

# School Profile

Created Monday, December 01, 2014

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## Page 1

### School Information

System Name:	Pickens County School District
School or Center Name:	Hill City Elementary School
System ID	712
School ID	103

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Name:	Joeta Youngblood
Position:	Principal
Phone:	706-253-1880
Email:	joetayoungblood@pickenscountyschools.org

### School contact information

(the persons with rights to work on the application)

Name:	Rhonda Lane
Position:	Literacy Committee Chair
Phone:	706-253-1880
Email:	rhondalane@pickenscountyschools.org

### Grades represented in the building

example pre-k to 6

Pre-K to 5

### Number of Teachers in School

35

### FTE Enrollment

603

# Grant Assurances

Created Monday, December 01, 2014

Updated Friday, December 05, 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
- 

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

- 
- Yes
- 

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

- 
- Yes
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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
- 

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
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

# Preliminary Application Requirements

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## 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.

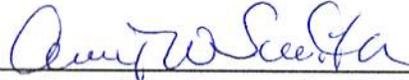
## II. **Disclosure of Conflict of Interest after Agreement Execution**

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 in the United States. It is responsible for the development and implementation of the nation's energy policy. The Department's activities are carried out through a number of offices, including the Office of Energy Efficiency and Conservation, the Office of Energy Research and Development, and the Office of Energy Delivery and Energy Reliability. The Department's budget for fiscal year 2008 is \$1.2 billion. The Department's activities are carried out through a number of offices, including the Office of Energy Efficiency and Conservation, the Office of Energy Research and Development, and the Office of Energy Delivery and Energy Reliability. The Department's budget for fiscal year 2008 is \$1.2 billion.

## 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

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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.

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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.

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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

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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.

### School History

Established in 2002, Hill City Elementary School (HCES), a Title I Distinguished School, is a rural school nestled in the foothills of the Appalachian Mountains in Jasper, Georgia. The school was built to serve a growing population of young families in the western portion of Pickens County and also to alleviate the problem of overcrowding in the other elementary schools in the district.

The mission of HCES is to educate our students in a safe, nurturing, respectful, and fiscally responsible environment that holds the highest expectations. HCES upholds the District Vision of *Graduation and Life Preparation for All*. However, missions and visions are merely words without the hard work and dedication of administrators, teachers, parents, community members, and most importantly, the children who walk through the doors of HCES each day.

HCES has a total enrollment of 607 students and houses Pre-Kindergarten through fifth grade. HCES has a large population of students who are economically disadvantaged. The recent economic downturn has caused a significant increase in the number of families living in situational poverty. Of the 607 students attending HCES, approximately 60% qualify for free and reduced lunch. The student demographics break down to 95% Caucasian, 2% Hispanic, 2% Multi-racial, and 1% Undefined. There are 28 classes at HCES serving students in Pre-Kindergarten through Fifth Grade. There are 25 Reduced Class Size Model Early Intervention classes (EIP) at the Kindergarten through fifth grade level. Special Education Classes include 7 inclusion classes, 2 with co-teachers, and one intellectually disabled class. The gifted program

serves 35 children using the collaborative/resource model. Speech and occupational therapy are also provided for eligible students.

**Administrative and Teacher Leadership Team**

The Literacy Leadership Team is composed of the Joeta Youngblood, principal; Jennifer Halko, assistant principal; Christy Kelly, academic coach; Rhonda Lane, gifted coordinator; Courtney Davis, Kindergarten teacher; Beth Olsen, 1<sup>st</sup> grade teacher; Amy Childers, 2<sup>nd</sup> grade teacher; Chelli Youngblood, 3<sup>rd</sup> grade teacher; Susie Arrendale, 5<sup>th</sup> grade teacher; Mary Kleinberg, speech pathologist; Sean Humphrey, special education teacher; and a parent representative. Literacy Leadership at HCES is facilitated by having planned monthly meetings with a specific agenda and focus. The School Literacy Team meets at least once a month to study data, investigate researched-based strategies, and to make sound decisions and recommendations linked to the school improvement plan and best practices. This information is then shared with the District Literacy Team in order to facilitate continuity between all elementary schools in the district. HCES's Literacy Leadership Team holds student achievement as its highest priority and strives to empower each child to become a life-long learner in a global society.

Various other committees meet twice a month, or more often if needed. These include a School Data/RTI Committee, a Community Involvement Committee, a Media/Technology Committee, and a Curriculum Committee. These committees participate in vertical and horizontal planning, data analysis and intervention planning, technology and media integration, planning school functions, and encouraging family and community involvement.

Teachers within each grade level meet daily and weekly to discuss best practices and to plan collaboratively. The primary focus of grade level meetings is to produce quality instruction that addresses the College and Career Georgia Performance Standards and the goals outlined in the School Improvement Plan. Differentiation, the RTI process, reviewing and analyzing student work samples, and professional development are also included in these collaborative planning sessions. Weekly RTI meetings are used to evaluate student performance, to strategically plan for academic success, and to create academic plans for at risk students. The Academic Coach and RTI Coordinator consistently attend grade level meetings and RTI meetings to provide input, give feedback, and provide training opportunities. The Georgia Formative Instructional Practices (FIP) modules are also used to guide best practices in the use of data to inform instruction. Faculty meetings are held to share research, to share information across grade levels, for team building exercises, and to celebration individual and school wide accomplishments.

### **Past Instructional Initiatives**

Past instructional initiatives include:

- SRA's Direct Instruction Reading Program
- Georgia Performance Standards
- Georgia's Online Assessment System (OAS),
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

### **Current Instructional Initiatives**

Current instructional strategies are aligned to the School Improvement Plan. These strategies include:

- CCGPS ELA and Math Standards/ GPS Science and Social Studies Standards
- Harcourt Storytown Basal Readers and accompanying materials
- Writing 2 Win
- Read Works
- AIMSweb- Reading and Math Universal Screening and Progress Monitoring tool
- Response to Intervention as our daily practice

### **Professional Learning**

Professional learning needs at HCES have been identified through item analysis of the Survey of Literacy Instruction for Elementary Teachers, distributed by Survey Monkey. In addition, CCRPI data, Georgia Literacy Plan Needs Assessment for Literacy K-12 Survey, CRCT data in all content areas and all subgroups, 3<sup>rd</sup> and 5<sup>th</sup> grade writing assessment data, Lexile data, student attendance data, AIMSweb data, CRCT Readiness Indicators for Instructional Planning, and NAEP data were also used to identify professional learning needs. The Literacy Leadership Team identified the following as needs in the area of professional development.

- Integrating literacy across all subject areas
- Selecting materials with appropriate text complexity
- A systematic approach for teaching academic vocabulary in all subjects
- Teaching the writing process through the use of exemplars and mentor texts
- Teaching grade level appropriate writing skills across all content areas
- Interpreting AIMSweb data and utilizing data to drive instructional practices
- Reading research and best practices for teaching foundational reading skills

- Utilizing diagnostic assessments to pinpoint areas of need
- Devising prescriptive interventions to address deficits
- Insuring fidelity and best practices for implementing new programs
- Creating pacing guides across all content areas and grade levels
- Further training on understanding the RTI process and the BAASE system that is used to track and monitor RTI plans

### **Need for Striving Literacy Project**

During the 2013-2014 school year, HCES applied for the Striving Readers Grant during Cohort 3. Even though the system was not awarded funding at that time, the Literacy Leadership Team at HCES strategically used the limited funds available to address some of the literacy needs uncovered during the Needs Assessment process. While HCES has a history of maintaining high test scores, teaching literacy across all content areas with limited resources, limited professional development, and without a consistent, school wide vision for literacy instruction continues to be problematic.

The Striving Reader's Comprehensive Literacy Grant (SRCL) will provide professional development for teachers to implement new literacy practices, strengthen current practices, and will provide resources to students and teachers that would not be available due to cutbacks in state and local funding. In addition to the professional learning needs outlined above, a careful analysis of the past three years' 3<sup>rd</sup> through 5<sup>th</sup> grade CRCT data indicates an increase in students who did not meet standards in Science and Social Studies. Additionally, a downward trend in 3<sup>rd</sup> grade CRCT Reading scores and lower overall scores for males across all grade levels

and content areas is of great concern. Data also indicates that foundational reading skills are a major concern. CRCT Reading Readiness Indicators for Instructional Planning project that overall student achievement will see a sharp decline during the transition to Georgia Milestones. According to the indicators, as much as 40% of students in 3<sup>rd</sup> - 5<sup>th</sup> grades are projected to score in the “Needs Additional Support” range on the ELA portion of the test. Data sources also indicate a need for a clearly articulated literacy vision and a specific school-wide literacy plan. The data indicates the need for a different approach to literacy instruction across all grade levels. SRCL would provide the necessary funds to bring our school literacy plan into the 21<sup>st</sup> Century and would assist our school in maintaining our legacy of excellence.



**Needs Assessment, Concerns and Root Cause Analysis**

**School Level Stakeholders (d)**

- All Teachers
- Administrators
- Paraprofessionals
- Media Specialist
- Academic Coach
- Gifted Coordinator
- Parent Representative
- Speech Pathologist

**Description of the Needs Assessment Process/Types and Styles of Surveys (a, b)**

The Needs Assessment process at Hill City Elementary (HCES) began in the Fall of 2013 when the system applied for the Striving Readers Grant during Cohort 3. Although the system did not receive funding at that time, the HCES Literacy Team decided to strategically use the limited funds available to address some of the needs uncovered during the needs assessment process.

The Needs Assessment process for the Cohort 4 Striving Readers Grant application began with a review of student assessment data from multiple sources and survey data from the 2013 application. The Literacy Team then determined that it would be beneficial to complete the Georgia Literacy Plan for K-12 Survey again in order to determine changes in teachers' perceptions and to possibly gauge the impact of the literacy initiatives implemented over the past year. The Survey Monkey responses were collected from all school level stakeholders listed above.

The Georgia Literacy Plan Survey provided broad, overarching data; however, the team recognized the need for more descriptive data to identify specific areas of concern. The Survey of Literacy Instruction for Elementary Teachers was administered. It included specific questions about all elements of literacy instruction, current practices, use of instructional time, professional learning, student engagement, and technology integration. The results of this survey provided a comprehensive overview of literacy strengths and needs at HCES.

In addition to the survey data, the Literacy Team conducted an in-depth analysis of the data sources listed below. More specific data analysis information is provided in the Data Analysis section of the grant application. Data was disaggregated by subgroup, grade level, age, content area, and gender (e). The team drilled down into the data to identify trends, strengths, and weaknesses that impact student achievement. The Literacy Team then synthesized the findings from all data sources to determine Areas of Concern and to inform the Root Cause Analysis.

### **Data Sources (e):**

- CCRPI Data
- Georgia Literacy Plan Needs Assessment for Literacy K-12
- Survey of Literacy Instruction for Elementary Teachers
- SLDS:
  - CRCT data in all content areas and all subgroups
  - 3<sup>rd</sup> and 5<sup>th</sup> Grade Writing Assessment
  - Lexile
  - GKIDS
- AIMSweb
  - Decoding skills
  - Oral Reading Fluency
  - Comprehension
  - Lexile
- CRCT Readiness Indicators

**Specific Areas of Concern, Root Cause Analysis, and Connection to Research and Current Practices (c, e, f)**

<b>Engaged Leadership</b>	
Concern: Need for a shared literacy vision and a clearly articulated plan for literacy instruction across all grade levels and content areas	
<p>Root Causes:</p> <ul style="list-style-type: none"> <li>• Implementing new programs in the past without adequate PL</li> <li>• Lack of fidelity to the core reading program</li> <li>• Lack of specific Pacing Guide across all content areas and grade levels</li> </ul>	<p>Current Practices:</p> <ul style="list-style-type: none"> <li>• Continued PL in best practices for teaching the CCGPS and GPS standards to mastery in all content areas and grade levels</li> <li>• Teachers use the state curriculum maps</li> <li>• Efforts to engage and inform all stakeholders through the use of social media, classroom newsletters, Open Houses, and an active PTO.</li> </ul>
<p>“What” p.5- “A shared literacy vision has been agreed upon by the school and community that is aligned with the state literacy plan.”                      “Why” p 31- “All stakeholders are responsible for promoting literacy.</p>	
<p>Data Analysis Notes (e): Analysis and synthesis of all data sources indicates a need for a clearly articulated literacy vision and a specific school-wide literacy plan. Survey results revealed that 100% of respondents believe that administrators demonstrate a commitment to improving literacy instruction in the school.</p>	

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Continuity of Instruction	
Concern: Need to optimize literacy instruction across all content areas and grade levels	
Root Causes: <ul style="list-style-type: none"><li>• Lack of engaging texts at a wide range of Lexile levels across all content areas</li><li>• Need for PL in selecting materials with appropriate text complexity</li><li>• Lack of PL in a systematic approach for teaching content vocabulary</li></ul>	Current Practices: <ul style="list-style-type: none"><li>• CCGPS and GPS standard drive instruction in all content areas</li><li>• Social Studies and Science textbooks as a resource</li><li>• Teachers in 3<sup>rd</sup>-5<sup>th</sup> grade use Social Studies Weekly newspapers as a resource</li><li>• Time for Kids magazine</li><li>• Purchased a limited number of content specific Social Studies texts for check out in the Media Center</li><li>• Written responses across the curriculum through the use of Writing to Win</li></ul>
(f)“What” p.6, 7 “Why” p. 31 “Literacy skills are embedded and emphasized in each content area in all grade levels.”	
<i>Data Analysis (e):</i> A careful analysis of three years of 3 <sup>rd</sup> -5 <sup>th</sup> grade CRCT data indicates a steady increase in the percentage of students who did not meet standards in content areas. This is attributed to an increase in the rigor and amount of informational reading in the content areas and content specific vocabulary that is necessary to meet CCGPS standards. Teacher survey data also indicates a lack of resources with appropriate text complexity. An in-depth analysis of CRCT data revealed a downward trend in 3 <sup>rd</sup> grade CRCT scores and lower overall scores for males across all grade levels and content areas.	

Ongoing Summative and Formative Assessments	
Concern: Need for Professional Learning on the effective use of Universal Screening Data and Diagnostic Assessments to drive differentiation	
<p>Root Causes:</p> <ul style="list-style-type: none"> <li>• Need for PL in the stages of reading development in order to diagnose skill deficits and provide prescriptive interventions</li> <li>• Need for additional training on the use of data to inform differentiation</li> </ul>	<p>Current Practices:</p> <ul style="list-style-type: none"> <li>• AIMSweb –2<sup>nd</sup> year of implementation</li> <li>• AIMSweb Benchmark and Progress Monitoring data used to gauge the effectiveness of interventions</li> </ul>
<p>(f) “What” pg. 8-9                      “Why” pg. 96 Assessment materials must be aligned with students’ needs and personnel must be adequately trained to administer testing, diagnose needs, and plan instruction based on those needs.</p>	
<p><i>Data Analysis Notes (e):</i> A comprehensive analysis of all data sources indicates a clear need for additional training on summative and formative assessment uses. Less than 30% of survey respondents reported that there is a fully operational system of ongoing formative and summative assessment data used to inform instruction.</p>	

Best Practices in Literacy Instruction	
Concern: Need for PL and resources to ensure that all students receive direct, explicit instruction in Foundational Reading Skills and Writing	
<p>Root Causes:</p> <ul style="list-style-type: none"> <li>• Lack of materials for teaching foundational reading and writing skills</li> <li>• Need for PL in best practices for teaching foundational reading and writing skills</li> <li>• Lack of engaging texts in a variety of formats</li> <li>• Lack of technology for student use to enhance literacy instruction</li> <li>• Lack of resources for student focused small group centers/stations</li> </ul>	<p>Current Practices:</p> <ul style="list-style-type: none"> <li>• The Daily Five-K-3</li> <li>• Harcourt Storytown</li> <li>• Writing to Win program in grades K-5</li> <li>• School wide expectation that students should be writing daily in all content areas.</li> </ul>
<p>“What” p.9-10                      “Why” p 64 “Generally, quality instruction at an early age may decrease incidents for reading difficulties. In grades K-3, 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><i>Data Analysis Notes:</i> Data indicates that foundational literacy skills are a major concern. Third grade CRCT data for 2014 indicates that students are unprepared for the level of rigor and text complexity necessary to master the CCGPS standards. Survey data also revealed a need for resources and professional learning in these areas.</p>	

<b>System of Tiered Intervention (RTI) for All Students</b>	
<b>Concern: Lack of protocol for matching identified students with appropriate interventions</b>	
<p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>• Lack of knowledge of current resources at each RTI Tier</li> <li>• Lack of diagnostic tools to match students with prescriptive interventions</li> <li>• Lack of protected time for Tier 3 interventions</li> <li>• Lack of LRE for Tier IV</li> </ul>	<p><b>Current Practices:</b></p> <ul style="list-style-type: none"> <li>• Some PL in utilizing appropriate materials for each RTI Tier and the importance of consistency between classrooms, grade levels, and schools within the district.</li> <li>• Weekly RTI Team Meetings</li> <li>• Use of consistent system for tracking data and intervention plans</li> </ul>
<p>“What” p 11-13                      “Why” p 123- “Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing intervention methods that efficiently and effectively offer students opportunities to be successful.”</p>	
<p><i>Data Analysis Notes (e):</i> Survey results indicated that an average of 30% of respondents feel that RTI is fully operational. Teachers also indicated a need for PL in the use of universal screeners and diagnostic assessments.</p>	

<b>Improved Instruction Through Professional Learning</b>	
<b>Concern: Need for PL for literacy instruction for leaders, teachers, and paraprofessionals</b>	
<p>Root Causes:</p> <ul style="list-style-type: none"> <li>• Lack of ongoing PL on the core program</li> <li>• Lack of PL for support staff</li> <li>• Lack of plan for training and supporting new staff</li> </ul>	<p>Current Practices:</p> <ul style="list-style-type: none"> <li>• Daily common planning times</li> <li>• Full-time Academic Coach beginning 2014-2015</li> </ul>
<p>“What” p 13                      “Why” p 140 In order for students to meet the demands of an increasingly competitive global society, teachers must learn to teach in ways that promote critical thinking and higher order performance.</p>	
<p><i>Data Analysis Notes (e):</i> Survey responses and data analysis indicate a growing need for professional learning in all aspects of literacy instruction. Skipped survey questions and N/A responses on some survey items demonstrates a lack of understanding that teachers across the curriculum are responsible for literacy instruction.</p>	

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### Analysis and Identification of Student and Teacher Data

Data driven instruction is our practice at HCES. Teachers from all areas are represented on the Data Team, and all data presented includes data for all teachers (d). Data sources include CRCT, Georgia Writing Assessment, GKIDS, AIMSweb, and other sources. Data is routinely disaggregated by subgroups including SWD, ED, and Gender. However, a lack of diversity (95% Caucasian, 2% Hispanic, 2% Multi-racial, and 1% Undefined) greatly impacts the validity of data disaggregation by race and ethnicity.

### **Early Learning Data (a)**

<b>GKIDS : Percent Elements Meets/Exceeds</b>		
<b>ELA/CCGPS</b>	<b>2014</b>	<b>2013</b>
Reading	<b>86</b>	<b>85</b>
Writing	<b>72</b>	<b>73</b>
Speaking and Listening	<b>81</b>	<b>86</b>
Language	<b>77</b>	<b>83</b>
ELA Total	<b>81</b>	<b>83</b>

GKIDS data indicates that approximately 20% of students entering 1<sup>st</sup> grade do not have the foundational skills necessary to master grade level standards. In order to assess the needs of incoming Kindergarten students for the 2014-2015 school year, students were given the Lollipop Screening test at registration. Of the 75 students who were assessed, 40% scored in the above average range, 23% scored in the average range, and 37% scored in the below average range. This data, combined with GKIDS data, indicates the stark diversity of readiness levels in Kindergarten students.

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### CRCT (a,b)

CRCT Percentage of Students Meeting or Exceeding															
	2013-2014					2012-2013					2011-2012				
	Rdg	ELA	M	Sc	SS	Rdg	ELA	M	Sc	SS	Rdg	ELA	M	Sc	SS
3 <sup>rd</sup>	95	86	77	79	84	96	95	83	89	92	100	100	93	94	95
4 <sup>th</sup>	95	91	87	86	90	97	95	94	91	93	91	93	88	87	84
5 <sup>th</sup>	97	99	91	89	93	94	94	96	88	92	91	95	90	85	81
<b>All Students</b>	<b>96</b>	<b>92</b>	<b>85</b>	<b>85</b>	<b>89</b>	<b>95</b>	<b>90</b>	<b>91</b>	<b>89</b>	<b>92</b>	<b>95</b>	<b>96</b>	<b>90</b>	<b>88</b>	<b>86</b>
SWD	84	82	66	62	74	81	82	75	59	68	82	88	71	67	67
ED	93	89	80	79	84	93	92	89	87	90	93	95	88	83	81
Males	93	91	82	86	88	93	92	92	87	91	93	94	88	88	87
Females	97	93	88	84	90	98	99	90	92	94	98	98	92	89	86

A thorough analysis of CRCT data revealed several areas of concern. Third grade scores in all subject areas have sharply declined over the past three years. This sharp decline not only indicates the need for additional professional development and resources for 3<sup>rd</sup> grade teachers, but also demonstrates that students in Kindergarten through 2<sup>nd</sup> grade have not been adequately prepared for the text complexity and DOK necessary to demonstrate mastery of the 3<sup>rd</sup> grade CCGPS. Scores for SWD and ED students have declined or have remained stagnant across all content areas. Another area of concern is that males consistently score lower than females across all grade levels. Scores in the content areas are consistently lower than reading scores which indicates the need for an increased focus on informational reading and writing skills along with content specific vocabulary instruction. Another concerning issue is that only 72% of 3<sup>rd</sup> graders and 76% of 5<sup>th</sup> graders achieved grade level Lexile goals on the CRCT. Although CRCT scores at HCES have traditionally been above the county and state averages, the CRCT Readiness Indicators for 2014 indicate that scores are expected to drop by as much as 40% on the Milestones.

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### Writing Assessment (a,b)

Third Grade Writing Test: % Meets/Exceeds																
	Informational				Narrative				Persuasive				Overall			
	M	F	SWD	ED	M	F	SWD	ED	M	F	SWD	ED	M	F	SWD	ED
<b>Conventions</b>	78	91	31	80	81	87	46	78	79	87	46	81	79	88	41	80
<b>Ideas</b>	80	93	54	82	81	91	54	78	79	91	54	80	80	92	54	80
<b>Organization</b>	73	86	54	88	81	87	54	78	77	89	62	75	77	87	57	80
<b>Style</b>	76	91	46	75	72	87	39	71	70	85	39	75	73	87	41	74

Fifth Grade Writing Test: % Meets/Exceeds					
	Overall	Females	Males	SWD	ED
2014	85	92	78	53	84
2013	83	96	72	29	77
2012	82	91	68	44	79

An examination of writing test data indicates specific concerns with males, SWDs, and EDs in both grade levels. Since writing is a major focus of the CCGPS and the Milestones Assessment, the need for PL and resources in this area becomes an even more pressing concern.

### District Prescribed Assessments (g)

During the 2013-2014 school year, PCSD began to use AIMSweb as a universal screener. During the first year of implementation, there were only two benchmarks. Another issue that impacted comparison is that not all students were tested on both benchmarks. For that reason, data collected during the implementation year is not valid for comparison. The current school year is the first full year of consistent implementation and clear guidelines for collecting valid data have been

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set. At this point in the school year, there has only been one benchmark assessment. The most concerning data from that assessment is that only 6% of entering 2<sup>nd</sup> graders had a Lexile of 550 or higher, 16% of entering 3<sup>rd</sup> graders had a Lexile of 650 or higher, 4% of entering 4<sup>th</sup> graders had a Lexile of 750 or higher, and 13% of entering 5<sup>th</sup> graders had a Lexile of 850 or higher. Some teachers have begun using the Informal Decoding Inventory as a diagnostic tool, but there is a need for more training and materials to provide prescriptive interventions.

### **Teacher Data (e,h)**

HCES is staffed by 40 knowledgeable and dedicated teachers whom are highly qualified and have Level 5 certification or higher. In 2014-2015, HCES welcomed six new teachers due to the addition of new positions or promotions within the school. Before this year, the last new staff member was hired 8 years ago. Attrition at HCES is due to retirement or promotion. Teachers at HCES have a strong commitment to expanding their professional knowledge in order to best meet the needs of their students. The preferred delivery method for PL is for the Academic Coach to demonstrate a lesson with students and debrief with teachers after the lesson. Teachers participate in weekly PL during grade level meetings, faculty members are also in the process of completing the Formative Instructional Practices (FIP) modules, and teachers attend periodic after school trainings provided by the Academic Coach. Teachers also attend trainings at RESA and use PD360. All teachers are involved in school wide vertical planning committees that focus on school improvement.

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### Goals and Objectives (f):

**Goal 1:** Improve foundational reading skills to ensure that all students enter 3<sup>rd</sup> grade with the knowledge and skills necessary to demonstrate mastery of the CCGPS.

**Objective:** Provide professional learning for all teachers in the interpretation of universal screening data and utilizing that data, along with diagnostic assessments, to provide targeted interventions.

**Objective:** Provide engaging, differentiated station resources geared toward helping students develop Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and foundational writing skills.

**Goal 2:** Increase Lexile scores for all students

**Objective:** Increase teacher knowledge of integration of literacy skills across all content areas

**Objective:** Provide additional PL to increase the use of content specific texts and strengthen the newly adopted Writing to Win program.

**Objective:** Purchase a wide range of materials at various Lexile levels that provide all students access to content knowledge at their independent reading level.

**Goal 3:** Close the achievement gap between male and female students

**Objective:** Conduct interest inventories in appropriate grade levels to determine areas of interest for both genders prior to purchasing materials for self-selected reading.

**Objective:** Purchase literacy resources in multiple formats including technology and game based resources, graphic novels, and resources that encourage peer communication.

**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?**

A renewed focus on revitalizing our literacy instruction came about with implementation of the rigor enhanced College and Career Georgia Performance Standards. In order to support continued growth of teachers as they endeavor to facilitate these demanding standards, Hill City administrators will continue to make professional learning a priority. *“Substantial academic growth will only occur when professionals receive ongoing, targeted professional Learning”* [The Why, 142].

**What? (In Current Practices)** (p5)

- Participate in Georgia Formative Instructional Practices (FIP Modules) Webinars to learn how to effectively implement clear target setting, collecting and documenting evidence of student learning, and using formative data to inform instruction.
- Schedule regular literacy observations to monitor the use of literacy strategies.
- Schedule protected time for literacy and teacher collaboration. (45 minutes per week mandated for collaboration)
- Provide time and support for staff to participate in job-embedded professional learning (on-site literacy coach resource)
- Strategic assigning of teachers for non-academic duties

**How? (To Move Forward)** (p21-22)

- Participate in focused, sustained professional development by analyzing data and adjusting professional development accordingly
- Participate in professional learning in literacy leadership in order to support best practice in classroom instruction
- Study research-based guidelines, strategies, and resources for literacy instruction set forth in the “Why” document
- Develop and maintain pipeline of leaders by identifying and training leaders for succession
- Ensure continued growth through professional learning by providing opportunities and mentoring 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?**

Hill City Elementary School’s administrators believe in shared governance. Under the guidance of administrators, all teachers, students, parents, and stakeholders are involved in the literacy leadership of HCES. The literacy leadership team is data driven, which in turn guides the literacy instruction of students in all content areas.

The literacy team at HCES consists of school administration, grade level leaders, media specialist, academic coach, gifted coordinator, speech pathologist, special education teacher, and parent representatives. It will be the goal of the literacy team to provide essential literacy direction for the school and community through continued analysis of formative and summative student

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assessments, and to refine literacy goals based on College and Career Georgia Performance Standards.

*“The role of leadership in developing literacy in the nation, state, district, school, and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level of education. Only through a comprehensive effort to make changes within the district, school, and classrooms can an optimal literacy plan come forth”* (The Why, 156).

### **What? (In Current Practices)** (p5)

- Partner Literacy Leadership Team with community stakeholders, school faculty, and parents (Community in Action-Partners in Education)
- Participate in District Literacy Leadership Team (scheduled meetings)
- Continue to ensure the use of research-based practices aligned with CCGPS (TKES)
- Reassign staff to maximize each teacher’s literacy strengths
- Identify and allocate additional funding sources to support literacy (ETC, AEMC, local businesses)
- Continue to strengthen the school literacy team

### **How? (To Move Forward)** (p21-22)

- Create a **shared** literacy vision for the school and community aligned to the state literacy plan
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Define priorities and allocate needed resources to sustain them over time
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the College and Career Georgia Performance Standards literacy standards.
- Ensure that all stakeholders understand literacy goals (brochures, literacy website, Kid Are Our Connection (Drive-By initiative), teacher webpages, and newsletters)
- Share student achievement gains with District Literacy Leadership Team and School Board Members through multiple methods of media including social media.

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

#### **Why is this important?**

Realizing the importance of effective time management as it relates to student achievement, the master schedule at HCES facilitates a common planning time for grade level teachers to collaborate. An improved literacy plan would reflect additional time allocated for vertical planning to discuss pacing across content areas and grade levels. *“Extended time for literacy should occur in language arts and content areas classes”* (The Why, 58).

#### **What? (In Current Practices)** (p6)

- Master schedule of 90 minutes allocated to literacy instruction
- Time for intervention is built into the school schedule for each day (target groups)
- Use technology to provide professional learning in content areas
- Use flexible scheduling options to include additional time for reading intervention (double dosing)
- Ensure that teams meet for collaborative planning and examining student data/ work during scheduled times

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### **How? (To Move Forward)** (p22-23)

- Use planning time to analyze student work in the area of literacy related formative tasks using rubrics and student work samples provided by the state
- Ensure that effective data analysis procedures and practices are understood and practiced
- Maintain anecdotal notes and data portfolios to showcase student successes
- Schedule time for vertical collaborative planning
- Utilize the Academic Coach as an integral part of these meetings

### **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?**

HCES continually strives toward an exemplary comprehensive literacy program. The literacy team has the task of clearly articulating a plan that strategically addresses content literacy and foundational reading skills to all stakeholders.

*“The standards insist that instruction in reading and writing be the shared responsibility of the school...part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing a need for college and career students be proficient in reading complex informational text independently in a variety of content areas.” (The Why, 27)*

#### **What? (In Current Practices)** (p6)

- Provide family-focused services and outreach that engage parents and family members in literacy programs and services (Caterpillar Kids (pre-school), Parent’s Academy (K-5)
- Send learning targets for each nine week period to parents and post on websites
- Utilization of all staff to support literacy instruction
- Non-homeroom teachers and paraprofessionals are used for daily, focus group instruction across all grade levels

### **How? (To Move Forward)** (p24-25)

- Work with the Literacy Leadership Team and all stakeholders to develop a shared vision for literacy at HCES and plan for achieving this vision.
- Provide professional learning on incorporating the use of literature in content areas and use of informational texts in English language arts classes
- Faculty and staff will participate in sustained professional learning on literacy strategies in the content area
- Plan for targeted sustained professional learning for all staff on literacy strategies and deep content knowledge
- Provide a literacy resource room for parents and parent trainings on building literacy skills
- Continue to monitor instruction to ensure consistent use of effective instructional practices in literacy as outlined by Teacher Assessment on Performance Standards (TAPS)
- Use social media to communicate and promote the **goals of literacy** across the curriculum i.e. Facebook, Twitter
- Develop and maintain infrastructure to support and guide literacy for students and families

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

#### **Why is this important?**

There is a need for a systematic approach to integrate literacy across content areas with an emphasis

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on content vocabulary and a structured writing focus at HCES. *“Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation.” (The Why, 26) “Writing demands for the 21st century are increasing not only in schools, but also in workplaces that demand effective communication skills. The implementation of strong writing programs is crucial to a literacy initiative” (The Why, 45).*

### **What? (In Current Practices)** (p6)

- Require writing as an integral part of every class every day through constructed response and Writing to Win
- Ensure the use of researched-based strategies and appropriate resources to support student learning of the CCGPS

### **How? (To Move Forward)** (p26-27)

- Professional Learning for: advanced word study, vocabulary, and writing across content areas/aligning text complexity to needs of individual learners/use of mentor texts/implementation of foundational reading skills
- Share ways for teachers to guide students to focus on their own improvement
- **Text complexity** that is adjusted to meet needs of individual learners
- Provide teachers with resources to ensure variety and choice in reading materials and writing topics
- Provide training and resources for teachers to integrate appropriate text comprehension strategies into instruction within all subject areas (self-questioning, summarizing, predicting, inferencing, and graphic organizers)
- Develop systematic approach to teaching **academic vocabulary** in all subjects

**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?**

HCES administrators and staff realize effective schools are integral parts of their communities, and as a result, maintain partnerships with local businesses and the community organizations.

Maintaining a relationship with the community is an important aspect of preparing students for college and career. *“Georgia’s goal is for all students become self-sustaining, lifelong learners, and contributors to their communities...all stakeholders are responsible for promoting literacy” (The Why, 31).*

### **What? (In Current Practices)** (p7)

- Read Across America (community members read to HCES classrooms)
- Heritage Days
- Veterans Visitor Day Writing Connection
- Bent Tree Grants
- Community Mentor Program
- Walmart Resource Donations
- HCES has historically had an open door policy for community learners: GED Classes, Piedmont College Cohorts, Boy Scouts
- A very active, dedicated PTO

**How? (To Move Forward)** (p8)

- Inform parents of the importance of including informational text in home libraries and book check outs
- Writing informative /explanatory texts to examine a topic and convey ideas and information clearly to best prepare students for college and career
- Inform parents about the critical need of students’ ability to express critical thinking through writing
- Ask teachers to identify exemplary samples of student work to model features of quality writing and share with the community using social media and display within the community
- Pursue additional funding sources for specialized literacy staff and materials
- Continue to focus proactively on broad issues that may prevent students from learning such as attendance
- Investigate similar efforts in other communities

**Building Block 2: Continuity of Instruction**

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

**Why is this important?**

Hill City Elementary Educators are committed to ensuring the success of all students. Through horizontal and vertical collaboration, teachers will research and implement best practices for literacy instruction. The administration sees the benefits of common planning among grade level teachers. With forty-five minutes of common planning time, teachers have the advantage of a sustained period of time for collaboration. Cross curricular differentiation, assessment strategies, and student driven data are examined to ensure the literacy success of all students. (Additional time for vertical planning as well as writing across content areas will be an important focus.)

*“In order to improve literacy achievement, Reading Next (Biancarosa and Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement. Three elements validate using collaborative teams through:*

- *Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.*
- *Teacher team, which are interdisciplinary teams that meet regularly to discuss students and align instruction.*
- *A comprehensive and coordinated literacy program, which interdisciplinary and interdepartmental and may even coordinate with out-of school organizations and the local community” (The Why, 66-67).*

**What? (In Current Practices)** (p7)

- Scheduled times for teams to meet for regular collaboration
- Prepare agendas and action summaries for all meetings
- Plan and implement lessons that address the literacy needs of students
- Study formative student assessment results to continue to adjust instruction
- Share professional learning online and at team meetings

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### **How? (To Move Forward)** (p29)

- Use protocols to examine students work (**writing**)
- Establish cross-disciplinary teams for literacy instruction
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and **writing instruction**
- Showcase evidence of student learning success on the school or class websites through blogs e.g **writing assignments**, improved test scores, awards, or recognitions
- School-wide commitment to teaching to mastery and providing appropriate support at all RTI Tiers to ensure all students master grade level standards

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

#### **Why is this important?**

Teachers at HCES are visionaries who embrace the idea that writing across the curriculum will enhance the literacy instruction provided in the traditional language arts class. In order to be prepared for a lifetime of learning and leading, students must be actively engaged in meaningful literacy instruction in all content areas. This type of cross curricular instruction will close the achievement gap in order for all students to be college and career ready.

*“Research shows that students who practice reading and writing in all content areas become voracious readers and writers in life. Educators are responsible for ensuring that students are capable of manifesting the definition of Literacy. Specifically, content area teachers at all grade levels must include reading comprehension and process subject specific texts in all areas: mathematics, science, and social studies”* (The Why, 26).

#### **What? (In Current Practices)** (p7)

- Reading teachers in grades K-5 use core reading programs that provide continuity
- Identify the concepts and skills needed to meet expectations in CCGPS.
- Use research-based strategies and appropriate resources to support the mastering of the CCGPS
- Integrate appropriate comprehension strategies into instruction in all subject areas self-questioning, summarizing, predicting, making inferences, graphic organizers)
- Plan and integrate lessons that address the literacy needs of students
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Study a variety of strategies for incorporating writing into all content areas (**Writing to Win** initiative)

#### **How? (To Move Forward)** (30-31)

- Channel appropriate funding toward reducing the student to computer ratio and increasing access to 21<sup>st</sup> century technology
- Infuse all types of literacy throughout the day (e.g. print, online, blogs, wikis, social media)
- Develop meaningful opportunities for students to write, speak, and listen using social media, for both face-to-face and online options
- Integrate a common theme across subject areas, immersing students in **content vocabulary** connected to the subject
- **Strategically plan** direct and explicit instructional strategies to teach text structures,

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**vocabulary**, and background knowledge that students need to learn for each subject.

- Monitor the use of instructional strategies to improve **foundational** literacy through formal and informal observations
- Stay abreast of effective strategies for literacy instruction (especially in the area of **foundational skills**)
- Plan a literacy celebration for the entire school (Book Fair Projects)
- Provide professional learning for teachers and paraprofessionals in best practices in **foundational reading skills**.
- Provide engaging resources and materials in a variety of formats to teach and strengthen **foundational reading skills**- phonemic awareness, phonics, fluency, vocabulary, and comprehension

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

**Additional concern:** Student attendance is a fundamental problem at HCES.

#### **Why is this important?**

HCES realizes an important aspect for ensuring academic success is to help children get into the habit of attending school every day. Regular school attendance doesn't in itself ensure academic success, however, missing extended periods of time when children are learning basic academic skills that lead to a proficiency in reading, can put a child at risk.

In a literature summary from the National Dropout Prevention Center, retrieved from the Georgia DOE entitled, *Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention* suggests, "*Research has shown that early identification of poor attendance patterns of children and the ensuing truancy issue are vital to ensuring a successful school experience. When identified early, attitudes and behaviors can often be changed before they are deeply entrenched.*"

<http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Student-Attendance-Research-and-Literature-Summaries.aspx>

#### **What? (In Current Practices)** (p8)

- Develop and sustain avenues of communication: Kids Are Our Connection (Drive-by parent information flyers: handed out at car drop off and pick-up)
- Continue to focus on broad issues that may prevent students from learning (health, nutrition- Community Supported: Weekend Snack Pack)
- Classroom Attendance Incentives – Spell Popsicle through daily perfect attendance
- Technologies are utilized to more creatively and effectively communicate : Automated call to parents each day of child absence

#### **How? (To Move Forward)** (p32-33)

- Establish a work group to focus specifically on how learning supports are used (attendance focus: P.A.N.D.A Awards (Perfect, Attendance, No, Days, Absent)
- Continue to foster relationships/networks among schools (particularly within feeder patterns) families, and communities.
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass stakeholders.
- Improve communication with parents about the link between attendance, academic success, and dropout rates.

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- Harness the power of technology to increase student motivation, learning, and ultimately attendance.

### **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?**

There is an established infrastructure for ongoing formative and summative data gathering within the county and at HCES. Summative data collection sources include the CRCT (Milestones) and CCRPI results gathered from the state's Longitudinal Data System (LDS). Historically, formative data has been gathered from Georgia's Assessment Online (OAS) benchmarks, Successmaker, STAR reading, and Accelerated Reader. Additionally, the Pickens County School System is in full implementation of the universal screener Aimsweb. The Aimsweb initiative has enabled HCES teachers to better identify below, on, and above target students. Better progress monitoring protocol through Aims, Dibels Next and the Scholastic Reading Inventory will make the RTI process much more efficient in addressing the needs of individual students. Upon receiving the Striving Reader's Grant, Aimsweb data would still be used for identifying needs for strategic interventions in math.

*An overarching recommendation by Literacy Task Force is a need for a universal screener at all grade levels. (p.26) The universal screener is used to identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. (The Why, 99)*

##### **What? (In Current Practices)** (p8)

- A data collection plan for storing, analyzing +and disseminating assessment results is in place
- Aimsweb is used to screen, progress monitor, and identify achievement levels all learners- high achieving/ advanced as well as struggling learners who benefit from enrichment
- Administer assessments, input, and analyze data according to the established timeline as indicated by the county formative assessment calendar
- Results of the assessments are analyzed in order to adjust expectations and instruction in all classrooms
- Student data is analyzed in teacher teams to develop and adjust instructional plans (weekly RTI meetings are held in all grade levels)

##### **How? (To Move Forward)** (p34-35)

- Clearly define a strategic process for selecting appropriate interventions for struggling readers
- Upgrade technology infrastructure, to support assessment administration and dissemination of results
- Continue to purchase assessment and intervention materials aligned with students' needs
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording.

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

**Why is this important?**

HCES will maintain the effective utilization of formative and summative assessments through continued professional development on test administration and data analysis to guide instruction and interventions.

*The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment. The plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. (The Why,95)*

**What? (In Current Practices)** (p8)

- Instructional levels of all students are screened and progress monitored through AIMSweb
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Interventions
- Assessment measures are regularly used to identify high achieving /advanced learners who would benefit from enrichment or advanced coursework.
- The county and building data teams have been trained by certified AIMSweb trainers to administer assessments to ensure standardized procedures are followed and accurate data is recorded

**How? (To Move Forward)** (p36)

- Continue to monitor classroom efficacy of best practices through the use of system and school-based formative assessments
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and assessment fidelity
- Provide additional training at all grade levels for interpreting data and forming appropriate interventions based on specific student needs

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

**Why is this important?**

County-wide protocol for ensuring students identified by screenings through progress monitoring will be continued through appropriately maintained technology. Intervention documentation of students placed in RTI Tiers II and IV are monitored through online BASE Data Tracker by teachers, administrators, county curriculum director, and special education personnel. Additionally, updated technology will be used to differentiate content to address individualized needs of students at each RTI tier. *“Having the “right” assessments in place is only one element of an effective literacy plan. Data must be easily accessible to school personnel in order for it to drive decision making” (The Why, 96)*

**What? (In Current Practices)** (p9)

- A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessments
- Use results of diagnostic assessments for student placement within an intervention and to adjust instruction
- Use student assessment data to assist students and teachers in setting learning goals and in

monitoring progress toward those goals

- Continue to use informal phonics and decoding inventories

**How? (To Move Forward) (p37)**

- HCES is in need of diagnostic assessments that isolate component skills, especially foundational skills, needed for mastery of literacy standards.
- Evaluate and upgrade the capacity of technology infrastructure if necessary, to support administration of assessments and dissemination of results
- 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, use glass option of e-readers to provide definitions to unknown words; translate materials into first language, support students whose disabilities may preclude them from acquiring information through reading)

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

**Why is this important?**

HCES teachers and administrator recognize the need for both formative and summative assessments to ensure that content material is mastered. Information from these assessments inform instructional practices geared to meet the needs of individual learners.

*It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment” (The Why, p 95).*

**What? (In Current Practices) (9)**

- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments
- Disaggregate data to ensure progress of subgroups
- Study how disciplinary standards are assessed on state and local tests.
- Teacher team meetings occur weekly to discuss changes that can be made to improve the instruction for students in RTI.
- Analyze assessment data to identify teachers who need support
- Use CCRPI data from previous year’s outcome assessments to determine broad student needs and serve as baseline for improvement:
  - Criterion Referenced Competency Test in grades 3-5
  - Georgia 5<sup>th</sup> Grade Writing Test
  - GKIDS

**How? (To Move Forward) (37-38)**

- Based on analysis of summative data: adjust curriculum alignment to eliminate gaps, redefine school improvement goals, and ensure that students are appropriately place in specific programs
- Use technology to share relevant student progress data with families in an easily interpreted format
- Use online training options to offer professional learning on strategies to address skills identified as school-wide subject area weakness

**Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning**

**Why is this important?**

All teachers at HCES are using data from Aimsweb to make changes to their instructional practices. However, there is an ongoing need for a consistent and systematic approach to selecting appropriate materials and strategies to meet the needs of students in all RTI Tiers.

*Teachers need intense professional learning on administering universal screeners and then how to interpret the data and determine the best instructional course of action” (The Why, 24).*

**What? (In Current Practices)** (p9)

- Protocols for team meetings, such as those found on <http://www.lasw.org/mwthods.html> are regularly followed
- The online BASE system is used to store and retrieve RTI data for Tiers II and III and will be expanded to Tier IV
- A county-wide protocol for making decisions to identify the instructional needs of students is in its infancy

**How? (To Move Forward)** (p 38-39)

- Train teachers to use decision-making protocol to identify student instructional needs and group them by commonalities
- Implement protocol with fidelity
- Use on-line options to provide teachers with the training and time to analyze data to determine the need for intervention
- Use onsite training and coaching to determine appropriate interventions to be used

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

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

**Why is this important?**

HCES understands that high-performing schools maintain high student expectation through rigorous, challenging learning environments. A CCGPS aligned curriculum and research-based teaching must be upheld by all staff.

Additionally, students are actively involved in their learning through inquiry, in-depth learning, and performance assessments.

*“Educators are responsible for ensuring that students are capable of manifesting the definition of literacy. Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas. Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation” (The Why 26-27).*

**What? (In Current Practices)** (p10)

- Administration conducts classroom observations using an assessment tool (TAPS) to gauge current practices in literacy instruction

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- Examine student data to identify areas of instruction with greatest needs (e.g. word identification, fluency, vocabulary, comprehension)
- Compile and examine classroom observation data to gauge current practice in literacy instruction
- Continue to analyze data to determine the impact of teaching strategies on student achievement
- Ensure a daily literacy block in K-3 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small group instruction for differentiation for all students

### **How? (To Move Forward)** (p40-41)

- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Plan and provide professional learning on differentiated instructional options for literacy assignments
- Share effective differentiated lessons and differentiation strategies in teacher team meetings
- Provide professional learning on tenets of explicit instruction:
  - Use of data to inform instructional decisions and explicit teaching
  - Discussions of where and when strategies are applied
- Provide families access to resources that differentiate support for students
- Strengthen literacy block in K-3 through professional learning, additional resources, and materials.
- 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: Teachers work to develop and maintain interest and engagement as students progress through school.**

#### **Why is this important?**

Data analysis of subgroups revealed a consistent performance gap between male and female students at HCES in all subject areas. In an effort to close that gap, a focus on technology driven instruction, hand held devices, games, and apps to heighten the engagement of boys is an important literacy goal. Additionally, providing texts geared to interests of learners will increase motivation. *"Incorporating technology into instruction can increase motivation at the same time enhances literacy by fostering student engagement"* (The Why, 53).

#### **What? (In Current Practices)** (Building Block D.p11)

- Teachers are intentional in their efforts to develop and maintain interests and engagement as students progress through school
- Provide students with opportunities to self-select reading material and topics for research
- Take steps to provide students with an understanding of the relevance of their academic assignments to their lives

#### **How? (To Move Forward)** (p41)

- Explore ways to facilitate peer collaboration (e.g. literacy circles)
- Leverage the creative use of technology within the learning process to promote engagement and relevance
- Enhance classroom libraries with high interest informational texts (e.g. science)

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- Scaffold students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy

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

#### **Why is this important?**

HCES teachers realize writing helps us make sense of what we are learning and helps us make connections to our own lives or others' ideas. *"A student must be able to communicate information by producing quality writing...and write productively in multiple contexts. Therefore, more effective literacy instruction must occur in all grade levels in all content areas"* (Why, 30).

#### **What? (In Current Practices)** (Building Block B p.10)

- Implement a vertically and horizontally articulated writing plan consistent with CCGPS. (Writing to Win initiative)
- Identify the program protocol and materials necessary to implement the plan at each level

#### **How? (To Move Forward)** (p42)

- Develop a coordinated plan for writing instruction across all subject areas to include: Explicit instruction, guided practice, and independent practice
- Provide professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

## **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**

#### **Why is this important?**

In order to maximize the effect of core instruction for all students, the use of student centered data to make decisions about targeted instruction and interventions for at-risk learners must continue to be at the helm of each HCES teacher's practice.

*"The Response to Intervention (RTI) protocol of academic behavioral interventions design to provide early, effective, assistance for ALL underperforming students. Research-based interventions are implemented, and frequent progress monitoring to assess student response to interventions"* (The Why,125).

#### **What? (In Current Practices)** (p11)

- AIMSweb implementation is operational and used for data collection
- Data analysis team meeting are scheduled weekly
- Interventions are monitored frequently (weekly RTI meetings) to ensure that they occur regularly and with fidelity

#### **How? (To Move Forward)** (p43)

- Develop process for monitoring the implementation of researched-based interventions at the building level and across the system (Checklist in BASE)
- Consider the options available through technology, onsite, and off site to provide on-going

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job-embedded support for data collection and analysis as well as intervention (e.g., videotaping, videoconferencing, online collaboration)

- Monitor and ensure that interventions are occurring regularly and with fidelity

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

#### **Concerns 1-4**

#### **Why is this important?**

The Pickens County Response to Intervention manual describes RTI as: “Reaching all students, RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions are implemented for children who continue to have difficulty”(p,2). All educators in the county uphold this belief statement.

*“Response to Intervention (RTI) is a protocol of academic and behavioral interventions designed to provide early, effective assistance for ALL underperforming students” (Why, 125).*

#### **What? (In Current Practices)** (p11)

- Student data is examined to determine instructional areas of greatest need
- Ensure adequate time for planning and implementing flexible grouping based on student’s learning needs
- Use data from universal screening process to identify general weaknesses in instruction

#### **How? (To Move Forward)** (p43-44)

- Establish protocols to support professional learning communities and use decision making model to evaluate effectiveness
- Support teachers’ effective use of technology during each stage of the process
- Monitoring the planning delivery and assessment for students with special learning needs (SWD, gifted, and EL)

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

#### **Why is this important?**

County protocol for Tier II: Interventions are regularly assessed to measure understanding and transfer of learning to core classrooms. The progress monitoring process used for the intervention is pre-identified by the school data team on the intervention components and should include curriculum-based measures and/or other standardized assessments.(p,25) Currently, HCES uses Storytown Strategic Intervention as the primary resource used for Tier II interventions. Additional intervention resources are needed to target instruction more effectively. *“Scientifically proven researched based interventions are specialized strategies for individual students. Implementation of these strategies has become imperative as schools strive to master CCGPS rigor” (Why, 124).*

#### **What? (In Current Practices)** (p12)

- Plan and provide professional learning for interventionists on:
  - Charting data
  - Graphing progress
  - Use of B.A.S.E data storage and retrieval system
  - Evidence based grouping
- Schedule times for collaborative discussion and planning between content area Tier I teachers and interventionists (teachers and paraprofessionals)

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- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Beginning to monitor movement between Tier I and Tier II

### **How? (To Move Forward)**

- Plan and provide professional learning for interventionists on:
  - Appropriate use of supplemental and intervention materials
  - Diagnosis of reading difficulties beyond information gathered from Aimsweb
  - Direct and explicit instructional strategies to address difficulties
- Ensure that teachers *consistently* provide research-validated interventions designed to meet the individual student's needs
- Provide sufficient resources (time, training, cost, materials and implementation of interventions) Additional intervention resources beyond Storytown materials needed to further individualize instruction
- Research schools successful in closing the achievement gap that have effected change

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

#### **Why is this important?**

County protocol for students identified for Tier 3 interventions are to closely monitor students based on the interventions designed by the Student Support Team. At this level, clear documentation of progress monitoring data is used to support the deep focus on the individual. Graphs of assessment trends are indicators of progress and identify if learning in the core classrooms is occurring (p,25). The primary resource used in Tier III at HCES is Storytown Intervention Station. Again, additional resources are needed to more effectively and strategically target instruction for individual learners. *"Interventions at Tier 3 are tailored to the individual and in some cases small group. The SST should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom"* (Why,127).

#### **What? (In Current Practices)** (p12)

- Data points are documented to monitor student response to daily interventions (Noting: 12 weeks of data collection with four data points are required prior to referral for special education if specific learning disability is suspected)
- Continue to ensure that students move in and out of Tier 2 and Tier 3
- Data is used to support response to intervention

#### **How? (To Move Forward)** (p46)

- Ensure that Tier 3 includes researched based interventions that address behavior
- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions
- Continue to consistently provide research-validated interventions designed to meet the individual needs of students
- Data teams continue to meet and discuss students in Teir3 who fail to respond to intervention

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

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### **Why is this important?**

County Protocol for Tier 4 interventions states students will be involved in deep, systematic, and formalized progress monitoring, data collection, and targeted instruction. Tier 4 interventions are individualized based on student assessment data. Documentation of progress is comprehensive and robust. (p26) The county protocol clearly aligns with the state literacy plan protocol. *“Tier 4 indicates a layer of interventions targeted and specialized to meet specific student needs” (Why,134).*

### **What? (In Current Practices)** (p13)

- School schedules are developed to ensure least restrictive environment
- Special Education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings
- Case managers regularly participate in open houses, parent conferences, and college and career planning activities
- A case manager is assigned to each student with an IEP and meet regularly
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant need

### **How? (To Move Forward)** (p47)

- Create a system of checks and balances to ensure fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance
- Increase the number of students served in co-taught settings
- Provide professional learning to ensure continued use of Tier 4 intervention programs with fidelity: Unique Learning Systems, Orton Gillingham, SOLO, and Letters Alive

## **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?**

Hill City Elementary School collaborates with surrounding colleges, universities, and online universities to provide training for student teachers. Pre-service teachers must be prepared to meet the challenges and expectations from ever changing educational reform. Pre-service teachers are mentored by same grade teacher leaders in authentic K-5 classrooms where collaboration of how to implement best practice is an integral part of the program. Teacher use multimedia approaches to collaborate with college supervisors and pre-service teachers. (e.g.video conferencing through SKYPE)

*“Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses in colleges. (The Why, 141). Teachers must teach in ways that promote critical thinking and higher order performance, and that will enable students to be successful and competitive in a global society” (The Why, 140).*

#### **What? (In Current Practices)** (p13)

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

literacy

- Continue to monitor and support the integration of disciplinary literacy

**How? (To Move Forward)** (p48)

- 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

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

**Why is this important?**

HCES realizes the importance of developing high-quality professional experiences for pre-service teachers which includes professional learning in literacy instruction.

*According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience. The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. (The Why, 140-141)*

**What? (In Current Practices)**(p13)

- Time is scheduled during the school day for teachers to collaboratively analyze data, share expertise, plan lessons, examine student work and reflect on practice
- Provide opportunities for teachers to practice techniques in non-threatening environment
- Site based academic coach provides support for staff
- Continue to encourage professional talk among staff during meetings with academic coach

**How? (To Move Forward)**(p49)

- Provide targeted professional learning on the CCGPS based on student and teacher needs
- Initiatives for new personnel to receive vital professional learning to ensure that current programs are used with fidelity
- Develop 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
- Continue to provide training in administering and interpreting results of assessments in terms of literacy.
- Continue to use formal and informal observations to monitor and improve literacy instruction

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

\* (f) This project plan will be implemented by all HCES regular education, SPED teachers, paraprofessionals, support and resource teachers. The project plan will be monitored by school administrators, academic coach, county curriculum director, system and school literacy teams, and the data team

Project Need (a)	Goal (b)	Measureable Objective (c)	Alignment to Best Practices (j)	Current Practice and Alternate Funding Sources (g, h)
<p>Access to engaging resources so HCES students will be able to master literacy standards set by CCGPS:</p> <ul style="list-style-type: none"> <li>• Access to a wide range of Lexile leveled narrative and informational texts in all classrooms and the Media Center</li> </ul>	<p>Collaboratively create a consistent literacy focus and vision across all grade levels and content areas through extensive, differentiated professional development and increased access to research based strategies and materials.</p>	<p>The Lexile level goal for Post Elementary School Readiness for CCRPI benchmark indicator for 3rd grade is 86.4. The Benchmark Indicator for 5th grade is 87.8. Therefore, in an effort to close the Lexile level gap, students in 3<sup>rd</sup> and 5<sup>th</sup> grade will steadily increase Lexile levels during the project plan in order to achieve and exceed the goals set forth by CCRPI.</p>	<p>With the support of literacy in the CCGPS, content-area teachers will have specific guidance on the kinds of skills that students need in order to access the more complex texts generally found in the content areas (Why, 49)</p>	<p>Only 24% of the HCES Media Center titles are non-fiction/ informational texts. Classroom libraries are extremely limited.</p> <ul style="list-style-type: none"> <li>• Multiple copies of CCGPS aligned Social Studies informational text titles were purchased using ETC funding during the 2013-2014 school year. These books are used in small group settings.</li> <li>• Science informational text will be purchased during the 2014-2015 school year using county funds.</li> </ul>
<p>There is a need for the development of a vertically and horizontally aligned plan for writing instruction across all grades and subject areas including the creation of common rubrics and exemplars.</p>	<p>Teacher teams will work to create or select a vertically aligned writing program that provides for developmentally appropriate writing development across all genres in all grade levels.</p>	<p>Once a baseline has been established for Milestones, writing progress may be measured through the state assessment. Currently, writing progress will be measured through the use of common rubrics, analysis of student writing samples at grade level meetings, examination of lesson plans in all subject areas, classroom observations, and student work displays.</p>	<p>A student must be able to communicate information by producing quality writing...and write productively in multiple contexts. Therefore, more effective literacy instruction must occur in all grade levels in all content areas (Why, 30).</p>	<p>Writing to Win is a new county initiative. Students are expected write in all subjects each day. (County Funding Resources) Although this program does provide for daily writing across the content areas, it does not teach foundational writing skills and writing skills progressions necessary to become proficient writers.</p>

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<p>Structured Professional Learning Initiative targeted toward:</p> <ul style="list-style-type: none"> <li>• CCGPS implementation</li> <li>• Best practice in literacy instruction across content areas</li> <li>• Increased focus on foundational reading skills</li> <li>• Lexile and text complexity</li> <li>• Writing across content areas</li> <li>• Differentiation</li> </ul>	<p>Teachers will be adequately trained and provided with appropriate materials and resources to maintain a steady progression toward full implementation of best practice in literacy instruction across all content areas and grade levels.</p>	<p>Once baseline data is collected for Georgia Milestones and progress goals are set, state assessment data may be used as an indicator in this area. Progress will also be measured through increased universal screening data, increased Lexile data, increased circulation in the Media Center, the use of the Georgia Literacy Observation Checklist for observations, TKES data, and lesson plan analysis.</p>	<p>Because effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement, the crucial role of the Georgia DOE is to develop a comprehensive professional learning system for educators. (The “Why” p.141)</p>	<ul style="list-style-type: none"> <li>• County Initiative- Writing to Win             <ul style="list-style-type: none"> <li>○ Teacher leader redelivery</li> <li>○ Consultant ~Site Visit (Aug. 2014) ~County Office by Grade level (Oct.2014)</li> </ul> </li> <li>• Lexile Media Center Inventory</li> <li>• Academic Coach provides ongoing site based training, mentoring, and coaching (Title I funds)</li> </ul>
<p>Increase student access to 21<sup>st</sup> Century Technology i.e (Engaging Resources)</p> <ul style="list-style-type: none"> <li>• Student laptops</li> <li>• Student iPads</li> <li>• CCGPS aligned APPS</li> <li>• E-readers</li> <li>• E-books</li> </ul>	<p>Prepare HCES students for increased academic achievement in a technological society by providing students with access to digital-age literacy (The “Why” p. 51)</p> <p>Increase engagement for males to close the male/female achievement gap in all subject areas</p>	<p>Access to engaging, digital resources will increase the percentage of students who actively seek to participate in literacy based activities across all grade levels and content areas. This objective will be measured through increased student use of technology to create and publish products, increased Lexile scores, and increased assessment scores in all areas.</p>	<p>Teacher and students are now confronted with non-conventional “multimodal” texts. Successful interactions with these texts depends on the student’s ability to access, use and evaluate content material... based on their familiarity with the media used to deliver the content. (The “Why” p. 49)</p>	<p>All HCES classrooms are equipped with:</p> <ul style="list-style-type: none"> <li>• Smartboards (aging)</li> <li>• LCD Projectors (aging)</li> <li>• 3-4 student computers (aging)</li> <li>• Newly Issued Teacher laptop (SPLOST funds)</li> </ul> <p>School Technology (Title I)</p> <ul style="list-style-type: none"> <li>• 1 Ipad cart</li> <li>• 2 computer labs (24 computers each)</li> <li>•</li> </ul> <p>Teachers often seek funding from Bright Ideas Grant from Amicalola Electric for needs such as document cameras</p>
<p>A clearly articulated plan for utilizing data to inform instruction</p>	<p>RTI will become an integral part of daily practice in which</p>	<p>This goal will be measured through increased Universal Screening data in all domains</p>	<p>Professional learning in intervention techniques permits teachers to</p>	<p>AIMSweb universal screening is in its infancy at HCES. Teachers are beginning to understand the data and how to use</p>

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<ul style="list-style-type: none"> <li>Data should be an integral part of all instructional decision making at all levels</li> </ul>	<p>teachers routinely use data to make decisions about instruction. Students in all Tiers will receive appropriate instruction differentiated to help them progress toward mastery of grade level standards and beyond. Universal screening, progress monitoring, and diagnostic assessment data will be used to diagnose and prescribe focused instruction to meet the needs of all students.</p>	<p>and increased Lexile data. This goal will also be measured through classroom observations, lesson plan analysis, and through an increased dialog about RTI and Differentiation in weekly grade level and RTI meetings.</p>	<p>incorporate strategies that allow students to access texts, to practice communication skills, and to use information. (The “Why” p.124)</p>	<p>the data to enhance instruction. AIMSweb is funded through county funds.</p>
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d) Exploratories are referred to as **C.A.M.P** (Computer, Art, Music, and P.E)

HCES Daily Schedule					
Kindergarten	1st	2nd	3rd	4th	5th
7:30-8:00 Homeroom/ D.E.A.R Tier III Intervention					
8:00-8:45 C.A.M.P	8:00-9:30 Reading/Language Arts Tier I & II				
8:45-10:15 Reading/Language Arts Tier I & II	9:30-11:00 Math	9:30-10:15 C.A.M.P	9:30-11:00 Math	9:30-11:00 Math	9:30-11:00 Math
10:15-12:00 Math	11:00-11:45 C.A.M.P	10:15-11:00 Science	11:05-11:25 Outdoor Exploration	11:15-11:45 Lunch	11:00-11:30 Lunch
12:05-12:35 Lunch	11:55-12:15 Outdoor Exploration	11:00-11:55 Math	11:30-12:00 Lunch	Science 11:45-12:30	11:35-11:55 Outdoor Exploration
12:35-1:20 Science/Writing	12:20-12:50 Lunch	11:55-12:25 Lunch Math (cont.) 12:25-1:10	12:05-12:50 C.A.M.P	12:30-12:50 Outdoor Exploration	12:00-12:45 Science
1:00-1:20 Outdoor Exploration	12:50-1:40 Science	1:10-1:50 Social Studies/Literacy	12:55-1:40 Science	12:55-1:35 C.A.M.P	12:50-1:35 Social Studies/Literacy
1:40-2:15 Social Studies/Literacy	12:40-2:25 Social Studies/Literacy	1:50-2:10 Outdoor Exploration	1:40-2:25 Social Studies/Literacy	1:40-2:25 Social Studies/Literacy	1:40-2:25 C.A.M.P
Dismissal 2:15-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30

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RTI Model (e)

Instructional Tier	Data Driven Fluidity: Students Move in and out of Tiers	Instructional Strategy
<p><b>Tier I</b> Best Practice, standards-based instruction provided to all students in all classrooms (Why, 126)</p>		<ul style="list-style-type: none"> <li>• Instruction is based on CCGPS</li> <li>• Best practices: <i>seating arrangement, flexible grouping, lesson pacing, scaffold instruction, collaborative work</i> ( Why, 126)</li> <li>• Universal Screening (Aimsweb)</li> </ul>
<p><b>Tier II</b> Standard protocol to address student needs, implemented in a specific sequence based on school resources (Why, 126)</p>		<ul style="list-style-type: none"> <li>• Diagnostic assessments (informal phonics inventory) used to determine student specific weaknesses</li> <li>• Progress monitoring data is purposefully collected and used to measure transfer of learning of core classrooms</li> <li>• Adjustments to research based interventions are made based on target data</li> </ul>
<p><b>Tier III</b> Evidence based protocols and aggressive progress monitoring (Why, 127)</p>		<ul style="list-style-type: none"> <li>• Intensive interventions in small group/one-to-one setting</li> <li>• Progress closely monitored and regularly reviewed by SST and RTI data teams</li> <li>• Increased frequency and duration</li> </ul>
<p><b>Tier IV</b> Specially- designed interventions based on individual student needs (Why,127)</p>		<ul style="list-style-type: none"> <li>• Deep systematic, formalized progress monitoring</li> <li>• Intensive progress monitoring and data collection</li> <li>• Individualized interventions based on assessment data</li> </ul>



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## Assessment/Data Analysis Plan

<b>Current Assessment Protocol (a)</b>				
<b>Assessment</b>	<b>Grade Level Assessed</b>	<b>Purpose</b>	<b>Skills Assessed</b>	<b>Frequency</b>
<b>Georgia Alternate Assessment (GAA)</b>	K-5	Alternative Assessment for Qualifying Tier IV students	CCGPS/GPS	Yearlong Portfolio
<b>Work Sampling Online (WSO)</b>	Pre-K	Measure/monitor mastery of foundational skills	GELDS	Weekly
<b>GKIDS</b>	Kindergarten	Measure/monitor mastery of foundational skills	CCGPS	Quarterly
<b>AIMSweb</b>	K-5	Universal Screener	Phonemic Awareness, Phonics, Fluency, and Comprehension	3 Benchmarking Periods (Aug., Dec, May)
<b>Informal Phonics Inventory</b>	1-3	Diagnostic	Alphabetic Knowledge and Decoding	As Needed
<b>Informal Decoding Inventory</b>	3-5	Diagnostic	Decoding	As Needed
<b>FRY List</b>	1-3 Below Target Students	Diagnostic	High Frequency Word Acquisition	As Needed
<b>Student Learning Objectives (SLO)</b>	1-3 Art, Music, P.E.	Student Growth Measures for TKES	CCGPS/GPS	Bi-Annually
<b>KTEA Brief Torrance Hawthorne COGAT</b>	K-5	Gifted Screening	Achievement Creativity Motivation Mental Ability	As Needed
<b>Georgia Online Benchmark Assessments</b>	1-5	Formative	CCGPS	3 times per year
<b>Georgia Milestones</b>	3-5	Criterion and Norm Referenced	CCGPS/ GPS	1 time per year
<b>Storytown Unit Assessments (Core Reading Program)</b>	1-5	Formative	CCGPS	Weekly/ Bi-weekly

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### **Comparison of Current Assessment Protocol with SRCL plan (b)**

The current assessment protocol would undergo several changes in order to comply with SRCL guidelines; however, these changes would be beneficial to students and teachers and would provide improved data analysis capability. Currently, the district uses AIMSweb as the universal screening tool, therefore it would be necessary to switch to DIBELS Next. The two systems are very similar, so this would not be a drastic change. SRCL would also require the adoption of the Scholastic Reading Inventory (SRI) in order to assess Lexile levels. Currently, AIMSweb R-CBM measure provides the Lexile measure for students. Changing to the SRI assessment would provide a more comprehensive, accurate Lexile measure. Some teachers are currently beginning to use the Informal Phonics Inventory and the Informal Decoding Inventory as a diagnostic assessment. These assessments were introduced to teachers during the current school year, and some teachers are consistently using them as diagnostic tools. HCES would continue to use all state and county prescribed assessments along with the SRCL assessment tools.

### **Implementation of New Assessments/ Discontinuation of Current Assessments (c,d,h)**

In order to implement the new assessments into the current assessment protocol, it would be necessary to discontinue AIMSweb Benchmarking and Progress Monitoring for reading skills. Since the DIBELS Next tests and the administration of the tests themselves are so similar, it would be a seamless procedure to replace AIMSweb with the DIBELS Next Assessments in our current testing protocol. The current SWAT team that conducts AIMSweb testing will continue the same procedures already in place to conduct the DIBELS Next assessments. At a designated time, teachers bring their students to the Media Center where they are seated at tables to read quietly. SWAT team members, including the gifted coordinator, the academic coach, the media specialist, and the classroom teacher, progress through the class until all students have been assessed. Once all classes have been benchmarked, the SWAT team works to complete make-up tests for students who were absent on the testing day. Classroom teachers are responsible for conducting their own progress monitoring so that they may conduct error analysis to inform interventions.

Teachers in grade level teams, along with the Academic Coach, will then use the DIBELS Next data to determine who needs additional diagnostic assessment. Depending on the areas of need, the student will be given the Informal Decoding Inventory and/or a Sight Words Inventory. Interventions will be based on the diagnostic assessments. Teachers are responsible for assessing students and providing interventions, however some assistance is provided from the Academic Coach and other personnel in high needs classrooms.

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SRI is truly the only brand new assessment type that will be implemented. A schedule will be made for a rotation through the Computer Lab for each 3<sup>rd</sup>-5<sup>th</sup> grade class in order to ensure that all appropriate students complete the assessment. The Academic Coach and other members of the SWAT team will be responsible for administering the assessment and monitoring students while they are taking the SRI assessment. Teachers may choose to remain in the Computer Lab while students are being assessed, but the main responsibility for administration will fall on the SWAT team members.

### **Professional Learning Needs (e)**

Teachers and administrators will receive training on Scholastic Reading Inventory (SRI), DIBELS Next, and the Informal Decoding Inventory. One training option that may maximize funding is for core Literacy Team Members to attend formal training presented by vendors and redeliver at the school level. One advantage that we have at HCES is that the Academic Coach has previously received formal training in all SRCL required assessments and is familiar with the assessment and data analysis process for all assessments. Teachers will have ongoing, site based support in using these assessments in order to maximize the benefits for students.

In order to facilitate a successful implementation teachers and administrators will need training on how to administer these assessments, how to utilize the online components of the programs to facilitate data analysis, and how to maximize the effectiveness of the Progress Monitoring tools.

### **Data Communication Protocol (f)**

School-wide data reports are communicated to parents and stakeholders through multiple means. Information is shared on our school web page, Facebook page, Twitter page, through classroom newsletters, through the local newspaper, and through our “Kids Are Our Connection” school newsletter. In order to expand our reach, we share information not only through social media, but we also distribute a monthly handout for parents in our morning drop-off line and afternoon pick-up line. Parents who do not have internet access, or who request it, are sent home a hardcopy of all information. Parents and community members are welcome to attend Title I Meetings, School Council Meetings, Leadership Team Meetings, and all other school events. HCES has been widely praised and recognized for parent communication and involvement.

Individual student data is shared with parents through face-to-face or phone conferences, emails, written correspondence, and RTI meetings. All relevant data is presented in a way that parents may easily interpret to ascertain their student’s progress.

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### Data Usage (g)

The “Why” document (p.95-96) provides a thorough discussion of the effective use of data to inform and improve instruction, and the focus of data analysis and usage at HCES will be to maximize student achievement and provide teachers with the professional learning needed to maximize their effectiveness in the classroom. Effective decision making at all levels is the ultimate goal of data analysis and usage. Therefore, data will consistently be used to:

- Provide students with differentiated instruction that meets their needs
- Establish RTI goals for students and to help students monitor their own learning progress
- Keep parents and community members informed of progress
- Evaluate the effectiveness of instruction and make programming decision
- Provide differentiated professional development for teachers
- Evaluate the effectiveness of instruction and interventions at all RTI Tiers
- Determine ongoing areas of need in order to make wise purchases and be fiscally responsible

**Resources, Strategies, Materials, and Technology to Support Literacy Plan**

HCES will maximize SRCL funds and other funding sources to achieve goals outlines in the literacy plan. Resources purchased will focus on providing high interest print and digital literacy resources for classroom libraries and the Media Center, content area literacy resources aligned to standards, resources for writing development, engaging resources for developing foundational reading skills, assessments, and intervention resources to support RTI. Along with resources, a large portion of funding will be dedicated to providing teachers with targeted professional development. Though a variety of resources are currently available at HCES additional texts, technology, training, materials, and supplies are needed to fully implement our literacy plan.

**Literacy Materials**

Resources Needed to Support SRCL	Implementation Strategies	Shared Resources Available	Funding
High Interest Lexile leveled print and digital texts for Classroom Libraries	Rich classroom libraries will allow students to easily access resources of varied text complexity and high interest which will foster independent reading.	Harcourt Leveled Readers Tumblebooks Time for Kids Magazine	SRCL County Funds Title I Funds
High Interest Lexile leveled print and digital texts for check out in the Media Center including periodicals, graphic novels, and web resources	The Media Center inventory is in the process of being Lexiled. Through this process, it has become evident that much of the current inventory does not address the needs of students reading at Lexile levels above 800. Additional titles are needed in the Media Center for all students to have access to appropriate leveled materials and to increase circulation in the Media Center. The current collection of books in the Media Center is 24% Informational and 76% Narrative. Initial purchases will be geared toward increasing the percentage of Informational texts in the Media Center to a 50/50 ratio as required by CCGPS standards.	<b>Media Center:</b> Total number of titles 14,219 Novel Sets at Lexile Levels 100-800	SRCL

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<p>School-Wide Foundational Writing Program including mentor texts, student exemplars, a protocol for examining student writing, and school-wide writing rubrics</p>	<p>Currently, there is little consistency in foundational writing instruction across grade levels. Therefore, it is challenging to incorporate effective writing in all content areas. A school-wide writing program would enable teachers at each grade level to continually build upon the same writing foundation. Pickens County has recently adopted Writing to Win as a method to integrate writing across all content areas; however, there is still a need for a consistent approach to teaching writing skills.</p>	<p>Writing to Win Teacher Materials</p> <p>The Media Center has various trade manuals and resources for teaching writing available as professional resources for teacher check out.</p>	<p>SRCL County Funds</p>
<p>Literacy Website</p>	<p>A literacy website created to promote literacy awareness to all stakeholders. This site would contain resources and information for teachers, parents, and students to increase literacy awareness and increase family engagement in literacy activities.</p>	<p>HCES currently has a school website. This resource would be created as an additional page on the school website and promoted through social media outlets.</p>	<p>No Cost</p>
<p>Engaging Resources for Stations/Centers to facilitate differentiated instruction through The Daily Five</p> <p>Resources, materials, and release time needed to create center resources</p> <p>Tablets and eReaders to engage students in literacy tasks</p>	<p>Highly engaging, game based activities and resources that students can use independently or in small groups to reinforce and practice phonemic awareness, phonics, fluency, vocabulary, sight words, and comprehension skills will engage students in meaningful activities while teachers provide small group, differentiated instruction.</p>	<p>Limited number of FCRR centers created by teachers</p> <p>Limited classroom libraries</p> <p>Lack of consistency and equity between classrooms due to teachers purchasing the majority of materials used for centers/stations</p>	<p>SRCL</p>
<p>Materials for Family Focused Literacy Services in order to increase parent involvement</p>	<p>HCES realizes the importance of including all stakeholders in the promotion of literacy. Participants of the literacy services are provided</p>	<p><b>Media Center:</b> Lexiled books, education journals, literacy brochures</p>	<p>SCRL Title I Parent Involvement</p>

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<p>and engagement</p> <p>~Caterpillar Kids ~Parent's Academy ~Parent Resource Center ~Kids are our Connection</p>	<p>with resources to supplement CCGPS such as literacy brochures, articles on best practices, homework help tips, and hands-on activities.</p>		<p>Funds</p>
<p>Universal Screening Assessments and Diagnostic Assessments to identify students' strengths and needs in order to provide differentiated instruction and targeted interventions:</p> <p>~DIBELS Next ~SRI ~IDI</p>	<p>All students will be screened three times per year to determine areas of strength and need. Students who score in the strategic or intensive range will be given the appropriate diagnostic assessment(s) to provide focused interventions. All students in 3<sup>rd</sup>-5<sup>th</sup> grade will take the SRI assessment three times per year to measure growth in Lexile levels and determine the need for differentiated instruction.</p>	<p>Access to one iPad per classroom</p> <p>Two Computer Labs to use for SRI assessment</p> <p>Several black and white copiers and printers available school wide for printing assessment materials</p> <p>One color printer housed in the Academic Coach's office for printing color coded data</p>	<p>SRCL County Funds</p>
<p>Professional Development and Resources designed to assist teachers in analyzing and synthesizing data sources to provide targeted, differentiated instruction for all student at all RTI tiers</p> <p>~Comprehensive Reading Solutions Modules ~Differentiated Reading Training and Differentiation Kit</p>	<p>All teachers will participate in ongoing professional development and support in utilizing all data sources to maximize instructional time through strategically planning differentiated instruction that addresses the needs of all students.</p>	<p>Full-time onsite Academic Coach to facilitate implementation and provide ongoing support</p>	<p>SRCL</p>

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for IDI			
<p>Tablets, eReaders, Listening Centers, and other technology devices needed to provide students access to challenging texts and literacy resources in a variety of engaging formats</p> <p>Apps, digital texts, subscriptions to literacy sites, and other resources necessary to facilitate active engagement in literacy activities</p>	<p>Students will use tablets, eReaders, listening centers, and other devices during centers/stations independently or in small groups to increase engagement and provide multiple means of accessing challenging texts and resources.</p> <p>Game based resources (i.e. Apps and websites) will be used to increase engagement and close the achievement gap between boys and girls</p> <p>Students will also utilize technology resources for digital storytelling, increasing fluency through recording themselves reading, and to collaborate on literacy projects</p> <p>Technology based resources will be used to increase engagement and enhance students' technology literacy skills.</p>	<p>1 iPad per classroom</p> <p>1 school iPad cart</p> <p>All classrooms are equipped with a Smart Board and projector- most of which will need to be replaced within the next 5 years due to age and extensive use</p>	<p>SRCL</p> <p>SPLOST funds</p> <p>County Funds</p> <p>Title I Funds</p>
<p>Subscriptions to literacy websites to increase access to texts at a wide variety of Lexile levels</p>	<p>Subscription sites will be used to facilitate lesson planning and to increase engagement during whole group instruction, small group instruction, centers/stations, and differentiated instruction. Students and parents will also be provided with access to these resources at home if allowed by the site license(s).</p>	<p>Brainpop, Study Island, Read Works, Harcourt online planning resources</p>	<p>SRCL</p>

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Document Cameras for every classroom	Document cameras will be used for multiple purposes, including: <ul style="list-style-type: none"> <li>• Modeling writing skills editing, and revising</li> <li>• Student anchor papers</li> <li>• Create Big Books</li> <li>• Letter formation</li> <li>• Display student work and facilitate discussions</li> </ul>	One document camera is shared at each grade level	SRCL
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<b>General List of Current Resources</b>	
<b>Media Center</b>	<b>Classrooms</b>
<ul style="list-style-type: none"> <li>• Approximately 15,000 books: 76% narrative, 24% informational</li> <li>• Teacher resource center with lesson planning resources available for checkout</li> <li>• Black and white poster maker</li> <li>• 4 computers available for student use</li> <li>• Coil book binding equipment and resources</li> <li>• Various classroom sets of novels</li> <li>• Small group sets of Social Studies texts aligned to GPS standards</li> <li>• A Smart Board and projector used for Media lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Smartboard and Projector</li> <li>• Teacher Laptop</li> <li>• 3-4 student computers</li> <li>• Harcourt Storytown Basal Readers</li> <li>• Storytown Leveled Readers</li> <li>• Storytown Strategic Intervention and Intervention Station</li> <li>• Jack and Jilly (Kindergarten)</li> <li>• Alphamotion (Kindergarten)</li> </ul>

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**Professional Learning Plan**

According to The Why (p.140), “The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement.” All professional learning at HCES centers around these goals.

<b>Professional Learning 2013-2014 (a)</b>			
<b>Date</b>	<b>Type of PL</b>	<b>Location</b>	<b>Percent Attended(b)</b>
<b>8-1-2013</b>	Differentiation	HCES	100%
<b>8-2-2013</b>	Legal Issues & Mandated Reporter Training	PHS	100%
<b>8-2-13</b>	EnVision Math Training	Central Office	100%
<b>8-5-13</b>	TKES Orientation with DOE	Central Office	100%
<b>8-14-13</b>	RTI Orientation	HCES	100%
<b>8-27-13</b>	RTI Training	Central Office	Principal, AP, Academic Coach, Special Ed Staff: Redelivered to Staff-100%
<b>8-30-13</b>	PD360 Professional Development Software Training	Technology Training Center	Academic Coach, Principal, Assistant Principal: Redelivered to Staff
<b>9-11-13</b>	RTI Training	HCES	100%
<b>9-30-13, 10-1-13</b>	AIMSweb Training	Technology Training Center	Principal, AP, Academic Coach, Special Ed Lead- Redelivered to staff-100%

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<b>10-2-13</b>	RTI Training	HCES	100%
<b>10-15-13</b>	Differentiation Training with DOE representative	HCES	100%
<b>10-15-13</b>	Benchmark training	Central Office	Academic Coach
<b>10-30-13</b>	RTI Training	HCES	100%
<b>11-13-13</b>	RTI Training	HCES	100%
<b>1-6-14</b>	Special Ed. Para Training	Central Office	100% of SpEd Paras
<b>1-10-14</b>	GAA Training	Central Office	ID Class Teacher
<b>2-18-14</b>	RTI Monitoring	HCES	100%
<b>3-18-14</b>	RTI Monitoring	HCES	100%
<b>3-21-14</b>	AIMSweb Training	Central Office	Aimsweb Assessment Teams
<b>Professional Learning to date 2014-2015</b>			
<b>8-1-14</b>	PBIS	Central Office	PBIS Team
<b>8-4-14,</b> <b>8-7-14</b>	K-3 ELA Boot Camp with RESA Rep	Central Office	75% of K-3 teachers
<b>8-8-14</b>	K-5 Math Boot Camp with RESA Rep	Central Office	80% K-5 Math Teachers

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<b>8-21-14</b>	Math CCGPS Training with RESA Rep	HCES	100% of Math Teachers
<b>8-27-14</b>	FIP Module PLC Training	HCES	100%
<b>9-10-14</b>	Writing to Win Training	HCES	100%
<b>9-10-14</b>	FIP Module PLC Training	HCES	100%
<b>9-24-14</b>	FIP Module PLC Training	HCES	100%
<b>9-30-14, 10-1-14, 10-2-14</b>	Writing to Win Training	Central Office	100%

Teachers also participate in ongoing professional development in the following areas during weekly collaborative planning meeting and weekly RTI meetings:

- TKES
- CCGPS/GPS Training
- Technology Integration
- FIP Modules
- SLDS
- RTI
- Differentiation
- Depth of Knowledge/Higher Order Thinking Skills
- Writing to Win
- The Daily 5

Beginning during the 2014-2015 school year, HCES also has a full-time, on-site Academic Coach to provide professional learning, model lessons, provide follow-up training, and provide support so that professional learning initiatives impact teacher performance and student achievement. The Why document (p. 140) suggests that “Staff Development that improves the learning of all students: 1) organizes adults into professional learning communities whose goals are aligned with those of the school and the district; 2) requires skillful school and district leaders who guide continuous instructional improvement; and 3) requires resources to support adult learning and collaboration.” HCES has all of these components and all staff members are dedicated to improving instruction and student learning through professional learning.

Based on a comprehensive analysis of all data sources used during the needs assessment process (d), professional development efforts will focus on the following key areas:

- Foundational Literacy Skills
- Lexile
- Best practices in literacy instruction across all content areas
- Effective assessments and the use of data to inform instruction at all RTI Tiers
- Differentiation
- Technology integration to enhance literacy instruction and increase student engagement

The ultimate indicator of effective professional learning is increased student data; however, in addition to closely monitoring disaggregated student data, the effectiveness of professional learning will also be monitored through classroom observations, lesson plan monitoring, conferencing with teachers individually and during grade level meetings, analysis of student work samples, and continuing to seek stakeholder feedback. During classroom observations, the administrators and the academic coach will also focus on evidence of increased student engagement, increased student use of technology resources to support literacy and facilitate differentiation, increased evidence of literacy integration across all content areas, and increased rigor across all content areas.

The Academic Coach will be a vital component in this process. Teachers will receive coaching and follow up training as needed from the on-site Academic Coach. The coach will provide differentiated

professional learning based on the needs of the students and the teachers. The Academic Coach will also ensure effective implementation of all professional development initiatives by attending trainings with teachers. This will allow the coach to have first-hand knowledge of the information, strategies, and resources needed to maximize the effectiveness of trainings. This strategy will also facilitate the development of strong, collegial relationships between the teachers and the Academic Coach.

The Professional Learning Plan detailed below was created as a synthesis of the goals and objectives outlined in the literacy plan and discussed throughout the plan application.

<b>Professional Learning Plan (f)</b>				
<b>Goal</b>	<b>Objectives</b>	<b>Professional Learning Needs</b>	<b>Measure(s) of Effectiveness (g)</b>	<b>Timeline</b>
<b>Create a consistent literacy focus and vision across all grade levels and content areas</b>	<ul style="list-style-type: none"> <li>Maintain an active Literacy Leadership Team</li> <li>Increase student Lexile levels</li> <li>Increase students' access to texts in a variety of formats, genres, and readability levels</li> </ul>	<ul style="list-style-type: none"> <li>Literacy integration in the content areas</li> <li>Best practices in the use of literacy resources to maximize the effectiveness of purchases</li> <li>Lexile</li> <li>Strategies to increase student engagement</li> </ul>	<ul style="list-style-type: none"> <li>Increased student Lexile levels as measured by SRI and Georgia Milestones</li> <li>Observation data</li> <li>Lesson Plan analysis</li> <li>Teacher conferences</li> <li>Increased Media Circulation</li> </ul>	2015-ongoing
<b>Create a clearly articulated, vertically aligned plan for teaching writing across all genres in all grade levels</b>	<ul style="list-style-type: none"> <li>Provide direct, explicit instruction in foundational writing skills</li> <li>Increase the use of writing across all content areas</li> <li>Create/select consistent rubrics for</li> </ul>	<ul style="list-style-type: none"> <li>Stages of Writing Development</li> <li>Work Sample Analysis using rubrics</li> <li>Best practices in foundational writing instruction</li> </ul>	<ul style="list-style-type: none"> <li>Analyzed work samples show increased scores on consistent rubrics</li> <li>Steadily increasing scores on Georgia Milestones</li> <li>Increased artifacts and evidence of</li> </ul>	2015-ongoing

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	assessing writing		pervasive student writing	
<b>Provide teachers with the training and resources necessary to effectively integrate literacy across all content areas</b>	<ul style="list-style-type: none"> <li>• Instruction in all content areas will regularly include literacy components</li> <li>• Assessments in all content areas will regularly include literacy components</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy integration across content areas</li> <li>• Assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Lesson Plans</li> <li>• Student work samples with literacy components</li> </ul>	2015-ongoing
<b>All teachers will have the background knowledge and skills necessary to diagnose and remediate foundational skills deficits in struggling readers and writers</b>	<ul style="list-style-type: none"> <li>• Increase teachers' background knowledge of foundational reading</li> <li>• Increase teachers' knowledge of diagnostic assessments and prescriptive interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Training in the Five Components of Foundational Reading Development-Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension</li> <li>• Diagnostic Assessments</li> <li>• Best practices in selecting and implementing targeted interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Steady increases in DIBELS Next Data</li> <li>• Classroom observations</li> <li>• Lesson plan analysis</li> <li>• Increased Lexile scores</li> </ul>	2015-ongoing
<b>Teachers and students will use technology to enhance literacy instruction and increase engagement across all content areas</b>	<ul style="list-style-type: none"> <li>• Increased student use of technology</li> <li>• Lessons in all subject areas will consistently include technology components to enhance the lesson and increase</li> </ul>	<ul style="list-style-type: none"> <li>• Best practices for technology integration</li> <li>• Technology Skills Trainings for teachers (differentiated as needed)</li> <li>• Best practices for using technology to enhance instruction and</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson Plan analysis</li> <li>• Student work samples created using technology</li> </ul>	2015-ongoing

	engagement		increase student engagement	
			<ul style="list-style-type: none"> <li>Managing student use of technology in the classroom</li> </ul>	
<b>Students at all RTI Tiers will receive appropriate literacy instruction</b>	<ul style="list-style-type: none"> <li>Differentiation will assist all learners in achieving personal literacy goals</li> <li>All students will receive the level of support necessary to successfully master grade level standards</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation</li> <li>Ongoing RTI training</li> <li>Assessments and data analysis</li> <li>Effective use of data to guide instructional planning</li> <li>Universal Design for Learning</li> </ul>	<ul style="list-style-type: none"> <li>Increased student data as measured by DIBELS Next, SRI, and Georgia Milestones</li> </ul>	2015-ongoing

### Sustainability Plan

Once HCES has established a clear literacy vision and literacy has become an integral part of instruction across all grade levels and content areas, sustaining the literacy initiative will become a pervasive part the School Improvement Plan and the focus of the School Leadership Team. Literacy Leadership Team members will serve as mentors to new teachers in developing the essentials of literacy instruction across all content areas. All teachers will continue to meet frequently in literacy meetings, grade level meetings, and RTI meetings to review data and best practices. All teachers will be given opportunities to observe other classrooms for effective and exemplary teaching and learning examples.

HCES strives to maintain a close partnership with the community through the *Community in Action* project. HCES will seek to provide information for all stakeholders to gain support for extending the literacy initiatives beyond the grant period through sharing information about ongoing projects and teacher/student success through the literacy website, the school Facebook page, newsletters, and submitting articles to local news outlets. HCES will continue to hold Literacy Nights and celebrations throughout the school year. Additionally, HCES holds fundraising opportunities which include stakeholder involvement.

In order to expand the lessons learned and to share successes with other schools and teachers in the district, HCES will continue to participate in the District Literacy Leadership Team. We will open our doors and freely share information with other schools and teachers in the hope of creating a reciprocal relationship in which district-wide student achievement is the focus.

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<p>Extending the Assessment Protocol (a)</p>	<ul style="list-style-type: none"> <li>• Universal screeners and diagnostic assessment will become an integral part of the HCES Literacy Vision</li> <li>• Purchase seats for SRI instead of an online subscription to the program. The assessment and the data will be housed on a district or school level server.</li> <li>• Budget school funds for DIBELS Next, however, if funding is not available, the free paper versions of the assessments will be used</li> <li>• The Informal Decoding Inventory is freely available on the Comprehensive Reading Solutions site</li> <li>• Utilize Excel for data analysis, if necessary</li> </ul>
<p>Extending Professional Learning (e)</p>	<ul style="list-style-type: none"> <li>• Develop teacher leaders to act as mentors for new staff members</li> <li>• Academic coach will provide differentiated training, mentoring, modeling, and professional learning as needed for all teachers</li> <li>• Extend the professional learning plan beyond the grant period to ensure a consistent focus on increasing student achievement through professional knowledge- also include professional learning goals as part of the Title I School Improvement Plan</li> <li>• Collaborate with North Georgia RESA to provide free/ low cost training opportunities</li> <li>• Extensively utilize the Comprehensive Reading Solutions site and office hours with Walpole and McKenna</li> <li>• Develop a library of professional learning resources for teachers including professional books and videos</li> <li>• The Literacy Leadership Team will continue to seek input from all stakeholders to gauge professional learning needs and will assess the effectiveness of professional learning through the use of data analysis, classroom observations, lesson plans, and student work sample analysis.</li> </ul>
<p>Sustaining Technology Initiatives (f)</p>	<ul style="list-style-type: none"> <li>• All equipment purchased will be maintained by the county technology department and school level technicians</li> <li>• Teachers and students will receive training in appropriate use and care of technology</li> <li>• Academic Coach and County Level Technology Trainer will provide ongoing professional learning</li> <li>• Extended warranties and insurance will be purchased when available</li> <li>• Appropriate protective cases will be purchased as needed</li> <li>• eSPLOST and eRate funds will be used to maintain the technology infrastructure</li> </ul>

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Replacing Print Materials (d)	<ul style="list-style-type: none"><li>• Conduct a yearly inventory of all print materials, determine condition, and replace as necessary</li><li>• Strategically utilize local, state, and federal funding to maintain and expand Media Center collection and classroom libraries</li></ul>
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### **Budget Summary**

Based on the funding amount of \$426.33 per student received by schools awarded in Cohort 3, HCES anticipates a possible award of approximately \$260,000. Part of the mission and vision of Pickens County School District and Hill City Elementary is to maintain fiscal responsibility and maximize the effectiveness of funding. Funding will be strategically budgeted to maximize the impact and sustainability of professional development and resources purchased.

Hill City Elementary School will use funds from the Striving Readers Grant as detailed below:

**1. Literacy Material Needs:** A large portion of grant funds will be budgeted to supply the Media Center and classrooms with a wide variety of engaging texts. A major focus will be to put engaging, literacy resources into the hands of students and teachers. Student interest inventories will be conducted to help guide literacy purchases and to ensure engagement. All classrooms will be equitably equipped with resources and materials necessary to provide accessible literacy resources for all students.

- Research-based materials and resources to enhance literacy instruction across all content areas
- Lexile Leveled Texts for classroom libraries
- Expand and update resources in the Media Center
- School-wide writing initiative
- Strategic Intervention Resources
- Assessment and Data Analysis tools
  - DIBELS Next
  - Scholastic Reading Inventory
- Literacy Manipulatives to use in classrooms
- Take home literacy resources to expand student access to literacy resources
- Family/Parent Education opportunities

**2. Technology Needs:** In order for HCES to effectively integrate technology as a seamless part of instruction, it will be necessary to budget a portion of grant funds to purchasing and maintaining 21<sup>st</sup> Century technology. Technology purchases will also be necessary to implement and sustain the assessments required by SRCL. Most importantly, the technology purchased will be used to assist in educating students who have the literacy and technology skills necessary to become productive citizens in the 21<sup>st</sup> century.

- Increased student access to engaging resources such as tablets, laptops, printers, and other devices
- Increased access to online texts and literacy resources

- Web-based subscriptions / maintenance fees
- Document Cameras
- E-readers
- Updated resources for providing engaging instruction across all content areas
- Technology infrastructure to support effective integration and increased access
- Technology necessary to implement and support all assessments required by SRCL

**3. Sustained Professional Learning:** The success or failure of the Literacy Plan heavily depends upon the effective implementation of high-quality professional development. A large portion of grant funds will be invested in the single most important factor in every classroom- the teacher. The focus of professional learning will be the continued development of professional skills and knowledge of highly qualified, engaging, and effective teachers. In order to achieve this goal, funds will be utilized for the following purposes:

- Purchase instructional materials and resources needed for ongoing training and support
- Consultant fees
- Conference registration fees, lodging, and travel expenses
- Stipends for off-contract training
- Funds for substitutes for professional learning release time