

School Profile

Created Thursday, December 04, 2014

Page 1

School Information

| | |
|------------------------|------------------------|
| System Name: | Gordon County |
| School or Center Name: | Sonoraville Elementary |
| System ID | 664 |
| School ID | 0110 |

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

| | |
|-----------|------------------|
| Name: | Eppie Snider |
| Position: | Principal |
| Phone: | 706-879-5302 |
| Email: | esnider@gcbe.org |

School contact information

(the persons with rights to work on the application)

| | |
|-----------|---------------------|
| Name: | Amy Beason |
| Position: | Assistant Principal |
| Phone: | 706-879-5302 |
| Email: | abeason@gcbe.org |

Grades represented in the building

example pre-k to 6

pre-K to 5

Number of Teachers in School

37

FTE Enrollment

636

Grant Assurances

Created Thursday, December 04, 2014

Page 1

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

Preliminary Application Requirements

Created Thursday, December 04, 2014

Page 1

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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

Beth L. Herod

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

Beth L. Herod

Typed Name of Fiscal Agency Head and Position Title

12.5.14

Date

Susan Remillard

Signature of Applicant's Authorized Agency Head (required)

Susan Remillard

Superintendent

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

12-5-14

Date

x Amy Beason

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

Amy Beason, Assistant Principal

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

12-5-14

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: Dr. Susan Remillard

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

Address: 205 Warrior Path

City: Calhoun Zip: 30701

Telephone: (706) 629-7366 Fax: (706) 879-5043

E-mail: sremillard@gcbe.org

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

Susan Remillard

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

12-5-14
Date (required)

System History

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

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

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

System Demographics

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

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

| | |
|-------|-------|
| White | 78.9% |
|-------|-------|

Current Priorities

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

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

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

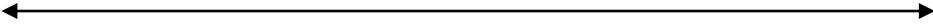
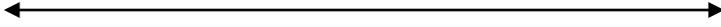
System Priorities

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

Strategic Planning:

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

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

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

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

Literacy Curriculum:

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

Literacy Assessments Used District Wide:

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

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

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

Need for a Striving Reader Project:

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

District Access Scores:

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

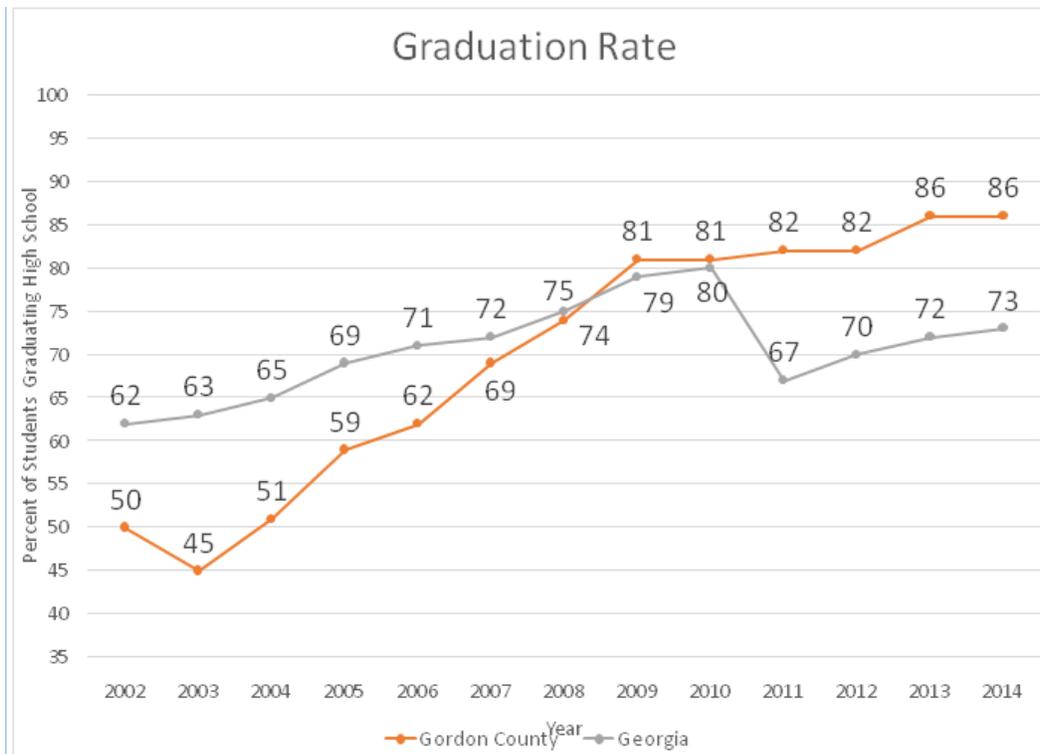
Reading CRCT Data for District:

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

Language Arts CRCT Data for District:

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

Graduation Rate:



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

District Management Plan

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

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

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

Plan for Implementation and Management:

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

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

Step One:

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

Step Two:

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

Step Three:

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

Step Four:

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

Experience of Applicant

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

Description of LEA Capacity

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

LEA Use of Title I Resources

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

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

Statements Regarding Audit Findings:

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

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

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

Gordon County Finance Department Audit Information:

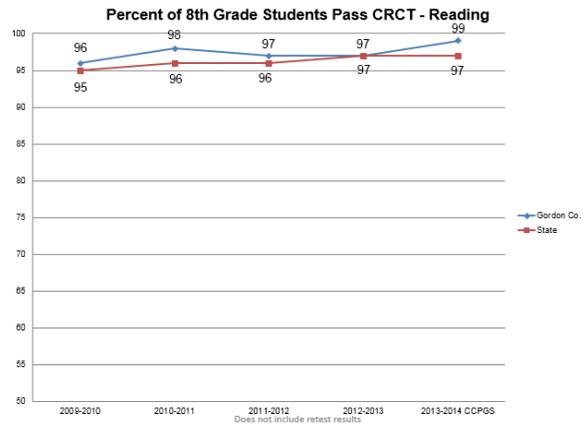
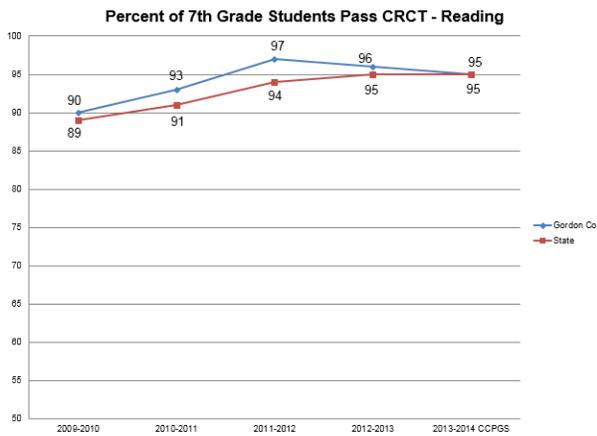
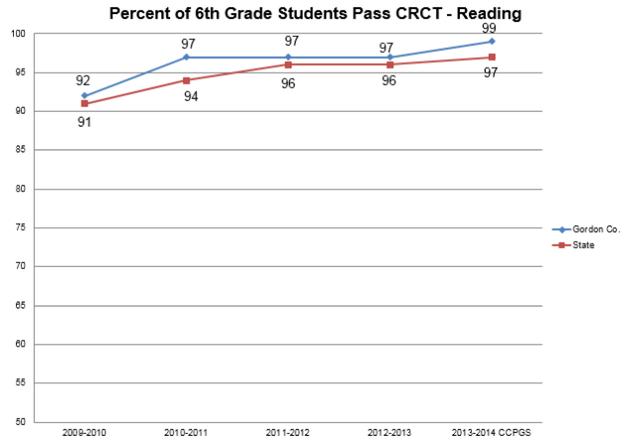
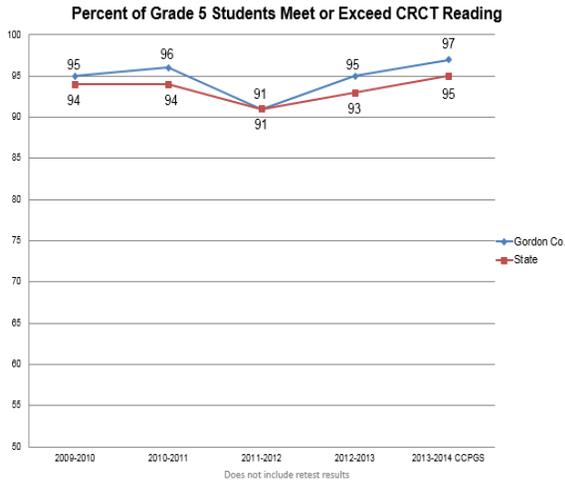
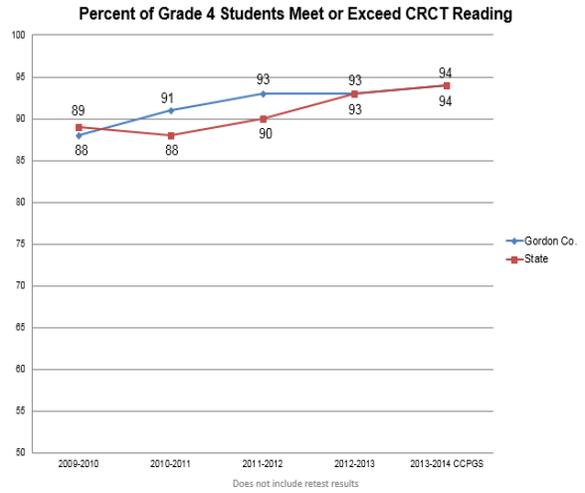
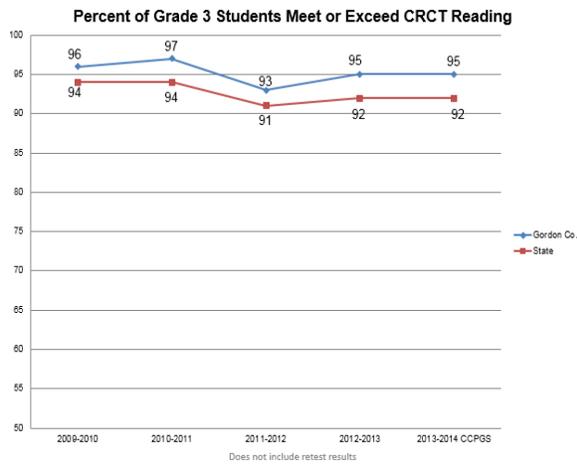
| Fiscal Year | Finding Control Number | Description |
|-------------|------------------------|---|
| FY2013 | Audit not Completed | N/A |
| FY2012 | No Findings | N/A |
| FY2011 | FS-6641-11-01 | Restatement of Beginning Private Purpose Trust Fund |
| FY2010 | FA-6641-10-01 | Failure to Meet MOE |
|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

Initiatives implemented internally with no outside funding:

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

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

Gordon County School System



Sonoraville Elementary School Narrative

School History

Sonoraville Elementary School (SES) was established in 2009, in Calhoun, Georgia. SES was built to accommodate the growing population of students in the southeast portion of Gordon County. Sonoraville Elementary is one of six elementary schools in the Gordon County School System. The campus includes two buildings housing forty-four classrooms, a media center, an office area, a cafeteria, and a separate gymnasium. As a learning community, we live by our motto: “Strength in Every Student” and have successfully achieved Adequate Yearly Progress each year. In addition to meeting AYP, Sonoraville Elementary scored 75.9 during 2011-2012 and 85.1 in 2012-2013 on the College and Career Ready Performance Index.

The student population is quite diverse, both economically and culturally, making it a challenge to provide programs to meet all students’ needs. Currently there are 636 students enrolled at SES, serving students from Pre-K to fifth grade. Fifty six percent of our students are identified as economically disadvantaged. Along with general academic classes, all students are provided enrichment classes through Media, Music, Computer Technology, and Physical Education. Sonoraville recognizes outstanding students in kindergarten through fifth grades for their high academic achievements, positive character traits, good attendance, and excellent citizenship. Fourth and fifth grade students have the opportunity to join clubs such as chorus and reading bowl and may be inducted into the SES Dependables or Circle of Friends to foster their leadership skills and encourage service involvement within the school and community. All sixty-seven special education students receive services in areas in which they are eligible. There are sixty-one English Language Learner (ELL) students served by one ELL teacher, and gifted

education is provided to any student who qualifies by one gifted teacher that is shared with a neighboring elementary school.

Administrative and Teacher Leadership Team

Sonoraville Elementary's administrative staff consists of one principal and one assistant principal. Our leadership team includes the principal, assistant principal, a literacy coach, a math coach, a counselor, and representatives from each grade level, special area, Special Education, gifted, and ELL. The team meets regularly to make decisions and recommendations to improve student achievement and implement our School Improvement Plan. We have four teachers at every grade level with the exception of only three teachers in fourth grade.

Past Instructional Initiatives

- Grade-Level Planning during Common Planning Time
- System Grade Level Collaboration Days
- Writer's Workshop
- Standards-Based Instruction
- Integration of Content Areas with Literacy
- Awareness/Focus Walks by Administration and Coaches
- Academic Coaching Model
- Response to Intervention
- Analysis of Data to Guide Instruction
- The Five Essential Components of Reading Instruction (Fab Five)
- Principal's Book of the Month
- Reading First strategies (obtained through collaboration with Reading First schools in the district)
- Schlechty School Reform Initiative (Working on the Work)
- Learning Focused Schools strategies

Current Instructional Initiatives

- Grade-Level Planning during Common Planning Time
- System & School Grade Level Collaboration Days
- Writer's Workshop and Reader's Workshop
- Guided Reading
- Standards-Based Instruction
- Explicit Instruction on Reading Comprehension Strategies
- Integration of Content Areas with Literacy
- Integration of Literacy in Content Areas

- Awareness/Focus Walks by Coaches and Teachers
- Teacher Observations of Peers
- Academic Coaching Model
- Vertical Planning
- Increased time for Independent Student Reading across the Curriculum
- Response to Intervention
- Analysis of Data to Guide Instruction
- The Five Essential Components of Reading Instruction (Fab Five)
- TKES (Teacher Keys Effectiveness System)
- Read-Write-Talk across the Curriculum
- Principal's Book of the Month
- Student Constructed Responses

Professional Learning Needs

- Common Core Georgia Performance Standards
- Use of Technology in Classroom Instruction
- Guided Reading Instruction
- The Five Essential Components of Reading Instruction (Fab Five)
- Content Area Literacy
- Differentiated Instruction
- Reading Comprehension Instruction
- Lexile Reading Levels
- Reader's Workshop
- Expository & Argument Writing
- Response to Intervention for Grades K-5
- Student Constructed Response
- 21st Century Learning Framework
- One-on-one Reading & Writing Conferences with Students
- Diagnostic Reading Assessments (beginning, middle, and end of the year)
- Effective use of Learning Targets to assess growth and progress

Need for a Striving Readers Project

After examining our needs, it is evident that Title I funds will not be sufficient to supply students and teachers with the resources needed to maintain and advance our current level of achievement. There is a significant need for resources, support, and professional learning at Sonoraville Elementary. It is recognized that the funds from the Striving Reader Comprehensive Literacy Grant alone will not support the entire literacy program, but will strengthen the current instructional practices and provide many more opportunities for advancement in new educational

experiences. The SRCL funding will assist in solidifying assessment protocol and build a community of stronger readers with an ultimate goal of graduating high school and pursuing further educational opportunities. The goal of our school is to educate students and create a community of lifelong learners and productive citizens to make an impact on the future.

Needs Assessment, Concerns and Root Cause Analysis

The Sonoraville Elementary leadership team completed and analyzed the results of the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* to evaluate the strengths and needs of our literacy instruction. The *Literacy Needs Based Assessment* survey was developed by the literacy coaches in the district and administered online to all certified teachers. The survey asked questions to determine literacy needs based upon the research of “The Why” document in Georgia’s Literacy Plan. An additional technology implementation survey was administered to assess teacher use and implementation of technology in the classroom. The leadership team also analyzed data from CRCT scores, state writing tests, benchmark testing, informal walkthroughs, and TKES documentation. These resources and input from all surveys were compiled to determine the root causes and areas of concern

Areas of Concern and Root Causes

Since Sonoraville Elementary is a relatively new school, its teacher population is quite diverse. The teachers at SES have a wide variety of past experiences and professional development. Some of the teachers were a part of the Reading First Initiative, while others were not. We also have a large portion of our teacher population that is within their first few years of teaching. Due to these circumstances, many teachers lack the training in the best practices in literacy to apply to all content areas. In addition, there is a need for a school-wide writing program that addresses the writing process in all content areas.

Data for the past four years on the Georgia CRCT indicates areas for improvement are within Science and Social Studies across all grade levels and student subgroups. Historical data for the past five years indicate all students continue to struggle in the area of writing. Focus in

this area is needed in order to increase our students writing test success and move all students into the “exceeds” category.

CRCT Results for Grades 3-5

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|----------------|-----------|-----------|-----------|-----------|
| Science | 79% | 82% | 86% | 87% |
| Social Studies | 79% | 82% | 88% | 90% |

% of students meeting and exceeding

Georgia Writing Assessment Grade 5

| 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|-----------|-----------|-----------|-----------|-----------|
| 55% | 61% | 58% | 76% | 89% |

% of students meeting and exceeding

The following table indentifies areas of concern as it relates to research-based practices found in “The What” document. Each is aligned to root causes and steps to address the concern.

| Description of Materials/Resources Used in the Needs Assessment |
|---|
| <ul style="list-style-type: none"> • On-line literacy survey – This survey was utilized by Gordon County Schools and disaggregated by the Sonoraville Elementary Leadership Team. <ul style="list-style-type: none"> ○ The data was analyzed to complete the Georgia Literacy Plan Needs Assessment for Literacy. Using this data, a more accurate representation of the needs of SES was determined. • Level of Technology (LoTi) Survey The Literacy Leadership Team of Gordon County used the elements to measure the level of classroom technology implementation. • Person-to-Person Interviews – The Sonoraville Elementary Leadership Team conducted interviews with various grade levels. • TKES conferences – Responses of teachers in the TKES Mid-year conferences were conducted in which needs and areas of concern were documented. |

| Participants in the Needs Assessment Process | | |
|---|---|---|
| <ul style="list-style-type: none"> • Reading and Writing Teachers • Math, Science, Social Studies Teachers • Special Education Teachers and Paraprofessionals • ELL and EIP teachers • Gifted Education Teacher • Media Specialist • Principal and Assistant Principal • Literacy Coach | | |
| Main Findings from the “What” Document Research-Based Practice: <i>Engage Leadership and Focus of Literacy Instruction</i> | | |
| Area of Concern | Root Cause | Steps to Address Concern |
| <ul style="list-style-type: none"> • school level literacy leadership team • literacy instruction in all content areas • literacy observation instrument used to gauge current practice in literacy instruction • systematic procedure for teaching academic vocabulary • instructional plan for writing across the curriculum | <ul style="list-style-type: none"> • literacy responsibilities are not shared outside of the reading class • insufficient training in literacy skills for content area teachers • insufficient resources to teach skills in literacy instruction | <p>Current Steps:</p> <ul style="list-style-type: none"> • implementation of CCGPS • protected literacy block in grades K-5 • scheduled collaboration days for vertical and horizontal instructional planning and data analysis • weekly grade level collaboration planning • increase exposure to informational text • basic classroom leveled libraries are provided and implemented • integration of content areas (reading, writing, science, and social studies) into the literacy block through system wide units <p>Future Steps:</p> <ul style="list-style-type: none"> • develop and use a literacy observation instrument to ensure instructional practices include disciplinary literacy across all content areas that include reading and writing |

| | | <ul style="list-style-type: none"> • assemble a school level literacy leadership team • professional learning on literacy in content areas that includes all content area teachers as well as Special Education, media, and ELL • integration of literacy standards into the content areas • more complex text exposure • literacy goals and student achievements are shared among all teachers • develop a common systematic procedure for teaching of academic vocabulary in all subjects |
|--|--|---|
| <p>Main Findings from the “What” Document Research-Based Practice: <i>Ongoing Formative and Summative Assessments</i></p> | | |
| Area of Concern | Root Cause | Steps to Address Concern |
| <ul style="list-style-type: none"> • common course assessments are not available for all content areas and do not include a variety of formats (multiple choice, constructed response, short answer, essay) | <ul style="list-style-type: none"> • lack of professional development in integrating literacy and writing strategies into all content areas | <p>Current Steps:</p> <ul style="list-style-type: none"> • common system periodic assessments for grades 1-5 in reading, ELA, and math • increased variety of responses in reading, ELA, and math on formative assessments <p>Future Steps:</p> <ul style="list-style-type: none"> • develop common course assessments in science and social studies in grades 3-5 that include a variety of formats • |
| <p>Main Findings from the “What” Document Research-Based Practice: <i>Continuity of Instruction and Best Practices in Literacy Instruction</i></p> | | |
| Area of Concern | Root Cause | Steps to Address Concern |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> • core program that provides continuity based on a carefully articulated scope and sequence of the five essential components of reading instruction • disciplinary literacy instruction in all content areas • writing instruction in all content areas • technology usage for production, publishing, and communication across the curriculum • providing guidance and independent practice with feedback to all students • digital resources/tools for student learning | <ul style="list-style-type: none"> • limited budget • insufficient resources to teach skills in literacy instruction • lack of professional development in integrating literacy into all content areas • lack of a school wide writing program that includes writing within the content areas • lack of cross-curricular writing strategies • lack of professional learning in writing strategies | <p>Current Steps:</p> <ul style="list-style-type: none"> • system wide integrated literacy units that include comprehension and writing prompts for writing genres • standards based report card for grade K and 1 • Reading and Writer’s workshop model • conducting limited inquiry projects in grades K, 1, 2, 3, 5 • students are encouraged to write within the content areas <p>Future Steps:</p> <ul style="list-style-type: none"> • acquire materials that will provide continuity in respect to the scope and sequence of the five essential components of literacy • obtain print and non-print resources to be used in literacy instruction • participate in professional development regarding best practices in using digital resources as learning tools • provide professional development on providing feedback to students • provide professional development to all content areas and grades with regards to writing • purchase informational text (print and non-print) that are engaging and relevant to students • use a literacy observation instrument to ensure instructional practices include disciplinary |
|--|---|---|

| | | <p>literacy across all content areas that include reading and writing</p> <ul style="list-style-type: none"> • develop a school wide writing rubric to be utilized by all content area teachers |
|---|--|---|
| <p>Main Findings from the “What” Document Research-Based Practice: <i>System of Tiered Intervention (RTI) for ALL Students</i></p> | | |
| Area of Concern | Root Cause | Steps to Address Concern |
| <ul style="list-style-type: none"> • knowledge of Response to Intervention (RTI) for all students is limited • literacy observation instrument used to gauge current practice in literacy instruction | <ul style="list-style-type: none"> • lack of professional learning to clearly outline ways to effectively implement the four-tier instructional model • insufficient resources and interventions to meet the needs of all students | <p>Current Steps:</p> <ul style="list-style-type: none"> • RTI process • Data notebooks with disaggregated data for each teacher • weekly grade level meetings • data analysis and meetings to discuss struggling students • universal screeners, progress monitoring, informal inventories are used to determine needs • interventions are used to address specific needs of students in Tier 2, Tier 3, and Tier 4 <p>Future Steps:</p> <ul style="list-style-type: none"> • additional training in the RTI process (especially with new staff) • continually seek research based interventions • professional learning on targeted instructional strategies for appropriate interventions |
| <p>Main Findings from the “What” Document Research-Based Practice: <i>Improved Instruction Through Professional Learning</i></p> | | |
| Area of Concern | Root Cause | Steps to Address Concern |
| <ul style="list-style-type: none"> • disciplinary literacy | <ul style="list-style-type: none"> • limited budget | <p>Current Steps:</p> |

| | | |
|--|---|--|
| <p>knowledge in content areas</p> <ul style="list-style-type: none"> • teacher knowledge of all aspects of literacy instruction | <ul style="list-style-type: none"> • lack of professional development in all aspects of literacy | <ul style="list-style-type: none"> • school literacy coach for support • literacy teachers participate in professional learning opportunities • grade level meetings and vertical collaboration times <p>Future Steps:</p> <ul style="list-style-type: none"> • include all content area teachers in professional learning in all aspects of literacy instruction • establish a literacy leadership team to assess literacy needs and help determine needed areas for professional development • literacy team will help the literacy coach to plan and implement professional development pertaining to differentiation, interventions, literacy, and writing development |
|--|---|--|

Scientific, Evidence-Based Literacy Plan

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

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

The goal for students is to become sustained, lifelong learners and contributors to their communities and to the global society. In order to achieve this goal, schools should: 1. Maintain engagement of leadership, 2. emphasize continuity of instruction, 3. implement best practices in teaching, 4. utilize ongoing formative and summative assessments, 5. incorporate tiered and needs-based interventions, and 6. establish and follow a plan for professional learning. Striving to meet these criteria should enable schools to set and achieve high learning standards with their students.

Sonoraville Elementary School supports leadership engagement in learning by supporting the ongoing professional development of administrators who participate in the NW Georgia RESA Principal's Academy and in training sponsored by Professional Association of Georgia Educators (PAGE) using the research on school and student engagement conducted by the Schlecty Center. The administrators attend the PAGE sessions with a team of teacher leaders.

In an effort to include more teacher-leaders in order to broaden Sonoraville's literacy leadership base, Sonoraville Elementary School administrators are currently working with their PAGE teacher leaders to plan and implement professional development for the staff with a focus

on student engagement in literacy. The administrators will meet bi-weekly with their academic coaches to review current work in professional development and support for teachers and to plan the methods needed to address current and future needs. These efforts address the role for administrators noted on page 148 of the "Why" document for developing a literacy leadership team and vision with the literacy coach. Sonoraville's administrators and literacy coach will organize and develop an expanded school literacy team which will include the media specialist, the ELL teacher, an ESS teacher, and other teachers that are directly involved with teaching literacy and other content areas in all grades. On page 148 of the "Why" document, it is stated that the administrator is further needed to provide support for the literacy coach in building trust with the faculty, providing access to instructional materials, and in providing feedback. The administrators support instruction by scheduling time for teachers and literacy coaches to meet to learn together. Funds are made available to support literacy efforts when available. Securing the grant would help expand this initiative by providing funds for materials, technology, and professional learning for teachers. We feel that we have the right disposition and attitude in the administrative team at Sonoraville to take the next steps in our literacy growth to benefit our students.

As stated on page 156 of the "Why" document, "Teacher leaders establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise." The use of teacher leaders to plan and implement professional development with an emphasis on literacy, the use of horizontal and vertical planning and instructional design by all teachers, and the guidance of the literacy team are means to support our ongoing continuity of instruction within and among grade levels. Using our academic coaches and our teacher leaders to analyze the needs of students at

Sonoraville, to research and redeliver instruction, and to monitor the progress of our students relative to acquiring the skills and dispositions needed to be successful with the CCGPS and state testing will help ensure that we use best instructional practices and that we implement quality professional development for teachers.

Changing demographics at Sonoraville and increasing numbers of struggling and at-risk learners, combined with higher literacy demands of the CCGPS, has created challenges for Sonoraville teachers. In an effort to create learning situations wherein all students are successful with CCGPS, instruction has become heavily teacher-focused, with “shared learning” being the status quo. A broad base of literacy leaders at Sonoraville supported by grant funding would provide the momentum needed to shift from the current paradigm of over-scaffolding to one that is focused on building independent readers and writers. Page 47 of the “Why” document addresses the final anchor standard of the CCGPS which states that students will “Read and comprehend complex literacy and informational text independently and proficiently.” Page 66 presents research-based program elements from *Reading Next* that will improve literacy achievement of adolescent learners. Element 3 concerns motivation and self-directed learning, which includes “providing students with the instruction and supports needed for independent learning tasks they will face after graduation.” Sonoraville’s Literacy Leadership Team is committed to facilitating this instructional shift.

At Sonoraville Elementary School, the faculty and staff have received some professional development in disciplinary literacy across the content areas, but more is required. Forming a Literacy Team to include teachers from math, science, and social studies content areas along with self contained teachers in K-2 will lead the charge to improve literacy instruction in all grades and subjects as Sonoraville Elementary. Page 26 of the "Why" document reiterates that

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

Several out-of-school organizations and agencies work to develop learning supports to complement literacy instruction at Sonoraville Elementary School. At this time, local churches, businesses, and volunteers are assisting with financial needs of the school. This sometimes, but not always, involves literacy. Sonoraville plans to strive to identify and contact appropriate stakeholders who could assist with not only financial needs, but also with extra support in literacy. The hope is to provide volunteers in the community to support literacy in the classrooms. These volunteers can read to and listen to students read. They may also share how they use writing in their everyday lives. This will make writing real world and relevant for the

students and help them understand the purpose and relevance for writing and reading successfully. For instance, on pages 159-161 of the "Why" document, the role of the Georgia Public Library Services (GPLS) is defined and how this can assist in promoting literacy in the school and community.

Sonoraville Elementary has a core program in use, but it does not provide a strong basis for instruction in all aspects of literacy. The core program used in grades kindergarten-fifth grade at Sonoraville Elementary is written locally to match CCGPS. The core program is written as units of study in reading and writing. These programs were written locally by literacy specialists and may need revisions and additional support of a core curriculum program which is more comprehensive. Page 64 of the "Why" document describes the five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be referenced throughout Sonoraville's Striving Reader Grant application as the "Fab Five" or as key components of the Cognitive Model. As stated on the same page of the document, "Though the focus for the last eight years has been on grades K-3 for these skills, the CCGPS has wisely expanded the range through fifth grade, acknowledging that students in those higher elementary grades continue to need support in decoding and fluency for increasingly more complex vocabulary and text." Sonoraville plans to analyze data to determine the needs of explicit core instruction in the Fab Five in order to increase literacy across all content areas. With the increased intensity of the curriculum, it is imperative that these needs be identified and addressed in order to assist in the students' success.

Page 68 of the "Why" document, under the heading of The Seven Principles to Ensure Success for Adolescent Literacy, it is stated that students need time to read daily and participate in making choices about reading selections and to have opportunities to discuss what they are

reading with other students and their teachers. It also states that adolescents are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff. Sonoraville Elementary School will strive to design lessons to give students more choice in demonstrating concepts learned in all content areas in order to promote literacy skills. Sonoraville will investigate how time is being used during the reading block and in other content area blocks across the grades in order to identify and protect time for students to select a variety of texts/genres for independent reading and to have more time to explore expression through writing.

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

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

Sonoraville Elementary School will develop a plan to integrate writing into each content area with fidelity. This will include explicit instruction, guided practice, and independent practice. Content area teachers will assist in teaching students to write argumentative, informational, and narrative pieces. Students will have meaningful opportunities to write and

publish good writing in a variety of formats. Students will be writing about their learning in every subject area. Students will be writing in journals in math, responding to text in science and social studies. Students will also begin to answer constructed response questions on formative assessments throughout the year as a way to explain their understanding in each content area about what they have read. As declared on page 45 of the "Why" document, "Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation of strong writing programs is crucial to a literacy initiative."

With a diverse student population and an ever-increasing amount of students who are being served in tiers two through four of the Response to Intervention model, it is imperative that teachers at Sonoraville Elementary understand how to interpret student data in order to prescribe appropriate deficit-specific interventions. "Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful" ("Why" document, p. 123). Professional development and training for teachers in literacy will increase the effectiveness of the Tier 1 instruction which will meet the needs of the majority of the students. Once the Tier 1 instruction is solid fewer students will need Tier 2 and 3 support. In order to accomplish this endeavor, Sonoraville Elementary understands that professional learning must be available for paraprofessionals and certified teachers who work with students in Tiers 2 and 3. This professional learning must focus on a variety of elements including how to interpret data to determine student deficit areas, how to assign appropriate interventions based on the deficit area, and how to utilize efficient and

effective interventions. Teachers will also be guided and supported as they interpret data from formative and summative assessments. Formative assessments such as: district wide 12 and 24 week assessment in reading and ELA, AIMSweb universal screeners in fall and winter, individual conferencing during reading and writing will continue to be used to assess student progress. Informal screeners such as phonemic awareness, phonics, sight words, and running records will continue being used to measure student progress. This data will help the teachers determine areas for remediation and acceleration to meet the needs of all students in K-5. Teachers will also continue using the data from formative assessment to plan instruction for Tiers 1 and 2. Teachers meet with students during needs based groups to work on skills shown on the assessments. These groups are flexible and are differentiated to meet the needs of the students. The “Why” document states that “professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information” (p. 124).

It is the goal of Sonoraville Elementary to ensure that all teachers have a firm understanding of the four-tier delivery model and how to use a variety of ongoing assessment data to determine which students are at risk for not achieving academically or behaviorally. Tier 3 interventions are taught by paraprofessionals and certified teachers 90 minutes per week. This instruction is in addition to Tier 1 and 2. Tier 2 instruction is provided by classroom teachers during the reading blocks and scheduled Focus times. Teachers provide Tier 2 interventions in a small group setting using the resources that are available. Sonoraville plans to provide continued professional learning for the materials currently available for Tiers 2 and 3, as well as increase the instructional options available, in order to increase the rigor and effectiveness of the interventions. Training for teachers to learn more effective strategies and funds provided to

purchase additional research based intervention programs would greatly support Tier 2 and 3 instruction. This training and these materials could be purchased with grant funds. With a strong Tier 2 intervention, many students will be successful and will no longer require Tier 2, nor will they need to progress on to Tier 3. Page 134 of the "Why" document states, "With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention."

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

Sonoraville administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their pre-service training. Under recommendation 4 on page 39 of the "Why" document, it is affirmed that the GaDOE will coordinate with the BOR and the TCSG in the development of teacher preparation courses that strengthen and enhance literacy strategies and interventions among instructional approaches for all grade levels. Sonoraville Elementary School plans to ensure that mentoring teachers are fully

trained in providing instruction in disciplinary literacy. The belief statements of the Georgia Literacy Task Force are stated on page 32 of the "Why" document and includes, "Open, direct articulation and recursive literacy professional learning opportunities among pre-k-12 teachers are central to developing the language capacity of each student." Sonoraville Elementary School plans to encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs. The school will research and provide professional learning opportunities for all teachers that will include integrating literacy across the curriculum. The school will provide support to the teachers by allowing teachers to practice techniques in a non-threatening environment and supply feedback. On page 124 of the "Why" document the following is stated about professional learning:

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

Finally, Sonoraville Elementary believes that a focus on technology must be mandated in order to prepare our students to be 21st century learners who excel globally. The "Why" document states that "Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education" (p. 56). Technology must be integrated throughout all content areas, and both

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

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

Sonoraville Elementary’s Literacy Plan

The students at Sonoraville Elementary School receive “gold standard” literacy instruction and are college and career ready when they graduate from the Gordon County School District. Based on results from the *Georgia Literacy Plan Needs Assessment for Literacy Grade Kindergarten to Grade 12*, Sonoraville Elementary will address the following Building Blocks that pertain to student growth in literacy explained in the “How” and “What” documents. The Sonoraville Elementary Leadership Team chose the following building blocks and action steps

from the “How” document that would best enable our school to become fully operational in the needs assessment areas in which we scored “Emergent” or “Not Addressed”:

| |
|---|
| Building Block 1. Engaged Leadership |
| A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school |
| Sonoraville Elementary determined that the administrators seek out participation in professional learning in literacy with their faculty. Sustaining: The administrators will: <ul style="list-style-type: none">• Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies.• Develop a pipeline of leaders by identifying and training leaders for succession.• Make hiring decisions collaboratively based upon literacy goals. |
| B. Action: Organize a Literacy Leadership Team |
| The Sonoraville Elementary Literacy Coach is a member of the Gordon County Schools System Literacy Team. The System Literacy Team meets to design and deliver system professional development and assessments as well as develop CCGPS literacy units. Sonoraville Elementary determined that a school level literacy team similar to the system team needs to be implemented. Planning: The administrators and the literacy coach will: <ul style="list-style-type: none">• Identify stakeholders and partners to be part of the leadership team.• Create a shared literacy vision for the school aligned with the state literacy plan.• Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement.• Determine what additional data is needed in order to make informed decisions about the path forward.• Schedule and protect time for the Literacy Leadership Team to meet and plan.• Analyze multiple forms of student, school, and teacher data, including results of the Literacy Observation Checklist or its equivalent, to develop a list of prioritized recommendations and goals for improvement.• Select or develop a walkthrough observation form, such as the Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices.• Ensure that effective data analysis procedures and practices are understood and practiced. Implementing: |

The literacy team led by the administrators will:

- Identify and prioritize a list of students to be targeted for intervention and support.
- Ensure that stakeholders understand literacy goals and their roles in meeting these roles.
- Ensure use of research-based practices aligned with CCGPS.
- Establish a system of communication for sharing information (e.g., emails, newsletters, website), utilizing technology to maintain communication among team members.
- Plan for ongoing data collection and analysis to inform program development and improvement.

Expanding:

The literacy team led by the administrators will:

- Rewrite/refocus School Improvement Plan goals, objectives, and actions according to student achievement results.
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning.
- Re-assign staff as needed to maximize literacy goals.
- Identify and allocate additional funding sources to support literacy.
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, etc.
- Participate on the System Literacy Leadership Team.

Sustaining:

The literacy team led by the administrators will:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS).
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement.
- Build strong literacy leaders within the faculty and provide them with opportunities to lead others in professional development.
- Define priorities and allocate needed resources to sustain them over time.
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas.
- Share student achievement gains with System Literacy Leadership Team and School Board members through online media and traditional outlets.
- Pursue external funding sources to support literacy.

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

Sonoraville Elementary’s daily schedules include a 90-120 minute literacy block, a time for intervention, and collaborative planning, but do not include a set time for instruction in disciplinary literacy in content areas.

Expanding:

Sonoraville Elementary will:

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.

- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons.
- Video classrooms for self-evaluations, peer observations, share literacy expertise, etc. within and among schools.
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time.

Sustaining:

Sonoraville Elementary will:

- Use technology to provide professional learning to new and continuing teachers
- Share professional learning at team and staff meetings
- Encourage teachers to share stories of success

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

The faculty and staff have received professional learning in disciplinary literacy in some content areas but not all.

Implementing:

The administrators will:

- Utilize all staff to support literacy instruction.

Expanding:

The administrators will:

- Develop and maintain infrastructure to support literacy.

Sustaining:

The administrators will:

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

E. Action: Optimize literacy instruction across all content areas

Content area teachers consistently incorporate the teaching of one but not all of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.

Implementing:

The school leadership will:

- Ensure the use of research-based strategies and appropriate resources to support student learning of CCGPS.
- Support teachers in their use of appropriate strategies to help ELL students meet English language proficiency standards.
- Require the teaching of academic vocabulary in all subjects using a systematic process.
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within GPS.
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom.

- Require writing as an integral part of every class every day.
- Ensure instruction in and opportunities for:
 - Writing opinion pieces on topics or texts, supporting point of view with reasons and information.
 - Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Writing narratives to develop real or imaginary experiences.
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics.
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.

Expanding:

The school leadership will:

- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency.
- Monitor literacy instruction across the curriculum through:
 - formal and informal observations.
 - lesson plans.
 - walkthroughs.
 - student work samples.
- Ask teachers to identify exemplary samples of student work to model features of quality writing.
- Share ways for teachers to guide students to focus on their own improvement.
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).
- Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic.
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day.

Sustaining:

The school leadership will:

- Expand meaningful opportunities for students to write, speak, and listen.
- Expand the types of writing across the subject areas.
- Differentiate literacy assignments by offering student choice.
- Celebrate and publish good student writing products in a variety of formats.

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

A community literacy council participates in developing literacy goals, but a system of learning supports has not yet developed.

Sustaining:

- Continue to work with key members of the community to heighten awareness of literacy.
- Pursue additional funding sources for specialized literacy staff and materials.
- Continue to foster relationships among schools, workforce, families, and communities.

- Celebrate academic successes publically through traditional and online media.

Building Block 2: Continuity of Instruction

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

Sonoraville Elementary implements collaboration through grade level collaborative teams, system-level collaboration, and through school-based vertical planning and professional development. The decision has now been made to formally establish cross-disciplinary collaborative teams across grades.

Planning:

Collaborative teams will:

- Grade level teams in K-5 meet and plan collaboratively across all content areas weekly
- Curriculum team will meet bi-weekly to plan professional learning to include literacy across all content areas

Implementing:

Collaborative teams will:

- Grade level teams will continue to meet weekly to share and review implementation of lesson plans which include literacy across all content areas.

Expanding:

Collaborative teams will:

- Teachers in each grade K-5 will continue to embed literacy in each subject
- Professional learning on active engagement will be lead by teacher leaders monthly.
- Data teams will look at periodic assessment data to note areas to re-teach
- Research effective strategies for promoting active engagement and teaching key areas of literacy and writing instruction.
- Study formative student assessment results and use the results to continue to adjust instruction.

Sustaining:

Collaborative teams will:

- Ongoing PLC meetings to look at student data and student work at least twice per month
- Teacher lead professional learning to share effective strategies being used in planning and instruction for literacy
- Evaluating and reflecting on Tier 1 instruction and continuing to strengthen effective lesson delivery

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

Sonoraville Elementary used a school wide comprehensive core reading program prior to the implementation of CCGPS. Sonoraville now uses CCGPS units created by Gordon County literacy specialists for ELA standards in grades K-5. This core has gaps and science and social studies teachers do not have updated units matched to the new CCGPS ELA standards.

Planning:

Content area teachers will:

- Study researched-based strategies and resources, particularly those found in the “The Why” document of the Georgia Literacy Plan.

- Participate in professional development and stay abreast of current information regarding best practices on using digital resources as learning tools such as: online, blogs, wikis, and social media to engage and motivate.
- Participate in professional development on writing to explain, writing to inform, developing arguments, and citing evidence.
- Develop a school-wide writing rubric that all content area teachers will utilize to assess.

Implementing:

- Teachers will implement Lucy Calkins Common Core Unites (K-5) in writer's workshop, including the Learning Progressions that will ensure continuity throughout the grades.
- Teachers will have students practice close reading in texts used in all subject areas
- Teachers will have students use their reading comprehension skills when reading texts to determine main idea, summarizing, and inferences when analyzing texts in all content areas
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
- Make writing a required part of every class every day, using technology when possible
- Be supported through the coach, model, co-teach, observe, feedback model.

Expanding:

Content area teachers will:

- Monitor the use of literacy strategies to improve literacy through formal and informal observations.
- Reflect on lessons during collaborative planning weekly to make changes as needed to upcoming lessons based on how effective previously taught lessons were

Sustaining:

Content area teachers will:

- Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media.
- Expand the types of writing across the subject areas including; responding to text, writing their opinions about the text, explaining their understanding of the subjects in the texts.

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

Sonoraville does work with some out-of-school organizations and agencies to complement literacy instruction while combating other barriers (poverty, etc.).

Implementing:

Sonoraville Elementary will:

- Utilize all staff to support literacy instruction-this will include parent and community volunteers, paraprofessionals, high school student helpers, P.E. coaches, music teacher, media specialist, and counselor
- Create a schedule to coordinator volunteers and support in the school to make sure each grade has support during literacy instruction (e.g., student support during work time or needs based groups)
- Purchase books for students to take home to use as resources while away from school if they do not have technology available at home
- Provide literacy materials and training for after school care teachers to use with students in

| |
|--|
| <p>their program</p> <p>Expanding: Sonoraville Elementary will:</p> <ul style="list-style-type: none"> • Share information with parents and volunteers to use when supporting students with literacy (ideas and strategies to use at school and at home) • Continue making literacy materials available to all students to take home and use (including books, flashcards, and literacy games) <p>Sustaining: Sonoraville Elementary will:</p> <ul style="list-style-type: none"> • Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance). • Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives. |
| <p>Building Block 3. Ongoing formative and summative assessments</p> |
| <p>A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction</p> |
| <p>Sonoraville Elementary has selected effective screening, progress monitoring and diagnostic tools to be used along with a complementary system of mid-course assessments that are common across classrooms.</p> <p>Sustaining: Sonoraville Elementary will:</p> <ul style="list-style-type: none"> • Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students. • Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based). |
| <p>B. Action: Use universal screening and progress monitoring for formative assessment</p> |
| <p>There is a full range of formative and summative assessments administered regularly and are used to guide classroom and intervention instruction.</p> <p>Sustaining: Sonoraville Elementary will:</p> <ul style="list-style-type: none"> • Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording. |
| <p>C. Action: Use diagnostic assessment to analyze problems found in literacy screening</p> |
| <p>Problems found in literacy screenings in some cases are followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.</p> <p>Expanding:</p> |

Sonoraville Elementary will:

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

Sustaining:

Sonoraville Elementary will:

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

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

Teacher team meetings to analyze summative assessments results of individual students are used to make adjustments to instruction, but rarely impact programmatic decisions.

Expanding:

Teachers will:

- Share and analyze student work samples as a way to inform instruction during collaborative planning.

Sustaining:

Teachers will:

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

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

All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students.

Sustaining:

Sonoraville Elementary will:

- Continue to build collaborative data meetings into the monthly calendar.
- Use online options to continue to train new members of the meetings in the expectations and function of the established protocols.

Building Block 4. Best Practices in Literacy Instruction

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

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

Implementing:

Sonoraville Elementary will:

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

Expanding:

Sonoraville Elementary will:

- Review teacher and student data to improve instruction.
- Share effective differentiated lessons and differentiation strategies in teacher team meetings.

Sustaining:

Sonoraville Elementary will:

- Continue analyzing data to determine the impact of teaching strategies on student achievement.
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program.
- Stay current on research and new findings related to differentiated instruction.

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

Writing is only taught by English language arts teachers.

Planning:

Sonoraville Elementary will:

- Develop a coordinated plan for writing instruction across all subject areas to include:
 - Explicit instruction.
 - Guided practice.
 - Independent practice.
- Provide professional learning on best practices in writing instruction in all subject areas.

Implementing:

Sonoraville Elementary will:

- Require writing as an integral part of every class every day.

Expanding:

Sonoraville Elementary will:

- Ask teachers to identify exemplary samples of student work to model features of quality writing.

Sustaining:

Sonoraville Elementary will:

- Expand meaningful opportunities for students to write, speak, and listen.
- Expand the types of writing across the subject areas.
- Differentiate literacy assignments by offering student choice.
- Celebrate and publish good student writing products in a variety of formats.

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

Sonoraville Elementary teachers consistently strive to target student interest and engagement in all content areas and grade levels, K-5.

Sustaining:

Sonoraville Elementary will:

- Continue to use various instructional presentation methods and forms of media and provide students with choice within tasks and products.
- Continue to implement engagement strategies to ensure that every child participates in reading, writing, speaking, and listening activities during whole group instruction.
- Research and implement new strategies and methods to target student interest and engagement.

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

A. Action: Use information developed from the school-based data teams to inform RTI process

Sonoraville Elementary teachers regularly gather, analyze, and use data from formative assessments to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective.

Expanding:

Sonoraville Elementary will:

- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions.
- Provide ongoing professional development to make sure all teachers are trained on screening instruments and how to use formative assessment in order to maintain a current data notebook for use during grade level and school wide meetings and collaborative planning sessions.
- Research and provide ongoing professional development on targeted instructional strategies that may be used in Tier 2 and Tier 3 instruction.

Sustaining:

Sonoraville Elementary will:

- Continue to provide time for teachers to gather, analyze, and use formative assessment to ensure all students are receiving appropriate instruction that is effective.
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g., videotaping, videoconferencing, online collaboration.

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

Classroom data is analyzed to determine the instructional areas and classrooms in greatest need of support.

Sustaining:

Sonoraville Elementary will:

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

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

Sonoraville Elementary has a Data Team, consisting of the Assistant Principal, Literacy Coach, Math Coach, EIP teacher, school interventionist, and the school psychologist, that meets regularly to discuss student data and recommend Tier 2 and Tier 3 strategies. While Tier 3 instruction is provided by an interventionist, Tier 2 instruction is delivered by classroom teachers during scheduled needs-based groups and focus times.

Expanding:

Sonoraville Elementary will:

- Monitor student movement between Tier 1 and Tier 2.
- Provide sufficient resources (time, training, materials, and implementation of interventions).
- Study schools successful in closing the achievement gap have effected change.

Sustaining:

Sonoraville Elementary will:

- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
- Document data points to monitor student response to intervention.
- Use technology to track and endure the movement of students between Tier 1 and Tier 2 based on response to interventions.

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

Tier 3 interventions at Sonoraville Elementary are provided by a trained interventionist with fidelity, but are not yet on a 1:1 – 1:3 basis.

Expanding:

Sonoraville Elementary will:

- Research innovative scheduling and personnel assignment options in order to reduce the student-teacher ratio in Tier 3 groups.
- Data points are documented to monitor student response to intervention.

Sustaining:

Sonoraville Elementary will:

- Continue to ensure that students move into and out of Tier 2 and Tier 3.
- Continue to ensure that data is used to support response to intervention.

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

Sonoraville Elementary ensures that the most highly qualified teachers provide Tier 4 instruction, ESS, ELL, and gifted, and these teacher participate in professional learning in order to maintain strict alignment with CCGPS.

Sustaining:

Sonoraville Elementary will:

- Ensure that teachers providing Tier 4 instruction attend professional learning in literacy and have collaboration time with grade level teachers.
- Provide Tier 4 teachers with leadership opportunities in which to provide professional development on specialized programs and strategies to the faculty.
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

Building Block 6. Improved Instruction through Professional Learning

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

School administrators at Sonoraville Elementary have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in the preservice training.

Expanding:

Sonoraville Elementary will:

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

Sustaining:

Sonoraville Elementary will:

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

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

Sonoraville Elementary instructors (certified and noncertified) participate in professional learning on aspects of literacy instruction.

Expanding:

Sonoraville Elementary will:

- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations.
- Partner experienced teachers with pre-service and beginning teachers.
- Use a model of blended professional learning – combining online learning with face-to-face support- to provide content and resources to teachers and staff.

- Use formal and informal observations to monitor and improve literacy instruction.
- Use classroom observations to identify and support individual teachers with follow-up coaching, conferencing, and mentoring.
- Continue program specific professional learning each year for new and experienced teachers.
- Encourage all teachers to share information learned at professional learning sessions.

Sustaining:

Sonoraville Elementary will:

- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups.
- Revisit professional learning options to utilize experts within the school to develop and support colleagues.
- Ensure that new personnel receive vital professional learning from earlier years.
- Continue to encourage “professional talk” among staff and provide time for discussions.

Analysis and Identification of Student and Teacher Data

CRCT Data

| READING - GRADES 3-5 - CRCT Summary Data | | | | | | |
|---|------------------|----------------------------|------------------|----------------------------|------------------|----------------------------|
| Reading - Meets or Exceeds | | | | | | |
| Reading | 2011-2012 | | 2012-2013 | | 2013-2014 | |
| | Exceeds | Meets & Exceeds | Exceeds | Meets & Exceeds | Exceeds | Meets & Exceeds |
| All 3rd Grade Students | 39% | 92% | 55% | 99% | 48% | 100% |
| All 4th Grade Students | 45% | 91% | 43% | 94% | 58% | 97% |
| All 5th Grade Students | 32% | 92% | 38% | 95% | 42% | 98% |
| Black | 25% | 88% | 0% | 67% | 0% | 100% |
| White | 39% | 93% | 47% | 97% | 52% | 98% |
| Hispanic | 36% | 91% | 44% | 93% | 36% | 100% |
| Migrant | n/a | n/a | n/a | n/a | n/a | n/a |
| SWD | 12% | 88% | 10% | 85% | 21% | 100% |
| ELL | 26% | 84% | 28% | 83% | 22% | 100% |
| ED | 32% | 89% | 33% | 94% | 38% | 96% |
| Multi-Racial | n/a | n/a | 18% | 100% | 40% | 100% |
| Gender - Male | 38% | 92% | 47% | 96% | 46% | 97% |
| Gender - Female | 40% | 93% | 44% | 96% | 53% | 100% |

Sonoraville Elementary has consistently maintained a high percentage of students that meet or exceed standards on the Reading CRCT in grades 3-5 for the last three years. In addition, there has been an increase in students that exceed the standards. However, with the expected rise of cut scores based on the GADOE’s new Readiness Level Indicators, as well as changes to the 2014-2015 state assessment, which will include extended and open response, continued growth in achievement will be a greater challenge.

| LANGUAGE ARTS - GRADES 3-5 - CRCT Summary Data | | | | | | |
|---|------------------|----------------------------|------------------|----------------------------|------------------|----------------------------|
| Language Arts - Meets or Exceeds | | | | | | |
| Language Arts | 2011-2012 | | 2012-2013 | | 2013-2014 | |
| | Exceeds | Meets & Exceeds | Exceeds | Meets & Exceeds | Exceeds | Meets & Exceeds |
| All 3rd Grade Students | 32% | 88% | 27% | 96% | 32% | 96% |
| All 4th Grade Students | 26% | 91% | 37% | 92% | 38% | 97% |
| All 5th Grade Students | 46% | 97% | 46% | 98% | 41% | 98% |
| Black | 43% | 100% | 0% | 67% | 0% | 100% |
| White | 33% | 93% | 39% | 95% | 39% | 97% |
| Hispanic | 41% | 89% | 32% | 98% | 36% | 97% |
| Migrant | n/a | n/a | n/a | n/a | n/a | n/a |
| SWD | 14% | 81% | 17% | 95% | 0% | 89% |
| ELL | 5% | 79% | 17% | 95% | 28% | 100% |
| ED | 29% | 93% | 26% | 94% | 30% | 97% |
| Multi-Racial | n/a | n/a | 18% | 91% | 0% | 80% |
| Gender - Male | 32% | 90% | 35% | 94% | 40% | 94% |
| Gender - Female | 38% | 96% | 39% | 96% | 34% | 100% |

The ELA scores on the CRCT continue to improve in all grades, however more growth would like to be seen in the exceeds category. There is a continued need to address writing in all grades levels and content areas especially with the changes to the new Georgia Milestones Assessment and the addition of the constructed response format of questions replacing the Georgia Writing Assessment.

| CRCT Social Studies | | | | | | |
|----------------------------|--------------|----------------|--------------|----------------|--------------|----------------|
| | 2012 | | 2013 | | 2014 | |
| Grade Level | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds |
| 3rd | 47% | 34% | 60% | 27% | 65% | 27% |
| 4th | 35% | 54% | 46% | 42% | 82% | 9% |
| 5th | 36% | 43% | 38% | 46% | 63% | 26% |

| CRCT Science | | | | | | |
|-----------------------|--------------|----------------|--------------|----------------|--------------|----------------|
| | 2012 | | 2013 | | 2014 | |
| Grade Level | Meets | Exceeds | Meets | Exceeds | Meets | Exceeds |
| 3rd | 64% | 14% | 77% | 17% | 56% | 31% |
| 4th | 65% | 20% | 59% | 24% | 39% | 49% |
| 5th | 67% | 17% | 58% | 30% | 54% | 32% |

SES has noticed improvements in Science CRCT scores over the last few years. The greatest gains noted are in third and fourth grade in 2014. Social Studies scores have decreased in third and fourth grade since 2012. A large decline is also noticed in fourth grade exceeds between 2013 and 2014. Science and Social Studies standards have been integrated into the literacy block since 2012. This integration with social studies is not showing the current level of integration is as successful as it should be due to low increases in students exceeding in third and fifth grades. Fourth grade shows a huge decline of students exceeding in Social Studies from 42% in 2013 to 9% in 2014. However, literacy integration in Science is improving gains in the exceeds scoring band. This data shows an area of need for both Science and Social Studies professional learning and materials to raise student achievement. Areas for professional learning are instructional reading strategies, and a variety of reading materials that address the standards. Also, nonfiction text on various lexile levels are needed for students to reference while learning the Science and Social Studies standards.

| Reading Summative Periodic Assessment | | | | | | |
|--|-------------|----------|-------------|----------|-------------|----------|
| | 2012 | | 2013 | | 2014 | |
| Grade Level | DNM | M | DNM | M | DNM | M |
| 1st | 3% | 97% | 6% | 94% | 5% | 95% |
| 2nd | 0% | 100% | 8% | 92% | 6% | 94% |

| ELA Summative Periodic Assessment | | | | | | |
|--|-------------|----------|-------------|----------|-------------|----------|
| | 2012 | | 2013 | | 2014 | |
| Grade Level | DNM | M | DNM | M | DNM | M |
| 1st | 2% | 98% | 10% | 90% | 6% | 94% |
| 2nd | 0% | 100% | 8% | 92% | 4% | 94% |

First grade has consistent scores in Reading and ELA since 2012. Second grade has shown a decline on the Reading periodic assessment scores since 2014. The students in second grade were read the questions and the answer choices in 2012, but have read the entire test independently in 2013 and 2014. This allows more accurate data of student ability to read and comprehend as a predictor for how they will perform on the third grade periodic assessments and CRCT. Another trend for second grade shows a decline on the ELA section of the periodic assessments since 2012.

| AIMSweb R-CBM Spring Benchmark | | | | | | |
|---|-----------------------------|-------------------|-----------------------------|-------------------|-----------------------------|-------------------|
| | 2012 | | 2013 | | 2014 | |
| | met or exceeded goal | below goal | met or exceeded goal | below goal | met or exceeded goal | below goal |
| 1st | 78% | 22% | 75% | 25% | 73% | 27% |
| 2nd | 68% | 32% | 60% | 40% | 65% | 35% |
| 3rd | 43% | 57% | 52% | 48% | 46% | 54% |
| 4th | 41% | 59% | 43% | 57% | 46% | 54% |
| 5th | 50% | 50% | 51% | 49% | 45% | 55% |

A significant number of students in grades 2-5 are not meeting the spring AIMSweb fluency goal. Additional data from informal phonics inventories and phonological awareness assessments have shown that the majority of these students have a weakness in one or more areas. This can be attributed to a gap in the current core program in the area of phonics in grades K-2. SES has a need for materials that can address these weaknesses in Tier 1, 2, and 3 instruction.

Teacher Data

Sonoraville Elementary has 37 highly qualified teachers on staff.

| Attrition Rate of SES Teachers | | |
|---------------------------------------|---------------|------------------------------|
| Year | Number | percent of population |
| 2011 | 6 | 16.3% |
| 2012 | 3 | 16% |
| 2013 | 6 | 6.7% |
| 2014 | 9 | 24% |

*In 2013, 4 of the teachers were transferred to other schools within the county due to redistricting.

*In 2014, 2 teaching positions were cut from the previous year and 2 teachers retired.

| Years in Education of SES Teachers | | |
|---|---------------|------------------------------|
| Years | Number | percent of population |
| less than 10 | 23 | 62% |
| 11-19 | 11 | 30% |
| more than 20 | 3 | 8% |

| Advanced Degrees of SES Teachers | | |
|---|---------------|------------------------------|
| Degree | Number | percent of population |
| Masters | 14 | 38% |
| Specialist | 9 | 24% |

Teacher Participation in Professional Learning Communities/Ongoing Professional Learning

Many of the teachers at Sonoraville Elementary participated in the Reading First Initiative before the opening of the school. This initiative focused on phonemic awareness, phonics, and fluency. Reading comprehension and writing instruction were not given as much attention. Due to this, teachers at SES need additional training and resources to successfully implement strong instruction in reading comprehension and writing. SES has adopted this initiative and currently has a literacy coach to support and facilitate professional learning such as book studies, grade level collaborations, data meetings, vertical team meetings, and system wide professional learning throughout the year. The literacy coach provides direct curriculum and assessment support to each grade level K-5.

Project Plan-Procedures, Goals, Objectives and Support

Practices in Place When Determining Goals/Objectives:

- Materials and lessons from various resources are utilized to supplement deficits in phonological awareness and phonics.
- Data teams analyze student data and discuss current interventions.
- Computers are utilized by students on a regular basis.
- The SES Literacy Coach is a member of the System Literacy team.
- Computer labs are being used to implement cross disciplinary research and projects, as well as the use of Moby Max in grade 1-5 and Study Island in grades 3-5.
- Professional learning is being planned by the Curriculum Team including the administrators and literacy and math specialists to support all grades and content areas in implementing best literacy practices.

Goals to be Funded with Other Sources:

Sonoraville Elementary and Gordon County Schools will

- continue to fund educational websites and magazine subscriptions through other sources
- continue to provide a framework for professional development through a school literacy coach, funded by Title 1 funds and/or other sources
- continue to provide assistance and support with technology through the system technology team
- continue to provide system-wide opportunities for professional development and collaboration through the system's Literacy Leadership Team, using Title funds and/or other sources
- Continue to systematically administer 12 and 24 week formative benchmarks utilizing Title funds and/or other sources

Formative and Summative Measuring of Project Goals/Objectives:

Along with the yearly plan to monitor progress toward meeting project goals and objectives mentioned above, the Literacy Team will also meet monthly to determine progress toward goals and objectives in a more informal, yet ongoing, basis. Teachers use a variety of formative and summative measures and will continue to do so to measure student achievement due to the goals and objectives set forth in the project plan.

Project Need: Sonoraville Elementary lacks effective disciplinary literacy across the curriculum and content areas.

Goal 1: Sonoraville Elementary students will receive effective disciplinary literacy instruction across the curriculum.

Objectives:

- Attain an understanding of the shared responsibility of literacy goals to be mastered in kindergarten through fifth grades
- Incorporate materials in classroom libraries and the media center that will allow students to master CCGPS pertaining to literacy, including literacy in the content areas
- Offer professional learning to teachers that will impact student articulation of thinking and learning (writing, speaking) as reflected throughout CCGPS in all grades and content areas, which will include adopting a plan for writing instruction across the curriculum.
- Provide reading teachers in grades K-5 a complete core integrated curriculum of literary and informational texts and materials that target phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Ensure that literacy strategies and writing becomes an integral part of every class, using technology when possible.

Alignment to Researched-Based Practices:

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

Timeline:

- Professional Learning during PLCs 2-4 times per month beginning spring 2015
- Classroom Introduction and Implementation: Spring - Fall 2015
- August 2015 teachers will begin embedding literacy into all content areas

Implementation:

- Teachers will receive materials and training to incorporate literacy instruction across the content areas.
- Teachers will collaborate and plan units and lessons which will have literacy embedded into each content area

Alignment to Researched-Based Practices:

- All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. (*The Why* document, p. 26)

Project Need: Sonoraville Elementary teachers are in need of professional learning in identifying specific student needs and implementing appropriate specific interventions.

Goal 2: Sonoraville Elementary will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

Objectives:

- Support teachers in their use of appropriate strategies to address the needs of all students.
- All teachers will participate in ongoing professional development relating to research based instructional strategies in all aspects of literacy as well as analyzing and disseminating data to drive instruction.
- Provide teachers with sufficient resources (time, training, cost, materials).

Timeline:

- Professional Learning: Spring 2015
- Classroom Introduction and Implementation: Spring and Fall 2015

Implementation:

- Professional Development will be provided to help teachers gain effective strategies to use with students at Tiers 1, 2, and 3.
- Collaborative planning time for teachers to disaggregate data and plan needs based group instruction using effective strategies
- Training on research based interventions for Tier 3 by the literacy specialist

Alignment to Researched-Based Practices:

- Sonoraville Elementary has the “responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful” (*The Why* document, p. 123).
- Teachers need support in knowing how to teach these students who arrive in their classrooms with a broad range of language competencies, backgrounds, and needs (*The Why* document, pg. 69).

Project Need: Sonoraville Elementary has a need for current technological resources that will enable students to gain skills necessary to excel globally in the 21st century.

Goal 3: Sonoraville Elementary will support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.

Objectives:

- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).
- Guarantee that appropriate digital resources/tools are accessible and current for use in the classroom to produce, publish, and communicate across the curriculum.
- Provide and expand technology lessons to incorporate disciplinary literacy to increase rigor and student's ability to think independently and critically.

Timeline:

- Teacher Training: Spring and Fall 2015
- Technology Acquisition: Spring 2015
- Classroom Introduction and Implementation: Spring 2015

Implementation:

- Training will be provided on how to effectively use technology to support literacy.

Alignment to Researched-Based Practices:

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

Project Need: Sonoraville Elementary is in need of a school literacy leadership framework that ensures there is a consistent literacy focus across the curriculum.

Goal 4: Sonoraville Elementary will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum.

Objectives:

- Establish a school-wide literacy leadership team to ensure a consistent focus across the curriculum and to foster a professional learning community.
- The school literacy leadership framework will be led by the principal and other literacy stakeholders.
- Ensure that instructional practices include disciplinary literacy across all content areas that include reading and writing by using a literacy observation instrument.

Timeline:

- Establish a school-wide literacy leadership team: Spring 2015
- Develop or adopt a literacy observation instrument: Spring 2015
- Utilize data and observations to make informed literacy decisions: 2015

Implementation:

- Members will be identified to establish a school-wide literacy leadership team.
- Protected time will be scheduled for the literacy leadership team to meet.

Alignment to Researched-Based Practices:

- The role of leadership in developing literacy in the nation, state, district, school, and classroom cannot be overstated. It is a key piece in virtually every literacy initiative undertaken at any level in education (*The Why* document, pg. 156).

Formative and Summative Measuring of Project Goals/Objectives:

Teachers at Sonoraville Elementary use a variety of formative and summative assessments and will continue to do so to measure the goals and objectives set forth in the project plan. Formative and summative benchmarks are effectively utilized to screen and monitor student progress. The implementation of a literacy observation instrument will be used to measure literacy focus throughout the school and across the curriculum.

Tiered Instruction:

The schedule at Sonoraville Elementary allows for at least a 120 minute literacy block which incorporates tiered instruction. Students that are identified with deficits will receive needs-based instruction and placed in the appropriate tier in the RTI model. Tiered instruction will be provided by a certified teacher.

RTI Model:

| Tier II | | |
|---------|-----------|------------|
| Time | Personnel | Strategies |
| | | |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> Identified students receive small group needs based instruction throughout the day. | <ul style="list-style-type: none"> Interventionist, certified teachers | <ul style="list-style-type: none"> best practices in instruction targeted scaffolding |
| Tier III | | |
| Time | Personnel | Strategies |
| <ul style="list-style-type: none"> Identified students receive intensive small group instruction for at least 90 minutes per week. | <ul style="list-style-type: none"> Certified teachers | <ul style="list-style-type: none"> research based interventions need targeted instructional materials |
| Tier IV | | |
| Time | Personnel | Strategies |
| <ul style="list-style-type: none"> Students receive inclusion (including the co-teaching model) or pull-out services based on needs. | <ul style="list-style-type: none"> Speech/Language Pathologist, ESS, and Gifted Teacher | <ul style="list-style-type: none"> specialized programs, methodologies and instructional deliveries will be provided |

Sample Schedule Indicating Tiered Instructional Schedule:

Gaps in time include lunch, specials, transitions, etc.

Kindergarten

- 8:15 -9:15 Needs-Based Groups/ Jack and Jilly Readers
- 9:15-10:10 Phonological Awareness, Phonics, Reading (Science/Social Studies integrated)
- 10:10-10:55 Writer’s Workshop
- 10:55-11:40 Math Workshop
- 1:00-1:40 Focus (tiered instruction)
- 1:40-2:10 Recess and additional time for tiered instruction

1st Grade

- 7:45-8:40 Math Workshop
- 9:25-9:50
- 9:50-10:50 Writer’s Workshop
- 11:45-1:45 Reading (Science and Social Studies integrated)
- 1:45-2:15 Focus (tiered instruction)

2nd Grade

- 7:45-8:45 Writer’s Workshop

- 8:45-9:25 Reading (Whole Group/Needs-Based Groups)
10:10-11:00
- 11:00-12:20 Math Workshop
1:05-1:30
- 1:30-2:00 Science and Social Studies

3rd Grade-5th Grade

- Block 1: (2:15)
 - Reading (Whole Group/Needs-Based Groups)
 - Writer's Workshop
- Block 2: (2:15)
 - Reading (Whole Group/Needs-Based Groups)
 - Writer's Workshop
- Focus (30 minutes)
 - tiered instruction

Assessment/Data Analysis Plan

Teachers at Sonoraville Elementary consistently collect and analyze data based on their students’ learning to track progress and inform instruction. Data notebooks are maintained by each teacher in order to drive their instruction. These notebooks include formative data from system periodic assessments, AIMSweb universal screener data on early literacy, numeracy, reading, and math. AIMSweb progress monitoring, informal inventories, classroom assessments, and teacher observation notes will also continue to be used when planning Tiers 1-4 instruction. Teachers use the data during weekly grade level collaborative planning, SST meetings, grade level data collaboration meetings, and with regular meetings with the literacy and math coach. The process of collecting, maintaining, and analyzing data on a regular basis will continue to be used to assist all teacher to plan effective instruction. Striving Reader Comprehensive Literacy Grant funds will drive the transition from the use of AIMSweb to DIBELS Next and the addition of the Scholastic Reading Inventory which will be used to assess comprehension.

Detailed listing of the school’s current assessment protocol:

| Assessment | Grade Level Performing | Purpose | Skills | Administration Dates and Frequency |
|--|-------------------------------|------------------------------------|--|---|
| AIMSweb | K-5 | Screening and Progress Monitoring | Phonemic Awareness, Phonics, and Fluency | Benchmark three times per year in the Fall, Winter, and Spring Progress monitoring as needed for students who have not met the benchmark goals |
| Informal Phonics Inventory Part I and II | Part I: K-3 Part II: 3-5 | Diagnostic and Progress Monitoring | Phonics | Fall for grades 1-3 Progress monitoring as needed for |

Gordon County School System: Sonoraville Elementary School

| | | | | |
|--|----------------------------------|---|--|---|
| | | | | students who have not met the benchmark goals |
| Fry Sight Word Inventory | K-3 | Diagnostic and Progress Monitoring | Sight Word Fluency | Fall, Winter, and Spring Progress monitoring as needed for students who have not mastered all words |
| GKIDS | K | Formative assessment data to measure progress | ELA, Reading, Math, Social and Emotional Behavior | October, January, March, and May |
| Holly Lane Informal Phonological Awareness Inventory | K-2 | Diagnostic and Progress Monitoring | Phonological Awareness | As needed in grades K, 1, and 2 |
| Periodic Assessments | 1 st -5 th | Formative and Summative Assessment | Reading, ELA, Math | At weeks 12 and 24 for grades 1-5 May for 1 st and 2 nd grades |
| GA Milestones | 3 rd -5 th | Summative Achievement | ELA/ Reading, Math, Science and SS | April-May |
| GAA | ESS | Achievement and Summative Progress | ELA, Reading, Math, Science and SS | Fall and Spring Collection Periods |
| Access | ELL | ELL Screening | Language | January-February |
| CoGAT, ITBS, Torrance, and Hawthorne Assessments | Gifted | Placement | Gifted | Fall and Spring as needed |
| Work Sampling Online | Pre-K | Progress on GELD standards | Physical, Social & Emotional, Play and Learning, Communication, Language and Literacy, Math, Social Studies, Science and | Throughout the year August-May |

| | | | | |
|--|--|--|-------------------------|--|
| | | | Creative Development | |
|--|--|--|-------------------------|--|

Comparison of the current assessment protocol with SRCL assessment plan:

Sonoraville Elementary School’s assessment protocol mostly aligns with the Striving Readers protocol assessments. To adhere to this plan, SES will administer DIBELS Next in place of AIMSweb, as well as the Scholastic Reading Inventory to assess reading comprehension.

How the new assessments will be implemented into the current assessment schedule:

Any new literacy assessments will be implemented, carefully and thoughtfully, into the current assessment schedule. Universal screening will determine whether additional assessments are required. Student ability should be considered to determine the appropriate test to administer. Professional development will be provided for teachers on administration and data interpretation of new assessments. The professional development will help teachers address individual student needs and to drive their instruction through the data.

Current assessments that might be discontinued as a result of the implementation of the SRCL Grant:

Since our current assessments are closely aligned to SRCL, the implementation of the SRCL grant will introduce some new literacy assessments. This will generate a need to discontinue AIMSweb. Discontinuation of other assessments may be appropriate as student needs are assessed.

Professional learning needs teachers will need to implement any new assessments:

The implementation of any new literacy assessments will require a need for professional learning. All K-3 teachers will be administering DIBELS Next and 3-5 teachers will administer Scholastic Reading Inventory to their students. These teachers will receive specific training on those new assessments including: the purpose, frequency, documentation, and analysis of data to inform instruction.

How data is presented to parents and stakeholders:

Data will be presented to parents and stakeholders at school council meetings that occur throughout the year. Data is shared with parents during face to face conferences, sent home each nine weeks, and at Student Support Team Meetings for Tier 3 students. Data is also shared at PTO (Parent and Teacher Organization) meetings, as well as parent-teacher conferences. Sonoraville Elementary School also provides current information on the school website for parents and stakeholders to view. Data is analyzed monthly during grade level meetings and periodically in faculty meetings. SES also conducts a “Data Retreat” that is held when yearly summative data is received.

How the data will be used to develop instructional strategies, as well as determine materials and need:

The assessment data will be utilized for different instructional purposes. Multiple assessments will be used to assess abilities, developmental levels, progress rate, and achievement level. Formative data will occur on a frequent basis to make adjustments to whole group and small group instruction in regards to strategies, resources, and materials used to teach the content

area. Informal assessments and diagnostic testing will pinpoint the specific needs of struggling readers. The reading interventions provided will be based on need, not necessarily by grade level. The reading interventions will be monitored for effectiveness on an on-going basis. Students and teachers will be active participants in goal setting and monitoring progression of those goals. Summative data will be analyzed to re-evaluate school improvement goals and professional development needs.

Who will perform assessments and how it will be accomplished:

The classroom teachers along with the EIP and ESS teachers will administer the assessments to their students.

GKIDS, benchmark/periodic assessments, Scholastic Reading Inventory, informal assessments, and the progress monitoring of those assessments including DIBELS Next, will be administered by certified personnel including: classroom teachers, ESS, EIP, and ELL teachers. ACCESS assessments will be administered by the ELL teacher. GAA testing will be administered by ESS teachers. Gifted assessments will be administered by the gifted teacher. Teachers will administer DIBELS Next benchmarking in the fall, winter, and spring. GA Milestones will be administered by certified personnel in grades 3-5 with the presence of a proctor when possible.

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

| |
|---|
| Resources Needed to Implement the Literacy Plan |
| Classroom Resources Needed |
| Materials to support Tier 2 and Tier 3 interventions, updated classroom libraries (literary and informational in various genres, reading levels, and formats, in topics to support CCGPS and student interest, including high interest/ low readability), class sets of chapter books and informational books/materials to support CCGPS, interactive media tools (electronic tablets, e-readers, electronic response systems, digital video equipment to support online collaboration and distance learning, computers, interactive software, interactive slates, audio equipment), materials to support the essential components of reading |
| Shared Resources Needed |
| Writing resources and professional development materials for writing in the content areas, small group sets of electronic tablets for checkout |
| Library Resources Needed |
| Updated titles to support CCGPS (fiction/non-fiction, various genres, books covering relevant topics and topics of student interest) |
| Impact on Student Engagement |
| Only materials that have been proven effective to meet the unique needs, skills, and interests of students will be purchased and utilized. Additionally, teachers were surveyed in order to determine materials that could best help their struggling readers and writers. |
| Activities that Support Literacy Intervention Programs: |
| <ul style="list-style-type: none"> • informal and diagnostic assessments, differentiated instruction, explicit and systematic research-based strategies, flexible grouping • needs based group and Tier 2 interventions, Tier 3 interventions, additional screenings and progress monitoring, individualized instructional reading programs • professional development on deficit specific interventions and collaborative planning time on the appropriate utilization of interventions |
| Shared Resources Available |

- One K-5 computer lab, one K-5 Media Center computer lab
- Activoters
- 5 Laptop carts

Library and Resource Room Shared Materials

- 10,893 library books
- digital and audio/visual materials (digital camera, digital video camera, listening stations)
- reference books
- 2,259 leveled books in sets for small group and guided reading
- Quick Reads, Read Naturally, and Reader’s Theater materials
- Lucy Calkins Units of Study (teachers share 1 per grade level)
- Comprehension Toolkits, K-2 and 3-5
- practice materials for literacy stations, including printed materials from FCRR, and games and manipulatives from Lakeshore and Schoolbox
- Road to the Code, Road to Reading, Read Naturally GATE, SRA Decoding and Comprehension
- professional learning texts
- children’s literature that support writer’s workshop and comprehension strategy instruction

Activities That Support Classroom Practice

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

Current Classroom Resources

3-4 student computers per classroom, one teacher computer, one projector
document camera
Gordon County Schools CCGPS Units and Extended Texts

K-1 Jack and Jilly Readers

Leveled Libraries

ActivBoards

Clear Alignment Plan for SRCL and All Other Funding

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

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

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

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

January 2016 Conduct Mid Year review

January-May 2016 Continue Literacy Plan implementation

March-May 2015 Budget, plan, and place orders for Year 2 SRCL implementation

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

Goal 1: Sonoraville Elementary students will receive effective disciplinary literacy instruction across the curriculum.

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

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

Goal 2: Sonoraville Elementary will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.

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

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

- explicit and sequential Tier 1 phonics instruction in grade K-2
- explicit and sequential Tier 1 word recognition/multisyllabic word study in grade 3-5
- explicit and sequential Tier 1 vocabulary resources, materials, and strategies for grades K-5
- explicit and sequential materials for all five essential components of reading instruction to be used in Tiers 2, 3, and 4 instruction, K-5, to expand the current list of strategies and resources being used in effort to meet the needs of 100% of our students
- specialized resources and strategies for English Language Learners
- supplies and strategies necessary for instructional engagement such as technology, resource materials for research projects, and additional guided reading fiction and nonfiction books to allow more student choice
- professional development, taking into consideration the costs of supplies, workshops and conferences, SRCL trainings, travels, professional books for book studies, and substitutes
- supplies and collaboration time needed to improve and design formative and summative assessments to reach higher DOK levels
- supplies and collaboration time needed to support instructional planning to reach higher DOK levels, as well as student learning goals and feedback
- professional development to ensure seamless integration of new screeners, to include DIBELS Next and the Scholastic Reading Inventory
- continued research into best practices to optimize the allocation of instructional time in the literacy block
- computer programs for reinforcement of skills taught during Tiers 2 and 3 groups

Goal 3: Sonoraville Elementary will support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.

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

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

Goal 4: Sonoraville Elementary will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum.

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

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

Professional Learning Strategies Identified on the Basis of Documented Needs

Sonoraville Elementary is committed to ensuring that students have the reading, writing, listening, speaking, and viewing skills that will promote success on the pathway to being college and career ready in the 21st century. According to the “Why” document, teachers must teach in ways that promote critical thinking and higher order performance, and that will enable students to be successful and competitive in a global society. During the 2012-2013 school year, professional development primarily focused on Common Core Georgia Performance Standards, Writer’s Workshop, and individualized professional development based on teacher need.

| Examples of Professional Learning Activities (<i>past and ongoing</i>) in Literacy School Years 2012-2013, 2013-2014, and first semester 2014 | |
|--|---|
| Activities | Participants |
| System (Gordon County Schools) Grade Level Collaboration days 5 hours during the Fall and Winter each year • focus on CCGPS/System Units and resources *this activity is ongoing during the 2014-2015 school year | 100% SES reading, language, math, ESS, EIP, and ELL teachers |
| Extended Design Time Data Collaboration Days at SES with Literacy and Math Coach 3 full days each school year (September, November, and February) *this activity is ongoing during the 2014-2015 school year | 100% SES academic teachers grades K-5 |
| Regular and ongoing data and collaboration meetings with the Literacy Coach, grade level and individual sessions, to support CCGPS implementation, differentiation, | 100% SES reading, language, science, social studies, ESS and ELL teachers |

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| <p>SST/RTI, formative assessments, instructional pacing and planning</p> <p>During grade level planning (45 minutes 2-3 times per month. After school 1-2 times per month for 1 hour, 1/2 of 1 in-service day, 2 half day early release days</p> <p>*this activity is ongoing during the 2014-2015 school year</p> | |
| <p>School-based Professional Learning, provided by Literacy Coach:</p> <ul style="list-style-type: none"> • Common Core GPS • Comprehension Strategies • Tracking Thinking with Text Coding • Schema and Visualization • Elements of Great Student Writing • Student Feedback • Differentiation • CCGPS materials and resources • Lexiles • Writing – Units of Study in Opinion, Narrative, and Informational Writing <p>Fall 2014 Topics include</p> <ul style="list-style-type: none"> • Learning Targets • Creating Constructed Response Assessment Questions and How to Implement them • Conferencing with Student during Writing Workshop • Preparing students for the Georgia Milestones Assessment • Using writing portfolios to learn about students as writers • Using learning progressions to help accelerate student growth | <p>100% teachers K-2, Reading and ELA teachers 3-5, all ESS and ELL</p> |
| <p>SLDS training</p> | <p>100% SES certified teachers</p> |
| <p>TKES training</p> | <p>100% SES certified teachers</p> |
| <p>Academic Coach Training</p> | <p>100% SES Literacy and Math Coaches</p> |

| <p style="text-align: center;">Process Used to Determine the Effectiveness of Professional Development</p> |
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| <p>Sonoraville Elementary will continue to provide teachers with professional learning opportunities through regular and ongoing school-based and system sessions in order to support CCGPS implementation, data disaggregation, and collaboration. These ongoing professional learning opportunities along with those proposed below will be implemented and evaluated through the process of Plan-Do-Check-Act. The following measures will be used as Sonoraville’s protocol for the “Check” portion of the cycle: student achievement through formative and summative assessment, system benchmarks, universal screeners, informal forms of teacher data, TKES observations and walkthroughs, literacy observation checklist, and teacher surveys and interviews.</p> |
| <p style="text-align: center;">Table Indicating Examples of Proposed Professional Learning Activities in Literacy</p> |
| <p>Goal 1: Sonoraville Elementary students will receive effective disciplinary literacy instruction across the curriculum.</p> <ul style="list-style-type: none"> • DIBELS Next and Scholastic Reading Inventory • Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions (from website) • Best practices: Literacy Across the Content Areas • Georgia’s FIP (Formative Instructional Practices) Modules <p>Goal 2: Sonoraville Elementary will provide students with appropriate tiered interventions that will remediate or accelerate based on the five areas of the cognitive reading model through formative and summative assessments.</p> <ul style="list-style-type: none"> • DIBELS Next and Scholastic Reading Inventory • Specific training on new strategies, technologies, materials, and resources • Comprehensive Reading Solutions (from website) • RTI: new strategies and resources for Tier 2, Tier 3, and Tier 4 • Specialized strategies for ELL • Georgia’s FIP Modules (Formative Instructional Practices) • Using Webb’s Depth of Knowledge to create higher-level formative and summative assessments |

Goal 3: Sonoraville Elementary will support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.

- Specific training on new strategies, technologies, materials, and resources
- Comprehensive Reading Solutions (from website)
- Engaging students with collaborative projects supporting information acquisition, problem solving, and communication skills
- Fostering student independence in literacy skills (through gradual release of responsibility)

Goal 4: Sonoraville Elementary will establish a school literacy leadership framework to ensure a consistent literacy focus across the curriculum.

- Specific training on new strategies, technologies, materials, and resources
- Comprehensive Reading Solutions (from website)
- Fostering student independence in literacy skills (through gradual release of responsibility)
- Specialized professional book studies led by the Literacy Leadership Team

Sustainability Plan

| Sonoraville Elementary School will... | Sonoraville Elementary School will ... |
|---|---|
| <ul style="list-style-type: none"> • extend the assessment protocol beyond the grant period. | <ul style="list-style-type: none"> • continue to adhere to currently established district-wide assessment protocols derived from the CCGPS. This will provide teacher with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses. |
| <ul style="list-style-type: none"> • develop community partnerships to assist with funding. | <ul style="list-style-type: none"> • conduct multiple needs assessments to collect stakeholder feedback pertaining to literacy needs. SES will hold funding initiatives involving stakeholders and form partnerships with local organizations such as churches and businesses to assist in supplementing funds. • Examples of gathering feedback is using surveys, discussions with staff during grade level conferences, leadership meetings, and community/parent stakeholder information from School Governance Meetings as well as parent surveys |
| <ul style="list-style-type: none"> • Continue refining teaching practices learned through the SRCL Grant to improve effectiveness of instruction. | <ul style="list-style-type: none"> • incorporate the Curriculum Instructional Facilitator (CIF) to redeliver training and enrichment lessons to teachers. • incorporate literacy trainings from information learned to teachers so they can keep current on trends and teaching strategies. • use professional development courses in the areas of literacy, writing, technology integration, and RTI implementation. |
| <ul style="list-style-type: none"> • extend the assessment protocols. | <ul style="list-style-type: none"> • is committed to maintaining the current assessment protocol established by the Gordon County School System. Teachers will continue collecting data through screening, progress monitoring, and formative and summative |

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| | <p>assessments. The academic coaches and administration currently monitor and will continue to monitor RTI, AIMSweb (DIBELS Next) county periodic assessments, Study Island, CRCT, and other school-wide data for all students Pre-K-5.</p> |
| <ul style="list-style-type: none"> • train new system employees to ensure new teachers receive professional learning after funding has ended.. | <ul style="list-style-type: none"> • pair new teachers with a grade level mentor • new teachers will also be supported with analyzing data, planning lessons, and effective teaching strategies by the literacy specialist • offer trainings throughout the school year as well as district-wide, so that new teachers will have opportunities to benefit from new information and findings. Teacher mentors will be established at fitting grade levels/content areas to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. SES will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. |
| <ul style="list-style-type: none"> • maintain technology after funding has ended. | <ul style="list-style-type: none"> • incorporate the Gordon County School Technology Department to maintain a strong infrastructure. • continue to have a technology technician, part of the district-wide technology team, who will support our school with hardware and instructional technology needs. • continue to maintain the insurance and site licenses by way of Gordon County Schools. • seek out additional technology funding and grants • follow the Gordon County Schools' technology plan to address infrastructure upgrades and replacement needs as new materials are integrated into the school. |

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| | <ul style="list-style-type: none"> ensure that teachers maintain cutting-edge technological skills by having the administrators and teacher leaders to attend technology integration professional learning. This, in turn, will allow teacher to continuously apply 21st century learning practices during instruction. |
| <ul style="list-style-type: none"> maintain on-going professional learning after funding has ended. | <ul style="list-style-type: none"> continue using the Georgia DOE's Striving Literacy Resources. incorporate research-based, data-driven professional learning. provide leadership opportunities for teachers to put into practice tiered instruction. |
| <ul style="list-style-type: none"> ensure print materials are replaced when necessary. | <ul style="list-style-type: none"> continue to efficiently utilize Title I funds to replace print materials when necessary. use fiscal resources generated from various fundraisers and donations to supplement and support printed materials needed. |
| <ul style="list-style-type: none"> Reflect on and continue implementation of best practices and strategies learned through the SRCL project with other schools and new teachers to the LEA. | <ul style="list-style-type: none"> continue to collaborate effectively with the local RESA to facilitate new learning. Using various modes, SES will continue to provide training to new system employees. |
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

Budget Summary

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

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

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

- Professional learning for all literacy teachers and support staff on the five areas of the cognitive reading model
- DIBELS Next and training support
- Scholastic Reading Inventory and training support
- Research-based phonemic awareness and phonics program for K-2 and word recognition/multisyllabic word study in grades 3-5
- Level Readers and other support materials (including nonfiction texts)
- Professional Text for teachers on the five areas of the cognitive reading model and best practices
- Literacy manipulatives
- Academic vocabulary Instruction across the curriculum
- Supplies and collaboration time needed to improve and design new formative and summative assessments to reach higher DOK levels across all grades and content areas

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

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

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

- Professional learning for administration as well as a school literacy team (on campus, online, and conferences off campus, outside consultants)
- Professional text for book studies
- Regular collaborative planning to analyze data and to plan effective literacy instruction
- Print materials and resources to support family involvement literacy, including those for transient, homeless, and English Language Learners
- Regular collaborative planning to analyze data and to plan effective literacy instruction

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

- Professional learning for content area teachers on effective literacy instruction based on the cognitive reading model
- Professional text to support the professional learning and best practices to improve instruction in all content areas
- Leveled text within the content areas
- Materials to help teachers incorporate lessons using higher order thinking skills
- Vocabulary instruction across the curriculum