementation of newly acquired programs and technology;3-strategies to promote student engagement and motivation.** (Greenwald, et al., 1996), (National Staff Development Council, 2001), (*Reading Next*, Biancarosa & Snow, 2004).

Note: All research citations are taken from Georgia’s Literacy Conceptual Framework for Birth-to-Grade 12, Georgia Literacy Plan: The “Why”.

Analysis and Identification of Student and Teacher Data

3-5 Grade CRCT/Georgia Writing Assessment Data disaggregated by subgroups

Reading CRCT									
	Third Grade			Fourth Grade			Fifth Grade		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2012	23.3%	56.7%	20%	12.5%	62.5%	25%	0%	82.8%	17.2%
2013	7.7%	76.9%	15.4%	12%	56%	32%	13.8%	62.1%	24.1%
2014	21.9%	65.6%	12.5%	4.5%	54.5%	40.9%	31.8%	54.5%	13.6%

2012 Reading						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	67%	*	5.1%	17.3%	66.7%	12.1%
Meets	12.1%	*	71.8%	63.5%	16.7%	67%
Exceeds	20.9%	*	23.1%	19.2%	16.7%	20.9%

*** No students in this subgroup**

2013 Reading						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	%	*	10.3%	12.2%	50%	10.3%
Meets	%	*	66.7%	63.4%	50%	66.7%
Exceeds	%	*	23.1%	24.4%	0%	23.1%

*No students in this subgroup

2014 Reading						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	10.3%	100%	20.5%	18.9%	100%	21.6%
Meets	66.7%	0%	51.3%	67.6%	0%	58.1%
Exceeds	23.1%	0%	28.2%	13.5%	0%	20.3%

ELA CRCT									
	Third Grade			Fourth Grade			Fifth Grade		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2012	13.3%	73.3%	38%	18.8%	62.5%	18.8%	0%	72.4%	27.6%
2013	11.5%	80.8%	7.7%	8.0%	80%	12%	13.3%	66.7%	20%
2014	25%	62.5%	12.5%	9.1%	77.3%	13.6%	9.1%	77.3%	13.6%

2012 ELA						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	11%	*	2.6%	17.3%	50%	11%
Meets	69.2%	*	74.4%	65.4%	33.3%	69.2%
Exceeds	25.9%	*	34.1%	17.3%	16.7%	19.8%

***No students in this subgroup**

2013 ELA						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	11.4%	*	10%	12.2%	33.3%	11.1%
Meets	74.7%	*	85%	65.9%	66.7%	75.3%
Exceeds	13.9%	*	5%	22%	0%	13.6%

*** No students in this subgroup**

2014 ELA						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	15.3%	100%*	15.4%	16.2%	100%	15.8%
Meets	70.8%	0%	66.7%	75.7%	0%	71.1%
Exceeds	13.9%	0%	17.9%	8.1%	0%	13.2%

***Total white students = 1**

Science CRCT									
	Third Grade			Fourth Grade			Fifth Grade		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2012	66.7%	30%	3.3%	37.5%	46.9%	15.6%	46.9%	40.6%	12.5%
2013	46.2%	53.8%	0%	32%	52%	16%	43.3%	53.3%	3.3%
2014	48.6%	42.9%	8.6%	22.7%	40.9%	36.4%	31.8%	59.1%	9.1%

2012 Science						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	49.5%	*	46.3%	52.8%	88%	50%
Meets	39.8%	*	43.9%	35.8%	0%	39.4%
Exceeds	10.8%	*	9.8%	11.3%	12%	10.6%

*** No students in this subgroup**

2013 Science						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	40.5%	*	42.5%	39%	75%	40.5%
Meets	54.4%	*	47.5%	58.5%	25%	54.4%
Exceeds	5.1%	*	10%	2.4%	0%	5.1%

*** No students in this subgroup**

2014 Science						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	36%	100%*	30%	43.6%	100%	35.5%
Meets	48%	0%	45%	48.7%	0%	47.4%
Exceeds	16%	0%	25%	7.7%	0%	17.1%

*** Total white students = 1**

Social Studies CRCT									
	Third Grade			Fourth Grade			Fifth Grade		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
2012	46.7%	50%	3.3%	18.8%	71.9%	9.4%	23.4%	64.5%	9.7%
2013	11.5%	88.5%	8%	36%	56%	8%	33.3%	60%	6.7%
2014	37.1%	54.3%	8.6%	13.6%	77.3%	9.1%	22.7%	68.2%	9.1%

2012 Social Studies						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	30.1%	*	22.5%	35.8%	62.5%	30.1%
Meets	62.4%	*	70%	56.6%	25%	62.4%
Exceeds	7.5%	*	7.5%	7.5%	12.5%	7.5%

***No students in this subgroup**

2013 Social Studies						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	26.6%	*	32.5%	22%	50%	26.6%
Meets	68.4%	*	62.5%	73.2%	50%	68.4%
Exceeds	5.1%	*	5%	4.9%	0%	5.1%

***No students in this subgroup**

2014 Social Studies						
	Black	White	Male	Female	SWD	Economically Disadvantaged
Does not Meet	26.7%	100%*	32.5%	20.5%	100%	26.3%
Meets	64%	0%	52.5%	76.9%	0%	64.5%
Exceeds	9.3%	0%	15%	2.6%	0%	9.2%

* Total white students = 1

Georgia Grade 5 Writing Assessment						
	CCES			State		
	DNM	Meet	Exceed	DNM	Meet	Exceed
2012	22.6%	64.5%	12.9%	19.5%	69.7%	10.8%
2013	30%	70%	10%	20.8%	66%	13.2%
2014	33.3%	66.7%	0%	20%	66.9%	13.1%

Georgia Grade 3 Writing Assessment									
	Informational			Persuasive			Narrative		
	DNM	Meet	Exceed	DNM	Meet	Exceed	DNM	Meet	Exceed
2013	23.1%	53.8%	23.1%	23%	53.8%	23.1%	42.3%	34.6%	23.1%
2014	8.6%	65.7%	25.7%	2.9%	80%	17.1%	22.9%	71.4%	5.7%

Strengths and weaknesses based on prescribed assessments

Data analysis shows that there has been an increase in reading scores in fourth grade reading scores each year with an increase in the amount of students exceeding from 25% in 2012 to 41% in 2014. Science and Social Studies scores have risen as well in grade four. More males are exceeding in Reading, ELA, and Social Studies. Fifth grade reading scores have declined considerably over the past three years from 100% meeting or exceeding in 2012 to 68.1% in 2014. Student in the SWD subgroup are not performing as well as their peers. The areas of Science and Social Studies is an area of concern due to the fact the scores are continuously low for the past three years. Writing scores on the Georgia Writing Assessment in fifth grade have declined and were much lower than state in 2014. Third grade writing scores have improved in all genres.

Teacher Data

The chart below shows grade level averages for teacher data. Clay Elementary employ 18 certified teachers who on average have thirty-two years teaching experience. Years of teaching at Clay Elementary averages at 21 years. This is positive data because this will allow Clay Elementary to sustain professional development literacy initiatives.

Yearly Data: Average based on teachers within grade/department			
Grade/Department	Number of Teachers	Years Experience	Years at Clay Elementary
Pre-K	2	24	12
Kindergarten	2	39	29
First	2	51	21

Second	2	32	32
Third	2	6	6
Fourth	2	14	4
Fifth	2	39	39
Support	3	46	47
Special Ed.	1	43	7
Total	18	294	197

Attrition Rate of Teachers		
Year	Number	Percentage of Teacher Population
2013-2014	2	17%
2012-2013	2	17%
2011 – 2012	0	0%
2010 – 2011	0	0%
2009 - 2010	1	8%

Goals and objectives

Project goals and measurable objectives evolve from needs assessments and student data. (See “Project Plan”).

Additional district prescribed data

CCES has ongoing formative and summative assessments which inform instructional decisions as outlined in “The What” Building Block 3. Diagnostic literacy assessments (K-phonological awareness, 1-5 informal phonics inventories) are administered to students identified at risk by the

universal screener, DIBELS Next. DIBELS Next also tracks reading progress throughout the year. Progress monitoring guides instructional decisions for Tier 2 and Tier 3. Core and intervention assessments and progress monitoring tools determine needs and monitor student progress. Teacher-developed benchmark assessments measure progress at the end of each nine weeks. A mock CRCT assesses students' progress toward meeting state standards. Teachers analyze the data from each assessment to modify and differentiate instruction.

Professional Learning:

Teacher Professional Learning Needs. Teachers feel the need to have more professional development in the area of incorporating Lexiles into their content area. It was also brought out through the needs assessment that more training is needed in the area of literacy skills in the each content area. The staff will also need training on incorporating this new technology into their classrooms. Teachers also need development in how to write across the content areas.

Curriculum Needs: Our needs assessment indicated a need for an intervention program to help bring struggling readers up to grade level. There is also a need for non-fiction reading and writing material to support the content in each academic. Teachers also express the need for a vocabulary program to help and sustain a diverse vocabulary for our students. All of these will help students become better readers as well as help to bring up the Lexile ranges of each student.

Technology Needs: In the area of technology, our teachers have indicated several items needed to improve student achievement. At the present time, we only have sixteen laptop computers accessible to the two hundred and twenty-two students we have enrolled. We would like to improve that by adding mobile labs equipped with tablets for each student. These tablets would be used to provide mini labs in classrooms for students to conduct research and to read non-fiction material on-line. With tablets available, teachers could develop groups for differentiated instruction. Also, each teacher is in need of a laptop to support the latest technology in the classrooms. The purchase of additional access points and necessary cabling would also be needed so our building can handle the increased usage on our wireless system. The teachers also identified the need for digital mobile devices to access more reading content in their classrooms. In addition, we would like to add an on-line encyclopedia for our school which would aid in student research and the availability of updated, accurate reading material

Project Plan, Procedures, Goals, Objectives, & Support

Goals and objectives based on the “What” and “Why” documents, methods of measuring, current practices and funding

The goal at CCES is to ensure a continuum of research-based skills from kindergarten through fifth grade. Enhancing whole group, small group, differentiated instruction, and remediation through the incorporation of additional materials and technology will promote student engagement and relevance in the learning process.

After a comparison of the CCES literacy plan and the areas of concern based on the needs assessments, the following project goals have been established:

Goal 1: Evidence-based core and intervention instruction in ELA/Writing K-5 (using a comprehensive, research-based curriculum)

Objectives	How Measured	Current Practices in Place	Funding from Other Sources	Research-Based Practices
Provide current evidence-based literacy practices Improve student achievement Implementation with fidelity Consistency and more rigor in writing instruction	Analysis of student data Third through fifth grade writing assessment scores Observation Checklists Training evaluations	Evidence-based core literacy programs in K-3 (outdated) Direct explicit instruction in K-5 Writing to Win Program in K-5	No Initiatives	Georgia “The What” Building Blocks: 1, “Engaged Leadership”; 2, “Continuity of Instruction”; 4, “Best Practices in Literacy Instruction”

Enhance each tier of instruction				<i>Reading Next, Biancarosa & Shaw, 2004; Wright, 2007; Writing to Read, 2010; NCTE,2008</i>
----------------------------------	--	--	--	--

Goal 2: Provide necessary tools and materials, including technology and reading materials, to support school-wide literacy instruction

Objectives	How Measured	Current Practices in Place	Funding from Other Sources	Research-Based Practices
<p>Optimize the effective integration of technology</p> <p>Provide resources for the effective implementation of CCGPS</p> <p>Ensure all teachers effectively incorporate the CCGPS and literary texts</p>	<p>Analysis of student data Student engagement</p> <p>Observation</p> <p>Checklists</p>	<p>Limited availability of presentation software and other technology</p> <p>GPS aligned texts for content area instruction</p>	No Initiatives	<p>Georgia “The What” Building Blocks: 2, “Continuity of Instruction” ; 4, “Best Practices in Literacy Instruction”; 5, “System of Tiered Intervention”</p>

Increase student engagement and motivation				Partnership for 21 st Century Skills, 2009; NCTE, 2008; <i>Reading Next</i> , Biancarosa & Shaw, 2004; Wright, 2007; Mills, 2006
Enhance each tier of instruction				
Provide learner centered activities				

Goal 3: Support program implementations, technology, content area literacy instruction, and increased student engagement and motivation through professional learning for teachers and staff

Objectives	How Measured	Current Practices in Place	Funding from Other Sources	Research-Based Practices
Implementation of core and intervention programs Optimize the effective integration of technology Support for literacy	Analysis of student data Observation checklists Discipline referrals	CCGPS training (GADOE) RESA technology training Governor’s Early Literacy Initiative Project training	System Professional Development funds Governor’s Office of Student Achievement	Georgia “The What” Building Blocks: 1 “Engaged Leadership ; 2, “Continuity of Instruction” ; 4, “Best Practices in Literacy Instruction”; 5, “System of Tiered

instruction in the content areas				Intervention”; 6 “Improved Instruction through Professional Learning” <i>Reading Next</i> , Biancarosa & Shaw, 2004; National Staff Development Council, 2001; Alverman,2007
Increased student engagement and motivation				

Tiered instructional schedule

The instructional schedule at CCES is developed to maximize instructional time. CCES administration has eliminated instructional interruptions. They continue their commitment to protecting the instructional time through frequent monitoring.

Clay County Elementary School K-2 Instructional Schedule 2014-2015

Kindergarten	First	Second
7:30 - 8:05 Breakfast/ Morning Announcements	7:30 - 8:05 Breakfast/D.E.A.R/Morning Announcements	7:30 - 8:05 Breakfast/Achieve 3000/Morning Announcements
8:05 - 10:20 Reading Block (135 minutes)	8:05 - 10:20 *Reading Block (135 minutes)	8:05 - 10:20 *Reading Block (135 minutes)
10:20-10:45 Vocabulary/Language Arts/Writing (25 minutes)	10:20 - 11:25 Math (60 minutes) + Transition	10:20 - 11:25 Math (60 minutes) + Transition
10:50 - 11:30 Lunch (30 minutes)/Recess (10 minutes)	11:25 - 12:05 Lunch (30 minutes)/ Recess (10 minutes)	11:25 - 12:05 Lunch (30 minutes)/ Recess (10 minutes)
11:35 - 12:25 Connections (50 minutes)	12:10 - 12:30 Language Arts/Writing (20)	12:10 - 12:30 Language Arts/Writing (20)

<p>12:30 - 12:55 Language Arts/Writing (25 minutes)</p> <p>12:55- 1:55 Math (60 minutes)</p> <p>2:00 -2:20 Reading in Content Areas (S/SS) (20 minutes)</p> <p>2:25-2:55 Interventions (30 minutes)</p> <p>3:00 3:15 D.E.A.R</p> <p>3:20 - 3:30 Prepare for Home/Prepare for Next Day</p>	<p>12:30 - 1:20 Connections (50 minutes)</p> <p>1:20 - 1:50 Language Arts/Writing (30 minutes)</p> <p>1:55 - 2:25 Interventions (30 minutes)</p> <p>2:30- 2:55 Reading in Content Areas (S/SS) (25 minutes)</p> <p>3:00 - 3:15 D.E.A.R</p> <p>3:20 - 3:30</p> <p>Prepare for Home/Prepare for Next Day</p>	<p>12:30 - 1:20 Connections (50 minutes)</p> <p>1:20 - 1:50 Writing (30 minutes)</p> <p>1:55 - 2:25 Reading in Content Areas (S/SS) (30 minutes)</p> <p>2:30 - 3:00 Interventions (30 minutes)</p> <p>3:00- 3:15 D.E.A.R</p> <p>3:20 - 3:30</p> <p>Prepare for Home/Prepare for Next Day</p>
---	--	--

Clay County Elementary School 3-5 Instructional Schedule 2014-2015

Third	Fourth	Fifth
<p>7:30 - 8:05 Breakfast/Achieve 3000/Morning Announcements</p> <p>8:05 - 9:50 Reading Block (105)</p> <p>9:55 - 10:05 ELA/Writing Block I (3A) (10 minutes) Math (3B) (10)</p> <p>10:05- 10:55 Connections (50)</p> <p>11:00 - 11:40 Lunch (30)/Recess (10)</p> <p>11:45 - 12:35 ELA/Writing Block I (3A) (50)</p> <p>Math (3B) (50)</p> <p>12:40 - 1:40 ELA/Writing Block II (3B) (60)</p> <p>Math I (3A) (60)</p> <p>1:45 - 2:25 Social Studies (3A) (40)</p> <p>Science (3B) (40)</p> <p>2:25 - 3:05 Science (3A) (40) Social Studies (3B) (40)</p> <p>3:05 - 3:25 Intervention/Enrichment (Math & Reading) (20)</p> <p>3:25 - 3:30 Prepare for Home/Prepare for Next Day</p>	<p>7:30-8:05 Breakfast/Achieve 3000/Morning Announcements</p> <p>8:05-8:55 4A Math 4B Reading</p> <p>8:55-9:45 Connections (50 minutes)</p> <p>9:45-10:35 4A Math(Continued) 4B ELA</p> <p>10:35-11:50 4B Math 4A Science (50 minutes)/S.S.</p> <p>11:50-12:35 Lunch(30) Recess(10)</p> <p>12:35-1:00 4B Math 4A Social Studies</p> <p>1:00-1:50 4A Reading 4B Social Studies</p> <p>1:50-2:40 4A ELA 4B Science</p> <p>2:40-3:25 Reading Intervention/Acceleration D.E.A.R.</p> <p>3:25-3:30 Dismiss to Bus</p>	<p>7:30-8:05 Breakfast/Achieve 3000/Morning Announcements</p> <p>8:05-8:55 Science</p> <p>8:55-9:45 Connections</p> <p>9:45-10:35 Social Studies</p> <p>10:35-11:50 Reading</p> <p>11:50-12:35 Lunch(30) Recess(10)</p> <p>12:35-1:00 ELA</p> <p>1:00-1:50 Math</p> <p>1:50-2:40 Math</p> <p>2:40-3:25 Reading Intervention/Acceleration D.E.A.R.</p> <p>3:25-3:30 Dismiss to Bus</p>

The reading block for all students provides uninterrupted time for Tier 1 and Tier 2 reading instruction. Additional time is provided for Tier 3 intervention for struggling students who have been identified through formal and informal assessments. Acceleration is provided for those students in kindergarten through fifth grade who are performing at or above grade level during the intervention blocks. Third through fifth grade teachers also provide “Safety-Nets” before and during special area time to support at-risk students.

Struggling students are monitored closely through the Student Support Team (SST). Strategies are put in place and results are documented. Follow-up meetings are scheduled to determine the effectiveness of the implemented strategies. Based on the documented results, decisions are made as to whether teachers should continue with the current strategies, modify the strategies, or pursue in-depth testing to determine possible Tier 4 eligibility.

Teachers incorporate literacy skills in the content areas. Based on the needs assessments, it has been determined that additional training and materials are needed to effectively incorporate literacy skills into the content areas.

Administrators continuously monitor classrooms to ensure appropriate implementation of the core programs and other SBRR instructional strategies. Ongoing assessment and flexible grouping for instruction ensures identified students’ needs are met. Teachers receive support for best practices in literacy instruction from the academic coach, the reading instruction mentor from the Governor’s Early Literacy Initiative.

Assessment/Data Analysis Plan

a. A detailed listing of the school's current assessment protocol.

Assessment	Purpose	Skills	Frequency
Achieve 3000	To assess student writing skills, to help improve and increase Lexile scores.	Comprehension Value Evidence Build Strong Content Knowledge Use technology strategically and effectively	Daily
DIBELS NEXT	To assess the acquisition of early literacy skills	Phonological Awareness Alphabetic Principle Phonics Fluency Comprehension	Three times per year
Common Classroom Assessment	To determine if students have mastered skills taught over nine weeks period	GPS and Common Core Standards taught over a nine weeks period for reading , language, math, science, and social studies	Every two weeks
Benchmark Assessments (Georgia Online Assessment System)	To determine if students have mastered skills taught over a two week period	GPS and Common Core Standards taught over a nine weeks period for reading , language, math, science, and social studies	Three times per year
CRCT	Assess mastery of GPS standards	GPS standards in areas of reading, ELA, math, science, and social studies	Once per year
ITBS	Given to 5 th graders for norm- referenced purposes	Achievement in reading, ELA, and math	Once per year
Writing Assessments	Assess how well 3 RD -5 TH grade students write on a domain specific topic	Test assesses how students master the domains of ideas, organization, style, and conventions	Once per year and three benchmark assessments prior to state assessment
GKIDS	Test designed to assess kindergarten students Academic, social, personal and motor	State mandated test On Developing skills for kindergarten students.	Three times a year

	skills.		
Classworks	Used to track grade-level mastery and growth throughout the year and to assess outcomes at the end of the year	Reading, ELA, and Math for all grade level standards	Three times per year

Comparison of current assessment protocol with the SRCLG assessment plan

After comparing the Georgia “The What” Building Block 3, “Ongoing Formative and Summative Assessments” and the SRCLG assessment plan with the current CCES assessment plan, it is evident that most components of the grant assessment plan are in place, including screening, diagnostic, progress monitoring, and summative assessments. However, as a part of the SRCLG requirements, the Scholastic Reading Inventory will be added to the CCES assessment plan. Although not required as an assessment by the SRCLG, CCES plans to administer DIBELS Next benchmark and progress monitoring assessments in grades 4-5.

Assessment to be discontinued with implementation of SRCLG

The 3rd and 5th Grade Writing Test will no longer be administered along with the Georgia CRCT. Effective this school year, our students will be taking the Georgia Milestones. There are no assessments that we will discontinue as a school as a result of SRCLG implementation.

Professional learning needed to implement new assessments

With the implementation of a new core in grades K-5, it will be necessary to provide professional learning on the effective use of core assessments. Also professional learning in the administration of the Scholastic Reading Inventory will be needed. There will not be a need for training on administering any other assessments as the teachers have already been trained.

Data presented to parents and stakeholders

Teachers share student achievement data with parents several ways. Parent conferences are held as needed, either in person or by phone call. Teachers are available to discuss student data with parents during teachers' planning times as well as, before and after school. CCES also has scheduled late afternoon/evening conference events, as well as CRCT Parent Workshops.

Achievement data is shared with parents through report cards each nine weeks and mid-period reports every four weeks. Parents are able to monitor student progress through the PowerSchool Parent Portal. Additionally, information is shared with parents through weekly couriers and Student Support Team Meetings. Student performance data is communicated to other stakeholders through school newsletters, PTO presentations, School Council meetings, parent workshops, CRCT Parent Night, and the CCES website.

Using data to develop instructional strategies and determine materials/needs

A systematic approach is used to gather information to design instruction to meet the needs of individual students. The revised cognitive model of reading assessment by McKenna and Stahl (2009) is used to identify underlying skill deficits in reading. This model serves as a framework for the systematic assessment of reading development at CCES.

All K-3 students are screened with DIBELS Next. Students identified as at risk are then given diagnostic assessments to determine specific needs. After analyzing assessment data, accommodations and modifications are made in instructional strategies and materials. Students receive small group differentiated instruction to address areas of weakness. Based on the documented results, decisions are made as to whether teachers should continue with the current

strategies, modify the strategies, or pursue in-depth testing to determine possible Tier 4 eligibility.

Assessment administration

The CCES SWAT (School-wide Assessment Team) Team is responsible for administering the DIBELS Next Benchmark and Progress Monitoring assessments. This team consists of one reading teacher per grade level and the school's instructional coach. All teachers have access to DIBELS Next data and reports.

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

Clay County School plans to maximize the benefits of the Striving Reader Comprehensive Literacy Grant to expand literacy skills and understanding for all students, staff, administrators and all stakeholders. With the Striving Readers Grant the resources that the school purchases will focus on materials to increase expertise in literacy strategies across the content area. Although a variety of resources are currently available at our school additional technology, texts across the content areas, new core program and materials for the parent resource room are needed to implement our literacy plan.

Resources needed to implement the literacy plan including student engagement

- Evidence-based core literacy program for grades K-5
- Updated Corrective Reading (intervention for grades two through five)
- Instructional technology-based resources including hardware, software, and adaptive materials
- Supplemental materials
- Diverse leveled texts for classroom libraries, media center, and home
- Professional development to support the above resources
- Professional development to guide teachers in incorporating motivational and engagement strategies

Activities that support literacy intervention programs

- Data analysis
- Small group differentiated instruction
- Flexible grouping
- Volunteer readers
- Choral/paired/repeated reading
- Literacy centers
- Core materials
- Intervention programs/materials
- Word walls
- Basic skills games

- Leveled texts
- Co-teaching

List of shared resources available in building

Current classroom resources available	Current shared resources and library resources available
<ul style="list-style-type: none"> • Units aligned to the CCGPS 	<ul style="list-style-type: none"> • 2 computer carts with approximately 20 mobile laptops each
<ul style="list-style-type: none"> • One printer per classroom 	<ul style="list-style-type: none"> • Limited set of trade books
<ul style="list-style-type: none"> • 4-5 Computers per classroom/Internet 	<ul style="list-style-type: none"> • Social Studies, Science, and Math GPS Libraries
<ul style="list-style-type: none"> • Teacher iPad 	<ul style="list-style-type: none"> • Interactive White Boards
<ul style="list-style-type: none"> • Classroom Library 	<ul style="list-style-type: none"> • ActivSlates
<ul style="list-style-type: none"> • Elmo Document Presenter 	<ul style="list-style-type: none"> • Computer lab with 20 computers
<ul style="list-style-type: none"> • Previous reading series used as resource to supplement units of study 	<ul style="list-style-type: none"> • Audio books, DVD's, Videos • 4 sets of student response systems for the school
<ul style="list-style-type: none"> • Study Island 	<ul style="list-style-type: none"> • 4 Media center computers
<ul style="list-style-type: none"> • Classworks 	<ul style="list-style-type: none"> • Periodicals
<ul style="list-style-type: none"> • Accelerated Reader 	<ul style="list-style-type: none"> • Wireless internet
<ul style="list-style-type: none"> • SRA Photo Libraries 	<ul style="list-style-type: none"> • Encyclopedias
<ul style="list-style-type: none"> • Listening Center Materials 	<ul style="list-style-type: none"> • Televisions
<ul style="list-style-type: none"> • Georgia Online Assessment 	<ul style="list-style-type: none"> • Thesauruses
<ul style="list-style-type: none"> • Teacher created vocabulary/comprehension lesson plans and texts for read-aloud and small group instruction 	<ul style="list-style-type: none"> • Dictionaries
<ul style="list-style-type: none"> • Boxed sets of cardstock lesson materials based on Walpole and McKenna's Differentiated Reading Instructional Strategies 	<ul style="list-style-type: none"> • Laminator

List of activities that support classroom practices

- Data analysis
- Core instruction
- Small group differentiated instruction
- Protected time for literacy
- Mock writing prompts
- Collaboration with special area teachers
- Choral/paired/repeated reading
- Read alouds
- Word walls
- Basic skills games
- Center materials
- Book of the Month
- Million Word Campaign
- Reading Logs/read at home daily for twenty minutes
- Collaborative planning times

List of additional strategies needed to support student success

- Training on methods for delivering engaging instruction that is motivating and promotes active learning
- More rigorous writing instruction, especially in grades three through five
- Integration and effective uses of new technology
- Methods for integrating literacy in all content areas
- Training for effective implementation of new programs

General list of current classroom resources for each classroom in the school

Kindergarten

- Classroom libraries, including fiction and nonfiction texts, big books, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies
 - Core materials
 - Listening center materials
 - Basic skills games
 - *Leapfrog*
 - Graphic organizer posters for Vocabulary/Comprehension Strategies
 - *Language for Learning*
- ELMO projector

First Grade

- Classroom libraries, including fiction and nonfiction texts, big books, decodable texts,

leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials
- Listening center materials
- Basic skills games
- *CRCT Coach* workbooks

Elmo Projector

- Graphic organizer posters for Vocabulary/Comprehension Strategies

Second Grade

• Classroom libraries, including fiction and nonfiction texts, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials
- Listening center materials
- Basic skills games
- Dictionaries
- *CRCT Coach* workbooks

Elmo Projector

- Graphic organizer posters for Vocabulary/Comprehension Strategies

Third Grade

• Classroom libraries, including fiction and nonfiction texts, decodable texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Core materials
- Basic skills games
- Dictionaries
- Thesauruses

I pad cart with 30 pads

- *CRCT Coach* workbooks
- Graphic organizer posters for Vocabulary/Comprehension Strategies)

Fourth Grade

• Classroom libraries, including fiction and nonfiction texts, leveled texts, and GPS aligned texts for math, science, and social studies

- Dictionaries
- Thesauruses
- *CRCT Coach* workbooks

Elmo/projectors

Fifth Grade

• Classroom libraries, including fiction and nonfiction texts, leveled texts, and GPS aligned texts for math, science, and social studies

- *CRCT Coach* workbooks
- Dictionaries
- Thesauruses

- Elmo/projectors
- Listening center materials

Alignment plan for SRCLG and all other funding

SRCLG funds will be dispersed along with other federal and state legislated educational program funds through the Clay County School System. The focus of the SRCLG and other federal and state funds is to provide evidence-based instruction, professional learning, and resources to achieve the goals outlined in the CCES literacy plan. QBE funds will assist in funding print and other media. Title I funds will provide parent engagement literacy activities. Some technology may possibly be funded through the General Fund, SPLOST, Title II and/or Title VIB. The basic infrastructure for technology will be funded through E-rate and the General Fund.

Proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

Technology is the way of the future and it is critical that students are prepared. The technology must be in place at CCES in order to have the students both college and career ready. Proposed technology purchases are needed to facilitate student engagement, address varied learning styles, and improve instructional rigor. As the CCGPS are implemented, technology is also important for actively engaging students in instruction as well as analyzing student work in the classroom and in collaborative teacher/administrator work sessions. Adequate technology would allow teachers to address literacy needs in each tier of intervention, offering enrichment and remediation to meet individual needs.

Professional Learning Strategies on the Basis of Documented Needs

Professional learning activities that staff have attended in the past year and percent of staff attending each activity

All professional learning at CCES is designed to improve student achievement. In 2013-2014, there were 19.5 hours of professional learning provided.

Professional Learning 2013-2014

Topic	Hours	Percent of Staff Attended
Writing to Win	6.5	100%
TKES Orientation	1	100%
i Pass Training	3	100%
Achieve 3000 Training	3	100%
Depth of Knowledge Training	1	100%
Statewide Longitudinal Data System	1	100%
Literacy Centers	2	100%(K-3 literacy teachers)
DIBELS Next Data Interpretation	2	100% (K-3 literacy teachers)
Total	19.5	

On-going professional learning

At CCES there is on-going professional learning geared to the specific needs of the school during study group meetings and after school meetings. CCES is currently involved in:

- CCGPS training provided by the GADOE through webinars and the local Regional Educational Service Agency (RESA).
- Ongoing training, modeling, coaching and feedback by the academic coach and the mentor from the Governor's Reading Instruction Mentor Program.
- Guiding teachers in the use of data to inform instructional decisions provided by the academic coach and the mentor from the Governor's Reading Instruction Mentor Program.

Professional learning identified in needs assessment

The needs assessments identified two specific areas that need to be addressed through professional learning. Teachers recognize the need for training in strategies that develop and maintain student interest and engagement. Professional learning is also needed for incorporating disciplinary literacy in the content areas to support school-wide literacy instruction. In addition, targeted training will be necessary for any new assessment, program/materials, and technology purchased through the SRCLG.

Process to determine effectiveness of professional development, detailed and targeted professional learning plan based on project plan goals and objectives

Project goals and objectives will be the basis for determining professional learning needs.

Student achievement data will be analyzed to prioritize professional learning.

Professional Learning Needs

Project Plan Goals/Objectives	Needs	Goals/Objectives	Evidence
<p>Evidence-based core and intervention instruction in ELA/Writing K-5 using a comprehensive, research-based curriculum</p> <p>Support fidelity of program implementation through professional learning for teachers and staff</p>	<p>Professional learning in the implementation of new programs</p>	<p>Implementation with fidelity</p> <p>Consistency in reading and writing instruction</p>	<p>Training evaluations</p> <p>Analysis of student data</p> <p>Observations</p> <p>Walkthrough/ observation checklists</p>
<p>Provide necessary tools and materials, including technology and reading materials, to support schoolwide literacy instruction</p> <p>Support effective integration of technology through professional learning for teachers and staff</p>	<p>Professional learning for the implementation of new technology</p>	<p>Optimize the effective integration of technology</p>	<p>Training evaluations</p> <p>Student engagement</p> <p>Analysis of student data</p> <p>Observations</p> <p>Walkthrough/ observation checklists</p>

Project Plan Goals/Objectives	Needs	Goals/Objectives	Evidence
Support effective integration of content area literacy instruction through professional learning for teachers and staff	Professional learning for content area teachers in the transition of instructional shifts of the CCGPS and the incorporation of literary texts and writing instruction.	Ensure all teachers effectively incorporate the CCGPS, literary texts and writing instruction.	Training evaluations Analysis of student data/writing Walkthrough/ observation checklist
Support increased student engagement and motivation through professional learning for teachers and staff	Professional learning in strategies to promote student engagement and motivation	Increase student engagement and achievement	Training evaluations Discipline referrals Analysis of student data Walkthrough/ observation checklists

Method of measuring effectiveness of professional learning

The administrator and instructional coach will guide teachers in determining the effectiveness of professional learning and the implementation of strategies learned in professional learning. The analysis of student data from assessments will be used to measure the effectiveness of each tier of instruction. Observation checklists will monitor the fidelity of instruction. Results of student data analysis and observations will be used to determine the need for follow-up coaching and training.

Sustainability Plan

According to an adaptation from Century and Levy-2002, sustainability is “the ability of a program to operate on its core beliefs and values (its reading culture) and use them to guide essential and inevitable program adaptations over time while maintaining improved outcomes.” Clay County School System is extremely committed to continuing the core beliefs and values arising from the scientifically based reading research as a foundation for the benefit of our students. We understand that at some point and time there will not be resources to fund this effort. We must realize and fully understand that the funds in this grant are a means and not an end. We will have to coordinate the resources available to sustain what the plan we have put into place.

Plan for extending assessments protocol beyond grant period

CCES utilizes screening, progress monitoring, and outcome assessments. The assessment protocol outlined in the SRCLG, with the exclusion of the Scholastic Reading Inventory (SRI), is currently in place. The SRI will become a part of the CCES Assessment Plan and will continue beyond the SRCLG. Assessments will be administered as outlined by the CCES Assessment Calendar developed by the curriculum director.

Developing partnerships/ other sources to assist with funding

The community served by CCES is rural and lacking large businesses/industries. Occasionally, small donations are received from a few of the businesses located in Clay County. At this time there are no business partnerships. However, CCES continually works to acquire business partners. Clay County School System actively pursues grants to assist in funding and sustaining initiatives. CCES has frequent fund-raisers to purchase materials/supplies. Funds are

generated from the sale of the following: pictures, yearbooks, snacks, t-shirts, candy, fruit, Fall Festival, etc.

Detailed sustainability plan

The CCES Literacy Team will be responsible for monitoring the SRCLG to determine the successes and failures. Necessary adjustments to the CCES Literacy Plan will be made to ensure literacy achievement. The incorporation of the CCES Literacy Plan into the CCES School Improvement Plan will provide the guidance necessary to sustain the best practices implemented as a result of SRCLG funding.

Assessment drives instructional decisions at CCES. Therefore the CCES Assessment Plan will ensure literacy success is achieved. Administrators and literacy specialists will assist in monitoring data and will continue to train and mentor teachers on the effective use of data for instructional purposes.

Clay County School System (CCSS) will seek additional funding from federal, state and local resources to continue the best practices and support materials and technology provided by the SRCLG. These funds will come from the General Fund, SPLOST, E-rate, Title funding, and QBE. Year-end reviews conducted by the Leadership/Literacy Team, the CCES School Council, and the CCSS Federal Programs director will determine how to adjust/reprioritize the budget to cover essential expenses to sustain the effectiveness of the SRCLG.

Replacement of print materials

Print and intervention program materials are inventoried at the end of each year. Replacement materials are purchased through Title I and local monies.

Professional learning for new staff and extending professional learning beyond grant

The CCSS curriculum director and the CCES administration will ensure teachers are well trained and effectively implement new practices and materials. The academic coach and teachers will have the necessary skills to provide support and training to new teachers. An ongoing practice at CCES is having a new teacher observe in veteran teachers' classrooms. Also new teachers are assigned a mentor who works very closely with the new teacher for two years. CCES will seek professional learning that is available through webinars and other media sources as well as through RESA, and GADOE. These practices will ensure future teachers at CCES will gain the skills and knowledge that was provided through the SRCLG funding.

Sustaining technology

Title and SPLOST funds will be used to sustain technology. The CCSS technology specialist will be responsible for maintaining technology equipment and materials. Site license renewals are supported by the CCSS.

Expanding lessons learned through SRCLG project

Lessons learned through the SRCLG will be shared at district level meetings. New staff will be trained by veteran/mentor teachers and the academic coach. Also taped professional learning sessions will be shared with new staff.

BUDGET SUMMARY

Clay County Elementary School professional learning expenditures will be addressed via consultant work, related workshops/trainings, registration and transportation. All technology equipment and software purchased will require teachers to be trained to use effectively for intervention and assessing students. Funds will be used to purchase intervention programs and a variety of print/non-print materials. Teachers and students will have access to document readers, informational and non-fiction texts, Lexile-leveled books, eBooks, and tablets. The extensive amount and nature of reading materials will provide students and teachers the opportunity to engage in literacy through different methods.

Funds from the SRCLG will be used to meet the changing needs of students and faculty as identified by the Needs Assessments conducted at CCES. As students' needs change professional learning and resource needs change. In year one, funds will be focused on supporting professional learning and the provision of SBRR materials to enhance literacy instruction at CCES and effectively implement the CCGPS. This will continue throughout the grant and beyond.

As documented by the research in the Georgia "The What" Building Block 2, "Continuity of Instruction", an evidence-based core should be in place throughout the school. Funds will be used to assist in purchasing new/updated evidence-based core and intervention programs for literacy/writing instruction in kindergarten through fifth grades. As stated previously, the core program used in kindergarten through third grades is outdated. It is not aligned with the CCGPS and the shift in instructional practices. Updated technology and other supplemental materials will be purchased to support school-wide literacy instruction. Limited access to technology hampers the effectiveness of instruction and student engagement. Technology to be purchased with

SRCLG funds will include interactive electronic devices and other electronic media.

Supplemental materials will be purchased to provide diverse nonfiction texts, both print and digital. These materials will be used in both classrooms and the media center. Considering the student population of CCES, funding is needed to provide students access to quality reading materials to read at home.

SRCLG funding will provide professional learning for teachers and staff for newly acquired programs and technology, methods for motivating and engaging students, and support for literacy instruction in the content areas. To ensure proper implementation of new programs with fidelity, teachers and staff will be trained by consultants from the programs. Teachers have expressed the need for ideas and strategies to motivate and engage the students at CCES. The needs assessments indicated the need for additional training on the effective implementation of literacy skills in the content area.

If the need arises to hire substitutes for teachers and staff to attend trainings, funds from the SRCLG will be used. Also funds will be used for travel and stipends as needed.

Materials provided by SRCLG will provide consistency in the literacy program with an evidence-based core. It will expand the teachers' and students' use of multiple forms of media. Teacher capacity in literacy learning will be broadened, thus providing higher quality literacy education to the students of Clay County.