

School Profile

Created Friday, October 17, 2014

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School Information

System Name:	Floyd County
School or Center Name:	McHenry Primary
System ID	0657
School ID	0173

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Jenni Cunnigham
Position:	Principal
Phone:	706-236-1833
Email:	jcunningham@floydboe.net

School contact information

(the persons with rights to work on the application)

Name:	stephanie montgomery
Position:	teacher
Phone:	706-236-1855
Email:	smontgomery@floydboe.net

Grades represented in the building

example pre-k to 6

pre-k to 2

Number of Teachers in School

28

FTE Enrollment

206

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

Did you download and read the General Information document to assist you with writing the grant?

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

Did you download and read the SRCL Rubric to assist you with writing the grant?

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.

Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.

Entertainment, Refreshments, Snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

• I Agree

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)

Mr. Chris Toles, Director of Finance

Typed Name of Fiscal Agency Head and Position Title

10/20/2014

Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Jeff McDaniel, Superintendent

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

10/20/2014

Date

N/A

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

N/A

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Terri E. Snelling

Position/Title of Fiscal Agent's Contact Person: Director of School Improvement

Address: 600 Riverside Parkway, N.E.

City: Rome Zip: 30161-2938

Telephone: (706) 234-1031, ext. 7123 Fax: (706) 236-1824

E-mail: tsnelling@floydboe.net



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

Dr. Jeff McDaniel, Superintendent

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

10/20/14

Date (required)

Experience of the Applicant

Floyd County Schools has a proven history of sound fiscal management with a variety of grant awards over the years. The following table summarizes FCS' experience with funded grants/projects over the last five years:

Fiscal Year	Grant/Project Name	Funded Amount	Audit Yes or No	Audit Results
FY15	Title I	2,182,280	To Be Completed	N/A
	Title II-A	286,449	To Be Completed	N/A
	Title II-B (MSP– Third Grant Award, Year 1)	330,987	To Be Completed	N/A
	Title III	43,367	To Be Completed	N/A
	Title VI-B	2,673,904	To Be Completed	N/A
	Georgia PreK/Bright From the Start	1,426,036	To Be Completed	N/A
FY14	Title I	2,215,442	Yes	No Findings
	Title II-A	353,391	Yes	No Findings
	Title III	57,204	Yes	No Findings
	Title VI-B	2,677,241	Yes	No Findings
	Georgia PreK/Bright From the Start	1,484,905	Yes	No Findings
FY 13	Title I	2,344,860	Yes	No Findings

Fiscal Year	Grant/Project Name	Funded Amount	Audit	Audit Results
			Yes or No	
	Title II-A	400,207	Yes	No Findings
	Title II-B (MSP-Second Grant Award, Year 2)	674,747	Yes	No Findings
	Title III	57,884	Yes	No Findings
	Title VI-B	2,509,618	Yes	No Findings
	Georgia PreK/Bright From the Start	1,518,482	Yes	No Findings
FY12	Title I	2,560,701	Yes	No Findings
	Title II-A	395,796	Yes	No Findings
	Title II-B (MSP-Second Grant Award, Year 1)	598,810	Yes	No Findings
	Title III	80,494	Yes	No Findings
	Title VI-B	2,543,770	Yes	No Findings
	Georgia PreK/Bright From the Start	1,429,775	Yes	No Findings
FY11	Title I	3,323,367	Yes	No Findings
	Title II-A	431,982	Yes	No Findings

Fiscal Year	Grant/Project Name	Funded Amount	Audit Yes or No	Audit Results
	Title II-B (MSP –Initial Grant Award, Year 2)	167,048	Yes	No Findings
	Title III	72,539	Yes	No Findings
	Title VI-B	2,474,538	Yes	No Findings
	Georgia PreK/Bright From the Start	1,822,325	Yes	No Findings

District Management Plan, Key Personnel and District Support

Addresses Scoring Rubric a), e), and f)

The decision to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was made by the Pepperell area stakeholders with support from system-level leadership. System and school leaders recognize the critical need to provide quality professional learning and resources to improve literacy instruction in all Pepperell schools. The district is committed to providing on-going support to all schools applying for the SRCL grant. Below is a list of meeting dates scheduled to provide assistance for developing school grant applications:

- September 26, 30
- October 8, 22, 29, 30 31
- November 9, 11, 13, 19, 24, 25
- December 2, 3

Grant Administration and Supervision

Addresses Scoring Rubric b), c), and d)

Upon notification of the grant award, the SRCL coordinator will meet with the District Literacy Team to review responsibilities and the implementation timeline. The team members listed in the chart below will administer and supervise the implementation of the grant. Each understands the goals, objectives, and implementation requirements of the SRCL grant plans and will provide leadership and guidance throughout the grant cycle.

District Literacy Team

Area of Responsibility	District Team Member
<u>District Team Leader</u> : oversee district literacy team to ensure effective	Tony Bethune, Chief of Academics

McHenry Primary School

Floyd County Schools

implementation of the SRCL Grant	
<u>System-level Management</u> : manage system-level grant activities, coordinate professional learning, approve purchasing requests, maintain grant budget	Terri Snelling, Director of School Improvement
<u>School-level Management</u> : manage day-to-day school-level grant operations and activities	Jenni Cunningham - Principal McHenry Primary Carmen Jones - Principal Pepperell Primary Shelly Bell - Principal Pepperell Elementary Becky McCoy - Principal Pepperell Middle Phil Ray - Principal Pepperell High Dr. Dale Hamby - AP Pepperell High
<u>System Support</u> : provide support for SRCL grant implementation, including grant assessment and analysis of data assist grant activities, facilitate professional learning and the work of school literacy teams and teachers	McCall Govignon, Director of Assessment Dr. April Childers, Director of Accountability Lee Kaylor, Data Facilitator System-Level ELA Facilitator, TBA
<u>Finances</u> : oversee grant expenditure controls approve grant budgets, complete state required reports submit grant budget and reports in the Consolidated Application	Chris Toles, Director of Finance Terri Snelling, Director of School Improvement Suzanne Clonts, Director of Federal Programs
<u>Grant Purchasing</u> : create purchase orders for grant materials, and maintain accurate records of orders	June Worthington, Department of Academics Assistant
<u>Technology</u> : organize technology purchases, installation, and technology related training	Craig Ellison, Director of Technology

Floyd County Schools

The District Literacy Team met regarding the grant process, which included completion of the needs assessment, data analysis to establish goals and objectives, review of Georgia’s K-12 Literacy Plan and accompanying documents, and the development of school Literacy Plans.

Effective implementation of the projects will be monitored through regular school visits and scheduled meetings with the district literacy team. All purchases will follow the current process established for federal program expenditures. Internal reviews will be conducted to ensure budget and expenditure alignment throughout the implementation. The meetings related to successful implementation during year one are listed in the chart below.

Year One Implementation Plan	
February - May 2015	Review school literacy plans, develop year one detailed budgets, place orders for materials, plan summer training
June 2015	Conduct quarterly meetings with system literacy team, submit annual grant report
June - July, 2015	Coordinate and plan monthly professional learning for FY16, install new technology items
August 2015	Provide training on new technology
August - June 2015	Monitor Literacy Plan implementation at each school
September 2015	Conduct quarterly meetings with system literacy team
On-going in 2015	Attend training opportunities in literacy
May 2015	Complete year one surveys, submit required reports

Experience of the Applicant

Addresses Scoring Rubric: a), b), c), and d)

Floyd County Schools places tremendous effort on the budget planning process. Dr. Jeff McDaniel, Superintendent, works diligently with board members, system and school administrators, and system charter stakeholders to create and administer a budget that addresses areas based on available resources. Budget spending is monitored and analyzed by the finance department and updates are presented monthly to the Board of Education. An in-depth internal budget analysis is conducted at the end of each year to identify expenditures that could be reduced or cut in order to maximize revenues.

The system undergoes an annual audit conducted by the Georgia Department of Audits. The chart below summarizes the last three years of FCS’ successful experience with initiatives and funded programs:

Fiscal Year	Grant/Project Name	Funded Amount	Audit Yes or No	Audit Findings
FY14	Title I	2,215,442	Yes	No
	Title II-A	353,391	Yes	No
	Title III	57,204	Yes	No
	Title VI-B	2,677,241	Yes	No
	Georgia Pre-K	1,484,905	Yes	No
FY 13	Title I	2,344,860	Yes	No
	Title II-A	400,207	Yes	No
	Title II-B (MSP-Second Grant Award, Year 2)	674,747	Yes	No

Floyd County Schools

	Title III	57,884	Yes	No
	Title VI-B	2,509,618	Yes	No
	Georgia Pre-K	1,518,482	Yes	No
FY12	Title I	2,560,701	Yes	No
	Title II-A	395,796	Yes	No
	Title II-B (MSP-Second Grant Award, Year 1)	598,810	Yes	No
	Title III	80,494	Yes	No
	Title VI-B	2,543,770	Yes	No
	Georgia PreK	1,429,775	Yes	No

Description of the LEA’s Capacity to Coordinate Resources in the Past

As evidenced above, millions of dollars from state, federal, and grant funds are coordinated each year under the direction of the Superintendent and other system leaders. The initiatives implemented by the SRCL Grant will continue to be supported through state and/or federal funds as a commitment of the district’s leadership.

Description of Sustainability of Past Initiatives

Floyd County Schools has effectively initiated and sustained past initiatives by setting priorities for spending, coordinating services and resources, and adhering to specified guidelines of program and grant funds. Since 2010, FCS has lost more than 47 million dollars due to state austerity cuts. Despite this loss, FCS has remained committed to sustaining initiatives that provide students with a quality, well-rounded education. Examples of initiatives that lack full-funding, but have been sustained by FCS are:

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- art, music, and physical education teachers provided in every school
- student to teacher ratios at or below state averages
- Bright From the Start Pre-K Program
- counselors provided in every school
- school social workers
- access to school nurses

These programs and initiatives, along with many others, are vital contributors to the academic, social, and emotional growth of FCS students.

Initiatives Implemented Internally With No Outside Funding Support

FCS is committed to continuous improvement and high academic expectations for students. The following is a list of initiatives implemented internally without outside funding:

- Art, Music, and Physical Education Programs in All Schools - these programs are available in every school
- Armuchee and Model Education Foundation - two of the four attendance areas have active foundations
- Instructional Programs and Materials - some purchased with local school funds
- Y.M.C.A. Educational Program - made available for at-risk students
- Tutorial Programs for At-Risk Students - through Berry and Shorter College partnerships

District Narrative

Floyd County Schools (FCS) is a rural school system located in Northwest Georgia. FCS serves 10, 022 students in 19 schools: four primary schools, seven elementary, four middle and four high schools. Additionally, the FCS’ College and Career Academy (CCA) provides pathway and academic courses for students in grades 11 and 12. Floyd County Schools was granted charter system status by the GADOE during the 2010-2011 school year. This has enabled FCS to implement innovative practices, and provided opportunities for Local School Governance Teams (LSGT) to be involved in the decision-making process. The system’s mission statement, *Destination Graduation...for every child*, speaks to FCS’ commitment to ensure all students graduate and are prepared to be successful in college and/or in a career.

The chart below provides the demographics for Floyd County Schools. An asterisk denotes Title I schools.

School	Grades	Enrollment	% White	% Black	% Hispanic	% Other
Armuchee High *	9-12	588	93%	3%	2%	2%
Coosa High *	9-12	743	71%	9%	16%	4%
Model High *	9-12	688	87%	7%	3%	3%
Pepperell High *	9-12	831	82%	7%	7%	4%
Armuchee Middle	6-8	467	89%	4%	3%	4%
Coosa Middle	6-8	616	63%	11%	20%	6%
Model Middle	6-8	517	85%	7%	3%	5%
Pepperell Middle	6-8	728	84%	5%	8%	3%
Alto Park Elementary *	PK-5	473	54%	9%	32%	5%
Armuchee Elementary	3-5	397	86%	6%	4%	4%

McHenry Primary School

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Cave Spring Elementary *	PK-5	236	95%	2%	0%	3%
Garden Lakes Elementary *	PK-5	630	65%	13%	17%	5%
Glenwood Primary	PK-2	505	88%	3%	4%	5%
Johnson Elementary	PK-5	573	84%	9%	3%	4%
McHenry Primary *	PK-2	207	56%	15%	16%	13%
Midway Primary *	PK-2	238	89%	3%	2%	6%
Model Elementary *	PK-5	539	92%	2%	4%	2%
Pepperell Primary *	PK-2	382	88%	3%	5%	4%
Pepperell Elementary *	3-5	664	81%	8%	7%	4%
TOTAL		10,022	81%	7%	8%	5%

Special Populations

FCS serves the following percent of students in special programs: 41% EIP, 10% Gifted, 16% Students with Disabilities, 3% ESOL, 4% PK (418 slots in 19 classes). Of those, 60% of FCS students are eligible for free or reduced meals.

The SRCL grant application will reflect the needs and demographics of the Pepperell attendance area. The chart below provides special populations data in all Pepperell schools.

Pepperell Area Schools	Enrollment	Free/Reduced Meals	Students with Disabilities	ESOL Students	EIP Students	Gifted Students
Midway Primary *	238	63%	11%	1%	41%	1%
McHenry Primary	207	85%	27%	11%	37%	1%
Pepperell Primary	383	74%	8%	6%	40%	4%
Pepperell Elementary	664	71%	19%	6%	24%	10%

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Pepperell Middle	728	65%	19%	4%	N/A	16%
Pepperell High	831	60%	16%	2%	N/A	20%
Totals	3051	70%	17%	5%	36%	9%

* At the end of the FY15 school year, **Midway Primary School** will be closed, due to the construction of a highway. Midway students and staff will go to McHenry Primary or Pepperell Primary. For the SRCL application, Midway’s data will be included in both the McHenry Primary and Pepperell Primary Literacy Action Plan.

Current Priorities

Below is a list of current system priorities:

- Increase system graduation rate
- Create a K-12 Literacy Plan to reflect rigorous literacy practices
- Provide high-quality professional learning based on assessment analysis to ensure teachers understand/apply elements of effective literacy instruction
- Implement effective interventions at all levels to ensure the literacy needs of all students are being met
- Monitor progress of all students through school-based data teams
- Increase the percent of students who exceed expectations on Georgia Milestones assessments
- Increase student access to a variety of texts
- Expand technology usage with all students
- Strengthen existing and create partnerships among schools, early literacy programs, and community organizations to improve literacy for all children
- Communicate with parents and stakeholders frequently and consistently

Strategic Planning

The district’s five-year strategic plan provides the framework and expectations for the system and school improvement process. The district plan guides the process by which schools develop their school improvement plans. All school improvement plans are aligned with the district plan goals, and include annual performance goals, objectives, professional learning and resources with input obtained from stakeholders.

Current Management Structure

The FCS is a Georgia Charter System approved by the GADOE during the 2010-2011 school year. Since, FCS transitioned from a traditional governance and management structure to one in which innovation is valued and decisions are made collaboratively, involving LSGT, the LSCC, and all stakeholders.

Past Instructional Initiatives

Floyd County has implemented a variety of initiatives in which autonomy and flexibility was given to implement instructional designs, core programs, strategies, and intervention materials. While a variety of strategies and best practices are needed to address the needs of all learners, the level of flexibility has contributed to a lack of continuity across grade levels and content areas.

The list below represents past instructional initiatives:

<ul style="list-style-type: none">● Learning-Focused Schools● High Schools That Work● Distance Learning● Graduation Coaches● Graduation Interventionists● Teachers as Advisors● Reading and Writing Workshop	<ul style="list-style-type: none">● Standards-Based Classrooms● Differentiated Instruction● Assessment for Learning● TKES/LKES Process● RtI● Technology Integration● Study Island
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<ul style="list-style-type: none"> ● Saxon Phonics ● Scott Foresman Reading Program ● Jack and Jilly Reading ● SRA Reading Program ● Phonological Awareness Instruction ● Guided Reading and Writing ● Six-Trait Writing ● Lucy Calkins Writing ● Comprehension Toolkit ● Florida Center for Reading Research ● Shurley English ● Project-Based Learning ● Thinking Maps ● DIBELS Next ● AIMSWeb Math 	<ul style="list-style-type: none"> ● Bring our Own Technology ● Flip-Classroom ● FIP Modules ● SLDS ● Reading Endorsement ● Gifted Endorsement ● ESOL Endorsement ● Math and Science Partnership (MSP) ● Engage NY Math ● STAR Reading ● STAR Math ● Accelerated Reader ● Reading Counts ● Reading Mastery ● Corrective Reading
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Literacy Curriculum

The K-12 literacy curriculum is based on Common Core Georgia Performance Standards (CCGPS). These standards encompass foundational literacy skills such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing and conventions. The K-5 literacy curriculum is supported by the SRA *ImagineIt!* reading program. At the middle and high school level, state and locally developed units are being implemented.

District Literacy Assessment Program

Floyd County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include: Phonological Awareness (K), DIBELS Next (K-5),

AIMSweb Math (K-5), Edmentum ACCUCESS (6-8), STAR Reading (3-12). State assessments include: GKIDS-R, GAA, ACCESS, and Georgia Milestones.

Need for Striving Reader Project

Though a high percentage of Floyd County students meet minimum performance expectations, students historically fall below the state in the percent scoring in the highest performance level on state assessments. In addition, though science and social studies scores show improvements, trends in performance indicate a critical need to incorporate literacy instruction across all content areas. A priority on integrating literacy across the curriculum will require focused professional learning and appropriate, up-to-date materials.

As a result of budget constraints, the purchase of new text materials has been limited. Many of the texts are outdated and no longer align to Georgia standards. In addition, lack of funding delayed technology purchases needed to engage and maximize academic opportunities for FCS' 21st century learners. Funding from the SRCL Grant will be used for resources and professional learning for all schools in the Pepperell attendance area.

School Narrative

School History and Demographics

McHenry Primary School (MPS) is a unit of the Floyd County School System, which is located in the suburbs of Rome, Georgia, at 100 McHenry Drive. The school opened in 1896 and has served Floyd County students for over 100 years. McHenry is comprised of a diverse academic population, with a total 209 students enrolled in pre-kindergarten through second grade. There are nine regular education classes and eight self-contained special education classes. McHenry Primary serves a low socioeconomic community, with approximately 85% of students qualifying for free or reduced lunches; thus, making McHenry the highest need Title I school in the Floyd County School System.

McHenry Primary has a long-standing history of high academic performance, as measured by state assessments. During the FY12 school year, MPS was recognized by the State of Georgia for making AYP for the ninth consecutive school year, with seven of those years being recognized as a Georgia Title I Distinguished School. During the last two school years, FY13 and FY14, McHenry Primary has been named a Georgia Title I Rewards School for Highest Progress. This distinction places McHenry’s third grade CRCT scores for the “all students” category in the top 10% of Title I schools across the state. Current student and staff demographics are provided below.

The table below details McHenry Primary’s demographics and special populations, as compared to totals for Floyd County Schools:

Population	McHenry	Floyd County
White	56%	81%
Black	15%	6%
Hispanic	16%	8%
Other	13%	5%

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Economically Disadvantaged	85%	59%
ESOL Served	11%	3%
Students with Disabilities	27%	15%
Gifted Served	1%	12%
EIP Served	37%	16%

School Administrative and Leadership Team

McHenry Primary has a Leadership Team comprised of the principal, a teacher each grade level, a special education and special areas teacher, the Instructional Lead Teacher (ILT), and the media specialist. This team meets regularly to review data and address instructional issues.

McHenry Primary School recently formed a Literacy Team in an effort to maintain a focus on school-wide literacy. The team is made up of the principal, ILT, grade level teacher representatives, special education teacher, ESOL teacher, and the media specialist. This committee will work together to identify and address literacy concerns across all content areas.

Past Instructional Initiatives

McHenry teachers have implemented numerous literacy initiatives in recent years in an effort to increase student achievement in literacy. A complete listing of these initiatives can be found in the District Narrative. While the focus has been to identify initiatives that would ensure academic success for our students, we recognize our efforts have not increased student achievement to desired or expected levels. Our school and system have been initiative-rich, yet results-poor in preparing students for the rigor of CCGPS. Due to budgetary constraints, sustainability of initiatives has been a challenge. As new teachers have been hired, training that was provided for initial implementations has not been available. Therefore, implementation with fidelity is a concern. McHenry Primary recognizes the need for a consistent and systematic instructional initiative for literacy.

Current Instructional Initiatives

McHenry Primary has followed the system's lead and is currently in year two of implementing SRA/McGraw-Hill's *Imagine It!* as the core reading program. Although this is a scientifically evidence-based program, designed to meet the literacy needs of all students, DIBELS Next data indicates instructional gaps within the program that need immediate attention. McHenry teachers recognize the need for a wider variety of student texts, a standards-based writing component, and consistency of best practices in literacy instruction across all grade levels.

Professional Learning Needs

Professional learning needs at McHenry Primary are guided by student achievement data and current instructional initiatives. The needs of faculty and staff are assessed regularly and referenced as action steps in the school improvement plan. Data from the literacy needs assessment indicates McHenry teachers recognize the need for ongoing professional learning to ensure consistency of practice across grade levels and content areas. As students' learning needs continue to change, professional learning needs for teachers will also change. Funding from the SRCL grant will be utilized for professional learning that provides for continuity of best practices in literacy instruction.

Need for Striving Reader Project

McHenry is the highest poverty school in Floyd County, and therefore qualifies as the highest eligible Title I school in the system. Although our school receives the highest percent per pupil in Title I funds, due to the recent decrease in enrollment, these funds have also decreased dramatically as compared to previous years. Therefore, funding to sustain instructional initiatives has become a major concern.

Due to the cuts in funding, the continuity of sustainable professional learning and instructional resources has suffered. McHenry teachers recognize the need for high quality

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professional learning opportunities and consistent resources for literacy instruction; however, these are opportunities and resources our school and system cannot afford at this time.

Additionally, the after school tutorial program has been reduced, and Intersession and summer school programs have been removed from the system calendar. The reduction in spending has also delayed the system's ability to adopt up-to-date text materials. Schools have utilized federal or locally raised funds to purchase core and supplemental materials for instructional initiatives. With the growing transient population across Floyd County, there is a critical need not only for the consistency of core programs, but also diagnostic assessments and intervention materials across the system. Our teachers acknowledge the benefits of and the need to provide consistent and sustainable programs.

As reported in the WHY document, "National and state results from NAEP indicate that too many students are lacking proficiency in reading. Spring test results from the CRCT and GHSGT, when coupled with the Lexile Framework, indicate that too many Georgia students only minimally meet state standards; thus they are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional material." (p.118) In spite of McHenry Primary's continued high percent of students meeting standards on the CRCT, an analysis of CCRPI data in 2013 revealed only 47% of third grade students were reading at a Lexile level of 650 or greater. In addition, 2014 GKIDS scores indicated 66% of kindergarten students entered first grade with deficiencies in reading; and an average of 41% of all students in kindergarten through second grades scored below expected benchmark levels on the DIBELS Next reading assessment. Knowing the new Georgia Milestones will be a much more rigorous assessment than the CRCT, McHenry teachers realize the critical need to increase the percent of students mastering grade level standards at the primary school level.

All faculty and staff members at McHenry Primary realize the critical role we play to ensure our system's mission of "***Destination Graduation...for Every Child***". Student success in foundational literacy skills is of the utmost importance in the primary grades, and a strong predictor of success in later years. The Striving Reader Grant would be a great benefit to our school, but more importantly, to our students. It would provide the continuity of professional

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learning and resources needed to establish and sustain an effective and comprehensive literacy program in our school and system.

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment Process

Addresses Scoring Rubric Elements: a), b), d), e)

In order to receive input about literacy instruction from the faculty and staff at McHenry Primary, a needs assessment survey was generated, based on the Georgia Literacy Plan Needs Assessment, and distributed electronically to the following: all classroom and ancillary teachers, including: special education, EL, media specialist, activity teachers, and paraprofessionals. To gain a deeper understanding of the literacy instruction taking place across all grades and content areas, Pepperell area teachers were asked to complete a follow-up survey. The follow-up survey yielded information about: resources, interventions to support RTI, allocated time for literacy instruction, and technology integration.

McHenry's Literacy Team met to discuss the results of the surveys. The literacy team also reviewed components of the "What" document, which provides research for best practices in literacy instruction. In addition to survey data, McHenry reviewed the following data: CCRPI, SLDS, GKIDS, CRCT, 3rd Grade Writing, DIBELS, AIMSWeb, and attendance. Data used in this process was disaggregated to identify specific grade levels/content areas in which the concerns originated. After a review of research, the team identified areas of concern. These were shared with teachers to gain consensus on concerns to be addressed in the literacy plan.

Concerns, and Root Cause Analysis

Addresses Scoring Rubric c),and f)

The following concerns were consistently evidenced both in the needs assessment and follow-up surveys. The additional data used in the school improvement process, validated the concerns as identified through faculty and staff input.

Concern #1 - Need for a shared literacy vision among administration, literacy team, media specialists, teachers, parents, and the community

Building Block 1 - All stakeholders must be competent advocates of promoting literacy skills across all content areas (The Why, p. 31; The What, p. 5-6)

Root Causes:

- Lack of continuity in foundational literacy skills instruction, due to a variety of literacy initiatives over the years
- Lack of targeted professional learning in foundational literacy skills
- Lack of time for administrators to stay abreast of literacy research
- Lack of an active school literacy team

Current Practice:

- First full year of *ImagineIt!* in all grades, K-2
- Efforts in place to ensure alignment of existing literacy resources
- Title I parent meetings to assist parents in understanding early literacy skills
- Sharing of information in parent newsletters

Data Analysis Notes for Concern #1:

- 85% of staff indicated a need for an active school literacy team
- 58% of staff agreed that support is needed for involving our community members in literacy initiatives
- McHenry Primary School Staff believes their administrator demonstrates a commitment to learn about and support evidenced-based literacy instruction

Concern #2 - Need for a consistent literacy instructional focus across all areas of the curriculum

Building Block 2 (The What, p. 7; The Why, p. 41)

Root Causes:

- Need for more complex informational texts to supplement current reading program
- No organized plan for teach writing across the curriculum
- Need for professional learning in the

Current Practice:

- First full year of *ImagineIt!* implementation in all grades, K-2
- Efforts in place to ensure alignment of existing literacy resources and materials
- Focused efforts on providing more

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<p>how to use literacy skills in reading and writing across content areas</p> <ul style="list-style-type: none"> ● Lack of opportunities for grade level and vertical collaborative 	<p>opportunities for students to hear and/or read informational texts</p>
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Data Analysis Notes for Concern #2:

- 61% of faculty and staff indicated a need for collaborative school teams to ensure a consistent literacy focus across the curriculum
- 85% of teachers stated they need additional professional learning in effectively integrating writing across the curriculum

Concern #3 - Need for balanced assessment system to assist with interventions and differentiating instruction

Building Block 3 (The What, p. 8-9, A-E; The Why, p. 96)

<p>Root Causes:</p> <ul style="list-style-type: none"> ● Lack of continuity in use of data to drive instruction ● Need for systematic program to identify and monitor Lexiles ● Need for professional learning on the interpretation and effective use of assessment data ● Need for system-wide writing benchmarks, aligned to CCGPS and Georgia Milestones ● Inconsistent use of formative assessment practices system-wide 	<p>Current Practice:</p> <ul style="list-style-type: none"> ● Use of DIBELS data to identify needed interventions in reading ● Use of data from Phonological Awareness Assessment ● System-wide writing benchmarks by genre, aligned with the former Grade 5 Writing Assessment expectations ● Transitioning to system writing benchmarks at all grade levels that require students to write in response to texts
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Data Analysis Notes for Concern #3:

- 48% of teachers indicated the need for common formative assessments to evaluate the effectiveness of instruction
- 67% indicated additional diagnostic assessments are needed to further analyze problems found in literacy screenings
- 70% stated a need for a clear plan for using data to improve teaching and learning

Concern #4 - Need to provide quality, evidence based materials, resources, and professional learning that are systematic, explicit, and aligned to the literacy standards in CCGPS

Building Block 4 (The What, p. 9-10, A-C; The Why, p. 53)

Root Causes:

- Lack of continuity in foundational literacy skills instruction
- Need for continuity of materials for differentiated instruction and interventions
- Need for targeted professional learning in RTI and differentiation related to literacy instruction
- Need for professional learning in integrating writing across curriculum
- Lack of access to literacy resources for students at home

Current Practice:

- First full year of *ImagineIt!* implementation in all grades, K-2
- Variety of resources and materials being utilized for differentiated instruction and tiered interventions

Data Analysis Notes for Concern #4:

- 52% of teachers agreed more training in core program is needed for effective implementation
- Only 28% of teachers think the core program provides an effective plan for writing instruction

Concern #5 - Need for systematic response to intervention protocol, resources, implementation, and monitoring

Building Block 5 (The What, p. 11-12, A-D; The Why, p. 123)

Root Causes:

- Need for continuity in intervention

Current Practice:

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<p>resources and materials</p> <ul style="list-style-type: none"> ● Need for professional learning in the implementation of intervention resources/materials ● Need for intervention resources to be implemented with fidelity ● Need for grade level data team meetings 	<ul style="list-style-type: none"> ● The SST meets on an as-needed basis at each school ● Each school follows system-level written protocols for the SST process ● SST documents are electronic and shared in Google docs ● Schools work as creatively as possible to find time and materials for Tier 2 and 3 interventions ● Parents are involved in the SST process
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Data Analysis Notes for Concern #5:

- 65% of teachers stated the need to analyzed formative assessment data regularly to ensure that all students are receiving instruction in appropriate tiers
- Only 35% of teachers stated they have the appropriate resources needed to effectively implement Tier 3 interventions

Concern # 6: - Need for a focused professional learning to improve literacy instruction

Building Block and Research: Building Block 3, 5 - The How, p. 45-46; The What, p. 12

<p>Root Causes:</p> <ul style="list-style-type: none"> ● Reduced funds for professional learning ● Reduction of school calendar days for students and teachers ● Summative data has been analyzed, but no formal needs assessment process implemented to identify targeted professional learning needs ● Professional learning for initial system/school initiatives has not been sustained or redelivered to new teachers 	<p>Current Practice:</p> <ul style="list-style-type: none"> ● Professional learning activities support goals within the SIP ● System-based professional learning activities are provided to support system strategic and SIP goals
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Each of the concerns listed above affects student achievement and literacy development at McHenry Primary School. We believe the funding provided by the Striving Reader Comprehensive Literacy Grant would help address these concerns, and enable us to move forward with a strong, cohesive plan for strengthening literacy instruction for all students.

Analysis and Identification of Student and Teacher Data

Addresses Scoring Rubric Elements: a), b, c), d)

McHenry Primary School analyzes a variety of data to measure and monitor student achievement and identify areas for improvement. McHenry has a small student population of 209 students. Within the population, there is a large sub-group of students considered economically disadvantaged. In addition, subgroup performance is identified and included in 3rd Grade Writing and CRCT data.

In addition to student performance data, survey data is also utilized to obtain information about stakeholder needs. All teachers including content teachers, Special Education teachers, support teachers, the media specialist, and paraprofessionals were surveyed and included in the analysis of data. The following represents assessment data for all teachers and special education teachers in which students are assessed.

Assessments for Data Analysis:

GKIDS

The GKIDS (Georgia Kindergarten Inventory of Developing Skills) assessment data presented in the table below reflects McHenry students enter Kindergarten lacking the basic readiness skills needed to meet end of year expectations. In 2013 and 2014, the percent of students meeting standards decreased significantly, with an average of 41% of kindergarten students entering first grade with deficiencies in Reading, Writing, and/or Language skills. Thus, early intervention for McHenry students is a critical need.

McHenry GKIDS 2012 - 2014			
Content Area/Strand	2012	2013	2014
	% Meets/Exceeds	% Meets/Exceeds	% Meets/Exceeds
Reading	75.8	60.5	60.3
Writing	52.3	30.3	45.4
Listening/Speaking/ Viewing	76.5	73.6	79.2
Language	N/A	61.7	62.8
ELA TOTAL	71.6	57.6	60.3

3rd Grade Writing Scores

McHenry’s 3rd grade writing scores, along with Floyd County’s and Georgia’s scores, have progressively declined since 2012. The data indicates McHenry students consistently scored higher in informational writing than in persuasive or narrative writing. Our students have historically outperformed Floyd County and Georgia students on the 3rd Grade Writing Assessment. The table below indicates this pattern of performance.

3rd Grade Writing Assessment - 2012-2014

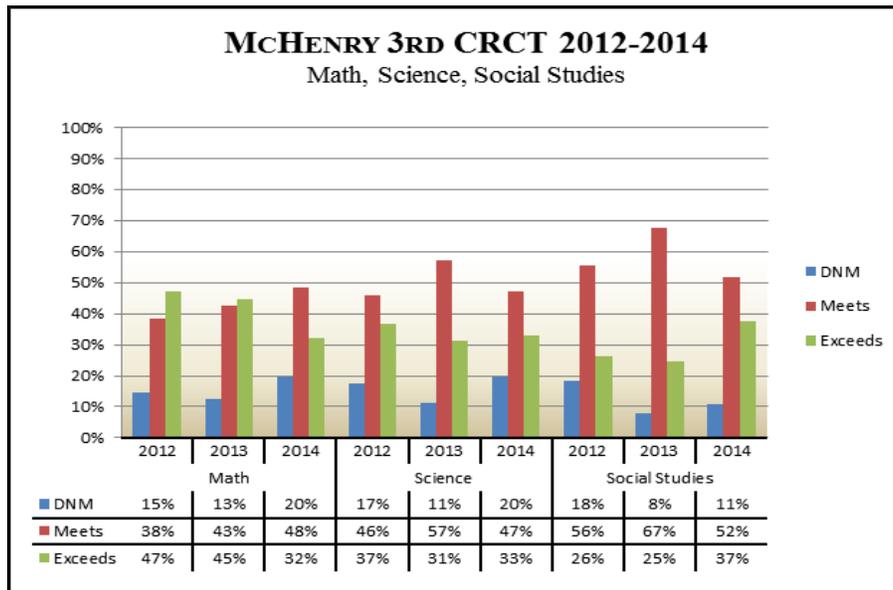
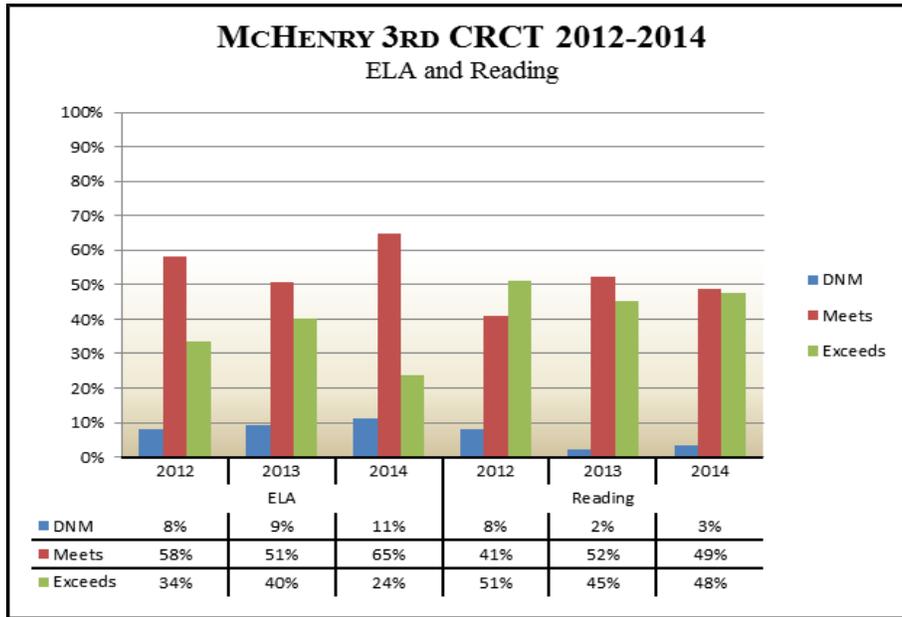
	% of Students Meeting or Exceeding								
	2012			2013			2014		
	McHenry	Floyd Co.	Georgia	McHenry	Floyd Co.	Georgia	McHenry	Floyd Co.	Georgia
Informational	96	84	78	88	81	77	85	72	71
Persuasive	91	78	77	84	77	75	75	69	74
Narrative	93	80	76	89	81	76	81	74	75
Response to Literature	85	12	76	Not Assessed			Not Assessed		

CRCT

The CRCT data presented in this section is representative of McHenry’s third grade achievement from 2012 through 2014. As evidenced below, an average of 96% of all students met or exceeded the standard in Reading on the CRCT. English Language Arts (ELA) scores for McHenry students have historically followed a similar pattern of performance; however, in 2014, ELA scores, along with math, science, and social studies decreased significantly. Additionally, there has been a downward trend in the percent of McHenry students scoring in the “Exceeds” category in most content areas from 2011 to 2014, while system and state percentages have continued to rise.

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McHenry CRCT scores indicate a critical need for the integration of literacy instruction across all areas of the curriculum and the need for targeted professional learning, both addressed in the school’s literacy plan.



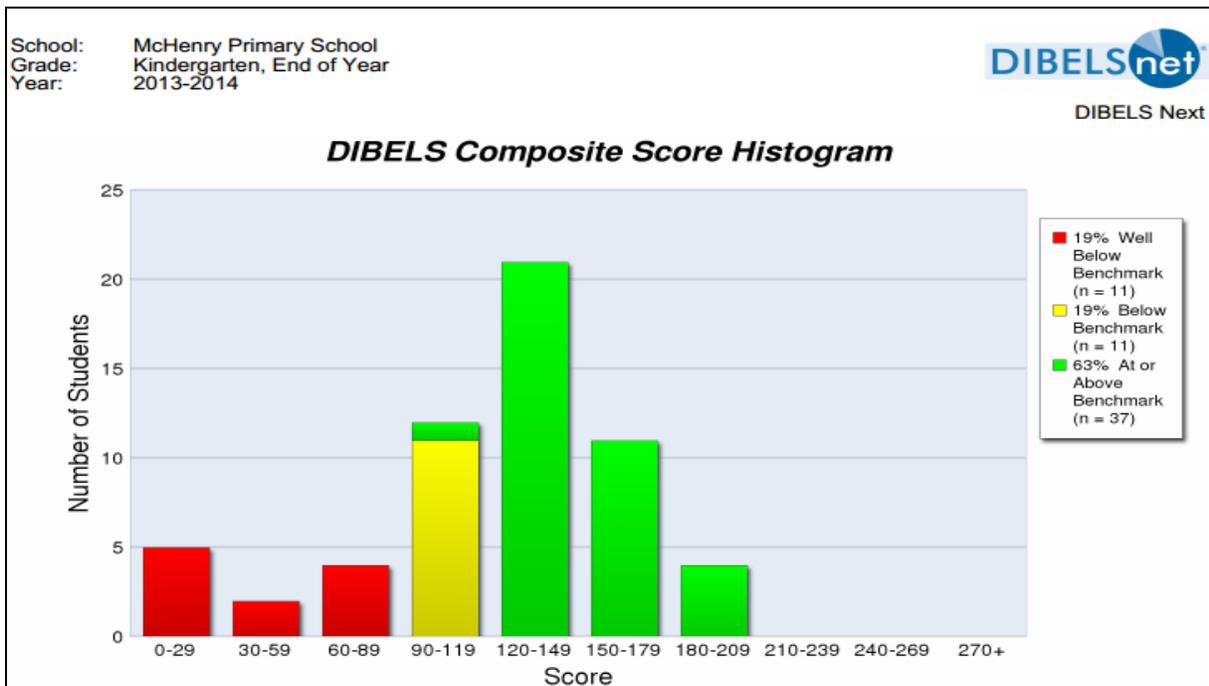
Additional District Prescribed Assessments

Addresses Scoring Rubric Element: g)

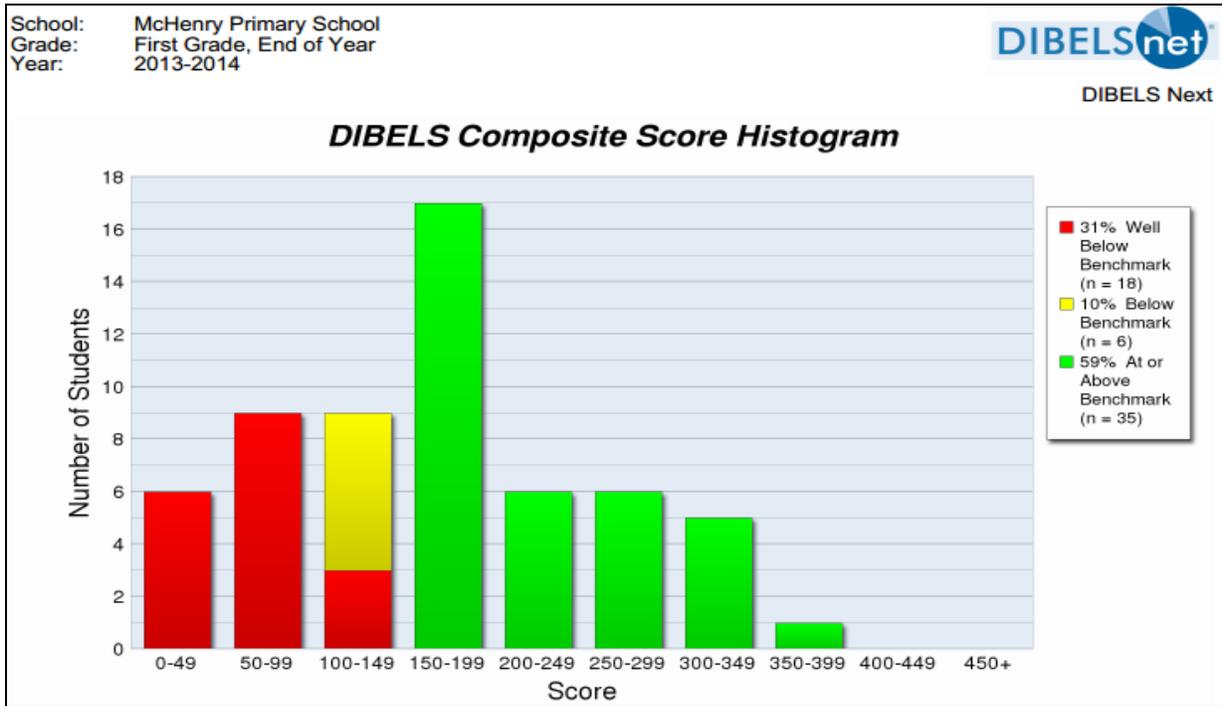
DIBELS Next

DIBELS Next is utilized as a universal screening assessment and progress monitoring tool to assess early literacy skills in all primary and elementary schools in Floyd County. McHenry Primary began using DIBELS 6th Edition in 2003, and transitioned to DIBELS Next in 2012. An analysis of multi-year DIBELS Next data from 2012-2014 indicates a high percent of students in K-2 scored below or well below the expected level of performance on the end of year benchmark. The 2014 data below provides evidence that students in all grade levels continue to show large gaps in their foundational reading skills.

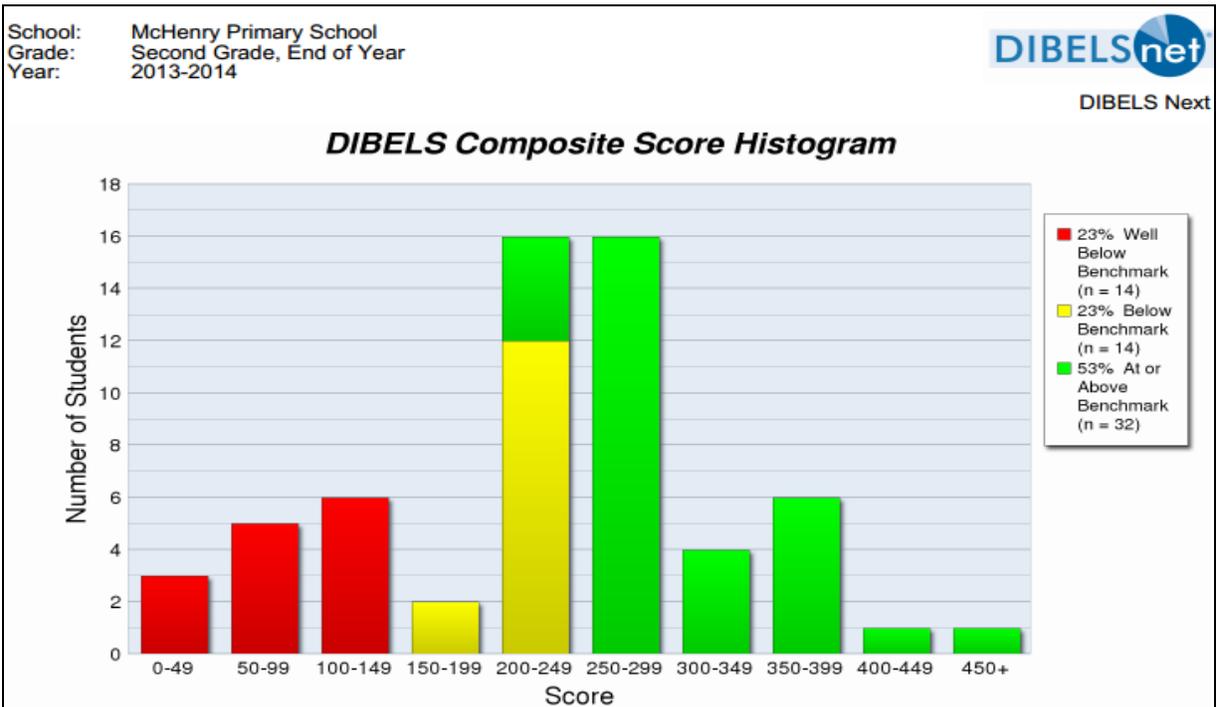
Kindergarten Composite Scores 2014



First Grade Composite Scores 2014



2nd Grade Composite Scores 2014



Teacher Retention Data

Addresses Scoring Rubric Element: c)

McHenry Primary has historically maintained a stable teaching staff. Currently, 88% of McHenry teachers have taught for 10+ years, with 48% of these teachers having 20+ years of experience. McHenry lost three teaching positions when the third grade classes were moved to Pepperell Elementary, and two positions, due a decrease in student enrollment. Currently, 75% of McHenry teachers hold advanced degrees and 100% are highly qualified.

On-Going Professional Learning

Addresses Scoring Rubric Element: h)

McHenry Primary faculty and staff members participate in a wide variety of professional learning opportunities. The following is a list of professional learning topics provided for staff over the last several years. The participation rates vary, due to the differing professional learning needs among faculty and staff, and also the allowable number of participants for some training.

Name of Professional Learning	Year(s)of Course Offering	Participation Rate
<ul style="list-style-type: none"> Effective Implementation of TKES Standards 	2014-2015	100%
<ul style="list-style-type: none"> Math Science Partnership Program 	2011-2013, Fall of 2014-Present	75%
<ul style="list-style-type: none"> Teacher Keys Effectiveness System Implementation 	2013 to Present	100%
<ul style="list-style-type: none"> Georgia Formative Instructional Practices (FIP) Modules 	2014	100%

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<ul style="list-style-type: none"> ● Creating and Effectively Implementing Adaptive Materials for SWD Students 	2013	50%
<ul style="list-style-type: none"> ● CCGPS - Standards-Based Classroom Continuum and Assessment for Learning Strategies 	2011 through 2013	100%
<ul style="list-style-type: none"> ● DIBELS Next Training 	2011	75%
<ul style="list-style-type: none"> ● Florida Center for Reading Research 	2010	100%
<ul style="list-style-type: none"> ● Effectively Integrating Technology in the Classroom 	2010-Present	75%
<ul style="list-style-type: none"> ● Initial Mindset and Recertification Training 	Offered Annually	75%

In addition to McHenry’s current professional learning opportunities, additional professional learning needs identified by the faculty include:

- Differentiated Instructional Strategies To Meet the Needs of All Learners
- Implementation of Effective Literacy Interventions
- Implementing Writing in All Content Areas

Goals and Objectives Based on Formative and Summative Assessments

Addresses Scoring Rubric Elements: a), b), c)

The goals and objectives below are based on trends and patterns identified in student performance data:

Goals:	Objectives:
<ul style="list-style-type: none"> ● Increase the percentage of all students and subgroups of students scoring above expected levels of performance on all assessments 	<ul style="list-style-type: none"> ● Utilize assessment data to identify at-risk students and support instructional decisions ● Disaggregate data into subgroups to monitor progress toward established goals

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	<ul style="list-style-type: none"> ● Provide professional learning on data analysis and utilization of formative and summative assessments ● Provide resources to meet the need areas of students ●
<ul style="list-style-type: none"> ● Develop a school-wide reading initiative that incorporates evidence based best practices in literacy instruction 	<ul style="list-style-type: none"> ● Provide professional learning and consistent support in assessing, diagnosing, and remediating difficulties in reading ● Supplement core literacy program with additional text resources to meet the need areas of students ● Provide materials at various Lexile levels that can be used to help students access content knowledge
<ul style="list-style-type: none"> ● Develop a school-wide plan for writing that incorporates writing in all areas of the curriculum 	<ul style="list-style-type: none"> ● Make writing required part of every class/every day, using technology when possible ● Provide professional learning and consistent support in effective writing instruction that aligns with the rigor of CCGPS
<ul style="list-style-type: none"> ● Develop a comprehensive system of tiered interventions to meet the learning needs of all students 	<ul style="list-style-type: none"> ● Provide professional learning on establishing and managing flexible groups ● Provide professional learning on evidence based differentiation strategies ● Provide needed resources to meet students' needs ● Ensure extended learning time is protected and implemented consistently each day

McHenry Primary Literacy Plan

The Literacy Plan was developed based on research in the “Why” document and utilized the “What” and “How” documents in order to create an implementable plan to improve literacy instruction at McHenry Primary School.

Building Block 1: Engaged Leadership

1A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.

Faculty and staff at McHenry Primary School recognize that for any school initiative to be successful, the leadership must lead and support the initiative. It is of utmost importance that leaders seek out and provide quality professional learning opportunities to ensure quality instruction. “Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers.” (The Why, p. 144)

The needs assessment survey indicated: 54% fully operational, 37% operational, 7% emergent, and 2% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Participate in professional learning in literacy (such as: http://www.comprehensivereadingsolutions.com/z-professional-development-for-principals/) in order to support faculty and staff in implementing the initiatives of the SRCL grant application</p> <p>Schedule regular literacy observations to monitor use of literacy and instructional strategies in each content area as well as student engagement and learning https://docs.google.com/a</p>	<p>Provide professional learning based on student data and teacher needs http://www.comprehensivereadingsolutions.com/technology/</p> <p>Conduct literacy walkthroughs to monitor use of literacy strategies, students engagement and learning.</p> <p>Schedule protected time for literacy and teacher collaboration</p>	<p>Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators. http://www.comprehensivereadingsolutions.com/book-studies/ (How, p. 20)</p> <p>Provide time and support for staff to participate in job-embedded professional learning, coaching/mentoring, grade level meeting,</p>	<p>Provide opportunities for new staff and staff teaching in new content areas the necessary resources and training to support best practices in literacy instruction. http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</p> <p>Identify trained leaders to assist in the support of new staff and staff teaching in different/new content areas</p> <p>Continue to utilize the Literacy Team as a</p>

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<p>/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing (How, p. 21)</p>		<p>content area meetings focused on student work and achievement (Wht, p. 154)</p>	<p>resource for disseminating research based strategies for literacy instruction and ongoing professional development opportunities</p>
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Building Block 1: Engaged Leadership

1B. A school literacy leadership team organized by the administrator is active.

According to the “Why” document (p. 143), A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning grant initiative. According to the NSDC (2001, para. 1), “staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.”

The needs assessment survey indicated: 15% fully operational, 22% operational, 24% emergent, and 39% not addressed. Based on the survey results, the school literacy team, led by the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Schedule and protect time for the work of the literacy team consisting of the following: Principal, Assistant Principal, Instructional Lead Teacher, 1 Teacher per Grade Level, 1 Special Education Representative (How, pg. 21)</p> <p>Work with the literacy team to analyze data using the <u>Literacy Observation Checklist</u> to develop a list of prioritized recommendations and goals for improvement. https://docs.google.com/a/floydboe.net/document/d/</p>	<p>Ensure the use of research-based practices aligned with CCGPS https://www.georgiastandards.org/Common-Core/Pages/ELA-6-8.aspx</p> <p>Provide professional learning and support for staff in addressing goals and needs addressed in teaching literacy in the content areas http://www.comprehensivereadingsolutions.com/sample-middle-school-unit/</p>	<p>Prioritize identified students to be targeted for interventions or support using formative and summative assessment designed to strengthen the teaching of literacy across all content areas http://www.comprehensivereadingsolutions.com/assessment-grades-6-12/</p>	<p>Update the School Improvement Plan yearly to reflect the changing goals, objectives, and needs based on student achievement results. (How, pg. 21); (Why, 118)</p> <p>Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS) (How, p. 21)</p> <p>Utilize the professional learning FIP modules for leaders and administrators to</p>

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/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing		strengthen and promote using formative and summative data to make instructional decisions http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx
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Building Block 1: Engaged Leadership

1C. The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5)

McHenry Primary School Administration, Literacy Team members, and staff recognize there is a strong correlation between academic learning time, the quality of literacy instruction, and student achievement. “Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time,” (The Why, p. 58)

The needs assessment survey indicated: 26% fully operational, 67% operational, 4% emergent, and 2% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Study scheduling options to include building intervention into the school schedule for each day. (What, p. 6); (How, p.23) http://www.comprehensivereadingsolutions.com/0planning-the-ela-block/</p> <p>Protect time for collaborative planning teams within and across the content areas. (What, p. 6); (How, p. 23)</p> <p>Identify and eliminate</p>	<p>Ensure that teams meet for collaborative planning and examining student data/work during scheduled times (How, p. 22); (Why, p.104)</p> <p>Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas. (The What p.6, 10); (The How p.23) https://www.softchalkcloud.com/lesson/files/6Lew05u1vKGpqD/ps1079_ad</p>	<p>Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following: http://www.scsk12.org/uf/TalentManagement/vlp/?page_id=196</p> <p>Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule</p>	<p>Ensure that teams meet for collaborative planning and examining student data/work during scheduled times</p> <p>Use technology to provide professional learning to all teachers. (How, p. 22) http://www.parcconline.org/sites/parcc/files/pdmodules/module1/index.htm?Attempts=3&W1=1662&H1=884&W2=1662&H2=884&W3=1662&H3=884</p>

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<p>inefficient use of student and faculty time within the schedule. (What, p.6); (How, p.23)</p>	<p>olescentliteracy_rev2012.pdf</p> <p>Use protocols to examine student work. http://www.lasw.org/met_hods.html (How, p. 23); (Why, p.118)</p>	<p>(Why, p. 38)</p>	<p>Share professional learning at scheduled meetings with literacy team, grade level, and content area teams (How, p. 20)</p> <p>Utilize social media and online technology to share and promote students' achievement in literacy as a result of collaborative planning across content areas. (How, p.23) http://www.comprehensivereadingsolutions.com/technology/</p>
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Building Block 1: Engaged Leadership

1D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS)

Literacy instruction for students should extend beyond a single language arts period and be integrated in a subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa & Snow, 2006, p. 20). (The Why, p. 58)

The needs assessment survey indicated: 30% fully operational, 57% operational, 11% emergent, and 2% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Survey strengths and needs for improvement by evaluating the school's culture and current practices using observation tools/checklists (The Literacy Observation Checklist) (What, pg.5); (How,</p>	<p>Utilize all staff to support literacy instruction (How, pg. 25)</p> <p>Ensure that teachers provide meaningful opportunities for students to write, speak, and listen</p> <p>Provide professional</p>	<p>Incorporate technologies to more creatively and effectively support stakeholder engagement (How, pg. 25) http://www.comprehensivereadingsolutions.com/technology/</p> <p>Provide English language</p>	<p>Maintain the focus (fiscal and instructional) on literacy development even when faced with competing initiatives</p> <p>Include academic supports such as tutoring, co-curricular activities, online learning</p>

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<p>pg.24) https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing</p> <p>Plan for targeted professional learning for the staff on literacy strategies and deep content knowledge. (Why, pg. 26, 37, 43, 44, 65, 66); (What, pg. 6); (How, pg. 24) http://www.comprehensivereadingsolutions.com/academic-language/</p>	<p>learning to develop the understanding that a comprehensive system of learning supports differs from a case-by-case, fragmented approach and to enhance motivation and capability of the critical mass of stakeholders (How, p. 20)</p> <p>Participate in state-sponsored webinars to increase understanding and implementation of CCGPS across content areas. (Why, pg. 85) https://www.georgiastandards.org/standards/Pages/BrowseStandards/GPS_by_Grade_Level_K-8.aspx</p>	<p>services that extend beyond the classroom and writing topics</p> <p>Provide a literacy resource room for parents and caregivers in the school</p> <p>Provide parents and caregivers with links to websites that provide resources to strengthen literacy (Why, p. 38)</p>	<p>opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning</p>
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Building Block 1: Engaged Leadership

1E.Literacy instruction is optimized in all content areas.

CCGPS holds educators across all content areas accountable for teaching literacy standards. Because of this, the staff at McHenry recognizes the need for further professional learning in the areas of instructional strategies for teaching literacy across the curriculum. “Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas” (The Why, p. 49).

The needs assessment survey indicated: 30% fully operational, 50% operational, 17% emergent, and 2% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
Identify research-based strategies and appropriate	Require writing as an integral part of every	Ensure the use of research-based strategies	Identify skills or knowledge that needs to

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<p>resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (How, p. 26)</p> <p>Identify appropriate strategies to help ELs meet English language proficiency standards.</p> <p>Identify or develop a systematic procedure for teaching academic vocabulary in all subjects.</p> <p>Create a plan to integrate literacy in all subjects as articulated within CCGPS.</p> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> - Incorporating the use of literature in content areas - Writing instruction (narrative, opinion, and informational) in all subject areas - Supporting opinions with reasons and information - Text complexity that is appropriate to grade level - Text complexity that is adjusted to the needs of individual students 	<p>class every day</p> <p>Provide teachers with resources to provide a variety and choice in reading materials (Why, p. 38)</p> <p>Implement a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (try to find something in the Why to support the need for content area writing rubrics)</p> <p>Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media</p>	<p>and appropriate resources to support student learning of the CCGPS (Why, p. 38)</p> <p>Support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards.</p> <p>Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.</p> <p>Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers, Thinking Maps, etc.).</p> <p>Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic</p>	<p>be strengthened in the future for students to reach proficiency standards.</p> <p>Monitor literacy instruction across the curriculum through:</p> <ul style="list-style-type: none"> - Formal and informal observations - Lesson plans - Walkthroughs - Student work samples
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Building Block 1: Engaged Leadership

1F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS).

“The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program.” (The Why, p. 27) “In today’s world, literacy extends well beyond the basics of reading (phonics and decoding skills). Not only does literacy include a person’s ability to be a lifelong learner and contributor to society, but also the ability to retrieve and understand new information (The Why, p. 30)

The needs assessment survey indicated: 9% fully operational, 33% operational, 30% emergent, and 28% not addressed. Based on the survey results, the administration, LSGT, counselor(s), and literacy team will:

Planning	Implementing	Expanding	Sustaining
<p>Create a shared vision for literacy for the school and community, make the vision tangible and visible (ex. graphing student scores; rewards for improvement in literacy)</p> <p>After school tutoring programs enlist community members to support and promote literacy</p> <p>Enlist community members, parents, and civic leaders to empower and encourage students in becoming lifelong learners</p> <p>Enlist members of the various participating entities to provide leadership by:</p> <ul style="list-style-type: none"> - Serving as mentors. - Speaking to groups of students. - Publicizing efforts 	<p>Establish a mentoring system from within and outside of the school for every student who needs additional support</p> <p>Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (LSGT)</p>	<p>Continue to solicit key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (LSGT)</p> <p>Ongoing webinars/training for LSGT https://sas.illuminate.com/site/external/playback/artifact?psid=2014-09-09_0642.M.9927882F71D2_8B5554DD5DD3E5C88B.vcr&aid=136675</p> <p>Support community efforts in adult learning</p> <p>Evaluate the effectiveness of after school programs and mentoring programs (Why, p. 154)</p>	<p>Local School Governance Teams meet regularly to discuss students data and school improvement goals</p> <p>Celebrate academic successes publically through traditional and online media (How, p. 28)</p> <p>Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives</p> <p>Ask local businesses to help heighten awareness about reading or literacy topics</p> <p>Continue to focus proactively on broad issues that may prevent students from learning</p>

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within the community. - Visiting classrooms to support teachers and students			
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Building Block 2: Continuity of Instruction

2A. Ensure a consistent literacy focus across the curriculum through the use of collaborative teams

The needs assessment data indicates the need for the teachers to have a common planning time. Therefore, the school will continue with the practice of common planning time and will “provide educators with the knowledge and skills to collaborate” (The Why, p. 143). McHenry teachers and staff feel it is imperative to have vertical team meetings, where teachers will meet with common content area teachers from different grade levels. This will provide a platform for rich discussion on the progression of literacy skills.

The needs assessment survey indicated: 17% fully operational, 22% operational, 22% emergent, and 39% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Establish cross-disciplinary teams for literacy instruction: - Schedule time for teams to meet for regular collaboration and examination of student data/work - Identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects</p> <p>Plan and implement lessons that address the literacy needs of students http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</p>	<p>Administration establishes an expectation of shared responsibility for literacy across the curriculum</p> <p>Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p> <p>Meet in disciplinary teams, either physically or virtually (ie. Google+ hang-out) according to regularly established times for collaborative planning and examining student data/work</p>	<p>Study formative student assessment results and use the results to continue to adjust instruction. http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/</p> <p>Assess effectiveness of team actions on student learning.</p> <p>Evaluate the effectiveness of the team’s actions on student learning</p>	<p>Utilize online options to provide ongoing professional learning to new and continuing learning. http://www.comprehensivereadingsolutions.com/</p> <p>Share professional learning online and at team and staff meetings (How, p. 20)</p> <p>Encourage teachers to share stories of success in the community and through school and teacher websites.</p> <p>Alter teams as necessary to ensure optimal effectiveness</p>

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	<p>Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible http://www.comprehensivereadingsolutions.com/linking-professional-development-and-observation/</p>		
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Building Block 2: Continuity of Instruction

2B. Teachers provide literacy instruction across the curriculum.

McHenry cannot successfully implement our literacy plan without providing professional learning for all of our teachers. Recommendation 2 of the Georgia Literacy Task Force includes the provision for “professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking” (The Why, p. 37).

The needs assessment survey indicated: 43% fully operational, 43% operational, 11% emergent, and 2% not addressed. Based on the survey results, the administrator and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Professional development for teachers across content areas and grade level in specific academic vocabulary instruction http://www.comprehensivereadingsolutions.com/understanding-vocabulary-instruction/</p> <p>Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects.</p>	<p>Implement research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan:</p> <ul style="list-style-type: none"> - Five essential components of effective early reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). - Acquiring knowledge, enhancing understanding, and constructing meaning. - Building 	<p>Study the text structures most frequently used in texts of each content area.</p> <p>Utilize <i>Reading Next</i> – 15 research-based program elements that improve literacy achievement (Biancarosa & Snow, 2004).</p> <p>Teach through modeling and guiding as students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)</p>	<p>Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)</p> <p>Stay abreast of effective strategies for literacy instruction</p> <p>Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening,</p>

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<p>Identify the concepts and skills students needed to meet expectations in the CCGPS.</p> <p>Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area</p> <p>Study a variety of strategies for incorporating writing in all content areas</p> <p>Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction (How, p. 20)</p>	<p>comprehension skills. - Motivation, varying degrees of instruction in reading in order to improve their reading abilities (Why, p. 38)</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options</p> <p>Discuss ways to infuse literacy throughout the day including the use of technology</p>	<p>Provide variety and choice in the types, media and genre of both reading and writing assignments.</p>	<p>viewing and communicating through social media</p> <p>Expand the types of writing across the subject areas</p> <p>Differentiate assignments by offering student choice</p> <p>Celebrate and publish good student writing in a variety of formats (How, p. 26)</p> <p>Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency</p> <p>Plan a literacy celebration for the entire school.</p>
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Building Block 2: Continuity of Instruction

2C. Out-of-school agencies and organizations collaborate to support literacy within the community.

The Local School Governance Team (LSGT), along with Literacy Team members and staff recognize the need to support Georgia goal for all students become self-sustaining, lifelong learners and contributors to their communities. (The Why, p. 31) A comprehensive and coordinated literacy program, which is interdisciplinary and inter departmentalized, and coordinated with out-of-school organizations and the local community will improve literacy achievement. (The Why, p. 66-67)

The needs assessment survey indicated: 4% fully operational, 41% operational, 43% emergent, and 11% not addressed. Based on the survey results, the administrators and teachers will:

<p>Planning</p>	<p>Implementing</p>	<p>Expanding</p>	<p>Sustaining</p>
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<p>Identify and contact learning supports in the community that target student improvement</p> <p>Design avenues to connect students to the proper service providers in the community</p> <p>Design and implement infrastructure to provide guidance and support for students and families</p> <p>Utilize and engage all staff to support literacy instruction</p>	<p>Utilize a different funding sources for specialized literacy staff and materials (i.e. Title I, Title IIA)</p> <p>Partner with community and faith-based groups to accommodate more students</p> <p>Establish a mentoring system from within and outside the school for every student who needs additional support (How, p. 49)</p> <p>Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, and after-school academies to enhance literacy learning</p>	<p>Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments (Why, p. 99)</p> <p>Extend school building hours for adult learners from the community in the evenings, encouraging a community of learners</p> <p>Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services</p>	<p>Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives</p> <p>Advocate for new capacity in the community to help students and families</p> <p>Continue to focus proactively on broad issues that may prevent students from learning</p> <p>Continue to foster relationships/networks among schools, families, and communities</p>
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Building Block 3: Ongoing Formative and Summative Assessments

3A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

“Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing” of these assessments. (The Why, p. 97)
 “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (The Why, p. 98). “Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement” (The Why, p. 97).

The needs assessment survey indicated: 52% fully operational, 28% operational, 15% emergent, and 4% not addressed. Based on the survey results, the administrators and teachers will:

<p>Planning</p>	<p>Implementing</p>	<p>Expanding</p>	<p>Sustaining</p>
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<p>Select and administer effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students (Why, p. 99)</p> <p>Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment (How, p.34)</p> <p>Utilize an on-line or technology-based format for formative assessments that aligns with the rigor and expectations of Georgia Milestone assessments (i.e. OAS website)</p> <p>Define a process for selecting appropriate interventions for struggling readers</p> <p>Research and purchase assessment and intervention materials aligned with students' needs</p> <p>Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording</p> <p>Develop a formative assessment calendar based on local, state, and</p>	<p>Administer assessments and input and analyze data according to the established timeline (Why, p. 105)</p> <p>Provide timely, descriptive feedback to students with opportunities to assess their own learning Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms</p> <p>Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) (Why, p. 43)</p> <p>Provide assessment measures to identify high achieving/ advanced as well as struggling learners who would benefit from enrichment activities</p> <p>Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)</p>	<p>Upgrade technology infrastructure to support assessment administration and dissemination of results</p> <p>Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans (Why, p. 105)</p>	<p>Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students (Why, p. 99)</p> <p>Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)</p> <p>Continue to provide assessment measures that can help identify high achieving/ advanced learners who would benefit from enrichment activities</p> <p>Utilize a blend of funding sources to continue to purchase assessment and intervention materials aligned with students' needs</p> <p>Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording</p>
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<p>program guidelines, including specific timeline for administration and persons responsible</p> <p>Make a data collection plan for storing, analyzing, and disseminating assessment results</p>	<p>Have all materials and procedures in place prior to start of the school year</p>		
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Building Block 3: Ongoing Formative and Summative Assessments

3B. A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

McHenry teachers indicate the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (The Why, p. 102)

The needs assessment survey indicated: 54% fully operational, 26% operational, and 20% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Identify literacy skills needed to master CCGPS in each content area</p> <p>Obtain effective universal screening to measure literacy competencies for all students across the curriculum</p> <p>Review effectiveness of current progress monitoring tools (Why, p. 99)</p>	<p>Administer assessments and input data according to the established timeline</p> <p>Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines</p>	<p>Develop an assessment calendar to include universal screenings, and progress monitoring designating persons responsible (Why, p. 99)</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans (How, p. 34)</p> <p>Make data-driven budget decisions aligned with literacy as a priority</p>	<p>Share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format</p> <p>Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording</p> <p>Acknowledge staff’s</p>

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			efforts to improve their use of assessment data to inform instruction through TKES and informal teacher reviews
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Building Block 3: Ongoing Formative and Summative Assessments

3C. Problems found in literacy screenings are further analyzed with diagnostic assessment

McHenry teachers indicate the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (The Why, p. 102)

The needs assessment survey indicated: 33% fully operational, 54% operational, and 13% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Develop protocol that ensures students who are identified by screenings receive diagnostic assessment</p> <p>Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards</p> <p>Provide professional development opportunities for teachers and administration to increase their awareness of the need to differentiate instruction and provide appropriate</p>	<p>Administer diagnostic assessments, where possible and needed, that isolate the component skills needed for mastery of literacy standards</p> <p>Utilize webinars for information on diagnosing and implementing instructional changes based on assessments http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-grades-1-through-3</p> <p>Select interventions that</p>	<p>Use results of the diagnostics for student placement within an intervention and to adjust instruction. (eg., IDI) http://www.comprehensivereadingsolutions.com/wp-content/uploads/2014/08/InformalDecodingInventory.pdf</p> <p>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; translate material into</p>	<p>The Literacy team along with administration will continue to support and facilitate systematic meetings to discuss student assessment data and assist students and teachers in setting learning goals and in monitoring progress toward those goals</p> <p>Share relevant student progress data with families in an easily interpreted format</p> <p>Use technology for communicating data to the district literacy leadership team in a</p>

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<p>interventions based on diagnostic assessments. http://www.comprehensivereadingsolutions.com/0introduction-to-differentiation/</p> <p>Teachers will be trained in the administration and diagnostic components of the Informal Decoding Inventory</p>	<p>include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach</p>	<p>student’s first language when needed; support students with disabilities). http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx</p>	<p>timely manner</p> <p>Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals (How, p. 28)</p> <p>Recognize and celebrate the school’s progress toward its literacy goals (How, p. 28)</p> <p>Maintain the use of diagnostic tools that isolate the component skills needed for mastery of literacy standards</p>
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Building Block 3: Ongoing Formative and Summative Assessments

3D. Summative data is used to make programming decisions as well as to monitor individual student progress.

McHenry teachers indicate the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (The Why, p. 102)

The needs assessment survey indicated: 33% fully operational, 57% operational, 9% emergent, and 2% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Evaluate the capacity of technology infrastructure to support test administration and disseminate results.</p> <p>Analyze previous year’s outcome assessments to determine broad student</p>	<p>Use assessment data to assist teachers and students in setting learning goals</p> <p>Administer summative assessments at scheduled intervals (How, p.34)</p>	<p>Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results</p> <p>Review assessment results in order to identify needed program</p>	<p>Based on analysis of summative assessment data, continually:</p> <ul style="list-style-type: none"> - evaluate the effectiveness of programs and policies. - redefine school improvement goals. - adjust curriculum

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<p>needs and serve as a baseline for improvement: - DIBELS Next</p> <p>Study how disciplinary standards are assessed on state and local tests (How p. 38)</p> <p>Analyze assessment data to identify teachers who need support (How p. 38)</p>	<p>During collaborative team meetings, focus discussions on changes that can be made to improve the instructional program for all students (Why, p. 96)</p> <p>Use assessment data to assist teachers and students in setting learning goals</p> <p>Data is disaggregated to ensure the progress of subgroups. (What, p. 9)</p>	<p>and instructional adjustments</p> <p>Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results</p>	<p>alignment to eliminate gaps.</p> <ul style="list-style-type: none"> - ensure that students are appropriately placed in specific programs. - recognize and celebrate individual student’s significant improvements and attaining designated standards of achievement (e.g., school website, local media, school-wide events) (How, p. 28) <p>During teacher team meetings, focus discussions on changes that can be made to continuously improve the instructional program for all students (How, p. 38)</p>
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Building Block 3: Ongoing Formative and Summative Assessments

3E. A clearly articulated strategy for using data to improve teaching and learning is followed.

The NCEE made “five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school; and develop and maintain a district-wide data system” (The Why, p. 120, 121).

The needs assessment survey indicated: 30% fully operational, 46% operational, 22% emergent, and 2% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
Identify participants for data teams for each building and for specific	Teachers will effectively utilize resources such as: looking at student work	Train teachers to use the decision-making protocol to identify student	Using online options to continue to train new members of the meetings

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<p>grade bands</p> <p>Identify participants at the system level to review literacy plan data</p> <p>Define roles and responsibilities for team members – including, but not limited to:</p> <ul style="list-style-type: none"> -Central office -Building administrators -General education teachers -Teachers of students with special needs (swd, EL, gifted) <p>Schedule collaborative planning time for data meetings at a minimum of once/month (Why, p. 96)</p> <p>Establish or select protocols for team meetings, such as those found on http://www.lasw.org/</p> <p>Develop a protocol for making decisions to identify the instructional needs of students</p>	<p>(LASW) http://www.lasw.org/methods.html</p> <p>Implement protocol with fidelity</p>	<p>instructional needs and group them by instructional commonalities</p> <p>Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention (How, p.39) http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/</p> <p>Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers</p>	<p>in the expectations and function of the established protocols</p> <p>Ensure that the data storage and retrieval system is effective and efficient</p>
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Building Block 4: Best Practices in Literacy Instruction

4A1. All students receive direct, explicit instruction in reading (K-8)

“According to the Report of the National Reading Panel, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, p. 64). It is imperative to target these five components of reading in all students regardless of ability level. Research shows that “explicit and systematic instruction in the five essential components must be provided” (The Why, p. 65). Therefore, as a system, we must continue to use the data from diagnostic assessments to determine if there are gaps in grade-level instruction.

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The needs assessment survey indicated: 52% fully operational, 39% operational, 7% emergent, and 2% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Ensure with fidelity that the core program provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts</p> <p>Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)</p> <p>Plan and provide professional learning on direct, explicit instructional strategies to build students' comprehension within each subject area (How, p. 20)</p> <p>Plan and provide professional learning on differentiated instructional options for literacy assignments (How, p. 20)</p>	<p>Review teacher and student data to improve instruction</p> <p>Utilize resources for professional development in specific areas of instructional needs are utilized (e.g., http://www.comprehensivereadingsolutions.com/building-sight-word-knowledge/)</p> <p>Compile and examine classroom observation data to identify, monitor, and gauge effective literacy instruction</p> <p>Provide instructional and assessment accommodations/adaptations/support for English language learners according to their English proficiency levels</p> <p>Ensure a daily literacy block that includes explicit instruction in word identification, vocabulary, and comprehension</p> <p>Ensure small, flexible grouping is used as a strategy to support</p>	<p>Provide training to all pertinent staff in the use of the core program</p> <p>Provide professional learning on the tenets of explicit instruction:</p> <ul style="list-style-type: none"> - Use of data to inform instructional decisions and explicit teaching. - Selection of appropriate text for strategy instruction. - Effectively communicating to students specific strategies to be learned and why. - Modeling of how a strategy is used. - Guided and independent practice with feedback. - Discussion of when and where strategies are to be applied (How, p. 20) <p>Share effective differentiated lessons and differentiation strategies in teacher team meetings</p> <p>Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs.</p>	<p>Ongoing training and professional development provided for implementing and expanding the core literacy program (How, p. 20)</p> <p>Continue analyzing data to determine the impact of teaching strategies on student achievement</p> <p>Continue to provide ongoing training to all pertinent and new staff in the use of the core program</p> <p>Provide support to new teachers on differentiated instruction for all learners through the use of mentoring programs, peer-coaching and feedback, online webinars and professional development) (How, p. 49) (Why, p. 154)</p> <p>Provide support and training for new teachers on how to effectively meet the needs of ELs and SWD, as well as for all students</p>

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	differentiation for all students	http://www.comprehensivereadingsolutions.com/0introduction-to-differentiation/	
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Building Block 4: Best Practices in Literacy Instruction

4B1. All students receive effective writing instruction across the curriculum.

According to our Needs Assessment Survey, 75% of staff recognize the need for professional learning in the area of writing instruction. Research studies on the importance of connecting reading to writing indicate the highest effect sizes and gains in students’ reading comprehension occurred when students had opportunities to respond in writing to texts they read. (*Writing to Read*, Graham & Hebert, 2010, p. 14) The National Commission on Writing research found that “people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion” (The Why, p. 44).

The needs assessment survey indicated: 28% fully operational, 35% operational, 33% emergent, and 4% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Develop an articulated school-wide writing plan consistent with CCGPS that:</p> <ul style="list-style-type: none"> - integrates writing across all subject areas - includes explicit instruction, guided practice, and independent practice - includes regular opportunities for students to write about texts they read - teaches students the writing skills and process that go into creating text - defines the expectations for frequency of writing in all content areas - provides opportunities for student choice in both 	<p>Provide professional learning on best practices in writing instruction in all subject areas</p> <p>http://www.comprehensivereadingsolutions.com/writing-development/</p> <p>Implement the school-wide writing plan, to include an analysis of formative assessment data to monitor the effectiveness of instruction</p> <p>Consistently incorporate opportunities for teacher modeling during explicit writing instruction</p> <p>Have students write</p>	<p>Provide variety and choice in the types, media and genre of both reading and writing assignments</p> <p>Provide modeling, guidance and explicit instruction to students to practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)</p> <p>Provide examples of exemplars and rubrics that define the expectations for assignments</p> <p>Infuse all types of literacy throughout the</p>	<p>Ensure writing is a required part of every class every day, using technology when possible</p> <p>Consistently use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p> <p>Provide on-going professional development on writing across the curriculum in content areas (How, p. 20)</p> <p>Analyze student writing to determine the impact of teaching strategies on</p>

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<p>reading and writing assignments - provides for increased opportunities for peer interaction and peer feedback - utilizes a variety of formative assessments to monitor students' progress and guide instruction (The Why, p. 45-46)</p> <p>Develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options (How p.31)</p>	<p>about texts they read in the following ways: - Respond to a text in writing (writing personal reactions, analyzing and interpreting the text) - Write summaries of a text - Write notes about a text - Answer questions about a text in writing, or create and answer written questions about a text (Graham & Hebert, 2010, p. 14) (Why, p. 45-46)</p> <p>Teach students the writing skills and process that go into creating text: pre-write, draft, revise, edit, and publish online and/or in hardcopy format</p>	<p>day e.g., print, online, blogs, wikis, social media</p>	<p>student writing achievement (Why, p. 105)</p> <p>Provide support and training for new teachers on how to effectively meet the needs of ELs and SWD, as well as for all students in effective writing strategies/instruction (How, p. 20)</p>
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Building Block 4: Best Practices in Literacy Instruction

4B2. All students receive effective writing instruction across the curriculum.

“Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia Students. The implementation of strong writing programs is crucial to a literacy initiative.” (The Why, p. 45)

The needs assessment survey indicated: 15% fully operational, 41% operational, 26% emergent and 17% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
Plan professional	Ensure opportunities are	Provide professional	Administration and

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<p>learning to ensure teachers understand how to provide content instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics (How, p. 20)</p> <p>Gather baseline and longitudinal data showing student performance in writing based on common rubrics and writing samples in all grades http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Sample-Rubric.aspx</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include explicit instruction, guided practice, and independent practice</p>	<p>available for technology to be used for production, publishing, and communication across the curriculum</p> <p>Implement the coordinated plan for writing instruction across all subject areas that includes:</p> <ul style="list-style-type: none"> - Explicit instruction - Guided practice. - Independent practice <p>Include 21st century technology competencies (NCTE 2013) in the writing plan and define the expectations for teachers and students in utilizing technology to enhance writing instruction http://www.comprehensivereadingsolutions.com/technology/</p>	<p>learning on best practices in writing instruction in all subject areas http://www.comprehensivereadingsolutions.com/writing-development/</p> <p>Review and analyze formative writing data to determine effectiveness of writing plan (Why, p. 105)</p> <p>Plan professional learning on teaching with technology to engage the 21st century learner (How, p. 20)</p> <p>Increase expectations for technology use in teaching writing across all content areas as access to technology increases</p>	<p>Literacy team members will utilize the literacy observation checklist to measure effectiveness of writing instruction across the curriculum https://docs.google.com/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pt03-W244cW9Gy3W0/edit?usp=sharing</p> <p>Continue to provide professional learning on best practices in writing instruction in all subject areas (How, p. 20)</p> <p>Continue reviewing and revising the implementation of the writing plan</p>
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Building Block 4: Best Practices in Literacy Instruction

4C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

Research from Guthrie and Humenick which focused on improving students’ motivation to read included four recommendations: “providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading” (The Why, p. 51). Therefore, to successfully implement a quality literacy program, we must provide ways for the students to take ownership of their literacy achievement. In addition, “incorporating technology into instruction can increase motivation and enhance literacy by fostering student engagement” (The Why, p. 53).

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The needs assessment survey indicated: 33% fully operational, 54% operational, and 13% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Participate in online professional learning designed to increase student engagement and motivation http://www.comprehensivereadingsolutions.com/motivating-students-to-read/</p> <p>Develop a clear understanding of:</p> <ul style="list-style-type: none"> - providing students with opportunities to self-select reading material and topics for research - taking steps to provide students with an understanding of the relevance of their academic assignments to their lives - increasing opportunities to collaborate with peers - increasing access to texts that students consider interesting - scaffolding student’s background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy 	<p>Leverage the creative use of technology within the learning process to promote engagement and relevance</p> <p>Provide hands-on learning activities that bring the materials read to life</p>	<p>Ensure incentive programs, if used, are:</p> <ul style="list-style-type: none"> ● voluntary, not required ● not tied to grades\ ● minimal and connected to reading such as books/ materials ● used with students who are unmotivated to read, rather than those who are already excited about reading <p>Teachers explore ways to utilize peer collaboration with and within the context of PLCs (literature circles, cross-age/multi-age interactions) (The How, pg. 41)</p> <p>Utilize an interest inventory so students can self-select topics on which to read and reflect</p> <p>Involve secondary students as role models for the elementary school students (football players, band members, cheerleaders, clubs, and foreign language students)</p>	<p>Create a community partnership that engages students and stakeholders in meaningful collaborative activities (Why, p. 96)</p> <p>Administration and Literacy team members will utilize the literacy observation checklist to measure effectiveness of writing instruction across the curriculum https://docs.google.com/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pt03-W244cW9Gy3W0/edit?usp=sharing</p>

Building Block 5: System of Tiered Intervention (RTI) For All Students

5A. Information developed from the school-based data teams is used to inform RTI process.

Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum, Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007) (The Why, p. 123)

The needs assessment survey indicated: 43% fully operational, 48% operational, and 9% emergent. Based on the survey results, the administrator and/or teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Determine percentage of students currently being served in each tier at each grade level (Why, p. 43)</p> <p>Develop protocols for identifying students and matching them to the appropriate intervention</p> <p>Schedule grade level RTI meetings</p> <p>Develop process for monitoring the implementation of research-based interventions at the building level and across the system</p>	<p>Monitor results of formative assessment to ensure students are progressing</p> <p>Schedule grade-level data-analysis team meetings</p> <p>Provide building and system-level support of the process</p> <p>Monitor to ensure that interventions are occurring regularly and with fidelity</p>	<p>Purchase, schedule, train providers and implement interventions</p> <p>Budget for recurring costs of data collection, intervention materials, and technology used for implementation</p> <p>Develop process monitoring the implementation of research-based interventions at the building level and across the system</p>	<p>Use the Georgia Department of Education problem-solving checklist to evaluate:</p> <ul style="list-style-type: none"> - Personnel providing interventions - The ease with which students move between tiers (Why, p. 43) <p>Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention</p>

Building Block 5: System of Tiered Intervention (RTI) For All Students

5B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.

Assisting content teachers to embed cognitive and motivational strategies into their instruction enables them “to support deeper student literacy and understanding in the content-area reading” (Lewis et al., 2007). These skills are consistent with focus on the Georgia Performance Standards and the Common Core Georgia Performance Standards. (The Why, p. 124)

The needs assessment survey indicated: 35% fully operational, 46% operational, and 20% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Examine student data to determine the current percentage of successful students in the areas of literacy</p> <p>Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area</p> <p>Examine student data to focus on instructional areas of greatest need</p> <p>Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (Why, p. 134)</p> <p>Provide professional learning on direct, explicit instructional strategies that build students’ word identification, fluency,</p>	<p>Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction</p> <p>Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes</p> <p>Use student data to focus on instructional areas of greatest need</p> <p>Ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year</p> <p>Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students (Why, p. 42)</p>	<p>Provide on-going scheduled time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels</p> <p>Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS at each grade level for all schools</p> <p>Monitor teachers’ effective questioning and feedback skills</p> <p>Ensure adequate time for planning and implementing flexible grouping based on students’ learning needs (EL, SWD, gifted)</p> <p>Monitor the planning,</p>	<p>Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students’ needs</p> <p>Encourage the use of technology to support proactive communication between students and teachers, parents and teachers</p> <p>Ensure that communication between teachers and administrators is ongoing and effective</p> <p>Provide ongoing professional learning to promote literacy (How, p. 20)</p> <p>Support teachers’ effective use of time through use of technology during each stage of the process</p>

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<p>vocabulary, comprehension, and writing skills (How, p. 20)</p> <p>Provide professional learning on team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting</p>		<p>delivery, and assessment for students with special learning needs</p>	
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Building Block 5: System of Tiered Intervention (RTI) For All Students

5C. Tier 2 needs-based interventions are provided for targeted students.

Evidence-based interventions focus on specific data that supports the implementation of interventions and the improved students outcomes (Georgia Department of Education, RTI Document, 2008). Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. (The Why, p. 125)

The needs assessment survey indicated: 41% fully operational, 33% operational, and 26% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Plan and provide professional learning for interventionists on:</p> <ul style="list-style-type: none"> - Appropriate use of supplemental and intervention materials - Diagnosis of reading difficulties - Direct, explicit instructional strategies to address difficulties - Charting data - Graphing progress (How, p. 20) <p>Schedule times for collaborative discussion</p>	<p>Document data points to monitor student response to intervention</p> <p>Provide scheduled times for collaborative discussion and planning between content area teachers and interventionists (Why, p. 96)</p> <p>Provide sufficient resources (time, training cost, materials and implementation of interventions) (Why, p.</p>	<p>Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data) (Why, p. 99)</p> <p>Establish protocols to ensure consistent progress monitoring, data collection, and reporting (Why, p. 99)</p> <p>Ensure adequate time for planning and</p>	<p>Ensure that teachers consistently provide research-validated interventions designed to meet individual student’s needs</p> <p>Continue to document data points to monitor student response to intervention</p>

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<p>and planning between content area teachers and interventionists (teachers or para-educators) (Why, p. 96)</p> <p>Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year (How, p. 20)</p>	<p>38)</p> <p>Ensure effectiveness of interventions by:</p> <ul style="list-style-type: none"> - Building sufficient blocks of time into the daily schedule - Providing adequate space conducive to learning - Ensuring that they are provided by competent, well-trained teachers 	<p>implementing interventions</p> <p>Monitor student movement between Tier 1 and Tier 2 (Why, p. 43)</p> <p>Study schools that have been successful in closing the achievement gap</p>	
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Building Block 5: System of Tiered Intervention (RTI) For All Students

5D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.

Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team (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. (The Why, p. 127)

The needs assessment survey indicated: 35% fully operational, 28% operational, 35% emergent, and 2% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>In addition to everything that occurs at Tier 1 and Tier 2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:</p> <ul style="list-style-type: none"> - discuss students in Tier 3 who fail to respond to intervention - Student Support Team (SST) processes and procedures as outlined in the GA DOE manual and 	<p>Tier 3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points (Why, p. 43)</p> <p>Tier 3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or</p>	<p>Continue to ensure Tier 3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder) (Why, p. 43)</p>	<p>Continue to ensure that students move into and out of Tier 2 and Tier 3 (Why, p. 43)</p> <p>Data is used to support response to intervention</p> <p>Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a</p>

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<p>guidance http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf - verify implementation of proven interventions - ensure that interventionist has maintained fidelity to intervention protocol prior to referral</p>	<p>difference vs. disorder) (Why, p. 43)</p>		<p>whole Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf (GaDOE Problem Solving Process Checklist p.24)</p>
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Building Block 5: System of Tiered Intervention (RTI) For All Students

5E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access the CCGPS any other way.

Interventions at Tier 4 are specifically designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual. (The Why, p. 127)

The needs assessment survey indicated: 28% fully operational, 63% operational, 4% emergent, and 4% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>School schedules are developed to ensure least restrictive environment Ensure that building and system administrators are familiar with funding</p>	<p>Special education, EL, or gifted case managers meet plan and discuss students’ progress regularly with general education teachers</p>	<p>Continue to train and support highly qualified and experienced teachers to support the delivery of instruction for students with the most significant needs</p>	<p>Student data supports the exit of students from Tier 4 A system of checks and balances ensures fidelity of implementation and</p>

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<p>formulas affecting students in special programming</p> <p>Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs</p> <p>Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, e(How, p. 20)ven in separate settings</p>	<p>Case managers regularly participate in open houses, parent conferences and college and career planning activities</p> <p>Ensure that schedules are implemented tp provide the least restrictive environment</p> <p>Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs</p>	<p>Provide on-going professional development for Special education, ESOL, and gifted teachers to ensure strict alignment with delivery of CCGPS even in separate settings</p>	<p>progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance</p>
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Building Block 6: Improved Instruction Through Professional Learning

6A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

The NABSE study group, who was responsible for the report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses the importance of teaching literacy skills within the context of core academic content. This requires the revision of how teacher training is currently done at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom. (The Why, p. 150)

The needs assessment survey indicated: 20% fully operational, 35% operational, 43% emergent, and 2% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Enlist support from local colleges and institutions of higher education to require pre-service teachers to demonstrate competency in reading</p>	<p>Assign a mentor for new teachers (Why, p. 154)</p> <p>Provide administrators with professional learning on the need to</p>	<p>Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy (Why, p. 154)</p>	<p>Continue to monitor and support the integration of disciplinary literacy.</p> <p>Continue to support and provide training for</p>

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<p>theory and practice as well as in the development of disciplinary literacy</p> <p>Develop a mentor program for teachers (Why, p. 154)</p> <p>Provide professional development/ training for teachers to become mentors for new teachers Provide new teachers with the necessary training in disciplinary literacy (How, p. 20)</p> <p>Develop protocols for evaluating implementation of the new coursework</p>	<p>integrate disciplinary literacy instruct the content areas in order to help them make informed decisions (How, p. 20)</p> <p>Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy (Why, p. 154)</p>	<p>Provide professional learning, where necessary, for postsecondary faculty</p> <p>Continue to monitor and support the integration of disciplinary literacy</p> <p>Continue to evaluate and ensure that protocols for evaluating implementation of the new coursework is in place</p>	<p>effective mentoring programs for new teachers (Why, p. 154)</p>
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Building Block 6: Improved Instruction Through Professional Learning

6B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

The Georgia Literacy Task Force, 2010-2011, recommends on-going purposeful, differentiated professional learning for teachers. Schools/districts should commit to dedicating sufficient professional learning in literacy days in the school calendar. (The Why, p. 155-156)

The needs assessment survey indicated: 22% fully operational, 52% operational, 24% emergent, and 2% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lesson, examine student</p>	<p>Ensure that time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lesson, examine student</p>	<p>Utilize professional development training modules to target professional development standards included in the TKES. http://www.gadoe.org/Cu</p>	<p>Encourage all teachers to share information learned at professional learning sessions (How, p. 20)</p> <p>Continue program-specific</p>

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<p>work, and reflect on practice (Why, p. 105)</p> <p>Use teacher data, such as the self-assessment from TKES, as well as student data to target professional learning needs</p> <p>Provide training in administering and interpreting results of assessments in terms of literacy. http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/</p>	<p>work, and reflect on practice is protected (Why, p. 105)</p> <p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Use formal and informal observations to monitor and improve literacy instruction (Why, p. 134)</p> <p>Ensure that new personnel receive vital professional learning from earlier years (How, p. 20)</p> <p>Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff (How, p. 20)</p>	<p>riculum-Instruction-and-Assessment/Assessment/Documents/FIP%20Alignment%20to%20TKES.pdf</p> <p>Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations (Why, p. 134)</p> <p>Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring (Why, p. 154)</p> <p>Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroup (Why, p. 105)</p>	<p>professional learning each year for new and experienced teachers (How, p. 20)</p> <p>Revisit professional learning options to utilize experts within the school to develop and support colleagues</p> <p>Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school</p> <p>Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations</p> <p>Continue to encourage “professional talk” among staff and provide time for discussions (How, p. 20)</p>
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Project Plan – Procedures, Goals, Objectives, and Support

Addresses Scoring Rubric Elements: a), b), c), f), g), h), j)

*The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T)

The actions to be implemented within the project plan will benefit all students at McHenry Primary.

Goal 1: Develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in reading instruction. (Building Blocks 2 and 4)

Identified Need: Need for a consistent literacy instructional focus across all areas of the curriculum

Current Best Practices: Common instructional practices, units, and assessments in reading (What, p. 11), use of formative data using DIBELS Next (What, p.9)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Research, select, purchase needed instructional materials (What, p. 9)	Spring - Summer, 2015	SRCL Funds, Title I Funds	All materials received and inventoried, (GA, SA)
Ensure daily schedules includes two to four hours of literacy instruction to include content area instruction	Spring, 2015	N/A	Master Schedule for 2015-16; Teacher Daily Schedules in PowerSchool (SA)
Provide professional learning on direct, explicit instructional strategies to build students’ academic vocabulary, and comprehension across content areas (How, p.30)	Summer, 2015	SRCL Funds for Teacher Stipends	Classroom Observation Data, Professional Learning Log, Evaluation Survey (SA, T)

Evidence of Research-based Practice: A successful interaction with any text depends on the student’s ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content. (Why, p. 49)

Goal 2: Develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners. (Building Block 2 and 4)

Identified Need: Need for a consistent literacy instructional focus across all areas of the curriculum

Current Best Practices: Common instructional practices, genre, and benchmark assessments (What p.11), use of formative data using writing benchmark rubrics (What, p.9) (Why, p. 117)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Design a vertically and horizontally articulated writing plan consistent with CCGPS; ensure daily schedules reflect opportunities for writing across the content areas (How, pg. 42)	Summer 2015	SRCL Funds for Teacher Stipends	Meeting Agendas, Minutes, Professional Learning Log (LT,T) Classroom Observation Data (SA)
Provide professional development for integration of literacy strategies and skill development necessary for achievement in all subject areas (How, p.30)	Summer 2015	SRCL Funds for Teacher Stipends	Classroom Observation Data (SA) Professional Learning Log, Evaluation Survey (SA, T)
Research, select, and purchase instructional technology resources; create a plan that describes how the technology will be used for production, publishing, and communication across the curriculum (How, p. 42)	Spring - Summer, 2015	SRCL Funds for Teacher Stipends	Technology resources received, inventoried, and installed (GA, SA) Meeting Agendas, Minutes,

Evidence of Research-based Practice: According to NCTE, “Instructional practices, writing genres, and assessments should be holistic, authentic, and varied,” (NCTE, 2008, p. 2) (Why, p. 44)

Goal 3: Develop a comprehensive system of tiered interventions and differentiation strategies as it relates to literacy instruction. (Building Block 5)

Identified Need: Need for systematic response to intervention protocol, evidenced-based resources, implementation, and monitoring

Current Best Practices: Analysis of data to identify students’ instructional needs and interventions according to established protocols. (How pg. 43) Scientifically proven research-based and evidence-based interventions are implemented for individual students or groups of students with varying types of academic needs. (Why, p. 124)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional development to ensure teachers consistently provide instruction that includes explicit instruction designed to meet the individual students’ needs (How, p. 43)	Summer 2015	SRCL Funds for Teacher Stipends	Classroom Observation Data (T) Professional Learning Log (SA)
Meet in disciplinary teams to monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted) (How, p. 44)	On-going, as defined by schedule	SRCL Funds for Release Time	Meeting Agendas, Minutes, Professional Learning Log (T)
Ensure interventions are delivered during a protected time daily (How, p. 47); ensure that time is provided for Tier 3/SST teams to discuss student progress (How, p. 46)	On-going	SRCL Funds for Release Time	Master Schedule; Teacher Daily Schedules in PowerSchool (SA) Classroom Observation Data (SA)

Evidence of Research-based Practice: Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum. Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques (Wright, 2007).

Goal 4: Increase the use of 21st Century technology to assist students in becoming literate, productive members of society. (Building Blocks 3)

Identified Need: Need to provide quality, evidence based materials, resources, and professional learning that are systematic, explicit, and

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aligned to the literacy standards in CCGPS

Current Best Practices: Floyd County Schools have implemented Google drive accounts for all students K-12.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional development for teachers to promote differentiated student learning within content areas through the use of technology (How, pg. 27)	Summer 2015 On-going	SRCL Funds for Release Time	Agenda, Sign-In Sheet (SA, T) Classroom Observation Data (T) Professional Learning Log (SA)
Increase the utilization of technology to assist in communications with students, teachers, parents and stakeholders (How, pg. 25)	On-going	SRCL Funds for Release Time	Classroom Observation Data (T) Professional Learning Log (SA) School/Teacher websites (SA, T)
Expand the types of writing across the subject areas and infuse a variety of digital literacy resources that include the use of digital student portfolios. (How, p.26)	2016	SRCL Funds for Release Time	Classroom Observation Data (T) Professional Learning Log (SA)

Evidence of Research-based Practice: “Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement.” Merchant (2001),(NCTE, 2006), (Why, pg. 53)

Goal 5: Implement ongoing, multiple assessments, used as diagnostic and monitoring tools, to determine the need for and intensity of interventions and differentiated instruction. (Building Blocks 3 and 5)

Identified Need: Need for balanced assessment system to assist with evidenced-based interventions and differentiated instruction

Current Best Practices: Curriculum alignment includes alignment between and among several education variables, including state standards, state-mandated assessments, resources such as textbooks, content of instruction, and instructional strategies (Why, p. 92)

Objectives	Timeline	Funding Source	Measure of Effectiveness
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Ensure the use of appropriate formative and summative assessments that reinforce goals for reading (Why, p. 131)	Spring 2015	N/A	DIBELS Next Data Review (T), (LT), (SA) Literacy Team Minutes (LT), TKES Observations (SA)
Plan regularly scheduled time to review assessment results and identify program and instructional adjustments that can be made to improve the instructional program for all students (How, p. 38)	On-going as defined by schedule	SRCL Funds for Release Time	Meeting Agendas, Minutes,
Increase access to materials or processes, as required for literacy development, through assistive technology for students with disabilities (Why, p. 136)	Fall 2015 On-going	SRCL Funds, Title 1 Funds	Installation and implementation of assistive technology as needed (SA, T)
Evidence of Research-based Practice: According to NCTE, “Instructional practices, writing genres, and <u>assessments</u> should be holistic, authentic, and varied,” (NCTE, 2008, p. 2) (Why, p.44)			

Response to Intervention Model

Addresses Scoring Rubric Element: e)

Data should be part of an on-going cycle of instructional improvement

Leveled Instructional Tier		Instructional Strategies
<p>Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>		<ul style="list-style-type: none"> ● Classroom instruction based on CCGPS ● Best practices identified by the National Reading Panel ● Universal screening
<p>Tier II Standard protocol interventions provided for targeted students (Why, 126)</p>		<ul style="list-style-type: none"> ● Diagnostic testing to identify causes of student weaknesses ● Consistent segments of instruction based on need in small group settings ● Progress monitoring ● Adjustment of interventions
<p>Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly (What, 12 and Why, 127)</p>		<ul style="list-style-type: none"> ● Intensive interventions in small groups ● Increased frequency and duration ● Intensive monitoring/adjustment of interventions
<p>Tier IV Specially-designed learning to meet individual needs (Why, 127)</p>		<ul style="list-style-type: none"> ● Due process ● Based on individual learning plan ● Specialized programs, methodologies, and instructional deliveries ● Intensive monitoring/adjustment of interventions

McHenry Primary adheres to the state/system protocols for implementation of a 4-Tiered instructional model as outlined above. Students receive at least 90 minutes of tiered literacy instruction each day. School administrators will monitor and provide professional feedback to teachers, as needed.

Sample K-2 Schedule

2014-2015

Addresses Scoring Rubric Element: d)

**indicating tiered instructional segments with appropriate interventions*

Grade	7:55-8:30	8:30 - 9:15	9:15 - 11:00	11:00 - 12:00	12:00 - 12:30	12:30 - 1:30	1:30 - 2:00	2:00 - 2:30
K	Math	Activity	Literacy Block*	Math*	Lunch	Integrated Reading and Writing	Recess	Read Aloud
	7:55 - 8:30	8:30 - 9:30	9:30 - 11:30	11:30 - 12:00	12:00 - 1:15	1:15 - 2:00	2:00 - 2:30	2:30 - 2:45
First	Math*		Literacy Block*	Lunch	Science/Social Studies	Activity	Recess	Read aloud
	7:55 - 10:00		10:00 - 10:45	10:45 - 12:15	12:15-12:45	12:45 - 1:15	1:15 - 2:15	2:15-2:45
Second	Literacy Block*		Activity	Math*	Lunch	Recess	Science/Social Studies	Read Aloud

Inclusion of All Teachers and Students in the SRCL Application

Addresses Scoring Rubric Element: f)

All teachers and students will benefit from the SRCL grant and are included in the process of reaching school goals and objectives. All teachers will participate in professional learning and implement literacy strategies to promote student engagement and increase student achievement. All students will have access to high quality instructional resources to help them improve literacy in all content areas.

Assessment/Data Analysis Plan

Current Assessment Protocol

Addresses Scoring Rubric Elements: a) and h)

Assessment	Grade Level(s)	Purpose	Skills Assessed	Frequency	Administered By/Setting
GKIDS	Kindergarten	Measure/ monitor mastery of skills	CCGPS	Ongoing	Classroom Teacher/ One-on-one setting
Phonological Awareness Assessment	Kindergarten	Diagnostic	Phonological Awareness Skills	Monthly	Classroom Teacher/ One-on-one setting
DIBELS Next	K-2	Universal Screener, Progress Monitor	Phonemic Awareness, Phonics, Oral Reading Fluency and Comprehen- sion	3 times per year PM=ongoing	Certified Teacher Other than Classroom Teacher/ One-on-one setting
Fry Word List Inventory	K-2	Assess fluency/ accuracy of high frequency words	High Frequency Words	Minimum every 9-weeks	Classroom Teacher/ One-on-one setting
Local Writing Benchmarks	K-2	Measure growth in writing	Writing	3 times per year	Classroom Teacher/Group setting
State Approved Student	K-2	Measures academic growth of	CCGPS/GPS courses not currently	2 times per year (pre and post	As prescribed by the SLO (Ex. kindergarten will be

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Learning Objectives (SLOs)		students from the beginning to the end of the course	assessed by a state assessment	assessment)	one-on-one, while 2nd grade will be administered in a classroom setting)
ACCESS for ELLs	K-2 English Language Learners	Screener, Diagnostic	Language	1 time per year	ELL Teacher/ One-on-one setting
Georgia Alternate Assessment	K-2	Achievement	CCGPS/GPS	Ongoing/ Reporting 1 time per year	Sp.Ed. Teacher/ One-on-one setting
Unit Assessment Tests	K-2	Mastery of Guide Instruction	CCGPS	Weekly/Bi-Weekly	Classroom Teacher/Group setting

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Addresses Scoring Rubric Elements: b) and h)

The district requires the administration of DIBELS Next as a universal screener in grades K-5. All components of DIBELS Next are administered, including Retell in all grade levels where appropriate and the DAZE in grades 3-5. Although DIBELS Next is used to monitor progress, implementation with fidelity and understanding how to analyze the data will need to be addressed. In addition to DIBELS Next, McHenry teachers administer a variety of formative and diagnostic assessments to measure student progress in foundational literacy skills.

If awarded the SRCL grant, McHenry will administer the Scholastic Reading Inventory (SRI) as a screening tool to further identify students needing support in reading, beginning in second grade. The SRI is a scientific evidence-based, computer adaptive reading assessment program that measures student reading levels and tracks reading growth over time. The SRI will assist teachers in differentiating instruction and making decisions about appropriate interventions. It will be administered to all second grade students three times per year.

Projected SRCL Assessment Plan:

Assessment	Grade Level(s)	Assessment Plan	Frequency
Scholastic Reading Inventory (SRI)	2nd grade	Teachers will conduct this assessment with students in the computer lab	3 times per year
DIBELS Next - Progress Monitoring	K-2	Teachers will progress monitor with fidelity: Monthly for Tier 2 Weekly to Bi-Monthly for Tiers 3 and 4	As prescribed by RTI Tier
Placement tests and progress monitoring of new intervention programs	K-2	Teacher responsible for intervention will administer the assessment, or monitor administration if the assessment is online	As prescribed by program

Implementation of New Assessments/Discontinuation of Current Assessments

Addresses Scoring Rubric Elements: c) and d)

With implementation of the SCRL grant, McHenry will follow the schedule for literacy assessments as listed below. State assessments will continue as mandated.

★ New assessments and revisions to current assessments are denoted in blue

★ Discontinuation of assessments are denoted in red

Assessment	Grade Level(s)	Purpose	Skills Assessed	Frequency	Administered By/Setting
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GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	Ongoing	Classroom Teacher/One-on-one setting
Phonological Awareness Assessment	Kindergarten	Diagnostic	Phonological Awareness Skills	Monthly	Classroom Teacher/One-on-one setting
DIBELS Next	K-2	Universal Screener Progress Monitor (PM) with Fidelity	Phonemic Awareness, Phonics, Oral Reading Fluency and Comprehension	Benchmark probes = 3x per year PM with Fidelity: Monthly for Tier 2; Weekly for Tier 3	Benchmarks - Certified Teacher Other than Classroom Teacher/One-on-one setting PM - Classroom Teacher/One-on-one setting
Informal Decoding Inventory	K-2	Monitor Progress	Phonics and Decoding Skills	3x per year	Classroom Teacher
Scholastic Reading Inventory (SRI)	2nd Grade Only	Measure/monitor reading levels	Lexiles	3 times per year	Computerized/Individually administered on computer
Fry Word List Inventory	K-2	Assess fluency/accuracy of high frequency words	High Frequency Words	Minimum every 9-weeks	Classroom Teacher/One-on-one setting
Local Writing Benchmarks	K-2	Measure growth in writing	Writing	3 times per year	Classroom Teacher/Group setting
Unit Assessment Tests	K-2	Mastery, Guide Instruction	CCGPS	Weekly/Bi-Weekly	Classroom Teacher/Group setting
ACCESS for ELLs	K-2 English Language Learners	Screener, Diagnostic	Language	1 time per year	ELL Teacher/One-on-one setting

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Georgia Alternate Assessment	K-2	Achievement	CCGPS/GPS	Ongoing/ Reporting 1 time per year	Sp.Ed. Teacher/ One-on-one setting
CRCT, transitioning to GA Milestones *	Grade 3	Achievement	CCGPS/GPS	1 time per year	Teacher

* McHenry now serves students in grades PK-2; therefore the 3rd grade state assessment will no longer be administered.

Professional Learning Needs for New Assessments

Addresses Scoring Rubric Element: e)

Floyd County Schools will utilize a “Train the Trainer(s)” model to provide initial training on administering the SRI. A system-level team, comprised of one representative per school and system-level leaders, will receive training from a Scholastic consultant. This team will then provide initial training to teachers and administrators at each school. Additional SRI training will be scheduled to ensure teachers’ understanding of progress monitoring, use of reports, and effective use of data to guide instruction.

Although FCS has been administering DIBELS Next for many years, there is a need to provide a refresher session to ensure consistency of administration and scoring practices among all teachers. This training will also utilize a “Train the Trainer” re-delivery model. Training will be provided all teachers administering DIBELS Next in the spring of 2015.

Refresher training will be provided for all teachers on the administration of diagnostic tests in order to ensure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve

student achievement. Work will lead to the development of formative assessments using CCGPS and knowledge gained from analysis of data.

How Data is Presented to Parents and Other Stakeholders

Addresses Scoring Rubric Element: f)

Data from assessments is presented to parents through parent conferences, phone conferences, Parent Portal, or through written reports. McHenry also shares data with stakeholders during Literacy Team, LSGT, Leadership Team, Board of Education, School Improvement Plan, Title I Parental Involvement meetings. All stakeholders have access to school data through each of these outlets. Additionally, state assessment data is presented via system and school websites and local media.

How Data Will Be Used to Develop Instructional Strategies, as well as Determine Materials and Need

Addresses Scoring Rubric Element: (g)

McHenry Primary utilizes a variety of formative and summative assessment data to guide instructional decisions. However, to date, there has been no formal plan in place to guide the process. With the implementation of the Literacy Action Plan, the Literacy Team will analyze classroom and student level data for the purpose of recommending “next steps” to address student needs in a timely manner. Teachers will discuss formative and summative data and recommended “next steps” at grade level data team meetings, and adjustments made to instruction as appropriate.

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The Literacy Team will also gather data to identify needed resources and professional learning. Potential professional learning needs include:

- Implementation of Explicit Reading and Writing Instruction
- Implementing Writing in All Content Areas
- Effective implementation of the RTI Process
- Effective Differentiated Instruction
- Engaging students and enhancing literacy instruction through the use of technology

Resources, Strategies and Materials to Support the Literacy Plan

Resources Needed to Implement Literacy Plan (including student engagement):

Addresses Scoring Rubric Elements: a)

- Scientific evidence-based literacy instructional materials
- Literacy Instruction Observation Checklist
- Various Lexile leveled narrative and expository texts (print and electronic) for all classrooms
- Various Lexile leveled books for the media center (fiction and nonfiction)
- DIBELS Next
- Scholastic Reading Inventory (2nd Grade Only)
- Evidence-based reading intervention materials and/or software with necessary professional learning
- Mentor Program resources and training materials
- Wireless technology consisting of, but not limited to, laptops, chromebooks, tablets, and/or hybrid devices
- Multimedia equipment to support explicit literacy instruction
- Networkable printers
- Technology-based program that provides online format for administering, scoring, and storage of formative and summative assessments
- Consumable materials – notebooks, dividers, paper, toner, markers, chart paper, etc.
- Professional learning:
 - Consultant fees
 - Stipends
 - Substitutes for teacher release time (both professional learning and collaborative planning opportunities)

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- Program and intervention materials
- Workshop/conference registration fees
- Travel expenses

Activities that Support Literacy Intervention Programs

Addresses Scoring Rubric Elements: b)

- Professional learning to provide understanding of RTI tiered instruction
- Use of DIBELS Next as a universal screener and progress monitoring tool
- Implementation of Scholastic Reading Inventory (2nd Grade only)
- Use of diagnostic reading assessments to pinpoint area of need
- Allocated time in schedules for reading intervention
- Use of data to drive instructional decisions
- Continued Response to Intervention 4-tiered model implementation
- Implementation of evidence-based interventions with fidelity
- Inclusion/Co-teaching model

List of Shared Resources Available Within the Building

Addresses Scoring Rubric Elements: c)

- *ImagineIt!* Core Reading Program
- Common intervention materials based on foundational reading skill need
- Florida Center for Reading Research resources
- Adaptive Instructional Resources
- Manipulatives for literacy instruction
- Half-time Instructional Lead Teacher
- Interactive boards and projector

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- Classroom library with fiction and non-fiction
- Media center print and non-print resources
- Bookroom including professional resources, student texts, and leveled readers
- Listening Stations
- Teacher/student computers
- Computer lab

List of Library Resources/Description of Library

Addresses Scoring Rubric Elements: d)

- Open check-out and flexible scheduling
- Staff by half-time media specialist and half-time media paraprofessional (these positions are shared between two schools)
- Teacher resources for all content areas
- Student access to print materials - fiction, nonfiction, magazines
- Student access to computers

Activities that Support Classroom Practices

Addresses Scoring Rubric Elements: e)

- Professional learning for all instructional staff to support scientific evidence-based literacy practices across all content areas
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Use of a variety of content-specific texts, based on student ability and text complexity
- Differentiated instruction
- Implementation of Formative Instructional Practices (based on GA's FIP Modules and Assessment for Learning training)

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- Vocabulary instruction in all content areas
- Integration of technology to enhance instruction and increase student motivation
- Make and Take sessions for teachers and paraprofessionals

Additional Strategies Needed to Support Student Success

Addresses Scoring Rubric Elements: f)

- Professional learning targeting the use of technology, reading/writing instruction, reading interventions, and assessments
- Efficient access to and consistent use of technology to promote student engagement and motivation
- Increased writing in all content areas that is guided with standardized, school wide expectations for quality
- Dedicated scheduled time for reading interventions
- Strategies for increasing student engagement
- Consistent implementation of DIBELS Next progress monitoring
- Scholastic Reading Inventory – full use of data (2nd Grade only)
- Use of expository texts to support science and social studies content
- Use of common formative and summative reading and writing assessments
- Collaborative grade level planning, to include resource teachers

Current Classroom Resources for Each Classroom in the School

Addresses Scoring Rubric Elements: g)

- *ImagineIt* Comprehensive Reading Program materials for grade level instruction and intervention
- Leveled library

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- Manipulatives for reading instruction
- Florida Center for Reading Research activities
- Common intervention materials based on foundational reading skill deficit
- Resources to support foundational reading activities
- Interactive boards (not every classroom) and projectors
- Printer
- Adaptive Instructional Materials
- Wireless Internet access
- Web-based software through school subscriptions
- Interactive board with projector
- Document camera in all classrooms

Alignment Plan for SRCL Grant and All Other Funding

Addresses Scoring Rubric Elements: h)

Resources, Strategies, and Materials	SRCL Grant Will Provide...	Funding Sources
Professional Learning to Support Literacy Instruction	Consultants' fees, training materials, travel and registration for workshops/conferences, stipends, cost of substitutes	SRCL Grant, QBE, Title I, Title IIA, Title III, Title VI, Local Funds
Instructional Literacy Materials	Narrative and expository texts at a variety of lexile levels, Scholastic Reading Inventory, <i>ImagineIt!</i> reading program materials, contracted services to support implementation of literacy initiatives, consumable supplies	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds

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Instructional Technology	Computers, chromebooks, tablets, printers, costs of technology programs, wireless infrastructure	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds
Literacy Assessments	Scholastic Reading Inventory, additional diagnostic reading assessments, teacher resources for implementation of assessments	SRCL Grant, QBE, Title I, Title VI, Local Funds
Extended Day/Year Activities	supplies, transportation	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	SRCL Grant, QBE, Title I, Title VI, Local Funds

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.

Addresses Scoring Rubric Element: i)

Technology is an essential tool to enhance learning experiences for all students. Today’s students come to school with an understanding of how to use digital and electronic devices. Many children access technology at a young age through electronic games, devices, and cell phones. Therefore, providing access to integrated technology experiences plays a vital role in motivating and engaging students in the learning process. Technology use via online learning and access to the Internet enhances learning opportunities for both students and adults. Many systems now offer online coursework that students can access independently and on their own

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time. Additionally, online learning opportunities now play a vital role in professional learning for educators, plus a wide variety of other career choices.

In addition to the benefits for student and adult learning, the use of technology substantially facilitates the implementation of assessments and instructional programs. Its use in administering, collecting, analyzing, and storing data makes technology an invaluable tool for instructional planning and program implementation.

Facilitating student learning through a wide variety of technology experiences will play a critical role as students progress through school. Preparing today's students to become productive members of society will mean providing access to the most up-to-date technological advances possible. "To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy." (The Why, p. 56)

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

“Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve literacy achievement. In fact, research indicates that for every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests.” (Greenwald et al., 1996) Therefore, providing high quality and sustainable professional learning for all teachers will be critical to the success of our Literacy Plan and to the academic success of our students.

Professional Learning Activities in the Last Year

Addresses Scoring Rubric Elements a):

Due to reduced funds for professional learning, many activities attended by teachers are system or school-based, with little or no cost involved to implement. For the implementation of schoolwide initiatives, a redelivery model has been utilized, with one-two school representatives attending the training, and redelivering the information to the other teachers at their school.

According to research, this model of professional learning has proven to be the least effective to ensure success and sustainability of the initiative. Therefore, providing high quality professional learning for all teachers will be a primary focus for the Striving Reader Grant.

The chart below shows the percentage of McHenry staff that participated in professional learning opportunities last school year.

Professional Learning in 2013-2014	Facilitated By	% of Participants
System Professional Learning Day (PreK, Sp. Ed., Fine Arts, Content Meetings)	System Leaders	65%

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New Teacher Orientation	System Leaders	4%
GA Pre-K New Teacher Training	Bright From the Start	4%
MindSet Training	Trained System Facilitators	25%
Incorporating WIDA standards with CCGPS	ELL Lead Teacher	100%
GADOE FIP Modules	School Leaders	100%
Sp. Ed. Teacher Training Days	Sp. Ed Dir./Coordinators	50%
GAA Training/Workdays	Sp. Ed Dir./Coordinators	20%
Go IEP Training	Sp. Ed Department	50%
PowerSchool Training (for attendance and final grades)	PowerSchool Consultant	100%
Model Lessons with SRA <i>ImagineIt!</i> Consultant	<i>ImagineIt!</i> Consultant	100%
TKES Implementation	Chief of Academics/Dir. of Professional Learning	100%
Media Specialists Collaborative	Dir. of Technology	3%
Speech Consortium	GLRS	3%
Summer Math Academy	GADOE	12%
Summer Math Collaborative Unit and Assessment Planning	System Math Coordinator	12%
Summer ELA Academy	GADOE	12%
Summer SLO Assessment Writing	NW GA RESA	4%

List of Ongoing Professional Learning

Addresses Scoring Rubric Element c)

- Teacher Keys Effectiveness System (TKES) Implementation
- Student Learning Objectives (SLO) Implementation
- Formative Instructional Practices
- MindSet Training
- AdvancEd Accreditation Process
- Understanding CCRPI
- Math/Science Partnership (MSP) Collaborative
- Gifted Endorsement
- Math Endorsement
- Reading Endorsement
- ESOL Endorsement
- Online Teaching Endorsement
- CCGPS ELA and Math Updates
- Google Training

Programmatic Professional Learning Needs Identified in Needs Assessment

Addresses Scoring Rubric Element: d)

- Literacy instruction across the curriculum
- Explicit reading, comprehension, and vocabulary strategies
- Using Lexiles to guide instruction
- Explicit writing strategies in all content areas
- Vocabulary instruction in all content areas
- Use of technology to enhance instruction and promote engagement

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- Disaggregation and use of formative and summative data to guide instruction
- Response to Intervention and Tiered Instruction
- Differentiated Instruction
- Participation in Georgia's *Comprehensive Reading Solutions* professional learning modules and other online module and webinars
- Effective mentoring for new teachers

Process Used to Determine if Professional Development was Adequate and Effective

Addresses Scoring Rubric Element: e)

- Analysis of student achievement data from Georgia Milestones End of Course Assessments
- Analysis of Student Growth Percentiles (SGPs) for state assessed courses
- Analysis of Student Learning Objectives (SLO) data over time
- Analysis of student work in collaborative planning meetings
- Use of rubrics to assess quality of student work
- Common formative assessments to measure student growth
- Collaborative planning meetings and minutes
- Walkthrough and observations to monitor professional learning implementation
- Evaluation of professional learning activities via teacher surveys

Detailed and Targeted Professional Learning Plan

Addresses Scoring Rubric Elements: d), f), g)

Identified Professional Learning	Project Plan Goals/Objectives Addressed	Literacy Plan Building Block Addressed	Measure of Effectiveness
Collaboratively identify and evaluate resources to support effective literacy instruction	Goal 1: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates evidence-based best practices in literacy instruction.	<ul style="list-style-type: none"> - 1 A, D, E - 2 A,B - 3 B,C - 4 B₁, B₂,C - 6 B 	<ul style="list-style-type: none"> - Collaborative Team meeting minutes - Walk-through observations - Literacy Team meetings - TKES evaluations
Provide professional learning on direct and explicit reading and writing strategies	Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.	<ul style="list-style-type: none"> - 1 A, C₁, C₂ - 2 A,B - 3 B,C - 4 A₁,A₂,A₃ - 6 B 	<ul style="list-style-type: none"> - Walk-through observations - Analysis of DIBELS Next and SRI assessments - TKES evaluations - Evaluation of Professional Learning
Provide professional learning on the effective use of instructional content-specific reading and writing strategies	Goal 5: To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction.	<ul style="list-style-type: none"> - 1 A - 3 A,B,C,D,E - 6 B 	<ul style="list-style-type: none"> - Walk-through observations - Analysis of DIBELS Next and SRI assessments - TKES evaluations - Evaluation of Professional Learning
Provide professional learning on evidence-based instructional	Goal 1: To develop, implement, expand, and sustain a school-wide reading initiative that	<ul style="list-style-type: none"> - 1 A, D, E - 2 A,B - 3 B,C - 4 B₁, B₂,C 	<ul style="list-style-type: none"> - Walk-through observations - Analysis of DIBELS Next, SRI, and Reading unit assessments

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strategies to teach vocabulary across content areas	incorporates evidence-based best practices in literacy instruction.	- 6 B	- TKES evaluations - Evaluation of Professional Learning
Provide professional learning on the effective use of formative and summative assessments to guide instruction	Goal 5: To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction.	- 1 A - 3 A,B,C,D,E - 6 B	- Analysis of student work - Analysis of DIBELS Next and SRI assessments - Collaborative Team meeting minutes - Evaluation of Professional Learning
Provide professional learning on the effective use of differentiated instructional strategies and interventions (RTI)	Goal 3: To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.	- 1 A - 3 A,B,C,D,E - 5 A,B,C,D,E - 6 B	- Analysis of RTI data - Walk-through observations - Literacy Team meetings - Collaborative Team meeting minutes - Analysis of DIBELS Next and SRI assessments - Literacy Team meetings
Provide training on use of technology to support literacy instruction and assessments	Goal 4: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society.	- 1A - 3 A,B,C,D,E - 5 A,B,C,D,E - 6 B	- Walk-through observations - Literacy Team meetings - Collaborative Team meeting minutes - Analysis of DIBELS Next and SRI assessments - Evaluation of Professional Learning

Professional development and learning opportunities will utilize www.comprehensivereadingsolutions.com as appropriate from the GaDoE.

Sustainability Plan

Addresses Scoring Rubric Elements: a), b), c), d), e), f), and g)

Floyd County Schools is committed to sustaining and extending all components of the SRCL plan. As previously noted, FCS has effectively managed and sustained past initiatives by setting priorities for spending, coordinating services and resources, and adhering to specified guidelines for program and grant funds. The system will continue to utilize local, state, and federal program funds, along with area education foundations, partnerships with local colleges, additional grants, local businesses, school PTOs, RESA, GLRS, and FCS personnel as viable resources for the following literacy initiatives:

- provide ongoing professional learning opportunities
- continue the work of the school literacy team
- continue to schedule school data team meetings and collaborative planning for all teachers
- continue implementation of assessment protocols
- continue to review multiple sources of data and refine Literacy Plan goals and objectives to reflect student and staff needs
- reflect changes to goals and objectives in the school improvement plan
- provide training annually for all new employees on all SRCL grant initiatives during orientation
- maintain technology (including site licenses)
- replace consumable print materials

The Literacy Team will be developing a plan to increase or expand community partnerships and secure funding to assist with initiatives requiring yearly cost commitments, including, but not limited to:

- consultant fees and substitutes for ongoing professional learning

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- replacement of print materials
- replacement materials needed for intervention programs
- replacement of consumable supplies
- maintenance and/or replacement for technology devices
- site licenses for technology software

The ability to utilize Striving Reader funds to provide a consistent K-12 Literacy Plan in all Pepperell area schools will be a tremendous benefit to our students, teachers, system, and community. The details of this grant application provide compelling evidence of the need for continuity of literacy instruction, professional learning, and differentiated resources to meet the needs of not only McHenry Primary School, but all schools in the Pepperell district. This process has revealed important information and provided invaluable learning experiences to guide the development of our school literacy plan. It is our desire to be able to implement the components of this plan as we strive to meet the literacy needs of an ever-changing student population and fulfill our system's mission...***“Destination Graduation...for every child.”***

Budget Summary

As a result of the SRCL grant process that guided an analysis of current practices, data, and available resources, McHenry Primary School has developed a viable and sustainable plan to help meet the literacy need of all students. In order to meet the literacy needs identified in the plan, grant funding will be utilized over a 3-5 year period. Details of the budget implementation process are listed below.

Year 1

Instructional Materials/Resources

- Scientific, evidence-based literacy resources/materials to provide explicit literacy instruction across all content areas
- Leveled print materials for classrooms and the media center
- Scholastic Reading Inventory
- Diagnostic assessments and progress monitoring tools
- Evidence-based intervention materials and programs (print and digital)
- Consumable supplies

Professional Learning

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

Technology Resources

- Wireless Web Enabled Devices (e.g. Chromebooks, Tablets, etc.)
- Interactive Displays (interactive whiteboards, televisions, projectors, etc.)
- Printers
- Integrated technology software (to include site licenses)

Miscellaneous

- Transportation costs associated with extended day/year programming

Years 2 through 5

- Funds for ongoing professional learning needs to support all literacy initiatives
- Costs to replenish consumable resources
- Costs of site licenses
- Transportation costs associated with extended day/year programming