

# School Profile

Created Sunday, November 30, 2014

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## Page 1

### School Information

System Name:	Pickens County School District
School or Center Name:	Harmony Elementary School
System ID	712
School ID	712

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Name:	Lynda Wallace
Position:	Administrator
Phone:	7062531840
Email:	lyndawallace@pickenscountyschools.org

### School contact information

(the persons with rights to work on the application)

Name:	Lisa Hardman
Position:	Academic Coach
Phone:	7062531840
Email:	lisahardman@pickenscountyschools.org

### Grades represented in the building

example pre-k to 6

K-5

### Number of Teachers in School

38

### FTE Enrollment

532

# Grant Assurances

Created Thursday, December 04, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

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

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- Yes
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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.

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- Yes
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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.

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- 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.

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- Yes
-

# Preliminary Application Requirements

Created Sunday, November 30, 2014

Updated Monday, December 01, 2014

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## 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](mailto: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.

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• I Agree

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## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

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

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

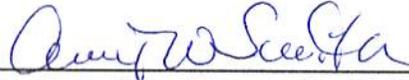
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Amy W. Smith, CFO

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

12/1/14  
\_\_\_\_\_  
**Date**



\_\_\_\_\_  
**Signature of Applicant's Authorized Agency Head (required)**

Lula Mae Perry, Superintendent

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

December 1, 2014  
\_\_\_\_\_  
**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)**

# 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: Amy W. Smith

Position/Title of Fiscal Agent's Contact Person: Chief Financial Officer

Address: 100 D.B. Carroll St.

City: Jasper Zip: 30143

Telephone: ( 706 ) 253-1700 Fax: ( 706 ) 253-1705

E-mail: amysmith@pickenscountyschools.org

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

Lula Mae Perry, District Superintendent  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 1, 2014  
Date (required)

# Historical Agency Review of the Department

The Department is the largest federal agency and is a complex organization. It is composed of many different agencies and offices, each with its own unique mission and responsibilities. The Department's history is a long and varied one, with many changes and challenges over the years. This report provides a comprehensive overview of the Department's history, from its early days to the present.

## Historical Agency Review of the Department

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Historical Agency Review of the Department

# Pickens County School District

## **Brief History of the District:**

Pickens County School District (PCSD) is a small rural community found in the Appalachian foothills of North Georgia. This district represents a close-knit community of approximately 29,400 people and is populated by families with generational roots that extend back to the county origins in 1853. This close relationship with the community has led to the mission statement of “Graduation and Life Preparation for All” as the foundational basis for decision-making in the school district.

## **System Ethnicities/Demographics:**

	Total Students	Black	Hispanic	White	Other
Pickens High School	1265	1%	3%	93%	3%
Jasper Middle School	551	1%	5%	91%	3%
Pickens County Middle	535	2%	5%	91%	2%
Harmony Elementary	528	1%	4%	92%	3%
Hill City Elementary	561	<1%	3%	94%	3%
Jasper Elementary	505	0%	11%	88%	1%
Tate Elementary	324	<1%	4%	92%	3%
System	4331	<1%	5%	92%	3%

## Special Populations:

- Special Education – 16%
- Special Education PreK – 50 students (2 schools)
- PreK – 44 students (2 schools)
- Economically Disadvantaged – 40%
- 6-12 Remedial (REP) – 20%
- ESOL - <1%
- Students with SST – 3%
- Gifted – 14%
- Homeless – 4%
- K-5 EIP – 18%

## **Current System Priorities:**

The PCSD is dedicated to high quality educational opportunities for all students. Through our efforts to engage in a continuous improvement process, staff members demonstrate their high level of commitment every day. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Systemic implementation of Response to Intervention (RTI) protocols

# Pickens County School District

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- Closing achievement gaps of subgroups
- Increase in the use of student-focused technology to support curriculum goals
- Increase in the high school graduation rate

**Strategic Planning:**

The strategic improvement planning process began in 2011 with stakeholder surveys to gather necessary perception data. Early in 2012, action teams were developed to provide a comprehensive review of district data and to develop strategic goal areas in alignment with the beliefs, mission, and vision of the district. A formal plan was adopted by the school board in July, 2012, has been reviewed annually thereafter.

Strategic Planning Goals	
Student Achievement	<ul style="list-style-type: none"> <li>• Implement state adopted curriculum</li> <li>• Utilize formative and summative data</li> <li>• Implement differentiation of learning strategies</li> <li>• Establish student assessment baseline</li> </ul>
Student and Stakeholder Involvement	<ul style="list-style-type: none"> <li>• Identify and utilize community resources</li> <li>• Foster positive relationships among all stakeholders</li> <li>• Provide opportunities for stakeholder education</li> <li>• Increase stakeholder communication opportunities</li> </ul>
Organizational Growth and Development	<ul style="list-style-type: none"> <li>• Continue providing professional learning opportunities for certified/classified staff</li> <li>• Review and revise the system-wide professional development plan</li> </ul>
Internal Processes	<ul style="list-style-type: none"> <li>• Increase student access to technology</li> <li>• Attract and retain highly qualified staff</li> </ul>

**Current Management Structure:**

The chart below shows the current management structure of the system. Asterisks indicate changes in leadership (principal, assistant, or district) in locations across the district this school year.

PCSD Superintendent (new 13-14)	
Elementary <ul style="list-style-type: none"> <li>• Harmony Elementary*</li> <li>• Hill City Elementary*</li> <li>• Jasper Elementary</li> <li>• Tate Elementary*</li> </ul>	Secondary <ul style="list-style-type: none"> <li>• Jasper Middle**</li> <li>• Pickens County Middle**</li> <li>• Pickens High School**</li> </ul>
District Administration	
Director of Teaching and Learning, System Test Coordinator, and Director of Professional Learning (new 13-14) <ul style="list-style-type: none"> <li>• Supervision               <ul style="list-style-type: none"> <li>○ Academic Coaches</li> <li>○ Instructional Technology</li> </ul> </li> </ul>	Director of Federal Programs (new 13-14) <ul style="list-style-type: none"> <li>• Supervision of Parent Involvement Coordinator</li> </ul>

# Pickens County School District

Coordinator	
Director of Special Education*	Director of Finance
Director of Operations	Director of Personnel

**Past Instructional initiatives:**

PCSD has utilized a vast array of initiatives in order to meet the needs of all student subgroups. The chart below exposes the multitude of initiative efforts.

Initiative	09- 10	10-11	11-12	12-13	13-14	14-15
<b>ELA</b>						
Academic Coaches (# of Coaches)		2.5	2.5	2.5	2.5	5
Accelerated Reader						
Adventures in Language						
BrainPop						
Bridges Literature						
CRCT Common Core Coach Books						
CRCT GPS Coach Books						
Decodable Reader sets						
eBook sets						
Education City software						
Graphic Novel sets						
Handwriting without Tears/ Keyboarding without Tears						
Harcourt Story Town						
Holt Elements of Language						
Houghton Mifflin – Collections (6-8)						
Jack and Jilly kits						
Ladders to Success						
Leveled non-fiction readers						
McDougal-Littell Elements of Literature (6-8)						
Novel Sets						
Pearson-Common Core Literature (9-12)						
Reader Rabbit						
Sadlier Vocabulary Workshop (6-12)						
Shurley Grammar						
SRA Direct Instruction						
Standards Based Classrooms/GPS						
Star Reading/Math						
Study Island – ELA, Math, Science, Social Studies						
SuccessMaker – Reading/Math						
USA Test Prep software						
Wordly Wise (6-8)						

## Pickens County School District

Writing to Win (6-8)						
Writing to Win (Elementary)						
<b>Assessments</b>	09- 10	10-11	11-12	12-13	13-14	14-15
AIMSweb						
DIBELS						
Implementation of CCGPS						
OAS						
Star/AR						
<b>General</b>	09- 10	10-11	11-12	12-13	13-14	14-15
21 <sup>st</sup> Century Classrooms						
Academic Coaches		2.5	2.5	2.5	2.5	5
Bring Your Own Technology						
CCGPS for ELA/Math						
Common Grading Practices						
Co-Teaching and Inclusion						
Differentiation Strategies						
Formative Instructional Practices						
Gifted Endorsement						
Lesson Planning Template						
PD 360						
Science Unit Development						
SLDS						
TKES/LKES						

***Present Literacy Curriculum:***

The present literacy curriculum used in the district is driven by the CCGPS. The GaDOE suggested units and frameworks are currently being used in reading and writing. Houghton Mifflin Harcourt Story Town has been adopted for elementary grades with Houghton Mifflin Collections Series for middle grades, and the Pearson Common Core Literature for the high school.

***Literacy Assessments used District-wide:***

2014-15 Required Universal Reading Screenings (AIMSweb – Grades 1-5)			
	Beginning of Year	Middle of Year	End of Year
K	GKIDS Baseline	GKIDS (quarterly)	GKIDS, Fry Words, Phonological Awareness
1-2	Letter/Name and Letter/Sound Correspondence, Dolch/Fry Words, Phonological Awareness ORF	Oral Reading Fluency (ORF) Dolch/Fry Words	ORF Dolch/Fry Words
3-5	Oral Reading fluency (ORF)	ORF	ORF

# Pickens County School District

	Comprehension (MAZE)	MAZE	MAZE
6-8	Oral Reading fluency (ORF)	ORF	ORF
	Comprehension (MAZE)	MAZE	MAZE

Students scoring below benchmark level on universal screeners are placed in response to intervention tiers according to defined skill levels and needs. Instructional plans are then determined based upon those needs. Progress monitoring data is used to move students from tier-to-tier.

<b>Literacy Needs and Objectives</b>	
<p><b>Needs:</b> Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)</p>	<p><b>Goals and Objectives:</b>  <b>Goal 1:</b> To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.  <b>Objective 1.1:</b> All students in Tiers 1-4 will receive explicit vocabulary and reading strategy instruction.  <b>Objective 1.2:</b> All students in Tiers 1-4 will receive writing strategies for CCGPS literacy.  <b>Objective 1.3:</b> Quarterly research-based writing will be required in all content areas.</p>
<p>Professional learning related to differentiation, formative, summative, and screening processes K-12 for effective RTI monitoring.</p>	<p><b>Goal 2:</b> To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.  <b>Objective 2.1:</b> All students will be assessed 3 times per year for reading comprehension and receive strategic instruction through Tier 1 and interventions in Tiers 2-4.  <b>Objective 2.2:</b> Teachers will identify deficits and provide interventions for students in tiers 2-4.</p>
<p>Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.</p>	<p><b>Goal 3:</b> To articulate vertically and horizontally K-12 CCGPS strategies and text complexity.  <b>Objective 3.1:</b> Teachers will participate in Professional Learning Communities for CCGPS literacy.  <b>Objective 3.2:</b> Teachers will participate in professional learning to gain an understanding of text complexity and Lexile bands.  <b>Objective 3.3:</b> Years 1-2, curriculum teams will develop vertical and horizontal pacing guides and lesson plans regarding text complexity and CCGPS strategies based on CCRPI indicators.</p>

***Need for SR Project:***

The need for Striving Reader funding is critical. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Staff reduction, class size, TKES/LKES, inconsistency of instructional strategies and initiatives, instability of RTI protocols, and diminished test scores indicate that changes in funding are crucial in supporting our mission for

## Pickens County School District

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*Graduation and Life Preparation for All.* Instructional staff are anxious for appropriate and continuous professional learning, instructional guidance, horizontal and vertical collaboration, and resources to assist in improving student achievement.

# Pickens County School District

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***District Management Plan and Key Personnel:***

Upon notification of the grant award, the district’s Striving Readers Grant Project Director will assemble the district literacy team to review the responsibilities of each team member and to ensure that each understand the grant’s goals and objectives, implement school literacy plans, and coordinate the implementation timeline.

**District Literacy Team and Responsibilities**

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school-level grant activities	Lynda Wallace, Principal, Harmony Elementary School Joeta Youngblood, Principal, Hill City Elementary School Carlton Wilson, Principal, Jasper Elementary School Deborah Longshore, Principal, Tate Elementary School Shane Purdy, Principal, Jasper Middle School Pennie Fowler, Principal, Pickens County Middle School Christopher LeMieux, Principal, Pickens High School
Finances – approve grant budgets and submit completion reports and state-required reports	Amy Smith, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, and process grant travel reimbursement	Cindy Little, Accounts Payable Clerk
Payroll – issue stipends for off-contract grant training	Marilyn Childers, Payroll Clerk
Managing school level grant activities with principals and school-level literacy teams	Lisa Hardman, Academic Coach, Harmony Elementary School Christy Kelly, Academic Coach, Hill City Elementary School Stephanie Hall, Academic Coach, Jasper Elementary School Renee Carder, Academic Coach, Tate Elementary School Anita Walker, Academic Coach, Jasper Middle School and Pickens County Middle School Todd Geren, Literacy Team Leader, Pickens High School
Managing system-level grant activities – coordinate professional learning, supervise and direct academic coaches in assisting with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete. Managing RTI strategies and processes.	Sandy Greene, Director of Teaching and Learning
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology-related	Patrick Shea, Director of Technology

## Pickens County School District

training	
Special Education – coordinating district/state/federal requirements	Shelley Goodman, Director of Special Education

**Responsibilities with Grant Implementation Goals/Objectives:**

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)									
Announce SR Grant to PCSS and Community (Superintendent, Project Director)	X	X			X	X			X
Orientation of SR’s objectives based on DOE’s “What,” “Why,” and “How” of K-12 Literacy Plans (All Striving Readers’ grant recipients and stakeholders)	X				X				X
Convene District Literacy Team for planning (Project Director)	X		X		X		X		X
Convene School Literacy Teams for overview and implementation (Principal, Academic Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase new assessments (Project Director, Chief Financial Officer)	X				X				X
Purchase and distribute instructional materials and instructional technology (Project Director, Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Plan and Implement professional learning focused on Grant Literacy Objectives (Project Director, Academic Coaches)	X	X	X	X	X	X	X	X	X
Extend literacy time (afterschool, before school) (Project Director, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Submit monthly/quarterly/yearly reports (Principal, Academic Coaches, School Literacy Teams)	X	X	X	X	X	X	X	X	X

**Implementation of Goals and Objectives:** All administrators, teachers, academic coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE’s “What,” “Why,” and “How” documents. PCSS personnel will sign a commitment statement pledging to meet the project’s objectives and grant activities detailed in each grant.

## Pickens County School District

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**Involving Grant Recipients in Budget and Performance Plans:** Grant recipients will meet monthly with the Project Director, learning support specialists, and the District Literacy Team to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign-in sheets.

**Evidence of meetings with Grant Recipients:** Grant recipients will be part of the District Literacy Team designed to support Striving Readers’ schools with professional development and resources. This team will meet and report monthly on grant implementation and meetings will be documented with agendas and sign in sheets.

Timeline	Purpose of Meeting	Attendees
September 9, 2014	RESA – Grant Awareness Session	All School Literacy Team members, Project Director
September 9, 2014	Review of grant writing process and lessons learned	All School Literacy Team members, Project Director
September 20, 2014	Introductory grant writing workday	All School Literacy Team committee chairs, Project Director
October 21, 2014	Grant writing questions and answer session with Julie Morrill.	All School Literacy Team committee chairs, Project Director
November 18, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
November 24, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
December 2, 2014	Grant final review session	Project Director, Lead Academic Coach, Superintendent

As a result of the literacy needs assessment and subsequent grant writing process, literacy plans throughout the district have been clearly defined. Each school plan is designed to direct the work for the next five years. Teachers and instructional leaders have agreed to participate in ongoing professional learning activities intended to support the goals and objectives of the plans. Administrators are committed to supporting and participating in the professional learning as well as provide subsequent monitoring of professional practice. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a semester basis throughout the duration of the grant and beyond. Sustainability is the main goal beyond the scope of the grant.

# Pickens County School District

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***Experience of the Applicant:***

The Pickens County School District has a strong history of sound fiscal management. The district oversees approximately \$50 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives that include but are not limited to:

- Maintenance 180 instructional day school year
- No furlough days since FY11
- Hiring of 5 Academic Coaches for elementary and middle schools
- System-wide purchase of ELA textbooks
- System-wide purchase of mathematics textbooks
- Major improvement and upgrade in technology infrastructure
- Purchase of technology for the classroom –
  - LCD projectors for each classroom
  - Laptop computers for each teacher
  - iPad carts for each school

The table below identifies the recent large-scale grant-funded initiatives of the Pickens County School District.

Initiative	School Level(s) Impacted	FY14 Funds
CTAE – Ag Extended Day	Middle, High	19,358
CTAE – Ag Extended Year	Middle, High	17,201
CTAE – Apprenticeship	High	10,106
CTAE – Extended Day	High	14,536
CTAE – Perkins IV	High	12,315
CTAE – Perkins Program Improvement	High	30,730
CTAE – Supervision	High	13,367
IDEA Flowthrough	Elementary, Middle, High	744,044
RT3 – Math and ELA Training	Elementary, Middle, High	9,600
RT3 – SLO	Elementary, Middle, High	4,650
Special Ed – State Program Improvement	Elementary, Middle, High	49,500
State PreSchool	Pre-K	96,074
Technology to Support Digital Learning	Elementary, Middle, High	19,000
Title I-A, Academic Achievement	Elementary, Middle	905,189
Title II-A, Improving Teacher Quality	Elementary, Middle, High	135,455

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff is the only set of employees who issue system-level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Review of such purchase orders is made by the Program Director and the Chief Financial Officer for appropriateness and fidelity to the guidelines of the grant. Approved requests must

## Pickens County School District

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supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, must address needs as indicated in the district strategic plan and school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the PCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL.

**State Audit Results:**

Fiscal Year	Financial Findings	Audit Results - Findings
FY 2013	Financial Statement Findings and Questioned Costs Federal Award Finds and Questioned Costs	No matters were reported.
FY 2012	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2011	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2010	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2009	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as appropriate and provide a form W-s, Wage and Tax Statement to each Board member annually.
	Federal Award Findings and Questioned Costs	No matters were reported.
FY 2008	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as

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	Federal Award Findings and Questioned Costs	appropriate and provide a form W-2, Wage and Tax Statement to each Board member annually.  No matters were reported.
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Through the coordination of efforts and resources, the PCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and implementing strategic planning. While PCSD have been very conservative in the past in reaching out to seek grants, new progressive leadership has encouraged the district and individual schools in pursuing innovative grants that support student learning and achievement.

# Pickens County School District: Harmony Elementary School

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## **School History**

Harmony Elementary, a Title I school, was established in 2006 to serve families in the close-knit, rural community of Jasper, Georgia. Enriched with a great school culture and expansive community support system, the families of Harmony Elementary realize that staff and leadership are dedicated to providing a safe and positive learning environment where student achievement is top priority. The teachers are highly qualified in their field and believe that differentiated learning experiences and data analysis are key factors in student achievement. Teachers strive to make mastery learning the central focus of every lesson and lesson plans reflect that initiative.

Within the school, there is a sense of community among parents, teachers, and students that contributes to the school's success. HES is one of four elementary schools located in the Pickens County School District. HES serves students in kindergarten through fifth grade as well as a pre-kindergarten class serving students identified with special needs. Of the 533 students at HES, 53% are male and 47% are female, 18% of students are identified SWD, and 58% of students are economically disadvantaged and qualify for free and reduced meals.

Harmony Elementary students in Kindergarten to 2<sup>nd</sup> grade are educated in self-contained classrooms, while classrooms in grades 3-5 are departmentalized. Currently, HES houses one Pre-Kindergarten class for SWDs, one K-2 special education resource classroom, one EBD classroom, and one ID classroom for K-5. All K-5 students enjoy a variety of enrichment classes that include: music, computer lab, media, physical education, art, and character and career education class. In addition, HES provides the following services for qualified students: speech therapy, gifted resource, ESOL, occupational therapy, physical therapy, adaptive PE, and vision therapy.

## **Administrative and School Leadership Team**

Harmony Elementary School is led by principal, Lynda Wallace; assistant principal, Destini Shope; and the Academic Coach, Lisa Hardman. The administrative team works together to address the instructional and curricular needs of the school, provide professional development, and analyze student data.

In 2013, administration and faculty realized the need for a literacy support team to help drive the literacy initiative. The overall focus of this team is to provide support and leadership for the proper implementation of the Common Core Literacy Standards across the content areas. This team consists of:

Name:	Title/Position
Lynda Wallace	School Administrator
Lisa Hardman	Academic Coach
Krissy Elrod	5 <sup>th</sup> Grade Teacher
Renee Walker	4 <sup>th</sup> Grade Teacher
Kate Purdy	3 <sup>rd</sup> Grade Teacher
Angela Cline	2 <sup>nd</sup> Grade Teacher
Jennifer Blankenship	1 <sup>st</sup> Grade Teacher

# Pickens County School District: Harmony Elementary School

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Jennifer Valeriana	Kindergarten Teacher
Tiffany Hylton	SPED Teacher
Seth Youngblood	SPED Teacher
Merrimeth Phillips	Pre-K Teacher

This leadership team has on-going, bi-monthly meetings throughout the school year utilizing a data-driven approach to assessing and evaluating school improvement plan initiatives. They communicate regularly to their grade levels regarding literacy initiatives.

## **Present Literacy Team Initiatives:**

- Integrating writing, reading and technology across the curriculum
- Disaggregation of academic data to improve instruction and student achievement
- Disaggregation of survey data provided by the Georgia Literacy Plan Needs Assessment for Literacy (K-12)
- Identification of additional community stakeholders to join the Literacy team-- representatives from HES feeder plan to include preschool and middle school representatives, community leaders, business leaders, and parents
- Revision and evaluation of the goals and initiatives of the School Improvement Plan based on student literacy achievement in reading, language arts and writing.

## **Past Instructional Initiatives**

Harmony Elementary continues to maintain an initiative-driven literacy program by adjusting and implementing strategies to strengthen existing initiatives within the program. Past initiatives at HES include:

- Weekly collaborative grade level planning for teachers
- Weekly collaboration with gifted coordinators and special education lead teachers
- Weekly grade level meetings to discuss achievement
- Weekly RTI meetings to discuss targeted student needs and intervention strategies
- Academic coach- collaboration with teachers to provide professional learning, disaggregation of data analysis and reporting, benchmark and screening of students; and student learning support in math and reading
- Professional development opportunities consisting of:
  - Special Education workshops
  - Differentiation strategies
  - Technology integration
  - Collaborative book studies
- STAR Reading and Math to monitor student growth
- Accelerated Reader for reading comprehension
- Progress monitoring provided to “at risk” students
- The use of web-based software to support instruction and learning, e.g., Study Island, Success Maker, Education City
- Utilization of Georgia Department of Education ELA Frameworks

# Pickens County School District: Harmony Elementary School

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- Full implementation of the College and Career Georgia Performance Standards
- Standards-based classrooms
- After school tutoring offered to “at risk” students

## **Current Instructional Initiatives**

Historically, Harmony Elementary has maintained high reading scores and will continue using some of the past successful initiatives in addition to adding alternative programs that will facilitate growth and increase achievement. Current student performance is assessed using AIMSweb, OAS/GOFAR, Common Grade Level Assessments, and Reading Check Outs. Teachers utilize formative and summative assessments on a regular basis. In addition, progress monitoring of students who fall below grade level occurs weekly with fidelity. The following instructional initiatives have been identified and implemented for this school year and include:

- Ongoing implementation of the CCGPS standards
- ELA framework based on the CCGPS standards
- Consistent scheduled literacy lessons and activities including writing instruction across the curriculum
- Full implementation of research-based core reading program
- Common lesson planning templates and grading weights across all elementary schools
- Full-time, on-site Academic Coach to support teachers in implementing literacy initiatives
- Universal screening process using AIMSweb
- Common benchmarks through OAS/GOFAR
- Literacy committee monthly meetings
- Weekly collaborative planning and daily common planning for teachers
- Robust Professional development designed to establish protocols and increase professional knowledge
- Writing award (Red, Write, and Blue) program to support and strengthen student writing
- The use of web-based software to support instruction and learning
- Curriculum night (parent meetings) emphasizing curriculum
- Full implementation of TKES
- Vertical Planning – FIP modules

## **Professional Learning Needs**

HES staff has indicated that additional professional development in the following areas is necessary to facilitate continued literacy growth:

- Differentiated instruction/strategies/materials
- Data interpretation to progress monitor to determine literacy needs
- Best practices for use of technology to integrate literacy in content areas
- Best practices for use of integrating literacy in content areas
- Data used to identify and plan instruction tailored to students needs

## Pickens County School District: Harmony Elementary School

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- Teaching explicit academic vocabulary across all content areas
- Use and interpretation of universal screening tools

### **Need for Striving Reader Project**

In order to keep up with the continuously changing world, technology is a major need at Harmony Elementary. Electronic reading programs, multiple student computer labs, student response systems, and document cameras are needed to prepare students to exceed and be college and career ready in all areas of the curriculum. Teachers are also in need of professional learning for technology integration strategies.

Approximately fifty-eight percent of students come from economically disadvantaged backgrounds and have limited access to technology outside of school. This grant would provide opportunities for student engagement through the integration of literacy activities and lessons that support the use of technology in the classroom. Specific professional learning that supports teacher and student understanding of technology resources and applications is needed to further improve student engagement, growth and achievement across all content areas.

Teachers are in need of professional learning in the use of data to inform differentiated instruction that is designed to meet the needs of all learners. There is also a need to develop and enrich the curriculum to promote critical reading and writing skills that move beyond basic literacy. This grant will allow teachers access to resources that foster strong literacy development across the content areas and a plethora of instructional activities that support students through reading, writing, and technology. With the current emphasis on College and Career Readiness, it is imperative that students receive direct, explicit instruction in literacy-rich, engaging formats that encourage reading, writing and critical thinking.

# Pickens County School District: Harmony Elementary School

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## Needs Assessment, Concerns, and Root Cause Analysis

### Needs Assessment

The Literacy Leadership Team utilized the Georgia Literacy Plan Needs Assessment for Literacy-Kindergarten to Grade 12 in survey format to collect data pertaining to staff members' perceptions of literacy instruction at HES. This tool identified key elements and concerns in the literacy program. The survey was completed by 39 faculty and staff members at HES. In addition, the team used the Survey of Literacy Instruction for Elementary Teachers. This survey provided more diagnostic information that allowed the team to measure teachers' understanding of their role in the teaching of literacy.

The surveys were distributed electronically to all teachers and personnel. All staff members discussed, completed, and returned results to the Literacy Team. The Literacy Team analyzed the results by grade and overall school levels. Survey responses were collected from 100% of classroom teachers, special education teachers, and connections teachers, in addition, 50% of support personnel participated in the survey.

### Concerns and Root Cause Analysis

When the survey was analyzed, the Literacy Team identified four areas of concern that need to be addressed in HES's literacy plan.

The first area of concern addresses establishing a literacy team that is organized by the administration, involves community members that support the school and teachers in the development of college and career readiness, and that is an active part of the literacy plan. 56.7% of the staff scored this area as fully operational or operational; however, 34.2% scored this as emergent indicating there is a concern that the Literacy Leadership Team members need to better define their role as literacy leaders within the school. There is an also a need additional support in defining and understanding literacy standards as they relate to the CCGPS.

## Pickens County School District: Harmony Elementary School

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The second area of concern is in best practices of literacy instruction. Approximately 65% of the staff scored this area as fully operational/operational. However, this data is inconsistent with teachers' concerns have been expressed in leadership meetings and literacy team meetings that professional learning is needed to support literacy across all content areas. Furthermore, the Survey of Literacy Instruction for Elementary Teachers taken in the fall of 2014 indicated a huge concern in this area simply because many of the teachers marked not applicable or skipped the questions pertaining to the teaching of literacy. For this reason, this indicator is scored as an area of high need.

The third area of concern identified by the survey appeared in the system of Tiered Intervention (RTI) for all students. The concern is that Tier 1 instruction aligned to the CCGPS is not fully operational. Not one faculty or staff member indicated that HES is fully operational in this area. More than 75% of the staff scored this area as operational/emerging. However, the district has recently instituted a systematic program for containing RTI data, set new protocols, and provided professional learning to support the RTI protocol. Responses indicate a growing level of proficiency in these areas; however, most teachers are not fully trained in the process of analyzing and collecting data.

The fourth area of concern identified is continuity of literacy instruction. Approximately 60% of the staff scored this area as emergent/not addressed. Realizing that collaborative teams were needed to enhance literacy across the content areas, administration organized vertical curriculum teams for the current year. However, in order to provide an engaging, technology rich, 21<sup>st</sup> century approach to instruction and student learning across the content areas, more professional development and resources are needed to facilitate continuity of instruction.

# Pickens County School District: Harmony Elementary School

The following tables identify areas of concern as they relate to research-based practices found in the “What” and “How” documents. Each is aligned to root causes and current practices.

Engaged Leadership	
<b>Concern #1: Need for a shared literacy vision which is owned by school leadership, staff members, students, parents, and community.</b>	
<b>Root Causes:</b>	<b>Current Practice:</b>
<ul style="list-style-type: none"> <li>A literacy team that does have community input or stakeholder support.</li> </ul>	<ul style="list-style-type: none"> <li>A shared literacy vision has been agreed upon by the teachers and administration and is aligned to the state literacy plan.</li> <li>Ensure use of research-based practices aligned to CCGPS.</li> <li>Establish a system of communication for sharing information with all community partners.               <ul style="list-style-type: none"> <li>2013 – developed as a result of previous grant survey</li> </ul> </li> <li>A network of learning supports within the community that targets student improvement is active:               <ul style="list-style-type: none"> <li>tutoring, mentoring, afterschool programming</li> </ul> </li> <li>Academic successes are publically celebrated through traditional and online media.               <ul style="list-style-type: none"> <li>Local Newspaper</li> <li>News Letters</li> <li>9 Week Honor Awards</li> <li>End of Year Celebration</li> </ul> </li> </ul>
<p><b>The “What”, p. 5 &amp; 7</b>  <b>The “Why”, p. 31</b> – “All stakeholders...are responsible for promoting literacy. All teachers, media specialists, and administrators must be competent advocates of promoting literacy.”  <b>Data Analysis:</b> 73.6% of the staff scored this area as fully operational or operational indicating that they feel the new administration fully supports the creation of a literacy team that includes community stakeholders.</p>	

## Best Practices in Literacy Instruction

# Pickens County School District: Harmony Elementary School

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<b>Concern #2: Need for quality, research-based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS</b>	
<b>Root Causes:</b>	<b>Current Practice:</b>
<ul style="list-style-type: none"> <li>• All students are not receiving direct, explicit instruction in reading across the content areas.</li> <li>• Proliferation of literacy initiatives over the years - pieces of good programs that are now implemented without consistency, focus, and sustainability.</li> <li>• Lack of consistent, in-depth professional development for both teachers and paraprofessionals who teach early reading skills.</li> <li>• Weak school-readiness skills – background knowledge, exposure to language, lack of availability of print in homes due to low socioeconomic area.</li> </ul>	<ul style="list-style-type: none"> <li>• A core program is in use that provides continuity of literacy instruction.                             <ul style="list-style-type: none"> <li>○ Story Town</li> </ul> </li> <li>• Student data is examined regularly by administration and academic coach to identify areas of instruction with greatest needs.                             <ul style="list-style-type: none"> <li>○ AIMSweb</li> <li>○ Study Island</li> <li>○ CRCT</li> <li>○ OAS</li> </ul> </li> <li>• All subject area teachers participate in professional learning on best practices in writing instruction in all content areas.                             <ul style="list-style-type: none"> <li>○ Writing to Win</li> </ul> </li> <li>• A plan for writing instruction that is consistent with CCGPS and is articulated vertically and horizontally.</li> <li>• Technology is used for production, publishing, and communication across the curriculum.</li> </ul>
<p><b>“Why” p. 72</b> Early literacy instruction provides instructional anchors that when mastered, provide beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language.</p> <p><b>“Why” p.53</b> Writing demands for the 21st century are increasing not only in schools, but in workplaces that demand effective communication skills. Georgia advocates strong writing skills throughout school.</p> <p><b>Data Analysis:</b> 64.9% of the faculty scored this area as emergent. This is a significant area of concern and appropriate actions will need to be made to ensure students receive effective, consistent literacy instruction across the curriculum.</p>	

# Pickens County School District: Harmony Elementary School

<b>System of Tiered Intervention (RTI) for all Students</b>	
<b>Concern #3: Need for systematic response to intervention protocol, resources, implementation, and</b>	
<b>Root Causes:</b>	<b>Current Practice:</b>
<ul style="list-style-type: none"> <li>Information developed from the school-based data teams is not used with fidelity to inform RTI processes.</li> <li>System for recording and analyzing data is new – team member need consistent, ongoing professional development to continue with fidelity.</li> <li>Inadequate intervention time for Tier II and III students.</li> <li>Systematic processes for RTI aren't consistent or not in place.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions are monitored frequently to ensure that they occur regularly and with fidelity.                             <ul style="list-style-type: none"> <li>Teacher Data Notebooks</li> </ul> </li> </ul> <p>The results of formative assessment are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.</p> <ul style="list-style-type: none"> <li>Study Island</li> <li>OAS/GOFAR</li> </ul> <p>A systematic approach to assessing the integrity of interventions is place that provides direct, explicit information pertaining to student readiness.</p> <ul style="list-style-type: none"> <li>AIMSweb</li> </ul> <p>Team teaching and inclusion of students with special learning needs in the general education setting is evident.</p> <ul style="list-style-type: none"> <li>Teacher/Student class schedules</li> <li>Infinite Campus</li> </ul> <p>School-wide schedule for instructional planning, RTI conferencing and professional development is set across as well as within grade levels.</p>
<p><b>The “What”, p. 11 &amp; 12</b>  <b>The “How”, p. 24 &amp; 25</b>  <b>The “Why”, p. 123</b> “Intervention strategies are systematic compilations or well-research based, evidenced-based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful.”  <b>Data Analysis:</b> 59.4% of the staff scored this area as fully operational/operational. There is some concern regarding appropriate research based interventions for RTI.</p>	

# Pickens County School District: Harmony Elementary School

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<b>Improved Instruction through Professional Learning</b>	
<b>Concern #4: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.</b>	
<b>Root Causes:</b>	<b>Current Practice:</b>
<ul style="list-style-type: none"> <li>In-service personnel do not participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.</li> <li>Lack of funds associated with professional learning in regards to obtaining substitute teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.                             <ul style="list-style-type: none"> <li>TKES</li> <li>Lesson Plans</li> </ul> </li> <li>An academic coach provides site-based support for administrators, faculty, and staff, and leads professional development.</li> <li>Some personnel participate in all professional learning opportunities that align to their content.</li> </ul>
<p><b>“What” p.13</b>  <b>“Why” p. 140</b> – In an increasingly competitive global economy ... teachers need to learn to teach in ways that promote critical thinking and higher order performance.  <b>Data Analysis:</b> 54.1% of the staff scored this area as emergent/not addressed. This is an area of concern as there is a great need for additional professional learning in areas such as data analysis, RTI interventions, and teaching literacy across the curriculum.</p>	

Scientific, Evidence-based Literacy Plan

**Building Block 1. Engaged Leadership**

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

**Why is this important to Harmony students?**

“The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom” (The Why, p.150). Because the most important link to student achievement is the teacher, administration will ensure lasting excellence in professional learning by continuing to analyze data and adjust professional learning accordingly. Administration will confirm effective instructional practices through TKES and will continue to provide job-embedded professional learning—weekly grade level meetings, vertical planning sessions, DOE differentiation training, SLDS, CCRPI, and AIMSweb training.

**What is the current practice?**

- staff participates in state sponsored webinars to learn about Formative Instructional Practices
- schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices
- Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.)

**How to move forward and implement best practices?**

- determine what research based instructional materials are needed to increase student achievement in literacy (“The What”, p. 5)
- develop a professional learning plan
- employ a literacy coach to provide professional learning and coaching
- plan, organize, implement and sustain a comprehensive literacy approach (“The What”, p. 5)
- conduct walk-throughs and observations to monitor the use of literacy strategies and effectiveness of professional development (The How”, p. 20)
- ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies

**B. Action: Organize a Literacy Leadership Team**

**Why is this important to Harmony students?**

In fall of 2013, Harmony Elementary developed a literacy committee composed of administration, grade level representatives across the content areas, academic coach, and SPED teachers (“The What, p 5). The Literacy Needs Assessment was given to all faculty members at HES, and it indicated that a majority of HES staff feel that literacy did not pertain to them since they were not ELA teachers. Responses to one question often contradicted others or were simply left blank as if the questions did not pertain to them. Only 27% of Harmony’s staff believes the Literacy Team is fully operational. The literacy Team met to review data, assess instructional plans and interventions (“The Why, p. 156). It was decided that since the school’s literacy plan goal directly aligns to helping students become

# Pickens County School District: Harmony Elementary School

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lifelong learners, it is imperative that steps are taken to ensure that all students are recognized in the literacy plan. HES's school community recognizes the need for literacy improvement in all content areas; therefore, it is important to ensure all content areas have a voice within the literacy leadership team

## **What is the current practice?**

The literacy team led by administration will:

- identify stakeholders and community partners to be a part of the literacy team including representatives from preschool and middle school feeder schools
- Create a shared literacy vision for the school and community aligned with the state literacy plan
- The School Improvement Team will revise the goals and actions of the School Improvement Plan based on student achievement in reading, language arts and writing
- Professional learning needs will align to student literacy data
- research-based strategies and resources will be identified and implemented in the classroom
- Use TKES and vertical planning checklists to determine strengths in literacy instruction and to identify areas in need of improvement
- Provide teachers release time for professional learning
- Ensure that effective data analysis procedures are in place and teachers understand the data to plan further instruction
- Establish a system of communication for sharing information with all partners (e.g., e-mails, newsletters, website)
- Identify and establish a list of at risk students for targeted interventions and progress monitoring
- Ensure use of research-based practices that align with the CCGPS
- Ensure that literacy goals align with School Improvement Plan
- Continue to use formative and summative assessment data to drive instruction and literacy goals

## **How to move forward and implement best practices?**

- Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist) to determine strengths in literacy instruction and to identify needs for improvement
- Schedule and protect time for Literacy Leadership Team to meet and analyze data for planned instructional methods
- Analyze multiple forms of student, school, and teacher data, including results of the Literacy Instruction Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement
- Ensure that stakeholders and community partners understand literacy goals and the HES literacy plan
- Develop a pamphlet mapping community resources available to parents and families
- Develop a data analysis plan to ensure fidelity to future literacy endeavors
- Rewrite/refocus initiatives in the School Improvement Plan regarding literacy goals, objectives, and actions according to student achievement results
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning

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- Re-assign staff as needed to maximize literacy goals optimize student achievement initiatives
- Identify and allocate additional funding sources to support literacy instruction
- Participate on District Literacy Leadership Team
- Define priorities and keep a literacy focus in all content areas
- Share student achievement gains with District Literacy Leadership Team and School Board members through online media and traditional outlets

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

#### **Why is this important for students?**

Grade level teams meet weekly for collaborative planning to examine student work and progress, and additionally teachers meet monthly for vertical planning. Administration, academic coach, gifted coordinator and teachers are working together to ensure that literacy instruction extends into all content areas (“The Why, p. 67). The RTI committee, which includes a representative from each grade level, meets monthly to analyze school data, plan instruction and share best practices (“The What, p. 6).

#### **What is the current practice?**

- Administration will ensure a protected, dedicated 90-120-minute block allocated for literacy instruction in all grades and for all students in self-contained classrooms (“The What”, p.5)
- Departmentalized grades will receive three 90 blocks of literacy (reading and writing) instruction across language arts and in all content area classes
- Grades k-2 will have flexible scheduling options for SPED students to include additional time for literacy intervention (double-dipping)
- Critically examining staff placement to ensure highly qualified instruction in literacy
- Schedule time for collaborative planning teams within and across the curriculum
- Collaborate with other team members to maximize instructional time
- Ongoing and systematic training/mentoring program for new teachers
- Use technology to provide professional learning to new and continuing teachers
- Implement a specific time built into the school schedule each day for intervention or extra learning time
- Analyze formative data and use the results to drive instruction and maximize use of teacher time
- Share professional learning at team and staff meetings
- Maintain anecdotal notes and data portfolios to showcase student and content area successes

#### **How to move forward and implement best practices.**

- Provide professional development training in the implementation of literacy strategies within all content areas
- Set specific guidelines for including literacy across all content areas (“The What”, p. 6)
- Each grade level will submit weekly meeting minutes comprising literacy information
- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy

and writing instruction

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

**Why is this important for students?**

Based on the recent survey, faculty and staff realize that all teachers are literacy teachers and play a vital role in literacy instruction. Collectively, teachers “must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers,” (The Why, 26 & 27).

**What is the current practice?**

- Administration will continue to ensure that effective literacy instruction is provided across the content areas via walk-throughs and observations (“The What, p. 6).
- Incorporate science and social studies literacy standards into the daily lesson plan
- Incorporate science and social studies content into the ELA classroom literature
- Maintain school website that provides parents and caregivers access to links to websites that provide resources to strengthen literacy

**How to move forward and implement best practices:**

- Provide staff with professional learning for implementing literacy across the content areas (“The Why”, p. 141-142).
- Select teachers to serve as peer coaches for literacy instruction
- Require teachers to use the Literacy Instruction Checklist observation form as a guide when developing lesson plans
- Utilize walk-through/observation forms, e.g. literacy checklists, to ensure consistency in effective instructional practices that include disciplinary literacy across content areas
- Employ all staff to support literacy instruction
- Develop and maintain infrastructure to support literacy instruction (accountability, data collection and evaluation across school organizations)
- Arrange family-focused outreach opportunities that engage parents and family members in literacy
- Establish a mentoring system for every student who needs additional support from both within the school and from the community
- Maintain a commitment to literacy both fiscal and instructional
- Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g.. Twitter, Facebook, Google+, etc.

**E. Action: Optimize literacy instruction across all content areas.**

**Why is this important to for students?**

All staff at HES agree that literacy must be integrated into all subjects. “Strategic literacy instruction integrated into all curriculum areas is critical for the development of students’ ability to use language,” (The Why, 32). CRCT scores show that 20% of students did not meet science

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standards and 19% of students did not meet social studies standards. This data strongly indicates the need for enhanced literacy instruction in all areas.

## **What is the current practice?**

- Monitor lesson plans and instruction to ensure cross-curricular instruction
- Require all content area teachers to provide students with a variety of text to meet individual student needs
- Administration monitors literacy instruction across the curriculum by means of formal and informal observations, walk-throughs and lesson plans.
- Teachers will continue to incorporate literacy text in all content areas.
- All teachers teach vocabulary and writing as an integral part of every class.
- Create a school-wide plan to integrate literacy in all subject areas
- Teachers will continue to identify exemplary samples of student work to model for quality through the quarterly writing benchmark and the Red, Write and Blue Award.
- Provide professional learning on Lexiles, differentiation, and research-based reading practices to enable appropriate selection of text complexity for individual student needs
- Provide professional learning on how to implement writing across the curriculum
- Continue to align literacy instruction to the CCGPS
- Require writing as an integral part of every class every day
- Administration will continue to monitor literacy instruction across the curriculum through:
  - Formal and informal observations
  - Lesson plans
  - Walkthroughs
  - Student work samples

## **How to move forward and implement best practices:**

- Provide professional learning on:
  - Incorporating the use of literature in content areas
  - Use of informational text in English language arts classes
  - Writing instruction (narrative, opinion, and informational) in all subject areas
  - Supporting opinions with reasons and information
  - Determining author bias or point of view
  - Text complexity that is appropriate to grade level
  - Text complexity that is adjusted to the needs of individual students
  - Guiding students to conduct short research projects that use several sources
  - Teaching students to identify and navigate the text structures most common to a particular content area
- Identify or develop a systematic procedure for teaching academic vocabulary across the content
- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Encourage student goal setting to create an environment of self-efficacy (i.e. raising Lexile levels, reading more AR books etc. )
- Increase awareness of common themes across subject areas, immersing students in rich academic vocabulary

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

**Why is this important to students?**

“All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy,” (The Why, 31). The HES website and grade level newsletters will continue to contain Literacy websites and apps to assist parents in helping their students in regards to literacy. HES will hold an annual Writing Celebration each spring and have a local author present one of his books as well as tell how he became an author. In addition, exceptional student work will be displayed in all classrooms.

**What is the current practice?**

- Harmony Elementary will continue to promote literacy goals and accomplishments through social media, newsletters and the school website (“The What, p. 7).
- Continue to establish a shared vision for literacy that involves the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
- Student successes will be celebrated quarterly
- Continue to support and communicate student achievement with School Advisory Council that is a mixture of business leaders, teachers leaders, parents, and administration
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming)
- Utilize social media to promote and communicate literacy goals and accomplishments

**How to move forward and implement best practices:**

- Add a literacy component to the school advisory council to increase shared vision for literacy in the school and community
- Increase student and staff activity in book clubs, Pickens County Reading Council, FERST Foundation, and identification of other organizations for improvement in literacy
- Utilize social media to promote and communicate literacy goals and accomplishments
- Collaborate with other schools to share ideas

## Building Block 2: Continuity of Instruction

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

#### **Why is this important for students?**

According to the Georgia Literacy Plan Needs Assessment, only 11% of HES staff scored themselves as fully operational in this area. At grade level meetings and in literacy committee meetings, teachers will continue to identify gaps in learning using student work, AIMSweb, pre- and post-tests and OAS benchmarks. Analyzed data will be used to plan and implement lessons that meet the literacy needs of students. “The administrators will continue with the practice of common planning time and will provide educators with the knowledge and skills to collaborate,” (The Why, 143).

#### **What is the current practice?**

- Grade level teams will continue to meet at regularly scheduled times for collaboration and examination of student data and work (“The What, p. 7).
- Administrators and teachers realize the need for shared responsibility in literacy instruction across the contents
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Utilize formative assessments to drive instruction
- Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions
- Expand teacher and student use of digital literacy resources, e.g. MackinVIA, Readworks

#### **How to move forward to implement best practices:**

- Establish expectations for a consistent literacy focus across the curriculum (“The Why,” p. 140-141).
- Teacher teams will develop protocol for shared responsibility in literacy instruction
- Provide professional learning via a literacy coach to ensure that staff receives necessary support in implementation of the literacy plan
- Provide literacy strategies for all content to improve student achievement

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

#### **Why is this important for students?**

Literacy teachers in K-5 will persist in using core programs that provide continuity and a carefully articulated scope and sequence of skill that is integrated into a rich curriculum of literacy and informational text. Obtaining those literacy skills should provide the student with the ability to transfer those skills in to the workplace or college (“The Why”, p. 48-49). Administration will support professional development in literacy. Recommendation 2 of the Georgia Literacy Task Force includes the provision for “training all content teachers in each grade level to use effective instructional content-specific reading and writing strategies,” (The Why, 37).

#### **What are the current practices?**

- Implement a school-adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

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- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Utilize technology to enhance literacy instruction
- Provide professional development for incorporating writing into all subjects (“The What,” p. 10).
- Make writing a required part of every class every day, using technology to publish student work
- Integrate appropriate comprehension strategies into literacy instruction in all content areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)

### **How to move forward and implement best practices:**

- Provide a schedule where the literacy coach models and provides feedback to teachers on the integration of literacy across all subject areas
- Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan
- Systematic planning that includes core curriculum that includes a strong beginning reading component
- Implement a data driven approach to finding literacy gaps in instruction
- Channel available funding toward technology that supports literacy and writing across the content
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency

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

#### **Why is this important for students?**

Upon investigation, HES located many areas of community support—Pickens County Reading Council, FERST Foundation, DFACS, Sequoyah Regional (Public) Library, Department of Human Resources, and the court system. Literacy begins in the home; therefore, it is vital that parents and community members realize the importance of literacy instruction.

#### **What is the current practice?**

- Develop a list of organizations and government agencies that support students and families (“The What,” p. 7) (“The How,” p. 28)
- Maintain school webpage and a literacy brochure providing opportunities for organizations to support literacy within the community
- Foster relationships among preschools and middle schools in our feeder pattern
- Provide online literacy access for students and parents – MackinVIA

#### **How do to move forward to implement best practices:**

- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Provide for professional learning and resources that support literacy learning in outside the school
- Plan with out-of-school organizations to develop enrichment activities for all participating

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students

- Establish a means of continual communication (e.g., texting, twitter, email, etc.) between teachers and out-of-school providers
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders

### **Building Block 3. Ongoing formative and summative assessments**

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

#### **Why is this important for students?**

Systematic universal screening, progress monitoring and diagnostic tools are in place. Use of formative assessments, as stated in the “Why” document, should be used to drive instructional strategies. “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (The Why, p. 98).

#### **What is the current practice?**

- Incorporate assessment tools that identify both advanced and struggling learners (“The What”, p. 8).
- Purposeful in assessing and progress monitoring students (“The What”, p. 8).
- Teachers collectively participate in creating common assessments that align to the CCGPS
- Provide specific data analysis training for various types of assessments through the use of the Academic Coach
- Provide professional learning to help assist teachers in teaching students how to examine their own data and set learning goals
- Purchase an on-line reading assessment that provides students with a Lexile Score and materials that are on topic and at the appropriate reading level
- Provide technology training to support teachers in collecting, analyzing and utilizing test results
- Provide professional learning to show teachers how to use assessment data to identify high achieving students
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording

#### **How to move forward to implement best practices:**

- Administration will ensure continued use of screenings, progress monitoring and curriculum-based assessments to influence instructional decisions.
- Faculty will continue to analyze student data in grade level meetings to develop and adjust instructional plans and identify students who would benefit from RTI.
- Purchase intervention materials aligned with students’ needs
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results
- Continue to provide consistent expectations among the grade level teams by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities

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

**Why is this important for students?**

Universal screening, progress monitoring, and curriculum-based assessments are used to make instructional decisions including RTI interventions (“The Why”, p. 99). These assessments are administered regularly to identify high achieving and advanced learners as well as struggling learners (“The Why, p. 99). This allows students to benefit from enrichment and remediation when needed.

**What is the current practice?**

- Select effective universal screening to measure literacy competencies for all students across the curriculum
- Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding Response to Intervention (RTI)
- Students achieving below the standard receive consistent, explicit interventions and progress monitoring that is proving to be effective

**How to move forward and implement best practices?**

- Provide assessment analysis and best practices training through administration, RESA, DOE trainers and Academic Coach
- Provide professional learning and materials for interventions to be used with struggling students based on student assessments
- Provide professional learning and materials for the teaching of advanced students with the assistance of the gifted coordinator and Academic Coach
- Continue to progress monitor struggling students with fidelity

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

**Why is this important for students?**

All students will be screened using AIMSweb (K-5) at the beginning, middle and end of the year to determine the literacy levels. Diagnosis of reading deficiencies is determined with AIMSweb assessment system. GOFAR will be utilized for content mastery. Early literacy is paramount in creating life-long readers so a series of tests are given three times per year: Fall, Winter, and Spring. Based on the results, progress monitoring assessment probes are implemented each week. These assessments are used to assess students’ reading and comprehension abilities.

**What is the current practice?**

- Research-based interventions are used to provide individualized instruction (“The What”, p. 9).
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a onsize-fits-all approach
- Results of the diagnostics drive student placement within an intervention and adjustment instruction
- Use technology to share relevant student progress data with families in an easily interpreted format

**How to move forward and implement best practices:**

- Train teachers on how to administer, analyze and utilize diagnostic data (“The Why,” p. 140-141)
- Provide monthly data reports to teachers to monitor the effectiveness of instruction/interventions
- Improve student self-efficacy by encouraging students to set learning goals and take part in monitoring progress toward achieving the goals
- Use technology for communicating data to the district literacy leadership team in a timely manner
- Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; provide access to e-books; enrich vocabulary through academic connections; translate material into student’s first language; provide accommodations to all students have access to the content)

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

**Why is this important for students?**

Student achievement is the priority focus at HES. Summative data drives instruction. Lesson plans a direct link to the student need whether its enrichment or support. Teachers will monitor individual student success to ensure academic rigor for students at all levels. Administration and teachers take vital roles in the creation and implementation of the school improvement plan. The school improvement plan is revised based on summative data and the results are shared with all stakeholders (“The Why,” p. 96).

**What is the current practice?**

- Identify school-wide domain weaknesses in all content areas both vertically and horizontally
- Use summative data to support curriculum, schedule, and instructional changes
- Analyze previous year’s state-wide summative assessments to determine curriculum, instruction, and student needs
  - Criterion Reference Competency Test (CRCT) in grades 3-5
  - Criterion Reference Competency Test-Modified (CRCT-M) for SWDs
  - Georgia 5th Grade Writing Assessment
  - GAA Assessment
- Disaggregate data to ensure the progress of subgroups
- Identify common mid-course assessments (i.e., OAS tests designed by the teachers) that are used to measure progress toward standards
- Share and analyze student work samples as a way to inform instruction during collaborative planning

**How to move forward to implement best practices:**

- Identify students who are close to exceeding standards on the CRCT in reading and language arts and on the Georgia Writing Assessment
- Develop a plan to improve not only the percentage of students who do not meet, but also the percentage of those who exceed standards on the CRCT and Georgia Writing Assessment
- Analyze assessment data to identify teachers who need support or content teaching changes
- Discuss assessment results with students to set future goals

- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses

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

#### **Why is this important for students?**

In order to improve learning and teaching, data analysis must be utilized to drive instruction (“The Why”, p. 96). HES is becoming a data driven school. Teachers have a plethora of data sources--OAS, CRCT, AIMSweb, Study Island and SLDS--to gather both formative and summative data that will be used for determining differentiated instruction. Diagnostic, formative and summative data is reviewed regularly to evaluate the effectiveness of instruction and student progress or deficiencies.

#### **What is the current practice?**

- School-wide implementation of consistent, disaggregation of student assessment data
- Provide professional development for teachers to analyze and use data to guide instruction for students at all levels
- Organize data teams and design a data room that supports understanding of student achievement
- Schedule collaborative planning time for analyzing data based on student needs

#### **How to move forward from here to implement best practices:**

- Administration will promote a school-wide understanding of how data drives instruction which leads to student achievement
- Set procedures and expectations for data collection and analysis of data
- Train teachers to collect, analyze and disaggregate data
- Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention

**Building Block 4. Best Practices in Literacy Instruction**

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

**Why is this important for students?**

To provide direct and explicit literacy instruction for all students, a research-based core reading program is in place. Sufficient time for literacy, 90 to 120 minutes each day, is provided for all students (“The Why”, p. 67). Multiple avenues of literacy instruction which includes novels, leveled readers, series launchers, and nonfiction texts are a vital part of the literacy block.

**What are the current practices?**

- Literacy instruction extends into all content areas (“The What”, p. 6).
- Student data is examined regularly to identify areas of weaknesses (“The What”, p. 9).
- Administration conducts regular walk-throughs and observations to evaluate literacy instruction (“The What”, p. 10).
- Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)
- Teachers compile and examine classroom observation data using a checklist to gauge current practice in literacy instruction
- Administration will review teacher and student data to improve instruction
- Differentiation will be a natural process that allows all students access to the content
- Lessons and differentiation strategies will be shared in teacher team meetings

**How to move forward and implement best practices:**

- Release time to review the core reading programs that provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
- Teachers will continue to be trained on the newly adopted reading curriculum, writing program, and strategies such as differentiation provided by DOE representatives.
- Teachers in K-3 will provide differentiation to students in small group and whole group teaching that provides explicit instruction in word identification, vocabulary and comprehension.
- Administration will conduct classroom observations to gauge current practices in literacy instruction (“The How,” p. 20) and review lesson plans (“The How,” p. 26) to focus on literacy instruction.
- Professional learning on the tenets of explicit instruction: (“The How”, p. 40)
- using data to drive instructional decisions and explicit teaching
- selecting appropriate texts and strategies for instruction
- telling students specific strategies to be learned and why
- modeling how strategies are used
- discussing when and where strategies are to be applied
- differentiating instruction
- using AIMSweb, CCRPI, SLDS, PD360, GALILEO
- Address both academic and real-world literacy skills across all content areas
- Provide families access to resources that differentiate support for students

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- Stay abreast of current research and new findings related to differentiated instruction by developing a library of professional books, journals, and online sources

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

#### **Why is this important for students?**

The National Commission on Writing research found that “people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion,” (The Why, 44).

#### **What is the current practice?**

- The school-wide common writing plan is aligned with the CCGPS (“The What”, p. 10)
- All subject area teachers have participated in professional learning on best practices in cross-curricular writing.
- Teachers model exemplar writing techniques so that students are aware of good writing
- Technology is used for publishing writing pieces.
- Students are acknowledged and praised for good writing habits
- Teachers have implemented writing focus boards in the classroom that display exemplar writing
- Require students to write in all subject areas. All subject-area teachers will be provided release time to work with a literacy coach on best practices in writing instruction.

#### **How to move forward and implement best practices:**

- Release time for teachers to develop a coordinated plan for writing instruction across all subjects that will include: explicit instruction, guided practice, independent practice and technology (“The How” , p. 42)
- The literacy team will develop a plan that describes procedures in utilizing technology for sharing, production, publishing and communication across the curriculum.
- The literacy team will develop or identify programs, protocol, and/or materials necessary to implement the plan at each level (“The How”, p.42)

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

#### **Why is this important for students?**

Student engagement is vital to increasing student achievement. Harmony Elementary School currently utilizes incentives in reading and writing to increase student achievement. Recognition occurs school-wide and in individual classrooms. Teachers also integrate technology and differentiate reading and writing lessons to increase rigor, relevance and engagement (“The Why,” p. 59).

#### **What is the current practice?**

- Students are encouraged to make reading selections and write about topics that interest them
- Multiple literacy opportunities are available to students throughout day such as novels, informational text, fictional text, online databases, ebooks, articles, poetry, and short stories.
- Students are encouraged to read within their Lexile range on a daily basis.
- Students know their Lexile levels and set goals to increase them throughout the year

#### **How to move forward and implement best practices:**

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- Provide students with opportunities to self-select reading materials and topics for research with guidance from the teacher or media specialist.
- A literacy resource room will be developed and maintained by the academic coach to provide materials/texts that students can consider engaging.
- Students will be provided increasing opportunities for collaborating with peers in the learning process
- Teachers will provide students with a variety of texts appropriate for their reading level (“The Why,” p. 51-52).
- Teachers will be provided release time for professional development and opportunities to develop:
  - a. Creative uses of materials and technology within the learning process to promote engagement and relevance
  - b. Strategies to engage the struggling learner
  - c. Strategies to engage the advanced learner

**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.)**

A four-tiered Response to Intervention approach is used throughout Pickens County School System. Formative, summative and diagnostic assessments are used to identify and address student needs (“The Why”, p. 125). The components of this system are standards-based and differentiated instruction, as well as universal screening, progress monitoring and data analysis. Universal screeners assist teachers in identifying student needs and progress monitoring allows them to evaluate the effectiveness of their interventions (“The Why”, p. 38).

**What is the current practice:**

- Protocols for identifying student needs and matching them to the appropriate interventions are in place.
- Interventions are monitored regularly and data is analyzed frequently to determine student progress (“The What”, p. 11)
- Develop plans for literacy interventions in all content areas, with assistance from an academic coach.
- Provide release time for professional learning so teachers may become proficient in analyzing data and its utilization for students in need of interventions (“The How,” p. 43).
- Provide technology devices and teacher training for collection of data, enabling teachers to differentiate instruction.
- Expand reading activities to community stakeholders
- Provide hands-on learning activities that bring the materials read to life
- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions)

**How to move forward and implement best practices:**

- HES currently has protocols for identifying students and matching them with necessary and appropriate intervention, yet there is still a need for literacy intervention.
- Involve secondary students as role models for the elementary school students (football players, band members, cheerleaders, clubs, foreign language students)
- Administration will embed Extra Learning Time into the schedule to increase student achievement and implement RTI interventions

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

**Why is this important for students?**

“Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (CCGPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level,” (The Why, 125). Tier I instruction includes the core adopted reading program that contains leveled readers, basal text, and early reading readiness skills. Teachers supplement the basal reading series with novel studies throughout the year based on student readiness. Instruction is differentiated at this level, and teachers participate in ongoing professional learning to increase knowledge and use of best practices in literacy as well as

differentiated instruction.

**What is the current practice?**

- Use data to support instruction and determine the number of students who may need further support
- Participate in professional development that supports literacy instruction and best practices
- Utilize systematic universal screening process that identifies student weaknesses and pin points deficiencies in reading and writing

**How to move forward from here and implement best practices?**

- Promote common academic language across the contents
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)
- Ongoing professional learning to strengthen and enhance core reading program ("The Why," p. 37).
- Weekly grade level collaborative planning focused on literacy instruction
- Regular walk-throughs and observations focused on literacy instruction

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

**Why is this important for students?**

If students are not making progress in Tier I based on diagnostic, formative and summative data, they are provided additional literacy instruction. Tier 2 instruction is carried out in the classroom by teachers using a variety of research-based strategies and in small instructional setting. Progress monitoring results are used to determine if students are making adequate progress and to modify interventions if needed ("The Why", p. 133-134).

**What is the current practice?**

- Teachers participate in professional learning on data analysis, interventions, instructional strategies and differentiation instruction.
- Collaborative discussion is provided among grade levels on a weekly basis ("The What", p. 12).
- Plan and provide professional learning for interventionists on:
  - Appropriate use of supplemental and intervention materials
  - Diagnosis of reading difficulties
  - Direct, explicit instructional strategies to address difficulties
  - Charting data and graphing progress

**How to move forward to implement best practices:**

- Teachers will participate in professional learning to analyze and utilize data and differentiate

instruction

- Supply resources for teachers to ensure the curriculum is providing research-validated interventions designed to meet the individual student's needs
- Weekly grade level meetings to discuss student progress
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Analyze how successful school is in closing the achievement gap
- Use technology to track and ensure the movement of students between T1 and T2 based on response to interventions

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

### **Why is this important for students?**

Tier 3 instruction is for students who are not making progress in Tiers 1 and 2. This instruction takes place in the regular classroom, but part of the instruction is through small groups. Teachers meet weekly to discuss student progress and possible interventions. Multiple resources are available for teachers to provide Tier 3 interventions. Tier 3 students are monitored weekly and the data is used to plan appropriate interventions ("The Why", p. 134).

### **What is the current practice?**

- Data team meets to discuss students in T3 who fail to respond to intervention
- Tier 3 students receive all supports of Tiers 1 and 2 but now the Student Support Team will possibly include the school counselor and school psychologist
- Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
- Verify implementation of proven interventions
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral

### **How to move forward and implement best practices:**

- Teachers will participate in professional learning to analyze and utilize data and differentiate instruction
- Supply resources for teachers to ensure the curriculum is providing research-based interventions designed to meet the individual student's needs
- Weekly grade level RTI meeting to discuss student progress
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)
- Ensure that T3 includes proven interventions that address behavior
- Continue to ensure that:
  - Students move into and out of T2 and T3 as necessary
  - Data is used to support response to intervention
  - Referrals to special education are equivalent to proportion of school and system population
  - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

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

**Why this is important for students?**

All teachers that provide Tier 4 instruction are highly qualified. This instruction is delivered in an inclusion or resource room setting ("The Why", p. 91). In addition to the core reading program these students are provided supplemental instructional strategies designed to meet their individual needs ("The Why," p. 134). Students receive instruction based on their individualized Education Plan. They are progress monitored weekly. Harmony serves 106 students with disabilities and 50 gifted students.

**What is the current practice?**

Currently HES provides special instruction for Tier 4 students in the following ways:

1. Least restrictive environment
2. Administrators are familiar with funding formulas
3. Highly qualified and experienced teachers support the delivery of instruction for students with significant needs
4. Special education teachers have many opportunities for professional development, and meet weekly to discuss best practices.
5. Scheduled collaborative planning times are arranged for the gifted coordinator and teachers
6. Pickens County gifted coordinators plan monthly to ensure a program of rigor and fidelity

**How to move forward and implement best practices:**

- Teachers will participate in ongoing professional learning to analyze and utilize data and differentiate instruction
- Weekly department meeting to collaborate, plan, discuss and access literacy instruction
- Student data supports the exit of students from T4
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

**Building Block 6. Improved Instruction through Professional Learning**

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

**Why is this important for students?**

All new teachers are provided professional learning opportunities. These include new teacher orientation provided at the system level, as well as school-based training. Teachers are provided information on the school improvement plan, initiatives and grade level or department level protocol. Pre-service education has a responsibility to train teachers “to learn to teach in ways that promote critical thinking and higher order performance,” (The Why, 140).

**What is the current practice?**

- New teachers are provided a mentor (“The What”, p. 13).
- Meet with representatives from Professional Standards Commission to enlist support for ensuring that pre-service teachers receive coursework in disciplinary literacy within content areas

**How to move forward and implement best practices:**

- Scheduled time or mentors and new teachers to meet monthly
- Administration will review progress and provide feedback, resources and support as needed (“The What”, p. 13)
- Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy
- Provide professional learning, where necessary, for postsecondary faculty
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

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

**Why is this important for students?**

At the beginning of each year a professional learning needs assessment is completed by all teachers. Based on the findings of this survey along with student achievement data, both county and school-based professional learning opportunities are planned. Based on student data and results from the Literacy Assessment, there is a need for enhanced literacy instruction across all content areas. “The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement,” (The Why, 141).

**What is the current practice?**

- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Provide opportunities for teachers to practice techniques in non-threatening situations
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on

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student learning

- Partner experienced teachers with pre-service and beginning teachers
- Use formal and informal observations to monitor and improve literacy instruction
- Continue program-specific professional learning each year for new and experienced teachers
- Encourage all teachers to share information learned at professional learning sessions

### **How to move forward and implement best practices:**

- Provide training on how to interpret and utilize data, differentiation, and writing across the curriculum
- Provide training for paraprofessionals on literacy instruction
- Provide protected time for teachers to collaboratively analyze data, plan lessons, examine work and reflect (“The What,” p. 13)
- Monitor teachers via walk-throughs and observations
- Provide training in administering and interpreting results of assessments in terms of literacy
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice
- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth
- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups

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## Analysis and Identification of Student and Teacher Data

### GKIDS

GKIDS data indicates that students entering Kindergarten lack the oral language and vocabulary development necessary to meet rigorous standards. At the end of the 2014 school year, 23% of Harmony’s kindergarten students had deficiencies in Reading and Language Skills. The need for early literacy intervention is evident based on this data.

	<u>2014</u>
<u>Reading</u>	79.4
<u>Writing</u>	69.5
<u>Listening/Speaking/Viewing</u>	75.4
<u>ELA Total</u>	77.2

### CRCT Data based on Sub Categories:

Harmony Elementary serves 532 students in grades Pre-K through 5<sup>th</sup> grade with a high majority white population. HES subgroups are comprised of approximately 58.8% ED students, 8% gifted students, 24% EIP students, and **19% SWD**.

<b>Disaggregated CRCT Data</b>										
	SWD	ED	Asian* (<1%)	Black* (1%)	Hispanic* (4%)	Multi-Racial* (3%)	Undefined	White	Male	Female
	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed	Meet and Exceed				
Reading	96	94.1	NA	NA	NA	NA	NA	95.6	94.8	96.7
ELA	93	90.2	NA	NA	NA	NA	NA	91.6	88.9	95
Math	83.4	77	NA	NA	NA	NA	NA	82.8	94.8	83.4
Science	84.1	77.5	NA	NA	NA	NA	NA	82.7	79.1	84.9
Social Studies	87.2	76.3	NA	NA	NA	NA	NA	81.8	85.6	79.4

\*not statistically relevant; scores not reported in SLDS

Based on an analysis of data disaggregated by subgroup, HES is monitoring the economically disadvantaged students and students with disabilities subgroups. ED students consistently perform below state targets in reading and math. SWD students did not meet the state target in any subject.

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## CRCT Data by Grade Level

Harmony Elementary School CRCT Scores							
CRCT	Exceeds	Meets	Does Not Meet	CRCT-M	Basic	Emerging	Below Proficiency
2013- 2014							
Reading	45.7	50.0	4.3	Reading	13	63	25
ELA	34.4	57.4	8.2	ELA	13	50	38
Math	35.7	46.7	17.6	Math		22	66
Science	43.0	38.9	18.1				
Social Studies	28.7	54.0	17.4				
2012-2013							
Reading	45.7	49.4	6.7	Reading	14	33	52
ELA	38.3	53.7	8.0	ELA	4	48	48
Math	27	52.9	18.4	Math	4	32	64
Science	41.3	38.6	20.1				
Social Studies	17.4	58.4	19.2				
2011-2012							
Reading	46	50	4.2	Reading	4	59	37
ELA	44	51	5.4	ELA	3	41	55
Math	35	47	18	Math		41	59
Science	45	38	17				
Social Studies	28	53	19				

Although data indicates that Harmony Elementary is strong in reading, stakeholders agree that literacy across the content areas is weak. Over the last three years, Harmony Elementary has struggled to increase overall meets/exceeds scores in math (82.4%, 79.9%, 82%), science (81.9%, 79.9%, 83%), and social studies (82.7%, 75.9%, 81%), which indicates that students struggle with informational reading and comprehending the content area questions. Most alarming; however, is the high rate of Does Not Meet in 3<sup>rd</sup> grade across all the content areas. The following table indicates that rising 3<sup>rd</sup> graders are not ready to meet the rigorous demands of standards-based assessments but tend to be more prepared by 5<sup>th</sup> grade.

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## Testing Data by Grade Levels

2013-2014 HES CRCT Results by Grade Level				
Subject	Grade Level	Does Not Meet	Meets	Exceeds
Language	3	12.6	64.4	23.0
	4	11.8	70.6	17.6
	5	2.0	42.6	55.4
Mathematics	3	23.3	46.5	30.2
	4	27.9	45.6	26.5
	5	5.9	47.5	46.5
Reading	3	6.9	55.2	37.9
	4	4.4	57.4	38.2
	5	2.0	40.6	57.4
Science	3	18.4	40.2	33.3
	4	14.5	46.4	34.8
	5	18.3	33.0	56.0
Social Studies	3	15.1	49.4	32.2
	4	7.3	52.2	33.3
	5	3.5	58.7	22.9

## CRCT Data Comparison – Gifted vs. Non-Gifted

2013-2014 HES CRCT Results by Gifted				
Subject	Subgroup	Does Not Meet	Meets	Exceeds
Language	Gifted	NA	13.2	86.8
	Non - Gifted	9.6	65.1	25.2
Mathematics	Gifted	NA	2.6	97.4
	Non - Gifted	20.7	54.4	24.9
Reading	Gifted	NA	5.3	94.7
	Non - Gifted	5.0	57.8	37.2
Science	Gifted	NA	7.9	92.1
	Non - Gifted	21.1	44.1	34.8
Social Studies	Gifted	NA	20.3	71.1
	Non - Gifted	20.3	58.1	21.6

On the 2013-2014 CRCT, gifted students demonstrated weakness in social studies (below 85% Exceeds). This data shows the need for improved literacy instruction and interventions across the content areas.

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## AIMSweb

Oral Reading Fluency – Fall 2014			
Grade	Tier 1	Needs Further Support	Immediate Intervention
Second	51.5%	30.7%	17.5%
Third	49.4%	23%	27.4%
Fourth	42%	40%	18%
Fifth	52%	37%	11%
MAZE Comprehension – Fall 2014			
Grade	Tier 1	Needs Further Support	Immediate Intervention
Second	NA	NA	NA
Third	33%	25%	42%
Fourth	37%	33%	30%
Fifth	33%	31%	26%

Based on the above data, Harmony students demonstrate that >50% of the student body is deficient in oral and comprehensive reading skills. Early literacy instruction is critical.

### 5<sup>th</sup> Grade Georgia Writing Test Results

2013-2014 3 <sup>rd</sup> Grade Writing Scores by Percentages			
	Does Not Meet	Meets	Exceeds
Informational	12		18
Persuasive	13		19
Narrative	13		17
Combined	38		

As noted above, 38% of 5<sup>th</sup> grade students at HES did not meet standards on the 5<sup>th</sup> Grade Writing Assessment in 2014. The district has recently adopted Writing to Win to facilitate writing integration across the curriculum.

### HES Teacher Data

		Administrators	Support	Teachers
Personnel	Full-Time	2		43
Gender	Male	0		
	Female	2		
Certificate Level	4 Yr Bachelor's			10
	5 Yr Master's			22
	6 Yr Specialist's			11
	7 Yr Doctoral			0
Special Education Teachers	4 Yr Bachelor's			5
	5 Yr Master's			7
	6 Yr Specialist's			6
	7 Yr Doctoral			0
Years Experience	<3			2
	3-20			35
	21-30			6
	>30			

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Harmony Elementary School has a highly-qualified blend of new and veteran teachers who bring varied experiences and instructional expertise to their classrooms. HES is able to maintain consistent practices and shared team-work from one school year to the next. The overall average years of teaching experience is 12 years.

## **Strengths and Weakness Identified**

### **Strengths**

Though gains were made in several content areas and among several grade levels on the 2014 CRCT, students who exceeded only made marginal gains or hovered barely above the state level. However, there was significant growth in Reading across grade levels, and when meets was lower in a content area, the deficit was received in the Exceeds category. Rarely was the score absorbed into Does Not Meet.

### **Weaknesses**

Though all areas need improvement, the lowest scores for grades 3-5 were in the areas of Math, Social Studies and Science. Reading and comprehending word problems and comprehension of informational text is definitely a concern. Among the large number of low socio-economic students, there is a deficiency in literacy and vocabulary background knowledge.

## **Teacher Data**

After analyzing student and teacher data, the greatest need is application of literacy skills across the curriculum. Although 100% of teachers are highly qualified, data indicates that HES teachers lack skills in teaching literacy across-the-curriculum. To improve these deficits, HES needs to implement strategies that increase application of literacy skills in all content areas. HES staff will implement rigorous, research-based strategies in order to reach the gifted population.

## **Goals and Objectives based on Formative and Summative Assessments**

**Goal 1:** Increase teacher understanding of planning/implementing differentiated instruction by

- Objective 1: Identifying students who need further support via universal screening data, common grade level assessments, OAS/GOFAR, and GAMilestones
- Objective 2: Providing professional learning on research-based interventions linked to direct/explicit instructional strategies that build students' work efficacy, fluency, vocabulary, comprehension and writing skills
- Objective 3: Delivering daily interventions with fidelity

**Goal 2:** Increase teacher understanding of integrating literacy skills in all content areas by

- Objective 1: Providing professional development on research-based strategies to enhance literacy skills in all content areas
- Objective 2: Continuing to integrate writing in all content areas and making it a required part of every class

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- Objective 3: Continuing to provide materials at various Lexile levels

### **Professional Learning**

All teachers participate in professional learning communities. Teachers collaboratively plan instruction, develop common assessments, participate in Writing to Win trainings, and receive ongoing RTI professional development. Many HES teachers are gifted endorsed or are currently enrolled in the course.

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## Project Plan: Procedures, Goals, Objectives and Support

**Note: \* Grant Administrator (GA), School Administrators (SA), Literacy Team (LT), Academic Coach (AC), Teachers (T),**

**Goal: Increase student reading ability in all content areas by integrating literacy across the curriculum (Why, 41 - 68). Building Block (4)**

**Current Best Practices:** (What, 9) AIMSweb– disaggregation/use of data, diagnostic testing (Phonological Awareness, Oral Reading Fluency, MAZE - comprehension), (What 7) Reading Check Outs, (What 9) collaborative planning, (What 7) common formative and summative assessments, (What, 10) CCGPS units, common writing strategies, use of student exemplar work

**Need:** Low CRCT and writing assessment scores and the Literacy Needs Assessment Survey indicate that teachers need professional development in integrating literacy strategies and skills into all content areas.

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide professional learning on best practices in integrating literacy skills across the curriculum (What, p. 6-7 and Why, 26-31)	Summer, 2015, Ongoing	SRCLG Local Funds	Classroom Observations Formative/Summative Assessments *T, AC, SA
Provide teachers time to collaborate horizontally and vertically to develop best practices to implement reading, vocabulary and writing across in all content areas (What, 7)	Summer, 2015, Ongoing		
Provide additional non-fiction texts at various Lexile levels that support science, social studies, and math curriculum	Spring 2015	SRCLG Local Funds	
Research, select, purchase needed instructional materials (What, 9)			
Conduct classroom literacy observations to gauge current practice in reading instruction (What, 10)	Baseline Spring, 2015 Ongoing	NA	TKES *SA,T
Ensure daily literacy block of 120-150 minutes includes all grade appropriate literacy components (whole group explicit instruction and differentiated small groups) (What, 10)	Fall 2015, Ongoing		Classroom Schedules Walkthrough Observations *SA
Create/implement system plan for vertical/shared responsibility of literacy/reading goals across curriculum (What, 10)			Lesson and Unit Plans *SA, AC, T, LT
Strengthen school-wide formative/summative assessments with protocol for administration of tests/using data	January 2016, Ongoing	SRCLG	Analysis of Student Data *SA, AC, T, LT

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Purchase needed technology for literacy instruction. Provide professional learning on use of technology. (Why, 56)	Ongoing	SRCLG, Title I, Local Funds	Teacher Surveys *SA, AC, T, LT
Conduct Family Academic Night- throughout the year that promote academics (What, 7)			Parent Surveys *SA, AC, T, LT

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**Goal: Improve teacher understanding of data, how to analyze data, and adjust instruction based on results (Why, 94) Building Block (3)**

**Current Best Practices:** (What, 9) AIMSweb– disaggregation/use of data, diagnostic testing, (What 9) collaborative planning, (What 7) common formative and summative assessments, (What, 10) CCGPS units, common writing strategies, use of student exemplar work

**Need:** Based on the Literacy Needs Assessment Survey, teachers need training in data analysis and selecting research-based interventions to increase student achievement.

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide teachers with professional learning on how to administer and analyze data to determine student weaknesses	2015 - Ongoing	Release Time SRCLG Local Funds	Progress Monitoring Data GAMilestones Common Formative and Summative Assessments *SA, AC, T
Identify the needs of students through universal screener and progress monitoring assessment tools (What, 12, Why 97)			
Provide teachers with professional learning on how to use data to determine research-based interventions and to progress monitor and determine next steps (Why, 133)			
Conduct classroom literacy observations and walk throughs to gauge current practice differentiated instruction (What, 10 and 13)	Spring 2016	NA	TKES *SA, T, AC

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**Goal: Increase rigor across curriculum by increasing student and teacher access to 21<sup>st</sup> century technology. Building Block (4)**

**Current Best Practices:** (What 9) collaborative planning, (What 7) common formative and summative assessments, (What, 10) CCGPS units, common writing strategies, use of student exemplar work, (What) technology for the 21<sup>st</sup> century

**Need:** Based on CRCT scores and student surveys, student use of technology must increase to improve student achievement.

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide more one-to-one technology access for students.	2016 - Ongoing	SRCLG, Title I, Local Funds	CCRPI, GAMilestones, GOFAR Benchmarks, common formative and summative assessments, student exemplars *SA, AC, T
Increase opportunities for students to produce literacy-based assignments using a variety of technological resources (“The What,” p. 10)			
Purchase 21 <sup>st</sup> century technology that will ensure student achievement in literacy and writing instruction			
Provide professional development in newly purchased technology for all teachers			Teacher Surveys *SA, AC, T

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

**Current Best Practices:** (What 9) collaborative planning, (What 7) common formative and summative assessments, (What, 10) CCGPS units, common writing strategies, use of student exemplar work, all content areas implementing writing tasks into the daily routine

**Need:** Based on CRCT and GA Writing Test scores, Harmony students need integrated writing instruction across the curriculum.

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Research/select best approach to developing/implementing a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10)	Fall 2014		CCRPI, GAMilestones, GOFAR Benchmarks, common formative and summative assessments, student exemplars *SA, AC, T
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer 2015 Ongoing	SRCLG, Title I, Local Funds	
Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (What, 6,7, and 10)		NA	
Develop/incorporate valid formative/summative writing assessments (Why, 94-98) with protocol for administration/using data		SRCLG, Title I, Local Funds	
Purchase needed technology for literacy instruction. Provide professional learning on use of technology. (Why, 56)	Summer 2015 Ongoing		TKES *SA
Promote exemplar writing by acknowledging student successes in writing	Ongoing	NA	Parent Surveys *AC,T

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**Goal: Using school-based data systems, design a comprehensive system of tiered interventions for all students. (Building Blocks 3/5)**

**Current Best Practices:** (What, 11) System assessment calendar, AIMSweb testing in grades K-5, follow-up diagnostic testing and progress monitoring (What, 10), (What, 11) System RTI protocol and program for storing information

**Need:** Based on CCRPI data, it is imperative that student achievement become a top priority at Harmony Elementary

Objectives	Timeline	Funding Source	Measure of Effectiveness/Who
Provide ongoing professional development in “evidence-based instruction as the core of classroom pedagogy” (Why, 125).	Fall 2015	SRCLG, Title I, Local Funds, Release Time	CCRPI, GAMilestones, GOFAR Benchmarks, common formative and summative assessments, student exemplars *SA, AC, T
Provide ongoing professional development in “evidence-based interventions utilized with increasing levels of intensity based on progress monitoring” results (Why, 125).	Summer 2015, Ongoing		
“The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally” (Why, 125).			
Inventory, evaluate, purchase, and train individuals on appropriate intervention materials			
Strengthen screening, diagnostic, and progress monitoring assessments and review data to determine program effectiveness	2015, Ongoing	NA	RTI Data, Progress Monitoring *SA, AC, T
Schedule protected intervention time either during the day or in extended day/year	Fall 2015, Ongoing	NA	Common Formative and Summative Assessments, RTI Data, Progress Monitoring *SA, AC,T

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Tiered Instruction		Instructional Strategies
<p style="text-align: center;"><b>Tier I</b></p> <p>Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>	<p><b>All students receive differentiated instruction based on assessment data</b></p>	<ul style="list-style-type: none"> <li>• All students receive standards based instruction aligned to CCGPS</li> <li>• Best practices in place in the classroom</li> <li>• Differentiated instruction</li> <li>• Universal Screening Measures</li> </ul>
<p style="text-align: center;"><b>Tier II</b></p> <p>Standard protocol interventions provided for targeted students (Why, 126)</p>		<ul style="list-style-type: none"> <li>• Diagnostic assessment</li> <li>• Consistent small group instruction based on identified needs</li> <li>• Progress monitoring with fidelity</li> <li>• Adjustment of interventions based on student data</li> </ul>
<p style="text-align: center;"><b>Tier III</b></p> <p>Based on evidence-based protocols SST/RTI Data teams monitor progress jointly (What,12 and Why, 127)</p>		<ul style="list-style-type: none"> <li>• Intensive interventions in small groups (1-3) based on student need</li> <li>• Increased frequency and duration of intervention</li> <li>• Intensive monitoring/adjustment of interventions based on student data</li> </ul>
<p style="text-align: center;"><b>Tier IV (SPED)</b></p> <p>Specially-designed learning to meet individual needs (Why, 127)</p>		<ul style="list-style-type: none"> <li>• Due process for all students</li> <li>• Learning module based on individual learning plan</li> <li>• Specialized programs, methodologies, and instructional deliveries designed to fit the needs of the student</li> <li>• Intensive monitoring/adjustment of interventions based on student data</li> </ul>

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Extra Learning Time for all Grade Levels: 7:45-8:00					
Extra Learning Time for SPED: 7:30-8:00					
Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
7:30 -7:45 Computers/Seat Work	7:30 -7:45 Computers/Seat Work	7:30 -7:45 Computers/Seat Work	7:30 -7:45 Computers/Seat Work	7:30 -7:45 Computers/Seat Work	7:30 -7:45 Computers/Seat Work
7:45 – 8:00 ELT / HR	7:45 – 8:00 ELT / HR	7:45 – 8:00 ELT / HR	7:45 – 8:00 ELT / HR	7:45 – 8:00 ELT / HR	7:45 – 8:00 ELT / HR
8:00 – 9:30 ELA Block	8:00 – 9:30 Math Block	8:00 – 8:45 Reading / ELA Block	8:00 – 9:30 ELA Block	8:00 – 9:30 Math	8:00 – 9:30 Science / Social Studies
9:30-9:50 Recess	9:35-10:20 Camp	8:45 – 9:30 Camp	9:30 – 11:10 Math Block	9:30 – 10:25 Science / Social Studies	9:30 – 11:00 ELA Block
9:50 – 10:35 Math Block	10:20 – 10:45 ELA Block	9:30 – 10:15 ELA Block		10:25 – 11:15 Camp	11:00 – 11:55 Math Block
10:35 – 11:10 Lunch	10:45 – 11:20 Lunch	10:15- 11:10 Math Block	11:10 – 11:30 Recess	11:15 – 12:05 Science / Social Studies STEM Lab	11:55 – 12:30 Lunch
11:10 – 12:00 Math Block	11:20 – 12:30 Reading / ELA Block	11:10 – 11:50 Lunch	11:30 – 12:10 Lunch	12:05 – 12:40 Lunch	12:00 – 12:30 Lunch
12:00 – 12:45 Camp	12:30 – 1:00 Social Studies/Science STEM Lab	11:50 – 12:10 Recess	12:10 – 12:50 Social Studies/Science STEM Lab	12:40 – 1:00 Recess	12:30 – 1:20 Math Block
12:45 – 1:40 Social Studies/Science	1:00 – 1:20 Recess	12:10 – 12:50 Math Block	12:50 – 1:35 Camp	1:00 – 2:25 ELA Block	1:20 – 1:40 Recess
1:40 – 2:25 Centers	1:25 – 2:25 Social Studies/Science	12:50 – 2:25 Social Studies/Science	1:35 – 2:25 Social Studies/Science		1:40 – 2:25 Math Block
2:25 – 2:35 Dismissal	2:25 – 2:35 Dismissal	2:25 – 2:35 Dismissal	2:25 – 2:35 Dismissal	2:25 – 2:35 Dismissal	2:25 – 2:35 Dismissal



# Pickens County School District: Harmony Elementary School

## Assessment/Data Analysis Plan

Harmony currently has a formal Assessment and Data Analysis Plan that “promotes the use of ongoing, frequent and multiple measures that are used as diagnostic and monitoring tools to plan for instruction” (The “Why” p. 94-95). These assessment protocols are not yet fully aligned with the requirements of the SRCL grant; however, the following tests to measure student growth and achievement are currently administered.

### Current Assessment Protocol:

Assessment	Grade Levels	Purpose	Skills Assessed	Frequency
OAS/GOFAR	1-5	Benchmark and Progress monitoring	All literacy skills	3 times a year
AIMSweb	K-5	Screening and progress monitoring	Fluency, comprehension, phonemic awareness, curriculum based measurement, Lexile level	3 times a year
CRCT (Using as current data only)	3-5	Criterion Referenced / Achievement	CCGPS / GPS	Once a year
GAMilestones	3-5	Student Achievement	CCGPS / GPS	Once a year
Study Island	1-5	Support literacy instruction	CCGPS / GPS	Throughout the Year / Quarterly to show Growth
Student Learning Objective	K-5 tests vary	Measure Student Growth	CCGPS / GPS, Art, PE, and Music	Fall and Spring
Georgia Kindergarten Inventory of Developing Skills	K	Measure/Monitor Mastery of Skills	CCGPS	Ongoing Mastery / Quarterly / Annually
Georgia Alternative Assessment	3-5	Student Achievement	CCGPS	Once a year
Unit Summative Tests	K-5	Student Achievement / Skill Mastery	CCGPS	End of Unit

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## Additional assessments proposed:

Assessment	Purpose
DIBELS Next	DIBELS Next data will be analyzed on an ongoing basis. Three yearly benchmark screenings will be used by grade levels and administrators to analyze strengths and weaknesses of the core reading program and to determine student need for intervention. Progress monitoring data will be examined weekly to determine the effectiveness of interventions selected.
Scholastic Reading Inventory (SRI)	The Scholastic Reading Inventory is a reading assessment program which provides measures in reading comprehension on the Lexile Framework for Reading and will be used to inform instruction and make accurate placement recommendations related to RTI progress monitoring.
Informal Decoding Inventory (IDI)	The Informal Decoding Inventory is administered as a diagnostic tool to provide specific information about students' literacy deficits. The IDI will be administered when universal screening data indicates the need for more descriptive information in order to create a prescriptive intervention plan for a student.
Writing Portfolios	Used to measure and monitor student growth in writing.

## Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently the district requires administration of AIMSweb three times per year in grades K-5. In order to comply with SRCL guidelines, the literacy portion of the AIMSweb program will be discontinued and replaced with DIBELS Next. The Informal Decoding Inventory will also be used to provide diagnostic information for students who are identified by the universal screener as needing additional support. In addition, the Scholastic Reading Inventory will allow teachers to cultivate and increase student Lexile levels with the Lexile leveled texts. State-mandated testing will definitely continue to be used as assessment measurements. In addition, even though the system has adopted a systematic writing plan with *Writing to Win*, the development of common writing rubrics that align to the CCGPS is still a huge concern. Furthermore, developing and implementing common formative and summative assessments is a necessary step in the future.

## Implementation of New Assessments/Discontinuation of Current Assessments

With implementation of the grant, HES school will follow the schedule for literacy assessments as listed below. The Swat Team approach for school-wide benchmark testing has been utilized with success for the past two years. This process will continue. State tests will continue as mandated.

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Assessment	Grade Level	Persons Responsible	Frequency
<b>DIBELS Next</b>	K-5	Swat Team/Academic Coach	Fall, Winter, Spring
<b>Informal Decoding Inventory</b>	K-5 As Needed	Teachers/Academic Coach	As Needed
<b>Scholastic Reading Inventory</b>	3-5	Teachers	Fall, Winter, Spring
<b>Unit Assessment Tests</b>	1-5	Teachers	End of Unit
<b>SLO Tests</b>	K-5	Teachers	Fall and Winter/Beginning of and End of Segment
<b>GAMilestones</b>	3-5	Testing Coordinator	Spring
<b>Fry Word Inventory</b>	K-3 & 4-5 As Needed	Teachers	4xs a Week / As Needed
Progress monitoring components of DIBELS Next, SRI, AIMSweb and other diagnostic assessments will be implemented with fidelity to guide instruction as expected within the RTI model.			

### **Professional Development related to Assessment:**

The needs assessment survey identified several areas of concern related to assessment, universal screeners, benchmarking, data analysis, and instruction. Training will be needed to ensure effective administration of tests, scoring, and analysis of results. Teachers and administrators will receive formal training on administration of Scholastic Reading Inventory (SRI) and DIBELS Next, and an assessment team will be trained on SRI by Scholastic consultant. In addition, the assessment team will use online training options for DIBELS Next and redeliver information at the school level. Formal training will be provided on progress monitoring tools, available reporting, and effective use of all data to guide instruction. Teachers will be trained to analyze the data for differentiated instruction, with a focus on progress monitoring to improve student achievement. Professional development will include the creation of common formative and summative assessments using CCGPS and knowledge gained from analysis of data.

### **Parent/Stakeholder Information:**

Student data is presented to parents at parent conferences and RTI and IEP meetings. HES will provide parents with an easily interpreted graph of their child’s assessment data. This process ensures that teachers “use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format” (How, 3B).

Student achievement data is also presented to stakeholders at quarterly School Advisory Council, Title I, and Faculty Advisory Council meetings. Student achievement data is posted in the data room, school website, and newsletters.

## **Effect of Data on Instructional Strategies, Programs, and Materials:**

School Improvement Teams meet monthly to review data and identify instructional strategies to meet educational goals. Current School Improvement Plan initiatives are evaluated and revised according to data designed to inform accomplishment of goals within the plan. Care is taken to determine research-based program sources, strategies, and materials before changes or revisions are made to existing initiatives. The addition of DIBELS Next and Scholastic Reading Inventory as assessments, coupled with the current assessment plan, will foster data-driven decision making regarding literacy instruction.

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

Analyzing assessment data is crucial to the implementation of an effective Response to Intervention model. “The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom - that assessments are used to benefit pupils.... This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning” as stated by Dr. R. Stiggins, an expert in classroom-based formative assessments, (Why, 5). Assessment without analysis is a misuse of student and teacher time. The teachers and administration of Harmony Elementary School, are committed to effectively using data to drive decision making at all levels.

### **Student assessment data will be utilized for the following purposes (Why, 96):**

- Identify students’ strengths and weakness and target instruction
- Promote self-efficacy by creating student learning goals
- Inform students and parents of progress
- Evaluate effectiveness of Tier 1 instruction and adjustment of instruction
- Master effective instructional design
- Determine if fundamental content-based literacy skills are lacking, thus identifying core curriculum needs
- Identify areas for professional development opportunities

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## **Resources, Strategies and Materials to Support the Literacy Plan**

Harmony Elementary School is committed to implementing initiatives found in the Literacy Plan as correlated to the needs assessment. In an effort to establish these initiatives in the school, resources and materials will be necessary purchases toward that end.

### **Resources Needed to Implement Literacy Plan**

- Literacy Instruction Observation Checklist
- Research-based literacy instructional materials
- Literary and informational texts on various levels for classrooms and media center that supports student interest and various Lexile levels
- Digital and Content-based texts on various levels and aligned to various units of study including Social Studies, Science, and Math
- K-5 literacy manipulative classroom sets and center setups
- Professional learning – consultant fees, stipends, or release time (subs), and materials
- Travel expenses for conferences
- Scholastic Reading Inventory
- DIBELS Next Data Management
- Research-based intervention materials and necessary professional learning pertaining to the plan
- Trained intervention specialists
- Grant administrator
- Family involvement activities and supplies needed for the event
- Extended day/after school tutoring for students who need extra support
- Transportation for extended day/after school tutoring
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc. that support the literacy plan
- Classroom computers
- Networkable printers
- Portable lab of interactive tablets
- Increase Wireless connectivity infrastructure
- STEM and Author’s Night – Family Involvement

## **Additional resources/materials needed to ensure student engagement**

To ensure student engagement and achievement, it is imperative that Harmony Elementary make the following resources available:

- Writing program software for grades 3-5
- Updated and expanded leveled readers including informational texts
- The addition of one computer lab containing 30 computers
- The revitalization of the existing computer lab with 30 new computers
- 6 mobile laptop labs, one for each grade level to share
- 6 classroom response systems, one for each grade level to share
- e-readers
- Updated computers/computer tables for all classrooms
- Wireless printers for classroom use and publishing
- Parent Resource Center
- Listening Stations
- Literacy Skill Games
- Digital Cameras/Flip Cameras
- iPad Labs

## **Activities that Support Literacy Intervention Programs**

- Dedicated scheduled time for intervention
- Flexible, needs-based grouping
- DIBELS Next Screening for oral reading fluency and comprehension
- Use of diagnostic follow-up tools (Phonological Awareness Inventory, Informal Phonics Inventory, Decoding Inventory, Fry Words, Comprehension Check with passages and rubric)
- Use of data to drive instruction
- Emerging protocol for Response to Intervention
- Reading Differentiation Boxed Units
- Mentor program
- Title I Parent Coordinator
- Parent education through Family Academic Nights
- Special Education Co-teaching Training

## **Activities that Support Classroom Practices**

- Alignment of county pacing guides to CCGPS
- Research-based instructional strategies
- Differentiated instruction
- Progress monitoring
- Formative and summative assessments

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- Common Academic Vocabulary Instruction in all content areas
- Technology-enhanced lessons
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Collaborative grade-level planning time
- Make and Take Sessions for teachers with professional learning on how and why activity is important
- Formative Instructional Practice training
- Small group instruction
- Peer Tutoring
- Journaling
- Think Alouds
- Concept Maps
- Webb's Depth of Knowledge questioning techniques
- Inferencing Techniques
- Making connections to Background Knowledge
- Guided Reading
- Close Reading
- Graphic Organizers

### **Additional Strategies Needed to Support Student Success**

- Strategies for increasing student engagement
- DIBELS Next data management system
- Consistent use of DIBELS Next Progress monitoring
- Scholastic Reading Inventory – full use of data and student resources
- Explicit phonics instruction
- Grammar Assessments
- Professional Learning in the following areas:
  - Best teaching practices in early literacy instruction
  - Webb's Depth of Knowledge Question Stems
  - Strategies for student engagement and motivation
  - Integration of technology in instruction
  - Literacy across all content areas
  - Best practices for writing instruction across content areas
  - Development and analysis of common formative/summative assessments
  - Effective data usage for planning/implementing interventions and monitoring student progress

## **Current Classroom Resources/Materials:**

The materials/resources for reading and language arts vary with each grade level and often with each classroom.

- All classrooms :
  - four student computers (two desk tops and two laptops)
  - one teacher iPad and laptop
  - access to AIMSweb, Study Island, and OAS/GOFAR (limited number of working student computers makes it difficult to fully implement these programs)
  - eBeam Edge – interactive device for white boards
- Each reading/language arts class has:
  - Core reading/language program materials (basal texts, leveled readers, supplemental resources, etc.)
  - Core program interventions for Tier II and Tier III
- Some classrooms have
  - ceiling mounted projectors
  - mimios
  - document cameras
  - minimal classroom libraries (bought by the teachers themselves)
- Literacy Room
  - leveled readers aligned to science and social studies
  - Novels at various Lexile levels and themes
- STEM Lab
  - Various consumable and non-consumable items to support science experiments
  - LEGO Robotics
  - 6 laptops
  - Student tables and chairs

## **Current Shared Resources:**

HES currently has shared sets of 30 iPads and 30 laptops. Laptops are outdated and break often. The school also has one computer lab consisting of 35 computers, which is used for connection/camp class.

## **Current Library Resources:**

HES currently has approximately 14,500 books ranging from pre-readers to a limited number at the middle school level for student checkout as well as an online database of ebooks through MackinVIA. We also have a small reference section, novel sets for classes, teacher guides/portals, a small professional section, and a ceiling mounted projector. We have a small DVD section that is aligned to science and social studies curriculum.

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## Alignment Plan for SRCL and Other Funding Sources

Resources, Strategies, and Materials	SRCLG will provide...	Funding Sources
<b>Professional Development</b>	Literacy specific - consultant fees, professional trainers, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	<b>Funding will be subject to local and state mandates from the following:</b>  <b>Local Funding, Title I, SPLOST, Title IIA and SRCLG</b>
<b>Instructional technology</b>	Computers, tablets, printers, costs of technology programs, document cameras, interactive white boards, overhead LCD projectors, wireless infrastructure, listening stations	
<b>Instructional Literacy Materials</b>	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives and supplies needed to create classroom centers	
<b>Literacy Assessments</b>	DIBELS Next data management program, Scholastic Reading Inventory Program management, Leveled Readers, Informational Texts aligned to CCGPS, Writing Program	
<b>Family Engagement</b>	Materials and supplies needed for family academic nights, parent resource center, make it/take it materials for parents and teachers	
<b>Extended Day/Tutoring</b>	Personnel, Staff, software programs, materials, supplies and transportation	
<b>Field Trips</b>	Admission fees, substitutes for teachers, and transportation costs	
<b>Consumable Materials</b>	Notebooks, pencils, paper, markers, crayons, pens, toner, ink cartridges, printer and construction paper	
<b>Progress Monitoring Supports</b>	Software programs, teacher development, and data analysis	
<b>Classroom Manipulatives</b>	Center Units, literacy games, manipulatives to support literacy	

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The Literacy team will ensure that all funding is aligned with school improvement plan and literacy plan initiatives. School instructional funds will continue to fund student learning and classroom instruction, while SCRCL funds will support additional efforts through the Literacy Plan. Title I monies and SPLOST funds will help to support 21<sup>st</sup> century technology resources, and Title IIA monies will be utilized for professional learning, including substitutes, stipends, travel expenses, and resource materials.

Integration of technology supports will ensure that data is collected and analyzed in support of literacy plan initiatives. All funding will align with SCRLG initiatives and sustain student engagement, support classroom instruction and increase student achievement in literacy across the content areas.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology, students will become highly engaged in the process of learning. Furthermore, access to software, programs, activities, and strategies which promote student success will foster student college and career readiness.

Integration of technology is an essential step in enhancing the learning experience. Effective use must support four key components of learning – active engagement, group participation, frequent interaction and feedback, and connection to real-world experiences. Student self-efficacy is enhanced when using technology to explain connections to the content.

## **Professional Learning Strategies Identified on the Basis of Documented Needs**

Professional learning must be developed in ways to promote critical thinking and higher order performance with the goal of increasing student achievement (Why, p.140). According to the National Staff Development Council, (NSDC) (2012), “ For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills and practices necessary to better meet students’ learning needs. (Why, p. 142) Four prerequisites for professional learning must be in place before effective professional learning can take place. (Why, p. 143)

- Educators’ commitment to students, all students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates.

The goal of professional learning is to support viable, sustainable professional improvement, enhance teacher instruction, and ultimately promote student achievement. (Why, p.141) Effective professional learning is linked to higher student achievement. Therefore, to ensure growth through professional learning, Harmony Elementary teachers will attend professional learning opportunities as needed. Administrators will provide time for HES staff to participate in professional opportunities.

### **Ongoing Professional Learning**

- Weekly grade level minutes, K-5
- Differentiation strategies in all subject areas, K-5
- RTI Training, K-5
- Content Vertical Planning, K-5
- Use of student data to improve instructional strategies and data analysis (faculty and grade level meetings)K-5
- Weekly grade level collaborative planning, K-5
- Regular walkthroughs and observations, K-5
- Weekly RTI meetings to discuss student progress
- Effective use of guided math, 3-5, number sense, K-2 and SPED
- Writing Strategies, K-5

### **Professional Learning Needs**

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**\*School Administrator (SA), Media Specialist (MS), Academic Coach (AC), Assistant Principal (AP), NGRESA (North GA RESA), Technology Coordinator (TC), School Counselor (SC)**

<b>Topic/Focus/Purpose</b>	<b>Date</b>	<b>% of Teacher Participation</b>	<b>Facilitator</b>	<b>Format</b>
<b>Formative Instructional Practices</b>	<b>2014-2015 – 5 Modules</b>	<b>100%</b>	<b>SA, AC</b>	<b>Webinar/Group Discussion</b>
<b>Differentiated Instruction of Literacy Strategies</b>	<b>2013 - 2014</b>	<b>100%</b>	<b>AC, NGRESA</b>	<b>Off Campus Workshop</b>
<b>School-wide Writing Program</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>W2W Trainer</b>	<b>Workshop</b>
<b>Data Analysis Training</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>SA, AC</b>	<b>Grade Level Meetings</b>
<b>AIMSweb</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>AC</b>	<b>Grade Level Meetings</b>
<b>Lexile Training</b>	<b>2014 - 2015</b>	<b>25%</b>	<b>NGRESA</b>	<b>Off Campus Workshop</b>
<b>Social Studies Pacing Guides/Units of Study</b>	<b>2014 - 2015</b>	<b>14%</b>	<b>AC</b>	<b>Workshop</b>
<b>MackinVia Training – online literacy resource</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>MS</b>	<b>Faculty Meeting</b>
<b>Technology Training</b>	<b>2014 - 2015</b>	<b>25%</b>	<b>TC</b>	<b>Technology Workshop</b>
<b>Writing to Win</b>	<b>2014 – 2015</b>	<b>100%</b>	<b>W2W Trainer</b>	<b>On Campus Workshop</b>
<b>Paraprofessional Training – Literacy Instruction</b>	<b>2014 - 2015</b>		<b>NGRESA</b>	<b>Off Campus Workshop</b>
<b>Response to Intervention</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>SA, AC, SC</b>	<b>Grade Level Meetings</b>
<b>Lesson Planning with instructional practices and artifacts</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>SA, AC</b>	<b>Grade Level Meetings</b>
<b>Using Student Data to Drive Instruction</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>AC, AC</b>	<b>Grade Level Meetings</b>
<b>iPad Training</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>TC</b>	<b>Grade Level Meetings</b>
<b>Instructional Technology</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>TC</b>	<b>Grade Level Meetings</b>
<b>Improving Student Behavior/Educator’s Handbook</b>	<b>2014 - 2015</b>	<b>100%</b>	<b>AP</b>	<b>Faculty Meetings</b>

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<b>Math in the Fast Lane</b>	<b>2014</b>		<b>Professional Trainer</b>	<b>On Campus Workshop</b>
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## Ongoing Professional Learning

- Gifted Endorsement
- Formative Instructional Practices
- Use of Statewide Longitudinal Data System resources
- S.T.E.M. Lab Training
- Study Island
- OAS/GOFAR
- AIMSweb / Progress Monitoring
- Constructed Response Assessments

## Process used to Determine Effectiveness of Professional Learning

**Administration takes specific measures to determine if professional learning was adequate and effective:**

- Questionnaires
- Surveys
- Walk-throughs and Observations
- Formative Assessments to measure student gains
- Evaluations of the Trainer
- Review of lesson plans

## Detailed/Targeted Professional Learning Plan:

The following chart contains the 2015-16 Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as the SRCL grant is implemented. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant.

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<b>Professional Learning</b>	<b>Referenced in the Project Plan</b>	<b>Measures of Effectiveness</b>
<p><b>Provide PL for new staff on any new literacy initiatives pertaining to the success of the grant initiatives:</b></p> <ul style="list-style-type: none"> <li>• CCGPS</li> <li>• Common Academic Vocabulary Instruction</li> <li>• PLC protocols</li> <li>• GOFAR</li> <li>• DIBELS Next administration &amp; disaggregation of data</li> <li>• Differentiated Instruction</li> <li>• Scholastic Reading Inventory</li> </ul>	<p><b>Goal 4: Objectives: 1-6 Building Block 2</b></p>	<p><b>Use various measures to ensure effective professional learning processes:</b></p> <ul style="list-style-type: none"> <li>• PLC Meeting Minutes</li> <li>• Walk Throughs</li> <li>• Data Team Meetings</li> <li>• Summative/Formative Assessment Data from DIBLES Next, Unit Tests, AIMSweb, GOFAR etc.</li> <li>• Teacher Knowledge and Feedback</li> <li>• Teacher Surveys</li> <li>• TKES / Data Notebooks</li> </ul>
<p><b>Provide direct and explicit reading strategies training to all new/entering/veteran teachers to ensure that all struggling readers receive: phonics, phonological awareness, fluency, and comprehension in a consistent manner</b></p>	<p><b>Goal 1: Objectives 1-4 Building Block 4</b></p>	
<p><b>Continue to implement professional learning in collecting, disaggregating, analyzing, and using to guide instruction</b></p>	<p><b>Goal 2: Objective 2 Building Block 3</b></p>	
<p><b>Provide professional learning on Best Practices in writing instruction in all content areas</b></p>	<p><b>Goal 1: Objectives 2 Building Block 4</b></p>	
<p><b>Provide training on use of technology to support literacy instruction and assessments</b></p>	<p><b>Goal 3: Objective 3 Building Block 4</b></p>	
<p><b>Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI)</b></p>	<p><b>Goal 5: Objective 3 Building Block 3 &amp; 5</b></p>	
<p><b>Provide professional learning on best practices in integrating literacy skills across the curriculum</b></p>	<p><b>Goal 1: Objective 1 Building Block 4</b></p>	

## **Funding Needs for Professional Learning:**

- Release time
- Teacher stipends
- Substitutes
- Workshop providers
- Workshop attendance
- Teacher mentors
- Literacy coach
- Technology resources and training
- Implementation and purchase of selected literacy programs

## **Programmatic Professional Learning Needs Identified in Needs Assessment**

- Differentiated Instruction: activities, strategies, and management
- Disaggregating DIBELS Next data
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Using technology to enhance instruction and Literacy instruction across the curriculum
- Response to Intervention
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support SWD learners
- Scholastic Reading Inventory – understanding the data using the system

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## Sustainability Plan

HES is committed to ensuring the success of the grant beyond the funding cycle. All stakeholders hold a shared vision for the success of the grant. All programs, technology and best practices initiated through the literacy plan will continue beyond the grant period in order to ensure future student achievement. The necessary funding to maintain these initiatives will be secured from all available sources including local, state, and federal funds, as well as the local business community.

<p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>• Evaluate and review expectations of the SRCL Grant annually with all staff</li> <li>• Provide training on all programs to all new teachers by experienced trained staff</li> <li>• Train all administrators/instructional support specialists with teachers to ensure implementation of initiatives with fidelity</li> <li>• Communicate literacy initiatives to members of the Board of Education including ongoing information about the need for and progress of the literacy initiatives</li> </ul>
<p><b>Expanding and Extending Lessons Learned</b></p>	<ul style="list-style-type: none"> <li>• Creatively schedule extended planning times for all staff at least once each quarter, allowing for collaborative planning and review of data</li> <li>• Continue Professional Learning Communities that promote successful literacy practices, more effective teaching practices and academic gains for students</li> <li>• Create an online professional learning library by recording exemplar lessons</li> <li>• Schedule county-wide grade level meetings throughout school year for curriculum, assessment, and grant implementation discussions</li> <li>• Hold district meetings for administrators to discuss curriculum, best practices occurring in classrooms, and analysis of assessment data</li> <li>• Utilize data obtained throughout the grant to update/strengthen literacy plans across the content areas and among the schools</li> <li>• Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to stay abreast of latest research/strategies</li> <li>• Provide families access to resources that differentiate support for students (How, 39)</li> <li>• Continue to use assessment to drive instruction and meet student needs</li> </ul>
<p><b>Extending the Assessment Protocol</b></p>	<ul style="list-style-type: none"> <li>• Continue use of assessment instruments to monitor literacy achievement</li> <li>• Monitor continuation of assessment protocols as required by RTI guidelines</li> <li>• Continue to promote student success through progress monitoring</li> <li>• Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of the grant</li> <li>• Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to all new staff</li> </ul>

## Pickens County School District: Harmony Elementary School

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<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Assign mentors to new staff members and ensure new teachers assimilate to the culture and learning community within the school</li> <li>• Designate professional learning days in school calendar</li> <li>• Providing support to content area teachers in the area of literacy instruction (Why, 155)</li> <li>• Utilize Comprehensive Reading Solutions website for ongoing training</li> <li>• Create a professional learning video library by recording professional learning sessions</li> <li>• Create and maintain professional library of books, journals, and online resources that promote teacher success</li> <li>• Develop professional learning materials for new teachers</li> <li>• Collaborate with/participate in RESA trainings</li> <li>• Consider providing a monthly “problem/solution” series from the Department in which issues that teachers identify as obstacles to teaching are addressed through modeling or a video sequence (Why, 154)</li> </ul>
<b>Developing Community Partnerships/ Other Funding Sources</b>	<ul style="list-style-type: none"> <li>• Host Family Literacy Nights that promote the importance of literacy across all content areas and invite stakeholders to attend</li> <li>• Continue to involve stakeholders in informational meetings regarding student achievement</li> <li>• Establish Partners in Education (PIE), a partnership between businesses or civic organizations and school</li> <li>• Utilize parent volunteers within schools</li> <li>• Enlist PTO to designate fundraisers for literacy initiatives</li> </ul>
<b>Replacing Print Materials</b>	<ul style="list-style-type: none"> <li>• Annually inventory/determine condition of print materials and necessity of replacement</li> <li>• Utilize local, state, and federal money to replace resources when needed</li> </ul>
<b>Sustaining Technology</b>	<ul style="list-style-type: none"> <li>• Coordinate purchases of hardware/software obtained with grant funds through the system Technology Director to prevent duplication</li> <li>• Arrange for regular maintenance of equipment to extend life of hardware</li> <li>• Communicate with Technology Director and school technology representative about maintenance and repairs as needed during and beyond the grant process</li> <li>• Renew software and site licenses using local/federal funding if product is deemed effective</li> <li>• Budget annual renewal fees from local funds after the life of the grant</li> </ul>

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Following a thorough review of literacy initiatives at Harmony Elementary School, the literacy team along with administration has identified literacy needs based on curriculum, professional development, technology, and RTI. All student data and available resources have been analyzed, and plans have been made to wisely utilize funding from the Striving Reader Comprehensive Literacy Grant. Based upon fall, 2014 FTE count of 533 students and an estimated award of \$375 per student, the total funds received over a five year time frame are estimated to be \$200,000.00. Based on these projections and aligned with the Project Plan, basic literacy needs to be funded through the grant are as outlined below:

### **Curriculum Needs: Progressively increase student reading ability in all content areas by integrating literacy instruction across the curriculum (Why, 41 -68).**

In keeping with the project plan set forth, every effort will be made to meet students' literacy needs across the curriculum.

- Materials/resources to support direct, explicit instruction in reading and writing (across all content areas)
- Materials and professional learning to strengthen writing skills
- Multiple leveled texts for classroom/media center across all content areas (digital and print) in both informational and fictional texts that align with the CCGPS
- K-5 literacy manipulatives
- K-5 take home libraries that support student/parent involvement in literacy initiatives
- Instructional literacy-based field trips
- Materials that support parent and community involvement in the literacy plan
- Consumable Materials for the all content areas in support of literacy
- Release time/funding for substitutes to develop common formative and summative assessments
- Release time/funding for substitutes when teachers attend literacy conferences, seminars, or training
- Novels aligned to content standards in various Lexile levels

### **Professional Development: Improve teacher understanding of data, how to analyze data, and adjust instruction based on results (Why, 94).**

Professional development is the essential key to student success. Therefore, staff members including teachers, paraprofessionals, and administrators will have adequate training in all programs as well as technology.. In addition, administration will ensure that follow-up training as well as initial training will be completed with fidelity for all existing/new staff to ensure the sustainability of literacy initiatives.

- Consultant/training fees and expenses
- Training Materials for all teachers/staff
- Conference registration fees and travel expenses
- Stipends for off-contract training sessions (Summer Events)

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- Funding for substitutes to support Professional Development
- Consumable materials for training

### **Response to Intervention: Using school-based data systems, design a comprehensive system of tiered interventions for all students.**

HES recognizes that there are weaknesses in the system/school Response to Intervention (RTI) process. Systematic efforts are necessary to insure the consistency of assessment administration and the effective use of data to inform instruction. In order for the RTI process to truly benefit students, teachers and interventionists must be provided ongoing professional learning and support. The process must be closely monitored at the system and school levels.

- Screening/Assessment Tools – SRI and DIBELS Next
- Intervention resources/materials/programs
- Progress monitoring tools
- Classroom Manipulatives for Interventions
- Professional development in data analysis and intervention planning
- Professional Trainers in Research Based Intervention Strategies

### **Technology: Increase rigor across curriculum by increasing student and teacher access to 21st century technology. The innovative use of technology will promote student engagement and motivation while also enhancing instruction.**

- Computers / Laptops for classrooms and the media center
- New computer lab for 30 students
- Wireless tablets
- Listening stations
- Document cameras
- LCD Projectors
- Printers and Supplies
- Infrastructure to extend wireless capability
- Consumable materials to maintain technology upgrades
- eBooks

### **Miscellaneous:**

- Transportation costs for extended day tutoring
- Staff for extended day
- Materials and consumables for extended day
- Training/professional development for extended day tutoring
- Stipends for off contract trainings and responsibilities