

# School Profile

Created Thursday, December 04, 2014

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## Page 1

### School Information

System Name:	McIntosh County
School or Center Name:	McIntosh County Birth-5
System ID	6918
School ID	0000

### Level of School

Early Learning (Birth to Five)

### Principal

Name:	Merwan Massa
Position:	Director of Curriculum
Phone:	912 437-8914
Email:	mmassa@mcintosh.k12.ga.us

### School contact information

(the persons with rights to work on the application)

Name:	Melissa Gordon
Position:	Media Specialist
Phone:	912 437-6675
Email:	mgordon@mcintosh.k12.ga.us

### Grades represented in the building

example pre-k to 6

0

### Number of Teachers in School

0

### FTE Enrollment

0

# Grant Assurances

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## Page 1

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

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

- 
- Yes
- 

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

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

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

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

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

- 
- Yes
- 

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
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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.

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- 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

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## Page 1

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

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

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

- 
- Yes
- 

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

[SRCL Scoring Rubric-Cohort 4](#)

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

- 
- Yes
- 

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

[SRCL Required Assessments Chart](#)

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

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• I Agree

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

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

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

**I. Conflicts of Interest**

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

**a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

### **b. Employee Relationships**

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

## Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
- v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

**c. Remedies for Nondisclosure**

The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

- d. Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

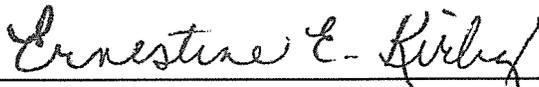
## II. Disclosure of Conflict of Interest after Agreement Execution

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

Conflict of Interest & Disclosure Policy

**III. Incorporation of Clauses**

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



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

Ernestine E. Kirby, Superintendent

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

December 4, 2014

\_\_\_\_\_  
Date



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

Merwan Massa, Director of Curriculum

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

December 4, 2014

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date (if applicable)

## Fiscal Agent Memo of Understanding

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

### Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Merwan Massa

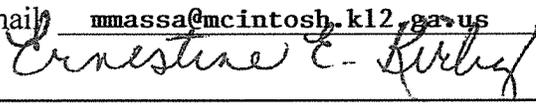
Position/Title of Fiscal Agent's Contact Person: Director of Curriculum

Address: 200 Pine Street

City: Darien, Georgia Zip: 31305

Telephone: ( 912 ) 437-8914 Fax: ( 912 ) 437-2140

E-mail: m massa@mcintosh.k12.ga.us

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

Ernestine E. Kirby

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

December 4, 2014

\_\_\_\_\_  
Date (required)

Georgia Department of Education

Striving Reader Comprehensive Literacy Grant: Cohort Four

SRCL Application



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*

GaDOE

12/5/2014

**District Narrative**

**System demographics:** In 1794, the city of Darien, GA was given a charter to build a school. In 1820, a branch of the institution was created and classes were held out of local churches. The actual school building was built in 1840 on the corner of Adam St. and Rittenhouse St. On March 3, 1892 an intentional fire destroyed McIntosh County Academy. The city rebuilt with a brick building on top the remains of the old school in the same year. This was the site of the school for many years until Darien constructed the new high school off U.S Highway 17.

The **MCS D** is based in Darien, Georgia. The district serves the communities of Crescent, Darien, Eulonia, and Townsend. The MCS D schools are: Oak Grove Intermediate School, Todd Grant Elementary School, McIntosh County Middle School and McIntosh County Academy High School.

Todd Grant Elementary School	Oak Grove Intermediate School	McIntosh County Middle	McIntosh County Academy
Pre-K - 3	4 <sup>th</sup> & 5th	6-8	9-12
574	267	369	482
83.33% Poverty	85.56% Poverty	75.80 % Poverty	79.21 % Poverty
39.2% Black 55% Caucasian 2.3% Latino 3.5% Multi-Racial	37.5% Black 55.5% Caucasian 1% Latino 6% Multi-Racial	48% Black 48.5% Caucasian 1.5% Latino <1% Multi-Racial	46% Black 50.5% Caucasian 1.2% Latino 1.2% Multi-Racial

Years	Graduation Rates	Dropout Rates 9-12
2013-2014	92.5%	1.0%
2012-2013	83.3%	1.9%
2011-2012	84.1 %	5.89%
2010-2011	70.6 %	1.55%

**Community demographics**

<u>People Quick Facts</u>	<b>McIntosh County</b>	<b>Georgia</b>
Unemployment 2013	11.5%	8.60%
High school graduates, age 25+, 2010	75.1%	83.5%
Bachelor's degree or higher, age 25+, 2010	15.0%	27.2%
Median household income 2013	\$39,075	\$49,347
Persons below poverty, 2013	18.7%	15.7%

**Current Priorities:** The MCSD continues to focus on priorities that have been shown to be effective in improving the academic achievement of all students. These priorities include:

- Implementing CCGPS Literacy Standards in grades K-12
- Continuing Professional Learning Communities in each school
- Utilizing technology to improve classroom instruction
- Increasing parental involvement
- Writing across the curriculum
- Vertical Team Planning

We are mindful of closing the achievement gap by focusing resources on students in greatest need. We have projected that, through our combined efforts on Striving Reader Program we will see improvement by 2014

**Strategic Planning:** MSCD's Leadership Team has been meeting with the Leadership Teams of each school and through the planning for the Striving Reading program we realize that if we are to prepare our students for college and careers, they must have strong foundations in literacy in order to become lifelong learners. Our weekly meetings will continue throughout the Striving Reading program and beyond.

**Mission Statement:** The mission of the McIntosh County School System is to provide a high quality education for all of our students.

**Vision Statement:** The vision for MCSD is to be a school system that ensures an excellent and equitable education for our students, all of whom will graduate, be lifelong learners, and be successful citizens.

**Current Management Structure:** We are governed by a five-member Board of Education and Superintendent. Each school has a principal and an instructional coach. Two schools have an assistant principal.

***District Level Leadership***

<b>Title</b>	<b>Name</b>
Superintendent	Dr. Tina Kirby
Deputy Superintendent	Dr. Diane Richardson
Finance Manager	Debra Vickers
Federal Programs Coordinator	Merwan Massa
Curriculum Director	Merwan Massa
Technology Director	Ken Hydman
District Special Education Director	Dr. Donna Manning
District Psychologist	David White

**School Level Administration**

<b>School</b>	<b>Title</b>	<b>Name</b>
Todd Grant ES	Principal	Cassandra Noble
	Instructional Coach	Sandra Ryals
	Media Specialist	Melissa Gordon
	Literacy Team Leader	Pam Anglin
Oak Grove IS	Principal	Carolyn Smith
	Media Specialist	Beth Fennell
	Instructional Coach	Leslie Poppell
McIntosh County Middle School	Principal	Carolyn Smith

	Instructional Coach	Scott Brooker
	Media Specialist	Beth Fennell
	Literacy Team Leader	Leslie Poppell
McIntosh County Academy	Principal	Terrance Haywood
	Assistant Principal	Dr. Scott Barrow
	Media Specialist	Beth Fennell
	Instructional Coach	Alicia Rosenbaum

**Literacy Curriculum:** For the past several years we have utilized STAR Reading and Differentiated Reading. Last year, we implemented READ 180, iStation, and Achieve3000 programs for our struggling readers. In addition to these programs, we also utilize the following resources: K -5 Harcourt Trophies, 6-8 McDougal Littell, and The Language of Literature, 9-12 McDougal Littell The Language of Literature. We are in need of professional development at all grade levels on reading in the content area.

**Literacy Assessments:** McIntosh County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include common unit assessments and WIDA model. State assessments include GKIDS, ACCESS, CRCT, EOCT, and state writing assessments in grades 3, 5, 8, and 11.

**Need for Striving Reader Grant:** Due to decreased funding, the instructional and literacy programs have been negatively impacted. We do not have money to purchase instructional materials. Professional learning funds have been utilized to compensate for financial deficits, certified staff has been reduced and class sizes have increased. In order to meet the academic needs of all students, we desperately need the Striving Reader Grant to purchase high-quality literacy materials and to provide essential professional learning for our staff.

### District Management Plan and Key Personnel

When notified of the grant award, the system Striving Reader Grant coordinator will meet with the district literacy team to ensure that each member of the grant team understands his or her responsibilities and the grant's goals and objectives, each school's literacy plan, and to coordinate implementation.

Area of Responsibility	District Team Member
Purchasing: Initiate school purchase orders and manage school level grant activities	Cassandra Nobel, Principal Todd Grant Elementary Carolyn Smith, Principal Oak Intermediate and McIntosh County Middle School Terrance Haywood, Principal McIntosh County Academy
Finance: Approve grant budgets, submit completion reports and state required reports	Merwan Massa, Federal Programs Debra Vickers, Chief Financial Officer
Accounts Payable: Match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursement	Debra Vickers, Chief Financial Officer
Payroll: Issues stipends for contract grant training	Shryl Washington, Payroll clerk
Managing school level grant activities with principals and school level literacy teams	Sandra Ryals, Instructional Coach Todd Grant Elementary Leslie Poppell, Instructional Coach Oak Grove Intermediate and McIntosh County Middle School Alicia Rosenbaum, Instructional Coach McIntosh County Academy Dr. Scott Barrow, AP McIntosh County Academy Scott Brooker, Instructional Coach, McIntosh County Middle School
Managing system level grant activities: Coordinate professional learning, coordinate with instructional coaches to assist with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Merwan Massa, Federal Programs
Technology: Organizing technology purchases, installation, maintenance, infrastructure, and technology related training	Ken Hydman, Technology Director

Special Education: Coordinating requirements and managing RTI strategies	Dr. Donna Manning
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**Implementation Time**

February – May 2015	Review and order literacy materials, plan summer literacy training sessions, place technology orders, and load software
June 2015	Plan monthly professional learning for 2015-2016 and submit annual grant report
June-July 2015	Install technology in classrooms and content area teachers attend summer grant institute
August 2015	Conduct training on new technology
January 2016	Mid-year literacy conference update
January – June 2016	Monitor literacy plan implementation at each school

An initial meeting with the system literacy team was held on 10.9.14 to discuss the Striving Reader Grant, the Needs Assessment process and “The Why,” “The What,” and “The How” documents. The system literacy team devised a plan to administer the Needs Assessment Survey at each school. The team then met each week to review each section of the grant application and provide feedback for further review and possible revision. The system literacy team will continue to meet each week to continue grant implementation planning so we will be ready to move forward once the grant is awarded.

The school literacy teams were formed and have been active and involved in the grant needs assessment and development of the literacy plans. Each school held meetings to have staff fill out the Needs Assessment Survey so everyone would have a voice in the literacy plan of the schools. The school literacy team began working on the literacy plan based on the needs assessment results. The school literacy teams will continue weekly on-going planning for implementation of the grant.

## Experience of the Applicant

### a) Instructional Initiatives

Initiative	Status
Implementation of curriculum aligned to the CCGPS including course maps, content maps, skills and knowledge maps, assessments	Current
Implementation (RTI) procedures and practices.	Past
Implementation of common formative and summative assessments aligned to the GPS	Current
Implementation Learning Focused School Model of instruction	Past
Implementation Thinking Maps (visual organizers teaching students the eight thought processes, i.e., cause/effect, brainstorming, etc)	Current
Implementation of Marzano's Vocabulary development	Past
Using technology as an instructional tool for student achievement	Current
iPads for each teacher, Activ boards, iPad mobile cart at each school, at least one computer in each classroom, addition of computer labs etc.	Current
Differentiation of instruction/ tiered learning activities	Past
WIDA standards	Past
Poverty awareness training	Past
Successful Reader (4th and 5th)	Current
READ 180	
Achieve3000	Current

Write From the Beginning (K-8) writing program	Current
Write for the future (9-12)	Current
Accelerated reader (K-8)	Current
Harcourt Trophies reading series	Current

**Three Years of State Audit Results**

<b>Audit Year</b>	<b>Finding</b>	<b>Outcome</b>
FY11	None	N/A
FY12	None	N/A
FY13	None	N/A

**b) Coordination of Resources and Control for Spending**

The McIntosh County School District has a proven track record of being fiscally responsible. We have successfully implemented multiple federal, state, internal initiatives and private grants. Because we are a small school system with limited resources, we know we must work together and pool resources to best serve the needs of our students. Administrators wear many hats and perform many duties to keep the budget balanced.

**c) Sustainability of Past Initiatives**

We have sustained past initiatives by securing funding from a variety of sources: local taxes, state funds, federal funds, and grants. In order to continue the grant initiatives beyond the scope of grant funding, we plan to utilize those same resources.

**d) Internal Initiatives Implemented Without Outside Funding support**

There are several initiatives implemented in McIntosh County Schools without outside funding. They include: Data Director, Achieve3000, READ180, STAR Reader, Accelerated Reader and iStation. All of these initiative have been locally funded.



## School History

Todd-Grant is a public rural elementary school. It was established in 1891 through the benefaction of Mr. Henry Todd, a local businessman, as a school for the African-American children of the community. Todd School relocated to its present campus in 1936 during the administration of Mr. James L Grant, Principal, and was renamed the Todd-Grant Industrial School serving grades 1-12. Following the integration of schools in 1970, Todd-Grant housed grades 3-7. Two other public schools served the county, McIntosh Academy for middle and high school students and the former Eulonia Primary School. In 1989 Eulonia Primary School was closed and grades K-2 joined the elementary grades at Todd-Grant Elementary. Since then, Oak Grove intermediate school was established housing grades 4-5. McIntosh County Middle School now serves grades 6-8. Todd-Grant Elementary is now the home of Pre-K through 3rd grade.

There are presently 53 classrooms located in the permanent buildings and a few useable portables. Todd-Grant is the counties only primary/elementary school. It currently enrolls approximately 600 students with a staff of approximately 35 teachers. Todd-Grant, as all of the schools in McIntosh County, is a learning focused school that teaches directly from the Georgia Common Core Performance Standards. It does offer connections classes including Music, Physical Education, Computer Lab, and Art. In addition to these classes, Todd-Grant students have access to the Evella S. Brown Media Center. The media center operates using a daily open library schedule encouraging Accelerated Reader use in grades K-3. The media center serves individual students, small groups, and large groups. Children at Todd Grant, in grades K-3 attend school from 8:00 AM to 2:55 PM daily.

## Administrative and Teacher Leadership Team

Teacher Leadership Team (TLT). Todd-Grant Elementary School (TGES) has a TLT that will become the second tier of governance at the building level. The TLT is composed of the principal, academic coach, media specialist, a representative from each grade level, a special education representative and a paraprofessional. The team meets one to two times per month to discuss characteristics and best practices of leaders, school concerns, effective instructional practices, school wide issues, stakeholder involvement, and student data. Members of this team will serve as leaders and are responsible for seeking input from the staff they represent and communicating the actions of the team.

<b>Name</b>	<b>Position/Role</b>
Cassandra Noble	Principal
Sandra Ryals	Academic Instructional Coach
Melissa Gordon	Media Specialist
Janet Tucker	Preschool Teacher
Katie Walker	Kindergarten Teacher
Pamela Anglin	First Grade Teacher
Catrina Savoy	Second Grade Teacher
Christy Henson	Third Grade Teacher
Allison Ryals	Special Education Teacher
Tonya Simpson	Paraprofessional

## Past and Current Instructional Initiatives

Todd Grant Elementary School believes that teachers must receive instructional support in order to maintain high levels of effectiveness. Therefore, over the past several years, the school has participated in numerous trainings and programs in an effort to provide teachers with the tools needed to boost student achievement and learning. Most of the endeavors are research and evidence based, with some of the most recent including:

- Implementation of curriculum aligned to the GPS including course maps, content maps, skills and knowledge maps, assessments. (2004-2009)
- Implementation (RTI) procedures and practices. (2008-present)
- Implementation of common formative and summative assessments aligned to the GPS. (2004-current)
- Implementation Learning Focused School Model of instruction. (2007-present)
- Implementation Thinking Maps. (visual organizers teaching students the 8 thought processes, ex cause/effect, brainstorming, etc) (2007-present)
- Implementation Marzano's Vocabulary development. (2007-present)
- Using technology as an instructional tool for student achievement - iPads for each teacher, activ boards, iPad mobile cart at each school, at least one computer in each classroom, addition of computer labs etc. (2010- present)
- Differentiation of instruction/ tiered learning activities - (2008-present)
- Poverty awareness training - Ruby Payne (2008-present)
- WIDA standards - ESOL - (2005-present)
- Write From the Beginning (k-5) and Write for the future (6-8) writing program (2008-present)
- Dr. Cupp Reading - core reading program in kindergarten and first, consists of sight word instruction, phonics, and reading comprehension (2005-2014). Also occasionally used at grades 2-5 as intervention.
- Accelerated reader (k-8) and successful reader. (4th and 5th)
- Harcourt Trophies reading series (1st - 5th grades) used as literature resource. (2006-ongoing)
- Full time instructional coach to support all content areas (2012-current)
- Common Core Georgia Performance Standards (2009-current)
- 6 Elements of an Effective Math Lesson
- Differentiated Instruction
- Differentiated Reading (2013-current)
- PBIS: Positive Behavior Intervention and Support (2013-current)
- Co-Teaching Training and Support (2008-current)
- TKES (2013-current)
- Regularly scheduled collaborative PLT meetings (2013-current)

All teachers are expected to implement and maintain the effective practices and strategies learned through previous and current trainings. In addition, our Instructional Coach acts as a liaison between these initiatives and classroom practice. The instructional coach, along with the principal, monitors daily instruction and provides feedback and targeted assistance designed to enhance and support the instructional capacity of teachers. Currently, in addition to maintaining effective practices from past initiatives, teachers are involved in the following professional learning:

- Embedded Instructional Support via the Instructional Coach
- Regularly Scheduled Collaborative PLT Meetings
- Thinking Maps
- Continued CCGPS Training and Support
- TKES
- Constructive Response

### **Professional Learning Needs**

Due to the implementation of a new reading program, teachers are in need of enhanced training in the proper techniques of the program. Another need for our school is training in how to effectively differentiate instruction and successfully use cooperative learning strategies. In addition, our teachers could benefit from training in how to integrate reading and writing into all aspects of curriculum beyond just the language arts block. While past instructional initiatives have introduced literacy instruction to our teachers, these programs have lacked follow-up training and, therefore, have not been pervasively and consistently implemented. Others also have a need for professional learning in the area of creating literacy lessons for use with technology tools. Many of our teachers have Promethean Whiteboards but need training to effectively incorporate literacy into their lessons to get the most out of these tools. Also, teachers in all areas need to infuse the more rigorous and relevant CCGPS in their curriculum as well as instruction in creating meaningful assessments. As a result, professional learning in creating units which effectively integrate the CCGPS Literacy Standards in all subject areas would greatly benefit our teachers. Also, of vital importance to our school district is the ability to use the data we gather to better serve the needs of our struggling readers. Thus, professional development is needed to help our teachers and administrators analyze the data available for dissemination. When teachers can effectively analyze data, they are better able to provide the necessary intervention strategies and implement instruction which is tailored to the needs of the student. Once this data is gathered and analyzed, our school will be able to strengthen the RTI process and provide the support our most vulnerable students need most. Professional development in the area of progress monitoring will be essential to our schools ability to not only identify those who are struggling, but also support the progress of those who are receiving focused intervention to be sure we are using the most effective strategies.

## **Need for a Striving Readers Project**

Reading is the foundation upon which all learning is based. For several years, the data has indicated that many of our students are below grade level in reading. According to the fall administration of the STAR Reading assessment, approximately 51% of kindergarten students are below benchmark in reading while approximately 26% of first graders, 40% of second graders, and 44% of third graders are below benchmark. We notice numbers of students making progress, but are aware that many of our at-risk students are still not meeting grade level requirements. Todd Grant teachers need researched-based programs that address students' literacy needs. There is a need to improve teachers' skills and strategies in how to teach writing and students' abilities to write on or above grade level expectations. The Striving Reader Grant will enable Todd Grant Elementary the ability to accomplish a school wide literacy initiative that will afford students and teachers the skills needed for success. We strongly believe that the Striving Readers Project would help us focus our efforts on literacy across all content areas, provide for systematic reading and writing instruction and assessments, and allow for needed training and resources that would result in increased achievement for all students and an increased instructional capacity for all teachers and staff; thereby, impacting the graduation rate and the number of students meeting and exceeding in reading/English language arts on the Georgia Milestones.

## Needs Assessment, Concerns and Root Cause Analysis

**A) A description of the needs assessment process**

**B) A description of the types or styles of surveys used in the needs assessment process**

The faculty of Todd Grant Elementary School completed the Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy Survey. This instrument addressed key areas of literacy: instruction, administrative and community support, proper use of resources, tiered interventions, and data analysis. The needs assessment was distributed to all certified staff members via email and completed on Survey Monkey. The results of the survey were presented to the school’s Literacy Leadership Team who discussed strengths and weaknesses. The team also discussed disparities between the survey results and implemented practices. In addition to the needs assessment survey, team members analyzed assessment results and other data sources.

### **Results of Needs Assessment Survey**

	Fully Operational	Operational	Emergent	Not Addressed
<b>Building Block 1. Engaged Leadership</b>				
A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.	0%	8%	42%	50%
<b>Building Block 2. Continuity of Care and Instruction</b>				
A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.	6%	22%	29%	43%
B. A plan is in place to ensure smooth transitions from one school or agency to another.	25%	38%	37%	22%
C. A plan is in place to connect families to schools and childcare entities.	20%	31%	27%	22%

D. A plan is in place to connect communities to schools.	22%	33%	45%	0%
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.	26%	17%	46%	11%
<b>Building Block 3. Ongoing Formative and Summative Assessments</b>				
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.	4%	12%	42%	42%
B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.	3%	15%	30%	52%
C. Summative assessments are used to determine effectiveness of interventions or instructional programs.	3%	15%	56%	26%
D. Literacy screenings are used to assess readiness of individual children for reading and writing.	0%	26%	55%	19%
<b>Building Block 4. Best Practices in Literacy Instruction</b>				
A. Instruction is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.	6%	6%	45%	43%
B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.	11%	48%	16%	25%
C. High expectations, grounded in developmentally-appropriate practice with a	15%	39%	35%	11%

focus on student interest for all learners, are consistently evident.				
<b>Building Block 5. System of Tiered Interventions</b>				
A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.	0%	22%	29%	49%
<b>Building Block 6. Professional Learning and Resources</b>				
A. Community partners receive professional learning in the development of early literacy.	0%	8%	40%	52%
B. In-service personnel receive professional learning in the development of early literacy.	4%	12%	30%	54%

**c/e. Root Cause found in the needs assessment**

Many of our underlying problems are related to the poverty rate which continues to be high for our county. We also know that approximately 28.8 % of children are being born to parents with less than 12 years of education. 31% of our children are born to teenagers between the ages of 15 – 18. It is also believed that there are inadequate services for children under the age of 3 in terms of home-based or center-based programs. There continues to be a lack of unified system for tracking and coordinating supports and interventions provided to specific children and their families. In most cases, children are not identified until entry into the McIntosh County Pre-K program.

Budget cuts and changes in state requirements for professional learning units have inadvertently led to a learning lull. Teachers no longer attend literacy conferences or receive training that provides them with skills and knowledge to meet the needs of all learners. We have identified and prioritized staff needs, but to ensure success, we must first provide the

training, then ensure implementation of the training, and finally hold everyone accountable for integrating the new skills and knowledge in a way that enhances instruction for every child. Walkthrough and/or observation checklists will ensure consistency of effective instructional practices (What, p6). In preparing this grant, we have come to realize that our lack of organized data has crippled our efforts to improve instruction. We must not only put into place a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results, but we must also create and train data teams to support teachers in using data to guide instruction and drive the RTI process(What, p8).

**Building Block 1. Engaged Leadership**

Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> <li>● Shared literacy vision (pg. 5, The What)</li> <li>● Multiple forms of student, school, and teacher data are analyzed (pg. 5, The What)</li> <li>● Research-based guidelines (pg. 5, The What)</li> <li>● Professional Learning concerning literacy across content areas (pg. 6,</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of focus on literacy</li> <li>● Lack of professional learning focused on literacy including writing</li> </ul>	<ul style="list-style-type: none"> <li>● Child Literacy Coalition created</li> <li>● Some professional learning has occurred on literacy</li> <li>● Communicate to public with website, newspaper, social media (School has created a</li> </ul>

<p>The What)</p> <ul style="list-style-type: none"> <li>• Learning supports within community (pg. 7, The What)</li> </ul>		<p>Facebook page and a Twitter account)</p>
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**Building Block 2. Continuity of Care and Instruction for All Young Students**

<b>Area of Concern</b>	<b>Root Cause</b>	<b>Steps Taken</b>
<ul style="list-style-type: none"> <li>• Coordinate wrap around services (The Why, 7)</li> <li>• Consistent meeting of Coalition (The Why, 41)</li> <li>• Protocols to ensure smooth transitions for students (The Why, 46)</li> <li>• Training for parents in how to support early literacy development (The Why, 52)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of coordination among local agencies and school system</li> <li>• Lack of knowledge of protocols</li> <li>• Lack of emphasis on literacy between the school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Community stakeholders identified</li> <li>• Community resources identified</li> </ul>

**Building Block 3. Ongoing formative and Summative Assessments**

<b>Area of Concern</b>	<b>Root Cause</b>	<b>Steps Taken</b>
<ul style="list-style-type: none"> <li>• Quality screening and diagnostic instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of quality, research based</li> </ul>	<ul style="list-style-type: none"> <li>• While writing the previous</li> </ul>

<p>(The What, 7)</p> <ul style="list-style-type: none"> <li>● Using data from progress monitoring to inform instruction (The Why, 37)</li> <li>● Implementing effective interventions based on assessments (The What,7)</li> <li>● System of literacy screenings (The Why, 46)</li> </ul>	<p>diagnostic instruments</p> <ul style="list-style-type: none"> <li>● Lack of professional learning focused on using data to drive instruction</li> <li>● Lack of literacy screenings to assess a child’s readiness for reading</li> <li>● Lack of professional learning on implementing effective interventions</li> </ul>	<p>Striving Reader, quality screening and diagnostic instruments were explored</p> <ul style="list-style-type: none"> <li>● Effective RTI procedures and guidelines are being developed at the system level</li> <li>● We have realized the need for additional effective interventions and have started to research and evaluate</li> <li>● We have started the process of evaluating our current literacy screening</li> </ul>
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**Building Block 4. Best Practices in Literacy Instruction**

Area of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> <li>● Professional learning in developing oral language and pre-literacy skills (The Why, 52)</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of funding for professional development</li> <li>● Limited assessment data</li> </ul>	<ul style="list-style-type: none"> <li>● Needs assessment survey</li> <li>● Needs to be addressed</li> <li>● Needs to be</li> </ul>

<ul style="list-style-type: none"> <li>● Professional learning in age-level appropriate practices for differentiation based on assessment (The What, 8)</li> <li>● Tools for monitoring implementation (The What, 8)</li> <li>● Curricular resources (The Why, 49)</li> <li>● Curricular resources aligned with standards which provide guidance in developmentally appropriate practice</li> </ul>	<ul style="list-style-type: none"> <li>● limited resources for monitoring academics and program implementation</li> <li>● limited assessment data leads to not knowing what curricular resources are needed to address areas of concern</li> </ul>	<p>addressed</p> <ul style="list-style-type: none"> <li>● Needs to be addressed</li> <li>● Additional resources for instruction and intervention need to be added</li> </ul>
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**Building Block 5. System of Tiered Instruction**

Area of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> <li>● System of tiered intervention model (The Why, 124)</li> <li>● Regular screening and progress monitoring assessments (The Why, 125)</li> <li>● Professional learning in tiered instruction (The What, 8)</li> <li>● Protocols for tiered interventions and for referrals to the process (The What,</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of professional learning on effective interventions</li> <li>● Lack of professional learning on tiered interventions</li> <li>● Lack of funding to purchase screening and progress monitoring assessments</li> <li>● Lack of knowledge of</li> </ul>	<ul style="list-style-type: none"> <li>● needs to be addressed from Birth to five</li> </ul>

8)	protocols for tiered interventions	
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**Building Block 6. Professional Learning and Resources**

Area of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> <li>● Communication between all stakeholders</li> <li>● Trainings and materials to support family literacy</li> <li>● Data to determining the need for professional learning</li> <li>● Protected time to analyze data and professional practice</li> </ul>	<ul style="list-style-type: none"> <li>● Limited time to collaborate because of reduced number of instructional days</li> <li>● Lack of assessment data</li> </ul>	<ul style="list-style-type: none"> <li>● beginning stages of researching</li> </ul>

Each of these factors affects student achievement and literacy development at Todd-Grant elementary School. While our system currently lacks the literacy screenings and progress monitoring tools to needed to have a strong literacy program, funding provided by the Striving Readers Comprehensive Literacy Grant would enable us to provide our teachers with the necessary tools and training to begin to build a program that will educate our students to compete in the fast-paced, global economy of the future.

**f. Areas of concern as they relate to the research-based practices found in the “What” document with steps the school has or has not taken to address the problem(s):**

Analysis of the data collected during the literacy needs assessment process indicated that:

- Teachers do not have confidence in their ability to use the core reading program at TGES.

Discussions with professional learning teams indicate that most teachers would benefit from additional training focusing on the execution of a core program and how it ties into the ELA CCGPS and our literacy initiative. We believe we have the beginnings of a plan in place, but need to shore up weaknesses that will become more evident through the use of universal screeners and systematic assessment efforts.

- There is an expectation of consistency within/across grade levels in best teaching practices that reflect knowledge of current research. Continued monitoring, training, and support are needed to ensure fidelity to best teaching practices school-wide.
- TGES gives a high priority to literacy instruction and includes a 120 minute reading block for all students, but realizes that additional time would be beneficial.
- Grade level transitions are discussed among schools and more consideration is being given to transitions from school to school, but additional emphasis and attention will streamline instruction.
- Even though there is an RTI process, additional focus and support must be given to meeting the literacy needs of all students through the acquisition of leveled texts and other resources and strategies.
- Many teachers feel confident in their ability to provide literacy instruction, but would like additional training and support

## Evidence-based School Literacy Plan

### Building Block 1. Engaged Leadership

*A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.*

#### Research in Action—"The Why"

An analysis of the needs assessment data shows that Todd Grant pre-k is in emergent stage of developing a plan for improving the literacy of the birth-to-five population. According to The Georgia Literacy Task Force, ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy (The "Why," 31). Leaders within the school must promote the value of all types of literacy. In *The Literacy Principal*, Booth and Roswell argue that "schools that have successful literacy programs show evidence of strong principal leadership, with focused attention on setting a literacy agenda, supporting teachers, accessing resources, and building a capacity for further growth." The administration at Todd Grant Elementary understand and is committed to improving literacy instruction and student achievement across grade levels and disciplines. Professional learning is scheduled monthly and is focused on literacy activities in the classroom with emphasis on improving instructional strategies to increase achievement. When planning for and scheduling professional learning in the future, specific topics will be put on the calendar according to needs identified in this grant. Recently, our Board of Education was presented with our work in this grant and immediately volunteered to bring together stakeholders from the community (business leaders, medical practitioners, parents, and private early childhood providers) to implement our plan.

#### ➤ **Planning**

##### **School leadership will:**

- study research-based guidelines, strategies, and resources for literacy instruction set forth in "The Why" document of the most current iteration of the Georgia Literacy Plan.
- participate in professional learning in literacy leadership in order to support classroom instruction.
- schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of instructional strategies.
- be strategic about assigning teachers non-academic duties and scheduling activities during planning times.
- schedule protected time for literacy and teacher collaboration.

#### ➤ **Implementing**

##### **School leadership will:**

- continue to provide literacy training and data-based professional

learning which addresses student and teacher need.

- continue to provide job-embedded professional learning through the use of a school- based Instructional Coach.
- provide time and support for staff to participate in peer-mentoring, professional learning communities.
- conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices.

➤ **Expanding**

**School leadership will:**

- ensure continued excellence in professional learning by continuing to analyze data and adjust professional learning accordingly.
- continue to analyze student data and adjust professional learning as identified through the data.

➤ **Sustaining**

**School leadership will:**

- ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support for the implementation of programs and previously learned strategies, as well as the use of resources.
- develop a continuum of leaders by identifying and training staff members to act as teacher leaders.

Building Block 2. Continuity of Care and Instruction

*A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.*

Research in Action - The “Why”

According to the “Why” document, quality teaching in all classrooms necessitates skillful leadership at the community, district, school and classroom levels (144). It is imperative that all stakeholders understand the the importance of developing a strong early literacy program. Administrators must initiate plans to form an early childhood coalition for literacy of stakeholders and initiate the collection of data to access the areas of strength and weakness in our literacy program (The How, 5).

➤ **Planning**

- Issue invitations to participate in an Early Childhood Coalition. The invitations will be issued to both for-profit and not-for-profit groups, faith-based programs, community leaders, government and corporate agencies, school administrators and staff, medical professionals and civic organizations.
- Conduct a needs assessments survey to document available resources and to identify areas

of need in the development of early literacy.

-Schedule a bi-monthly meeting day for the Coalition (meetings will be held on the 1st and 3rd Wednesdays of the month).

- Each member of the Coalition will be in charge of maintaining a different aspect of early literacy: Providing books in homes and daycares, parent communication, professional learning, and identifying possible funding sources.

➤ **Implementing**

- Provide members of the Coalition with professional learning provided by school literacy team leaders of GELS, Head Start Child Development and Early Learning Framework and Georgia Pre-Kindergarten Learning Standards to make sure they have an understanding of the groups goals.

- Using the data from the needs assessment as a guide, the coalition will:

- Create a plan to develop local Birth to Five early literacy programs
- Connect with local businesses to support literacy in the birth-to-five programs and in the transitions to public schools.
- Develop literacy activities for businesses to engage children while at the business (placemats in restaurants, interactive books in waiting rooms, etc)
- Use incentives such as free tickets to community/sporting events based on the number of books families have read with their children.
- Identifying funding for projects such as literacy kits for local child care centers, neighborhood reading groups, reading workshops to teach parents how to read a book with expression.
- Develop a tool to measure the effectiveness of the local literacy council and the involvement of the community partners.

➤ **Expanding**

- Develop a website which provides parents with contact information for available services and community programs.

-Develop a brochure detailing the community resources available for families with young children and distribute those brochures in specific points of contact.

- Advertise the website throughout the community on posters in stores, athletic events, and governmental offices

-Develop a Five-Year strategic plan in Year One

➤ **Sustaining**

- Ensure the Coalition continues by designating two agencies to partner and be responsible for calling meetings and communicating with members

- Include literacy activities during schedules community events or organization meetings

- Assess current logistical needs to ensure that meeting dates, times and locations are convenient for parents

- Align needs-assessment with five-year strategic plan

*B. A plan is in place to ensure smooth transitions from one school or agency to another.*

➤ **Research in action - The “Why”**

Research shows that children transitioning from early childhood education into elementary school have a better experience when their schools and families are connected and when early childhood education and elementary practices align (Bogard & Takanishi, 2005; Pianta, 1999; Schorr & Marchand, 2007). An effective plan must include protocols for providing students with a coherent plan for care and instruction throughout the day as well as written protocols for children transitioning from one setting to another (The What, 5).

➤ **Planning**

- Create a transition team to be a part of the early childhood coalition
- Identify opportunities for children and their families to visit the next learning environment
- Plan professional development for teachers on transitioning from Pre-K to K

➤ **Implementing**

- Strengthen the relationships between the various early learning environments in which children receive care and instruction
- Develop a shared plan for the care and instruction used throughout his or her day.
- Implement transitional activities to prepare students for the next learning environment and establish common rituals and routines.
- Ask family members of older elementary students to participate in discussion groups that will provide the families of pre-K and kindergarten students with ideas for preparing their children for school.

➤ **Expanding**

- Develop a yearly calendar of transitional activities for children
- The transition team within the Early Childhood Coalition will develop written protocols for transitions
- Expand the summer transition program to include children from ages three and four who are identified as at-risk and will be transitioning into a Pre-K program.

➤ **Sustaining**

- Maintain the focus on transition planning by incorporating the transition activities into the annual calendars of the various participating agencies.

*C. A plan is in place to connect families to schools and childcare entities.*

➤ **Research in Action - The “Why”**

The period between early child care programs and the transition to school is an ideal time to capitalize on the higher-level of family-school connections common in early childhood programs; however, if families are going to be involved, the school must make it a priority to reach out and invite them to participate (Rimm-Kaufmann and Pianta,

1999). Creating a transition team and identifying opportunities for children and families to visit the next learning environment will result in measurable improvements for students. Because of our high number of children living in poverty, our school must be diligent in creating secure attachments and providing stable environments.

➤ **Planning**

- Plan opportunities for families to learn about the expectations their child will face in the next learning environment and how to support their child's transition.
- Develop brochures, videos, and other educational tools to provide families with guidance on supporting their child's early literacy development.
- Identify points of contact within the community for distributing these materials to families.
- Plan informational sessions with community members and families to share the school's approach to meeting the needs of all students

➤ **Implementing**

- Plan school events and activities to include families in their child's care and education
- Provide families with information about the the school's organizations, such as PTA
- Distribute brochures and other print materials to parents providing them with guidance on supporting their child's early literacy needs.

➤ **Expanding**

- Plan activities such as Family Nights or Workshops to help families learn how to develop their child's early literacy development

➤ **Sustaining**

- Continue to support families and galvanize community support for these efforts
- Annually recruit families to serve as advocates and continue to implement yearly activities

*D. A plan is in place to connect communities to schools.*

The "Why"

Research shows that when the community and schools are connected, student attendance, student performance, and family-school relationships is positively impacted (Jordan, Orozco, & Averett, 2001; Henderson & Mapp, 2002). To connect the community to schools, our school realizes that we can provide certain services in the school that many associate with outside of the school. Health and achievement overlap (Jensen, 2009). When students are raised in poverty, they often experience a diminished ability to concentrate, learn and behave appropriately (Jensen, 2009). Our plan will involve the community in many health related services so that our students will be physically ready to develop academically.

➤ **Planning**

- Map community strengths and needs that identify information on topics such as family

demographics and community assets.

- Identify parents to serve as advocates
- Identify community leaders to become involved in coordinating services for the early childhood population.
- Identify health professionals willing to donate medical services on-site

➤ **Implementing**

- Strengthen relationships between Pre-K providers and Kindergartens by:
  - providing joint workshops between Pre-K and Kindergarten staff on the interpretation of assessment data
  - sharing student information between Pre-K and Kindergarten
  - holding Kindergarten registration at the Pre-K site
  - educating the staff on the alignment between the Pre-K and Kindergarten standards
- Educate students' caregivers about school resources
- Improve awareness among staff about health related issues

➤ **Expanding**

- Ensure collaboration between community resources and instructional programs
- Assist families in accessing services needed for the transition from between early childhood programs
- Host health fairs to provide screenings for the students and resources for the families
- Provide tutors to help students who miss classes to catch up

➤ **Sustaining**

- Continue collaboration between community resources and instructional programs
- Build annual events into the community calendar

*E. A plan is in place to improve access for families to resources for developing early literacy in their homes.*

➤ **The “Why”**

The link between supportive parental involvement and children's early literacy development is well established. Snow has shown that children from homes where parents model the use of literacy and engage in activities that promote a basic understanding of language are better prepared for school than students who lack this early literacy connection. There are several national and local efforts that our school can use to increase literacy activities between families with preschoolers. As stated in the “Why,” motivation for literacy learning is especially “intertwined” with interactions and routines and these interactions motivate young children to “explore, create with and begin to make meaning with print” (54). This motivation is essential to providing students with a positive attitude towards school and learning that can carry on throughout a lifetime.

➤ **Planning**

- Collaborate with Early Childhood Coalition and other interested community partners to develop a plan to address logistical barriers to participation in community-based family literacy training (transportation)
- Seek out grant opportunities to support local literacy efforts
- Enroll in programs such as Reading is Fundamental and Ferst Foundation to increase the

number of children's books and reading material in homes

- Develop a plan to use grant funding to permit families and early childcare providers to participate in early literacy training and provide training in communities located at the far corners of our county

➤ **Implementing**

- Minimize the logistical challenges so families can attend literacy training for families. Provide buses to parents who need transportation. Hold training during both afternoon and morning sessions to provide working parents with a convenient time to attend. Provide child care so family members can participate uninterrupted.

- Use social media (e.g., Twitter, Facebook) to inform parents of literacy training workshops.

➤ **Expanding**

- Develop literacy trainings in which family members can engage in activities together (e.g., Even Start Model)

- Provide substitutes for early care professionals to attend literacy training.

➤ **Sustaining**

- Collaborate with community organizations to include literacy activities in already existing community activities

- Utilize technology to improve attendance at literacy based meetings

- Using a train the trainer model, train parents as co-facilitators to assist in providing early literacy training for families.

**Building Block 3. Ongoing Formative and Summative Assessments**

A. The infrastructure is in place for full implementation of screening and diagnostic assessments.

➤ **The "Why"**

Based on the Needs Assessment Survey, our current implementation of screening and diagnostic assessments is an area of weakness. According to the "Why," continuous use of assessment data, strategic and targeted instruction, and or intervention will improve the language abilities of all learners (32). Dr. Richard Stiggins was quoted in regards to assessment practices, "The principal challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom – that assessments are used to benefit pupils...This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning" (pg. 95, "The Why"). Teachers need to be able to identify weaknesses and strengths, establish learning goals, utilize effective instructional strategies, evaluate effectiveness of instruction, and monitor student progress (pg. 96, "The Why"). Along these lines, professional learning should include how to analyze assessment data and use it to inform instruction in the classroom (pg. 98, "The Why").

➤ **Planning**

- Familiarize staff, administrators and early childcare providers with statements from the National association for the Education of Young Children (NAEYC) and the National Academy of Sciences on appropriate assessments for young children
- Educate families and caregivers of the services available through the Georgia department of Public Health
- Educate families, staff and caregivers of the need for ongoing screening, diagnostic and developmental screenings as well as the purposes of each assessment.
- Research screening and diagnostic instruments used to monitor growth and development, such as vision, hearing, cognitive and language, and choose the tools appropriate for our population.
- Develop protocols for staff and caregivers for determining when specific screenings may be necessary.
- Determine the professional development and resources needed based on the screening.
- Identify qualified professional learning providers

➤ **Implementing**

- Parent with the families to involve them in the screening process by providing checklists, parent surveys and discussions about their child's everyday behavior
- Share the results of screening and diagnostic assessments with parents and caregivers to better inform decisions about instruction and interventions.
- Train staff to understand the importance of confidentiality when sharing results of screening and diagnostic assessments with designated stakeholders.
- Follow-up with parents to make sure that appropriate connections to resources have been made within the LEA once screening and diagnostic assessments are conducted
- Seek resources to support learning and development based on screening and diagnostic data
- Provide professional learning to teach staff the procedures for referral of children with identified delays.
- Develop and establish a system to ensure that children receive appropriate screening and diagnostic assessments in all settings.

➤ **Expanding**

- After analyzing child screening and diagnostic data with families and caregivers, assist them in setting learning goals and monitoring progress towards those goals
- If necessary, adjust a child's schedule, environment, groupings, and approach to learning style to meet the needs of all children.
- Ensure that screening and diagnostic assessments are occurring regularly to inform parents and families of their child's progress and to comply with programmatic regulations such as Head Start's 45-day screening regulation.

➤ **Sustaining**

- Provide continued professional development on screening and diagnostic assessments
- Provide peer-to-peer support in analyzing and using screening and diagnostic data to inform instruction.-Continue to inform parents of their children’s progress and collaborate with them to strengthen positive outcomes.
- Regularly evaluate screening and diagnostic tools to ensure appropriateness for all children for identifying early and learning delays.

*B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.*

➤ **The “Why”**

An effective plan for assessments is necessary for students to grow as learners. According to the “Why,” intervention strategies must be based on student data, both formative and summative, to guarantee interventions that are targeted at the students specific need (141). Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback (98). After implementing effective assessments, it is imperative that our teachers undergo quality professional development to determine what adjustments must be made to meet the needs of each student.

➤ **Planning**

- Select developmental or progress monitoring instruments that are aligned with the GELS, Head Start Child Development and Early Learning Standards, and Learning Standards for Georgia Pre-Kindergarten to monitor efficacy of interventions.
- Design a data collection plan for maintaining, analyzing and utilizing formative assessment results
- Identify qualified professional learning providers, such as BFTS trainers, state-approved trainers, RESA, etc., to train staff in administration and interpretation of assessments.

➤ **Implementing**

- Administer assessments according to established timelines
- Provide professional learning to ensure consistent administration of assessments and analysis of data.
- Create procedures and expectation for staff to review and analyze assessment results in a

timely fashion.

- Adjust instruction based on results of assessments.
- Build technology capacity to support assembly and storage of individual student portfolios.
- Schedule parent conferences after assessments so the results can be shared with parents.

➤ **Expanding**

- Use assessment data to individualize instruction and monitor progress
- Celebrate ongoing development with families and peers by providing rewards, both in-school and out of school, and recognizing success

➤ **Sustaining**

- Continue to provide ongoing professional development on the administration of consistent data collection, analysis and accurate recording
- Use multiple means to communicate with parents about children's progress and provide them strategies to build on identified strengths.

C. Summative assessments are used to determine effectiveness of interventions or instructional programs.

➤ **The "Why"**

The Georgia Literacy Plan recognizes the importance of a "deliberate and comprehensive plan for assessment" (The Why,94). It is important to use ongoing, frequent, and multiple measures to plan for instruction and make programming decisions and monitor student progress (The Why,95). Summative evidence is used to determine the need for and intensity of interventions and to monitor individual progress (The Why, 8). Research proves that early detection and correction of reading problems is far more effective than remediation (National Reading Panel, 2000). Research shows that with the continuous use of assessment data, and strategic and targeted instruction, the language abilities of all learners will improve (The What, 32).

➤ **Planning**

- Select an assessment tool such as ELLCO checklist, ITERS-R, ECERS-R, FCCERS-R, CLASS, or a curriculum checklist aligned to program goals to measure the quality of the early literacy environment and classroom interactions
- Using approved trainers, provide professional development for all staff on the program evaluation tools, methods of administration and interpretation of results

➤ **Implementing**

- Use results of summative assessments to plan professional learning for the upcoming year
- Report results to parents and other stakeholders in a timely manner.
- Report the results of the assessments in a way easily understood by parents and

stakeholders

- Use results of program assessments to set goals for the upcoming year

➤ **Expanding**

- Using the data from student and classroom assessments, make the necessary programmatic changes.

- Allow teachers and caregivers opportunities to visit exemplary programs

- Share results of data with appropriate stakeholders and share practices with parents to help foster continuity between school and home-based learning experiences

➤ **Sustaining**

- Determine follow-up professional development based on data from assessments

-Using data, measure improvement in educational settings and classroom experiences

- Continue to use program assessment data to refocus efforts in areas in need of improvement

*D. Literacy screenings are used to assess readiness of individual children for reading and writing.*

➤ **The “Why”**

Screening is the first step in the process of getting each child the support he or she needs. According to the “Why,” there are four essential skills that are needed to establish a positive path for reading readiness: phonological awareness, alphabet knowledge, concept of word, and letter-sound correspondence (101). It is imperative that children be screened for these skills at a very early age. Although screening at a young age is important, the results of these screenings must be approached with caution (The Why, 101). To avoid incorrectly identifying a student’s weakness and wasting valuable intervention time, children at this age must be screened multiple times throughout the school year (The Why, 102).

➤ **Planning**

- Select screening instruments such as Ages and Stages Questionnaire (ASQ) to inform classroom instruction, Ready to Read as a screening tool, or The Early Literacy Skills Assessment (ELSA) to measure the literacy skills of children attending licensed and/or registered child care programs

- Use a Work Sampling System to electronically transfer work samples to kindergarten teachers

➤ **Implementing**

-Designate specific times to administer assessments

-Data is collected and distributed in a timely manner

-Results are interpreted and shared with parents

➤ **Expanding**

- Data is used to inform instruction and to evaluate the program
- Data is used to determine the need for further professional learning for individual teachers and for groups of teachers
  - **Sustaining**
- Results from the literacy screenings are used to solicit funding and to seek out volunteers from the community

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

A. Instruction is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.

##### The “Why”

As stated in the Why, the learner is central to the instructional decision making of educators (41). As teachers plan instruction, the range of standards that guide each grade level must be considered. By taking the individual needs of each student into consideration, the teachers build a foundation for the implementation of appropriate strategies that lead to academic success (The Why, 42). All professional learning should focus on effective instructional strategies and best practices for literacy (The Why, 151).

Children need more and better support in the early years to come to school ready to succeed in the elementary years (the “Why”, 39).

##### ➤ **Planning**

- Provide professional learning for all staff in age-level standards such as GELS, Head Start Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten
- Provide professional learning for all staff in appropriate practices for differentiation based on assessment

##### ➤ **Implementing**

- Provide exemplar lesson plans that reflect the GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten for all faculty and staff

##### ➤ **Expanding**

- Ensure that GELS, Head Start Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten are used as the foundation for instruction by requiring that the standards are referenced in all lesson plans and differentiation is clearly evident

##### ➤ **Sustaining**

- Ensure that administrators document use of standards as the foundation for instruction and that standards are referenced and differentiation is evident in all lesson plans
- Provide professional development to new staff in standards-based instruction and how to differentiate in the classroom.

*B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.*

The “Why”

➤ **Planning**

-Identify research based instructional strategies for developing oral language in children birth-to-five

➤ **Implementing**

- Provide professional learning in research-based instructional strategies for developing oral language for children birth to five

➤ **Expanding**

-Ensure that researched-based instructional strategies for developing oral language are implemented in birth-to-five classrooms

-Develop tools for monitoring implementation

➤ **Sustaining**

- Use monitoring tools to collect data to ensure research-based instruction is being implemented with fidelity

-Use data to plan for professional learning based on teacher needs.

*C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.*

➤ **Planning**

- Choose curricular resources that align with GELS, Head Start Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten which provide guidance in developmentally appropriate practice to ensure that student interest is maintained.

➤ **Implementing**

- Use GELS, Head Start Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten to develop curricular maps, instructional strategies and assessment protocols that are developmentally appropriate.

➤ **Expanding**

- Provide access for all stakeholders to curriculum maps and unit organizers or other curricular supports by using technology to store these curricular resources in “the cloud”
- Provide professional learning for all teachers to support implementation of all curricular resources

➤ **Sustaining**

- Use monitoring tools to collect data on the effectiveness of implementation and use this data to plan for professional learning based on teacher need.

**Building Block 5. System of Tiered Intervention**

A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.

The “Why”

Based on the Needs Assessment survey, it is clear that TGE needs to focus on building an infrastructure of tiered interventions. Bright from the Start has not supported a tiered intervention system for Pre-K; however, the Special Needs Preschool documents interventions for students with IEPs. “ALL students flourish when educated in a language-rich environment designed to meet their communication, language, and academic needs”, as stated by the Georgia Pre-K Literacy Task Force (The Why, page 31). For these interventions to be effective, screening and progress monitoring assessments must be done at least three times per year (The What, 8). It is also necessary for TGE to establish protocols for interventions and referrals to the process and all domains are included in the tiered intervention process (The What, 8).

➤ **Planning**

- Administrators, staff and teachers are given preliminary training to introduce them to the tiered intervention model Exemplary Model of Early Reading Growth and Excellence (EMERGE)
- Explore the possibilities of initiating a tiered-intervention model in Head Start and Georgia Pre-K classrooms such as, scheduling screening and progress monitoring assessments at least three times a year, use research based curriculum that focuses on the development of early literacy skills, make each classroom a literacy-rich environment, provide professional learning for all staff members

➤ **Implementing**

- Develop resources for Tiered Intervention that are accessible to all staff.
- Develop protocols for tiered intervention
- Provide small group instruction in pre-literacy skills
- Provide individual tutoring for students who fail to make target goals

➤ **Expanding**

- Ensure that the physical, social and emotional, language and literacy, and the cognitive domains are all considered in the tiered intervention process.
- Provide ongoing professional development for all stakeholders in the process, policies and protocols for tiered intervention

➤ **Sustaining**

- Use data to plan for professional learning based on teacher needs

Building Block 6. Professional Learning and Resources

A. Community partners receive professional learning in the development of early literacy.

➤ **Planning**

- Evaluate and catalog the knowledge and skills of community partners to contribute to family literacy - make sure the librarian has excellent knowledge of children's literature, that public health providers have the knowledge of the physical and safety needs necessary for early literacy development.
- Find ways to eliminate barriers to professional learning for early care and education providers.
- Recognize and seek out potential contributions from non-traditional sources in the community

➤ **Implementing**

- Pair community partners with early care and education providers to develop training materials to support family literacy
- Use resources that already exist in the community such as Ferst Foundation, Rotary Club Literacy Projects and McIntosh SEED
- Implement Family and Child Together times during naturally occurring times and in educational environments and also at alternate times such as in the evening at the public library.

➤ **Expanding**

- Model best practices for early literacy with families by having the librarian provide story time with families
- Provide family literacy opportunities in locations that families can access and provide transportation for those who lack the resources to get to these locations
- Use multiple forms of media to engage families in early literacy experiences with their families

➤ **Sustaining**

- Develop a train the trainers model which utilizes resources within the community
- Continue a public awareness campaign to educate all stakeholders about the standards found in

GELS, Head Start Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten

*B. In-service personnel receive professional learning in the development of early literacy.*

➤ **Planning**

- Collect and analyze a variety of data sources, such as students assessments, teacher needs assessments, teacher observations, and professional training, to determine needs for professional development
- Prepare teachers and staff for implementation of standards by aligning content of training to early learning standards.
- Establish a long-range professional development plan that includes strategies such as modeling, coaching and constructive feedback.
- Schedule and protect time for teachers and caregivers to collaborate to analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice
- Provide administrators with literacy training to learn how to recognize effective literacy instruction and how to provide specific feedback that is aligned with early guidelines and standards.
- Develop methods to evaluate the effectiveness of professional development activities.

➤ **Implementing**

- Provide professional development based on children and teacher needs
- Schedule monthly collaborative team meetings to study data and effective literacy strategies
- Schedule times every six-weeks for the literacy coach to meet with teachers in collaborative pairs, or individually if needed, to co-plan, model, practice and provide feedback in non-threatening situations
- When conducting observations, use checklists which provide clear expectations for teachers and specific feedback on student learning.
- Assess quality of adult/child interactions and make adjustments to ensure quality interactive opportunities
- Build a professional learning library that includes researched-based books, journals and magazines for ongoing professional growth.

➤ **Expanding**

- Provide opportunities for staff to participate in professional learning offered by region and/or state that address identified needs of children and staff.
- Assist staff in analyzing data to evaluate the effectiveness of teaching strategies gained through professional learning opportunities
- Revise scheduled professional development based on children's progress, or lack of progress, toward early learning standards and guidelines.
- Determine additional support needed by staff based on observational and walk-through data
- Partner experienced teachers with pre-service, beginning and struggling teachers

- Encourage teachers and caregivers to participate in post-secondary education that results in credentialing or a degree.

➤ **Sustaining**

- Utilize professional learning library to facilitate a discussion of best practices in early learning literacy

- Use mentors to maintain teachers' focus on context specific practices for literacy development.

-Ensure that staff is trained to meet the cultural and linguistic needs of all children

-Provide professional learning resources that support differentiated learning opportunities for all students.

## Analysis and Identification of Student and Teacher Data

TGE analyzed a variety of data to measure and monitor student achievement in grades K-3. The data is also used to identify areas of needed improvement.

### a. CRCT Scores by Subject

<b>3rd Grade CRCT Scores (Percent of students in each category)</b>
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<b>2011-2012</b>	<b>2012-2013</b>
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	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Reading</b>	5.8	50.8	43.3	5.1	63.6	31.3
<b>ELA</b>	9.4	54.7	35.9	10.2	67.3	49.0
<b>MATH</b>	24	44	32	23	42	35
<b>SCIENCE</b>	19	57	24	20	54	26
<b>SOCIAL STUDIES</b>	31	66	3	23	58	19

### b. Disaggregated CRCT Reading Data

<b>2012-2013</b>	<b>2011-2012</b>
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	<u><b>DNM</b></u>	<u><b>Meets</b></u>	<u><b>Exceeds</b></u>	<u><b>DNM</b></u>	<u><b>Meets</b></u>	<u><b>Exceeds</b></u>
<b>All</b>	5.8	50.8	43.3	5.1	63.6	31.3
<b>SWD</b>	30.8	53.8	15.4	n/a	75	25
<b>Female</b>	1	52	46	3	54	44
<b>Male</b>	13	46	41	7	69	24
<b>Black</b>	17	63	20	8	76	16

<b>White</b>	0	43	57	4	53	44
<b>Econ Dis.</b>	14	63	23	13	63	24

**On Tract and Commendable Instructional Readiness Indicators Set by GaDOE**

**Not On Tract**

<b><u>Grade Level</u></b>	<b><u>IRI On Tract Cut Score</u></b>	<b><u># DNM</u></b>	<b><u>Total</u></b>	<b><u>% of DNM on IRI</u></b>	<b><u>%DNM CRCT Cut Score of 800</u></b>
<b><u>3</u></b>	<b><u>828</u></b>	<b><u>44</u></b>	<b><u>120</u></b>	<b><u>37%</u></b>	<b><u>5%</u></b>

**Commendable**

<b><u>Grade Level</u></b>	<b><u>IRI Commendable Cut score</u></b>	<b><u>#Meet</u></b>	<b><u>Total</u></b>	<b><u>% Commendable</u></b>	<b><u>% exceeded CRCT cut score 850</u></b>
<b><u>3</u></b>	<b><u>877</u></b>	<b><u>14</u></b>	<b><u>120</u></b>	<b><u>12%</u></b>	<b><u>31%</u></b>

GRASP Universal Screener Fall 2012 Data – Table 5 shows a definite need for an explicit, direct reading program for second and third grades. Our kindergarten and first grade students typically meet the expected cut scores for the screening periods. However, there is a definitive gap at second grade. This shows the need for a supplemental, explicit and systematic reading program across grades K-3.

<b>Screener</b>	<b>% of Students Meeting or Exceeding Cut Score</b>	<b>Tier I Concern?</b>
K Letter Names	81.4%	No
K Letter Sounds	93.7%	No
K Phoneme Segmentation	97.6%	No
K Sight Words	93.1%	No
1 <sup>st</sup> Letter Names	89.5%	No
1 <sup>st</sup> Letter Sounds	94.0%	No

1 <sup>st</sup> Phoneme Segmentation	94.7%	No
1 <sup>st</sup> Sight Words	85.0%	No
2 <sup>nd</sup> Oral Reading Fluency	78.9%	Yes
2 <sup>nd</sup> Reading Comprehension	60.9%	Yes
3 <sup>rd</sup> Oral Reading Fluency	48.0%	Yes
3 <sup>rd</sup> Reading Comprehension	54.0%	Yes

Third Grade Writing Assessment- All third grade students are administered the Georgia Grade 3 Writing Assessment. This assessment measures students’ level of proficiency in four areas of writing. Third grade teachers collect samples of students’ writing throughout the school year and rate students writing level assessed on state provided guidelines. An analysis of the data in Table 7 indicates that students’ strength is in the area of ideas. However, there is a strong need for additional writing instruction in conventions and style.

<b>3rd Grade Writing Assessment</b>
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	<b>Ideas</b>		<b>Organization</b>		<b>Style</b>		<b>Conventions</b>	
	DNM	MET	DNM	MET	DNM	MET	DNM	MET
Informational	17	83	22	78	34	66	40	60
Persuasive	20	80	25	75	33	67	34	66
Narrative	13	87	17	83	35	65	52	48

**g. District Prescribed Data**

GKIDS- Table 1 Kindergarten students’ Early Learning Readiness as measured by the Georgia Kindergarten Inventory of Developing Skills (GKIDS). Mathematics is an area of strength for kindergarten students. However, students scored low in writing which indicates that additional instruction is needed in developing writing skills.

**GKIDS Data, May 2013**

<u>Content Area/Strand</u>	<u>Mean % Elements Meets/Exceeds</u>
<u>English/Language Arts</u>	<b>76.7</b>
<u>Reading</u>	<b>79.1</b>
<u>Writing</u>	<b>68.0</b>
<u>Listening/Speaking/Viewing</u>	<b>81.7</b>
<u>Mathematics</u>	<b>82.6</b>
<u>Counting and Cardinality</u>	<b>85.7</b>
<u>Operations and Algebraic Thinking</u>	<b>76.2</b>
<u>Numbers and Operations in Base 10</u>	<b>70.2</b>
<u>Measurement and Data</u>	<b>84.7</b>
<u>Geometry</u>	<b>84.9</b>
<u>Approaches to Learning</u>	<b>75.1</b>
<u>Curiosity and Initiative</u>	<b>84.9</b>
<u>Creativity and Problem Solving</u>	<b>71.1</b>
<u>Attention/Engagement</u>	<b>71.0</b>
<u>Personal/Social Development</u>	<b>81.4</b>
<u>Personal</u>	<b>81.5</b>
<u>Social</u>	<b>81.4</b>

**c. Strengths and Weaknesses based on assessment results**

The third grade reading CRCT data look good at first glance with 94.9 % of our third grade students meeting or exceeding the cut score set by the state. However, after recalculating reading scores using the state provided Instructional Readiness Indicators it shows a different picture. Using the 828 as the cut score for meets resulted in 37% of our students not on track. Using 877 as the cut score for exceeds resulted in us only having 12 % of our students in the exceeds/commendable. It is imperative that we increase our exceeds rate as well as our meets.

**d. Teacher Data**

<b><u>Teacher Attendance (Baseline Data)</u></b>				
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Number of Teachers</b>	<b>59</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Number of Teachers Returning</b>	<b>59</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Percent of teachers returning</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Average number of teacher absences per year</b>	<b>7.01</b>	<b>6.39</b>	<b>5.95</b>	<b>8.88</b>

<b><u>Years of Experience/ Level of Degree</u></b>	<b><u>Number</u></b>
0-5 Years	5
6-10 Years	10
11-15 Years	5
16-20 Years	7
21 + Years	7
Master's Degree	20
Specialist Degree	6
Doctorate Degree	0
Leadership Certification	2
Reading Certification	1
Gifted Certification	1
ESOL Certification	1

## **h. Professional Learning Data**

The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on the practice (How). Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations. They participate in ongoing professional learning on the use of the core reading/writing programs. Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning. Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation. Administrators, faculty, and staff have received training in administering, analyzing and interpreting results of assessments in terms of literacy. Table 9 analyzes professional learning sessions participated in during the 2013-2014 school year.

<b>Activity</b>	<b>Percent of Staff Attending</b>	<b>Status</b>
Differentiated Reading	30%	Ongoing
TKES	100%	Ongoing
Thinking Maps	100%	Ongoing
ELA Units and Assessments	75%	Ongoing
GKIDS	5%	
Math Units and Assessments	75%	Ongoing
Writing Assessment	5%	
CCGPS Webinar	75%	
Constructive Response to Text-Based Questions	50%	
iStation	50%	Ongoing

Formative Assessment Practices	100%	Ongoing
GRASP/Interventions	100%	Ongoing

**f. Summary of Goals and Objectives Based on Formative and Summative Assessment Data**

The results of the needs assessment were analyzed by the literacy team and revealed several areas of improvement to be addressed to increase opportunities for early literacy development:

- Increase parents' knowledge of developmentally appropriate language and literacy practices.  
Increase the number of literacy resources available to parents to support their child's language and literacy development.
- Create and implement a plan for shared leadership that supports an effective approach to literacy across all early childhood settings.
- Engage in knowledge and practice exchanges among all early childhood providers.
- Implement literacy screeners within the infrastructure of tiered instruction and monitoring.
- Provide professional learning opportunities on early literacy development for all birth to five providers and stakeholders.

The majority of these goals overlap with the goals set based on an analysis of student and teacher data (See Project Plan).

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

**a./b. Project Goals and Objectives directly related to the identified needs based on the results of the Birth to Five Needs Assessment and analysis of student and teacher data, the goals of our project are as follow:**

Goal 1: Increase students' readiness for kindergarten by improving language and pre-literacy skills.

Objective: Ensure that Pre-K teachers understand and implement evidence-based literacy practices in language and literacy-rich classrooms.

Current Practices:

- Implementing CCGPS
- Developing initiatives for literacy-focused instruction across all content areas
- Emerging differentiated instruction practices
- Emerging focus on acquisition of content and literacy vocabulary

Goal 2: Ensure that all Pre-K teachers have knowledge of how to implement evidence-based literacy practices and strategies in Pre-K classrooms.

Objective: Provide on-going, job-embedded professional learning for all teachers, assistants and staff on how to implement developmentally-appropriate, high interest literacy and language activities.

Goal 3: Increase parents' access to information and resources to assist in developing their child's language and pre-literacy skills.

Objective: Develop and implement needs-based parent education workshops using hands-on high interest language and literacy materials, including books.

Goal 4: Create and implement a plan for shared leadership that supports an effective approach to literacy across all early childhood settings.

Objective: McIntosh County School System will assist the community stakeholders in creating a comprehensive early literacy plan that integrates standards and practices to be implemented in all community birth to five sites.

Goal 5: Develop an infrastructure for tiered instruction that supports monitoring of student performance in language and literacy.

Objective: Screeners will be purchased and used to identify children needing tiered language and literacy instruction.

Current Practice:

- Disaggregating data
- Examining student work

- Standards-based planning

Goal 6: Provide professional learning opportunities on early literacy development for all birth to five stakeholders.

Objective: Create and implement a schedule of professional learning activities on topics relating to early literacy. Invite all birth to five providers to participate.

**d.) & i) All students receive at least 90 minutes of tiered instruction as evidenced by the sample schedule below:**

Currently, all students receive a minimum of 120 minutes of protected, ELA instruction daily. The sample schedule below illustrates how students will continue to receive this amount of ELA instruction, but it will also be supplemented by an extended learning time. During this time, students will receive either specific interventions which target a critical area of need or enrichment which extends their regular instruction. Students will continue to have adequate time scheduled for mathematics, science, and social studies instruction that will include effective content literacy instruction.

#### RTI Model

Our plans to establish a robust RTI model are outlined in Building Block V of the Literacy Plan. Currently, our students receive a variety of literacy activities across the school day in small segments of time (see schedule below). Classrooms are literacy-rich, and instruction is designed to meet the needs of all children through individual, small and large group activities. Specialized services are provided to students with IEPs. The schedule below shows the activities that would fall into a four-tier model.

**g. Considers practices already in place when determining goals and objectives**

All six (6) classrooms use the WSO system of assessment. With training and purchase of additional screeners, additional data will be available for monitoring student and program literacy needs. The tiered intervention infrastructure that we build will incorporate additional screeners required under the grant. We will also be able to examine and learn from the infrastructure that is already in place in our special education preschool program.

**i. Details a sample schedule by grade level indicating a tiered instructional schedule**

Birth-to-five program follows the schedule and learning standards required by Bright from

the Start. A sample Pre-K literacy schedule is listed below. The school day runs for 6 hours in Pre-K and 6 hours in preschool special education. Literacy is also incorporated into all other parts of the day, such as small group and center time, which are scheduled for 10-15 minutes each. In our schedule, students receive between 60-90 minutes of language and literacy instruction per day.

10-15 minutes	Story Time (Tier I)	A minimum of two planned opportunities for story time are required daily.
10-15 minutes	Large Group Literacy (Tier I/Tier II)	At least one planned large group literacy activity is required daily. This can include big books, flannel board stories, drama, props, etc..
10-15	Small Group/Centers (Tier 1/Tier 2)	Teacher and Assistant Teacher split students into small groups based on needs and provide direct instruction while some students rotate through planned centers.
15-20 minutes	Phonological Awareness Activity (Tier I)	Phonological awareness consists of skills that develop gradually and sequentially. Individual children's needs can be identified during a large group activity. Small group time gives an opportunity to adjust instruction to meet the needs.
15-20 minutes	Story Time (Tier I)	A second planned story time is required daily.
Time varies, based on IEPs	Individual Support in Specialized Services Program	Children with IEPs are pulled or remain in classroom for services by a specialist such as a Speech-Language Therapist

## **j. Reference to “What and Why” document as a guide for establishing goals and objectives**

The Literacy Team used the “What and Why” documents as a guide for establishing goals and objectives. The guidelines from the Department of Early Care and Learning (DECAL) and the Georgia Department of Education (GaDOE) were utilized in determining goals for children age birth-to-five.

The early literacy research underscores the importance of providing young children (birth-to-five) with quality early learning experiences, in language and literacy rich schools and homes, orchestrated by providers and parents who understand evidence-based practices (Building Block 4-Continuity of Care and Instruction for All Young Children and Building Block 4-Best Practices for Literacy Instruction in “The Why” document, pp. 3-7 and 13-14, respectively). The same body of research (Building Block 1-Engaged Leadership) underscores the importance of involving stakeholders in setting a vision and establishing a plan for approaching early literacy across the settings in which a community’s children are provided care (The What, p. 5-6). We have especially been guided by the stark, but insightful, findings of an independent statewide evaluation of Georgia preschool programs commissioned by DECAL and conducted by research scientists at the Frank Porter Graham Child Development Institute. The study included Georgia Pre-K sites.

The evaluation results found that “preschool classrooms in child care settings uniformly indicated low to moderately low scores on items related to literacy (The Why, p. 62).” The Georgia Literacy Team further notes in “The Why” document that, “Unfortunately, Georgia’s child care currently is not of the quality that it needs to have to support early vocabulary and oral language skills in an optimal fashion (p.62).” Much of the lack of quality in the state’s preschool programs appears to be related to a lack of providers being trained on quality programming and practices that are developmentally appropriate. The National Governors Association (NGA) maintains that states and communities are beginning their efforts to improve early language skills too late –around kindergarten (*The Governor’s Guide to Early Literacy: Getting All Students Reading by Third Grade*, October 2013, p. 3). In addition to focusing on the birth to five continuum, NGA supports 1) engaging and supporting parents as partners in early language and literacy development, 2) adopting comprehensive language and literacy standards and curricula, and 3) equipping professionals with the skills and knowledge needed to support early language and literacy development (pp. 4-5).

### Assessment/Data Analysis Plan

a. Todd Grant Pre-K utilizes Work Sampling Online System to gather information to allow for monitoring of the strengths and progress of students (“The Why”, page 100).

Funds from the Striving Reader Grant will assist with the purchase of assessments that we are not currently administering to our Pre-K (4 year-olds) and preschool special needs children (3-4 year olds) that will be required by the grant. These include: DP (3’s); PALS, PPVT4 Form A/B, and CLASS (4’s). Our elementary school included the assessment needs of kindergarten in its literacy plan (DIBELS Next). Following is a listing of current assessment protocol. It should be noted that assessments given by community-based programs have been shown for the sake of inclusion.

Assessment	Purposes	Grade Level	Skills Measured	Test Frequency
Pre-K				
Work Sampling Online	Measure/Monitor	PK	Social	Daily
K – 5 (info for all elementary grades unless indicated)				
GKIDS	Measure/Monitor Growth, mastery of standards and guide instruction	K	Reading, Writing, Listening, Speaking and Viewing	3 X per year
GRASP Universal Screeners	Screening/ Progress Monitor	K-3	Letters, Phonics, Fluency, Comprehension, Sight Words	3 X per year
STAR Early Literacy	Screening	K & 1st	Phonemic Awareness, Phonics Fluency, Comprehensi	3 X per year

			on	
STAR Reading	Screening	2 <sup>nd</sup> & 3 <sup>rd</sup>	Fluency, Vocabulary, Comprehension	3 X per year
CRCT	Measure Mastery of Standards	3 <sup>rd</sup>	ELA, Reading	1 X per year
Mock CRCT	Measure Mastery of Standards	1 <sup>st</sup> & 2 <sup>nd</sup>	ELA/Reading	1 X per year
ITBS	Measures Ability	3 <sup>rd</sup>	ELA, Reading	1X per year
CoGAT	Measures Intelligence	3 <sup>rd</sup>		1 X per year
End Unit Assessments	Measure/Monitor academic growth, mastery of standards and guide instruction	K-3 <sup>rd</sup>	ELA, Reading	4x per year
GAA	Measure mastery of standards	3 <sup>rd</sup>	Alternative assessment to CRCT for severe and profound special needs students	Info reported 1x per year, portfolio items collected ongoing
Georgia Writing Assessment	Measure mastery of writing standards	3 <sup>rd</sup>	Writing skills	1x per year
OAS (Online Assessment System) Unit Assessments	Measure mastery of standards	3 <sup>rd</sup>	ELA, Reading	1 X per year
Weekly Assessments	Measure/Monitor mastery of standards	K-3	ELA, Reading	Weekly

**b. Comparison between current and SRCL assessment plan**

The specialized assessments for enrollment in preschool special education services shown above will continue under the SRCL. The district's Pre-K Center programs will add the following assessments as required by the SRCL grant: DP-3 (3 year olds with special needs), PALS-Pre-k, PPVT4 Form A/B, and CLASS (4 year-olds).

**c. How new assessment will be incorporated into the current assessment schedule**

All new assessments will be incorporated into the Pre-K Center's assessment schedule and administered as frequently as required. The Pre-K Director will coordinate the new assessments and reflect them in the district's testing schedule.

**d. Discontinued Assessments**

NONE

**e. Professional Learning**

As noted on page 19 of "The Why", "Another key issue of concern that emerged throughout the discussions has been the need for professional learning on the assessments used by outgoing and receiving teachers from grade to grade and school to school. This is particularly evident in the transition from early childhood programs into local schools." Professional learning will be provided on the administration, interpretation and application of results for each new assessment for all staff. All community providers will be invited to participate.

**f. Parent and Stakeholder Data Presentation**

Individual student assessment results will continue to be presented to parents through parent meetings, progress reports and conferences. The Leadership Team will also review the data annually.

**g. Data to Inform Strategies**

During weekly planning meetings, teachers and assistants will review formative data and discuss ways to adjust instruction to address identified needs. The Literacy Team will analyze results of summative literacy assessments and discuss program wide strategies and interventions to be provided.

**h. Detail plan who will perform the assessments and how the plan will be accomplished**

The Site Director and all Teachers will ensure that the assessment plan is implemented following state and district approved test administration procedures. Teachers will be expected to administer the new tests, once they are trained.

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

TGE will use funding from the SRCL grant to support and enhance the strategies and resources outlined below. All strategies and resources directly align with the needs assessment results, data, and root cause analyses. They also directly impact literacy, access to print, instructional engagement, and teacher support.

### **A. Resources Needed:**

- Universal screener materials and professional learning
- A resource room/lending library to include Curriculum, Big Books, Literacy Packs, Classic Early Childhood Literature Selections, listening stations, books on CD, etc...
- Home Literacy Materials
- Department of Early Care and Learning approved literacy professional learning to the birth-to-five providers
- Variety of high quality books (including eBooks) on different reading levels including informational and complex text in content areas to add to classroom libraries and the lending library
- Progress monitoring tool (technology to support progress monitoring tool)
- Instructional Technology to support student engagement such as tablets, software, and interactive apps
- Effective screening, progress monitoring and diagnostic tools
- Educational supplies for literacy interventions such as hands on materials and teacher resources
- Literacy consultants' fees for professional learning
- Stipends, travel expenses, fees and materials for professional learning
- Substitutes to cover classes for teachers
- High quality, evidence-based intervention materials

### **B. List of activities that support literacy intervention programs**

- Professional learning in Literacy Instruction including large group, modeled writing, and large group and small group literacy activities
- Daily phonological awareness instruction
- Screening for EIP
- Professional learning in administering screeners and using data to address developmental delays
- Professional learning in providing literacy interventions
- Parent Literacy Workshops
- Host a community wide literacy awareness event for families with children ages birth-to-five
- Inclusion of students with IEPs

### **C. A list of shared resources available at each building**

- Books in Resource Room/Lending Library
- 6 interactive technology devices (iPads)
- 6 laptops
- Wi-Fi Network

We need a large digital screen to share information with parents as they come in and out of the building and student computers in each classroom.

**D.** A general list of library resources

TGE has a small library with an adequate amount of resources; however, more books and educational materials are needed to promote parents to check out materials. There is no formally established library of professional books that is available to all teachers and staff. Some teachers maintain personal libraries of professional books, journals, and periodicals for their own reference.

**E.** A list of activities that support classroom practices

- Use of Georgia Early Learning Standards
- Large group instruction
- Small group instruction
- Professional Learning through DECAL
- Center Time
- Music and Movement
- Story Time
- Individualized/differentiated instruction

**F.** A list of additional strategies needed to support student success

- Professional learning in developmentally appropriate literacy strategies.
- Professional learning and purchase of diagnostic tools (e.g. PALS-Pre-K, PPVT4 for A/B, Dp-3) to apply appropriate interventions.
- Literacy Team needs to include parent and community stakeholders as members and collaborate with them in setting a vision for making early language and literacy a major priority in the early years.
- Collaborative planning is needed across birth to five providers, including Pre-K sites.
- Use of additional, high quality, diverse, interactive technology tools, media, and software applications to engage and support all students,
- Use of high quality, high interest developmentally-appropriate English and bilingual children's books in a variety of formats (e.g., adapted books, e-readers, iPads, etc.) to engage and support all students
- Use screeners and diagnostic tools to assess and pinpoint developmental needs
- Demonstrate and model for parents a variety of evidence-based literacy strategies and practices that they can use to promote children's language and literacy skills.
- Provide access to a literacy rich resource lending library for parents.
  
- Provide Pre-K teachers, assistants, and other staff access to a professional library on early language and literacy practices, strategies, and research..

**G.** A general list of current classroom resources for each classroom in the school

- Basic classroom materials needed to implement GELDS
- Basic classroom materials as required by Bright from the Start
- ActivBoard
- Teacher Computer
- Parent Resource Computer
- Student Computer (1 to 3 in each classroom)
- Classroom Library
- iPad
- listening station
- props that promote language and literacy in each of the other learning areas

**H. A clear alignment plan for SRCL and all funding**

TGE receives funds for classroom resources and partial payment of personnel from Bright from the Start. Local funds supplement Pre-K personnel salaries. Special education Part B funds are used to provide personnel and material resources for children served in the special needs preschool program. We will continue to use Georgia Pre-K Lottery, Part B, and local funds to support personnel and materials already covered by these sources. Funds from the SRCL grant will be used for unfunded items listed below:

- Universal screener materials and training
- Books, subscriptions, etc. for professional library on early literacy resources  
Developmentally appropriate children's book collection for the resource library and classrooms
- Subscription for Ferst Foundation monthly book program enrollment fee for all Pre-K children
- Professional training for teachers in all areas of literacy including any new programs  
Technology and software purchases to support student engagement and motivation in early language and literacy instruction
- Literacy programs and materials for parents to help them understand ways they can help their children at home
- Evidence-based literacy programs and materials to improve classroom instruction and literacy interventions.
- Resources to increase administrators' and teachers' expertise in implementing and monitoring classroom literacy practices.
- A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.
- Teachers will have access to reports from diagnostic assessments to review and create reports that will assist them in monitoring student progress.

Students will have more opportunities to use technology during literacy related activities and instruction. Students will be more motivated and engaged as a result of having access to more varied technology tools, media and software

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

### a.b) Professional learning activities staff attended in this year

Through our state literacy plan and Striving Readers Comprehensive Literacy professional development, we will model how to effectively utilize technology to foster children's acquisition of the five components of reading and writing skills (*READING to themselves, READING with others, listening to fluent and expressive READING, Work on Writing and Worde Work*) as well as demonstrate how technology can be used to complement and integrate students' content area studies.

Professional learning will target the use of student data through the use of assessments and classroom observational data. Training will be provided in content-specific CCGPS implementation, literacy strategies and the correlation of literacy to each instructional content area.

TGE Leadership Team knows that effective professional development is essential in order to improve literacy. Continued effective professional learning ensures that the understanding of principles and practices are being used to determine needs, decide on a course of action and implement and support a plan that leads to improved teaching and learning.

The chart below lists the professional learning activity for TGE. All professional learning is developed around a needs assessment survey. This allows teachers to input into what is needed and the type of professional learning activity they will attend.

Activity	Percent of Staff Attending
Differentiated Reading	30%
TKES	100%
Thinking Maps	100%
ELA Units and Assessments	75%
GKIDS	5%
Math Units and Assessments	75%
Writing Assessment	5%
CCGPS Webinar	75%
Constructive Response to Text-Based Questions	50%
iStation	50%
Formative Assessment Practices	100%
GRASP/Interventions	100%

### C. A Detailed List of On-going Professional Learning

As stated in the "Why" document (p. 141) the goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. To promote the effectiveness of the Georgia Literacy Initiative professional development will be the linchpin. TGE literacy initiative is progressing, however with the assistance of the SRLG additional professional development will assist us in sustaining improvement initiatives in place and promoting additional literacy initiatives.

1. CCGPS Implementation: As CCGPSs are implemented, teachers are participating in professional learning throughout the year based on the needs revealed by student data. Teachers are participating in the webinars developed by the Georgia Department of Education in grades PK-3. These webinars strengthen our teachers' content knowledge and pedagogical skills.

2. Literacy Plan Implementation: At this point, TGE needs to focus on Continuity in greater depth this year and next year. As recommended in the "Why" (p. 154), the focus needs to include:

- Maximizing the effect of excellent instruction by establishing model classrooms and providing opportunities for teachers to visit it; videotaping instructional sequences to be posted online; and developing a library of excellent instructional videos.
- Identifying instructional opportunities from evolving technologies
- Providing professional learning in the area of assessment
- Providing support to content area teachers in the area of literacy instruction within their discipline

3. Formative Instructional Practices (FIP): Teachers in grades PK-3 are participating in FIP modules developed by the Georgia Department of Education. These modules strengthen our teacher's knowledge of best practices in utilizing formative instructional practices.

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

The results of the Needs Assessment instrument revealed these areas of focus for 2013-2014:

- Optimizing literacy instruction in all content areas
- Supplemental systematic, research-based reading program
- Optimizing writing instruction across the curriculum
- Exploring and integrating technology for multi-media exposure and specific effective differentiation

#### **E. In an effort to determine if professional development was adequate and effective, several types of data are needed**

Progress Monitoring students' fluency and comprehension after the students have received the literacy interventions stressed in the professional development should reflect that the interventions and instructional strategies are working.

RTI Tiers should be proportionate in TGE if the interventions and extended learning time was addressing the students' weaknesses.

Informal Observations are a valuable tool used by administrators and instructional support coach to gather and analyze data that is collected during a walkthrough observation. The feedback informal observations provides, enables the faculty and administration the opportunity to reflect on classroom instructional practices, student engagement and lessons' differentiation.

Student Artifacts and student writing samples need to be analyzed and assessed using a consistent grade level rubric.

Needs Assessment Surveys will be administered to teachers to see if teachers perceive improvement in the areas they felt were weaknesses. The professional development needs to result in clarity and improvement in the designated weak areas.

**f.g.) Process to determine if professional development was adequate and effective**

The professional learning implemented in the Striving Readers Grant will be monitored, assessed and evaluated by reviewing and analyzing the follow data sources: teacher surveys, walkthroughs, teacher observations, and assessment data.

Goal	Objective	Professional Learning Need	How will effectiveness be measured?
<p>Increase students' readiness for kindergarten by improving language and pre-literacy skills.</p>	<p>Ensure that Pre-K teachers understand and implement evidence-based literacy practices in language and literacy-rich classrooms.</p>	<p>On-going training with DECAL approved trainers for evidenced- based literacy practices</p>	<p>Classroom focus walks and observations will be conducted</p> <p>TGE teachers will debrief after any training or observations</p> <p>Student work will be analyzed by the collaborative effort of Pre-K teachers</p> <p>Review of lesson plans to ensure evidence of best practices</p> <p>WSO Data</p>
<p>Ensure that all Pre-K teachers have knowledge of how to implement evidence-based literacy practices and strategies in</p>	<p>Provide on-going, job-embedded professional learning for all teachers, assistants and staff on how to implement developmentally appropriate, high interest literacy and</p>	<p>On-going training with DECAL approved trainers for evidenced- based literacy practices</p> <p>Collaboration among TGE teachers to ensure planning of literacy instruction is developmentally appropriate</p>	<p>TGE Leadership Team will collaborate on evidenced-based literacy practices</p> <p>Classroom focus walks and observations will be conducted</p> <p>TGE teachers will debrief after any</p>

<p>Pre-K classrooms.</p>	<p>language activities.</p>		<p>training or observations</p> <p>Student work will be analyzed by the collaborative effort of Pre-K teachers</p>
<p>Increase parents' access to information and resources to assist in developing their child's language and pre-literacy skills.</p>	<p>Develop and implement needs- based parent education workshops using hands-on high interest language and literacy materials, including books.</p>	<p>Research and develop resources and information for parents</p> <p>Develop a Literacy section of the TGE website to share developmentally appropriate literacy resources and information</p>	<p>Distribute information out into the community for all stakeholders</p>
<p>Create and implement a plan for shared leadership that supports an effective approach to literacy across all early childhood settings.</p>	<p>McIntosh County School System will assist all stakeholders in creating a comprehensive early literacy plan that integrates standards and practices to be implemented in all community birth to five sites.</p>	<p>Professional learning and modeling on collaboration, data analysis, evidenced-based literacy instruction, and interventions</p>	<p>Meeting agendas and minutes that reflect literacy planning and discussions</p>
<p>Develop an infrastructure for tiered instruction that supports monitoring of student performance in language and literacy.</p>	<p>Screeners will be purchased and used to identify children needing tiered language and literacy instruction.</p>	<p>Professional learning with approved trainers for purchased screeners</p> <p>Professional learning to increase teacher understanding of how to select and implement interventions</p>	<p>Analysis of screener data</p> <p>RTI infrastructure, data sheets, and progress monitoring data</p>

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<p>Provide professional learning opportunities on early literacy development for all birth-to- five stakeholders.</p>	<p>Create and implement a schedule of professional learning activities on topics relating to early literacy. Invite all birth-to- five providers to participate.</p>	<p>Collaborative meetings scheduled to focus on professional learning for all birth-to-five providers with DECAL approved trainers</p>	<p>Meeting agendas and minutes that reflect literacy planning and discussions</p>
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## **Sustainability Plan**

TGE and our system will continue to have a shared commitment for implementing a gold standard literacy program after the project funding concludes. We will continue to use state and local budgets, as appropriate and permissible under program guidelines, to sustain our literacy activities and implement the following plans.

### **a) Plan for Sustainability of Literacy Goals**

- Success stories will be shared on the school web page.
- Student work will be displayed through various media (radio, local newspaper, school newsletter, web page, etc.).
- Literacy successes of students will be celebrated in a timely manner.
- Parents will continue to be invited to workshops and schools.
- Literacy goals will be placed on the school's web page and will be shared with parents and stakeholders.
- Community volunteers will continue to be utilized.
- TGE will plan to host a Family Reading/Literacy Night with a focus on literacy awareness.

### **b. Plan for Developing Community Partnerships and/or Sources to Assist with Funding**

- Continue to use instructional funding provided by Bright from the Start to assist in funding literacy resources.
- Foster relationships with and seek help from community partners to heighten awareness about reading and literacy.
- Continue to share student successes in the local newspaper, school newsletters, and via social networks.
- Continue to communicate through the TGE webpage to stakeholders on the importance of early literacy and developmentally appropriate activities.

### **c). e.) Plan for Extending Professional Learning, Including New Teachers and Staff, and Lessons Learned**

- Master teachers will serve as literacy coaches to facilitate job embedded professional learning. Over the five-year period of the grant, we will assist a number of teachers in getting reading endorsements so that we will have a pipeline of master literacy teachers on staff. All teachers will have the opportunity to receive job embedded professional learning throughout the school year using GADOE modules, Webinars and online resources.
- Teachers and administrators will attend sessions sponsored by GADOE Striving Reader project staff to participate in discussions on lessons learned. Lessons learned will be included in project updates and used to improve literacy implementation, when appropriate.
- Teachers new to TGE and to the profession will be assigned a master teacher mentor to assist with on-going literacy training on topics previously covered.

- Teachers will continue to meet monthly to collaborate on unit planning throughout the school year to revise units based on the GELDS.
- Collaborative teams will function as professional learning communities and support teachers in using literacy strategies effectively.
- Peer observations will be conducted in model literacy classrooms for ongoing modeling and support of evidence-based literacy practices.
- Leadership/Literacy Team will continuously analyze student data to evaluate the effectiveness of professional learning. Topics for on-going literacy PL will be selected based on student and teacher identified needs.

**d). f) Plan for Extending Assessment Protocols, Replacing Print Materials, Sustaining Technology**

- Purchase assessment protocols and replacement materials as part of the annual budgets.
- Use faculty members with technology expertise and system technology staff to train new personnel and update current staff on use of technology.
- Continue to use SPLOST funds (if applicable) to update technology.
- Use system technology staff to troubleshoot technology, as needed
- Continue to seek technology grants to update devices for students to use as part of the system's "Bring Your Own Technology (BYOT)" initiative.

### Budget Summary

All stakeholders at TGE understand the importance of having a high quality and highly effective literacy program. In order to assure quality learning for our students, we are hoping to secure the SRCL grant so that we can be in a position to achieve a higher level of success for our community with the birth-to-five population. We plan to utilize the funds from this grant to further develop goals identified in our project plan.

The SRLC grant will fund items that our school system cannot otherwise afford and make it possible for us to strengthen and enrich our students' abilities "to access, use, and produce multiple forms of media information and knowledge in all content areas at all grade levels" (Why, p. 31). Thus, we will equip our students to begin to meet Georgia's goal for all students to "become self-sustaining, lifelong learners and contributors to their communities" (Why, p. 31). By accomplishing this we will create a continuous cycle of literacy in our community. A large portion of the funds will be allocated to professional development, age-appropriate technology applications, and high quality, high interest resource materials for teachers and families.

<b>Budget Items</b>	
<b>Item</b>	<b>Quantity</b>
21 <sup>st</sup> Century Technology (software and hardware)	TBD
e-book library	TBD
Digital book publishing software	TBD
High quality, classic early childhood literature sets	TBD
Screening/Progress Monitoring/Diagnostic Tools	TBD
RTI (intervention programs/materials)	TBD
Materials and supplies to support literacy instruction	TBD
Home Support Literacy Materials	TBD
Planning/Professional learning days for teachers and special education teachers to collaborate and align instruction	TBD

Literacy materials for homes of TGE students	TBD
<b>Professional Learning</b>	
<b>Item</b>	<b>Quantity</b>
Research Based Strategies/Best Practices in Literacy Instruction	TBD