# **School Profile**

Created Friday, September 07, 2012 Updated Tuesday, September 18, 2012

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### **School Information**

School Information   District Name:	Bartow County
School Information   School or Center Name:	Mission Road Elementary

#### Level of School

Elementary (K-5 or Primary, Elementary)

# Principal

Principal   Name:	Sherrie Hughes	
Principal   Position:	Prinicpal	
Principal   Phone:	770-606-5863	
Principal   Email:	sherrie.hughes@bartow.k12.ga.us	

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Sherrie Hughes
School contact information   Position:	Principal
School contact information   Phone:	770-606-5863
School contact information   Email:	sherrie.hughes@bartow.k12.ga.us

# Grades represented in the building

example pre-k to 6

Pre-5

### Number of Teachers in School

40

#### FTE Enrollment

518

# Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, 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:

Please sign in blue ink.

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.

Name of Fiscal Agent's Contact Person: Elizabeth Williams

Position/Title of Fiscal Agent's Contact Person: Anne Marie Wiseman

Address: 65 Gilceath Rd

City: Cartershile Zip: 30121

Telephone: 170 606-5x10 Fax: 170 606 5166

E-mail: Buffy williams & barton k12-ga.us

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

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

Date (required)

### 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. <u>Conflicts of Interest</u>

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.

Georgia Department of Education

John D. Barge, State Superintendent of Schools

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#### 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
  - 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
  - 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
  - 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.

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John D. Barge, State Superintendent of Schools

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#### 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.
- 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.

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#### 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.

Fill Home
Signature of Fiscal Agency Head (official sub-grant recipient)
Typed Name of Fiscal Agency Head and Position Title
Typed Name of Fiscal Agency Head and Position Title
10/10/202
Date
Signature of Applicant's Authorized Agency Head (required)
John F. Harper Superintendent  Typed Name of Applicant's Authorized Agency Head and Position Title
10   10   2 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)

Georgia Department of Education
John D. Barge, State Superintendent of Schools
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# **Preliminary Application Requirements**

Created Monday, October 08, 2012

Page 1
Click on the General Application Information link below to assist you in the grant development process.
General Application Information
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 Rubric
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.  Assessment 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 5 in General Application Information is a necessary part of receiving SRCL funding.
• I Agree

# **Unallowable Expenditures**

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

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

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

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

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

Advertisements, Promotional or Marketing Items

**Decorative Items** 

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

•	Ι	Agree
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# **Grant Assurances**

Created Monday, October 08, 2012

Page 1
The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.
ÅZft
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.
ÅZft
The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.
ÅZft
The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.  ÅZft
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.
AZft
All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.
ÅZft
The second year of funding is dependent upon successful program implementation and progress aligned with the components of the equest for application submitted.
ÅZft

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.

ÅZft	
The Sub-grantee agrees to notify the	GaDOE, in writing, of any change in the contact information provided in its application.
ÅZft	
Sub-grantee. The Sub-grantee shall n	in the application shall be administered by or under the supervision and control of the ot assign or subcontract, in whole or in part, its rights or obligations without prior written consent without said consent shall be void and of no effect.

# Page 2

ÅZft	
Funds shall be used or	ly for financial obligations incurred during the grant period.
	ny for financial congations incurred during the grant period.
AZft	
Γhe Sub-grantee will, Act Amendments of 19	if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit 966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
ÅZft	
mposed on agencies, i	lopt and use proper methods of administering each program, including: (A) the enforcement of any obligations institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely ies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.
ÅZft	
The Sub-grantee will conduction, the U.S. De	properate in carrying out any evaluation of each such program conducted by or for the Georgia Department of partment of Education, or other state or Federal officials.
AZft  The Sub-grantee will su	partment of Education, or other state or Federal officials.  sbmit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and
AZft The Sub-grantee will surogrammatic records a	partment of Education, or other state or Federal officials.
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AZft  The Sub-grantee will surgrammatic records a  AZft  AZft	partment of Education, or other state or Federal officials.  sbmit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and
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AZft  The Sub-grantee will sub-grantee will sub-grantee will sub-grantee will sub-grantee will sub-grantee agrees ave access to, and the sub-grantee agrees are access to a sub-grantee agree agr	partment of Education, or other state or Federal officials.  abmit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and and provide access to those records, as necessary, for those departments to perform their duties.

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organi 80.33 (for school districts).	purchased with the SRCL grant funds must be zations) and with EDGAR section 80.32 and
ÅZft	
The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosuinterest must submit a disclosure notice.	re Policy. Applicants with a conflict of
ÅZft	

# Page 3

AZft	
Amendments of 1972, v prohibits discrimination	y with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the 4, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the nericans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.
ÅZft	
In accordance with the	Sederal Drug-Free Workplace and Community Act Amendments of 1090 and the Day No. 1
1988, the Sub-grantee u	Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of inderstands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance drug is prohibited at geographic locations at which individuals are directly engaged in the performance of st CCLC grant.
marijuana, or dangerous work pursuant to the 21:  AZft  All technology purchase operating systems and b	nderstands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance drug is prohibited at geographic locations at which individuals are directly engaged in the performance of

# **Experience of Applicant**

Year		Project Title	Funded	Is there an	Audit Results
			Amount	Audit?	
2006	LEA Grants	Title IA	\$2,005,305	yes	*Procurement and suspension and debarment — not considered to be a material weakness  *Schoolwide program not full implemented (non-material — non-compliance)
		Title IIA	\$421,327	Yes	None
		Title III	\$54,238	No	N/A
		Special Ed. Cluster	Ψ0-1,2-00	Yes	none
		SPL SPL	\$306,828	no	N/A
			<del>\$000,020</del>		N/A
2007		Title IA	\$1,985,399	Yes	None
		Title IIA	\$414,594	No	N/A
	<del></del>	Title III	\$80,073	No	N/A
		Special Ed. Cluster	\$2,648,330	No	N/A
		SPL SPL	\$324,690	no	N/A
			<b>402-1,000</b>		
2008		Title IA	\$1,931,307	No	N/A
		Title IIA	\$411,351	No	N/A
		Title III	\$110,089	No	N/A
		Special Ed. Cluster	\$2,830,364	yes	none
		SPL	\$333,938	700	N/A
Night L	ricina rusanismis				WALLES AND STREET OF THE PARTY OF
2009		Title IA	\$2,538,166	No	N/A
		Title IIA	\$466,043	Yes	Semi-annual Time and Effor
		Title III	\$110,840	No	N/A
		Special Ed. Cluster	\$2,868,141	Yes	none
		SPL	\$342,944	no	N/A
2010		Title IA	\$2,564,690	Yes	none
		Title IIA	\$432,464	no	N/A
		Title III	\$110,074	no	N/A
		Special Ed. Cluster	\$2,862,075	yes	Semi-annual Time and Effor Sheets
		McKinney Vento	\$31,214	No	N/A
		SPL	\$345,478	no	N/A
2011		Title IA	\$2,788,789	Yes	None
		Title IIA	\$449,844	no	N/A
<del></del>		Title III	\$96,712	no	N/A
		Special Ed. Cluster	\$2,811,108	Yes	Semi-annual Time and Effor Sheets
		McKinney Vento	\$51,400	no	N/A
		SPL	\$303,785	no	N/A

#### System History

Bartow County School System (BCSS) is located in the Northwest Georgia Area in the foothills of Georgia's Appalachian Mountains. It is home to Allatoona Lake, Etowah Indians Mounds, Red Top Mountain State Park, Booth Western Art Museum, Tellus Museum and Barnsley Gardens. Shaw Carpets, Toyo Tire, Anheuser Busch, Ameri-Steel, Cartersville Medical Center, Georgia Power Plant, Atlanta Sod and several other smaller industries make up our workforce. Local industries are supportive of a STEM program in our district.

BCSS continues to update its vision, mission, belief, and goals as part of Strategic Planning and SACS accreditation every four years. We have a strong commitment statement, *Graduation and Beyond...Creating Lifelong Learners*. Bartow County historically has had a cycle of literacy poverty. Nine schools in our System and Cartersville City received the SRG in 2012, allowing our community to have a focus on literacy. Involvement of our remaining schools, local daycares, and private schools will build literacy community-wide.

#### System demographics

Bartow County's population is 97,098 based on Census estimates; by 2013, Bartow County's population will be 112,137 with a projected 2.92% growth per year.

#### **Current Priorities**

Literacy begins at birth and our plan is focusing on breaking the cycle of generational poverty in literacy. Root-cause analysis indicates that birth to 4 remains one of our weakest areas. Bartow County currently serves 396 Pre-K students with a waiting list of 100.

Part of our schools received Striving Reader Grants (SRG) last year. The literacy team conducted a needs assessment of non-striving reader schools; analysis of this assessment and

disaggregated data resulted in our application for a second grant, needed in order to build continuity and sustainability system and community wide. Forty-one percent of teachers do not use data to evaluate/adjust instruction to meet student needs. Forty percent of teachers do not use intervention programs to support struggling students or allow extra time/tutoring for them. Reading is being interrupted and we do not have a sufficient amount of time for reading as indicated by 48% of staff. Professional development is needed as indicated by 47% of the staff to support assessment/instruction for reading priorities, and to identify reading interventions shown to be effective through documented research. Sixty-three percent of staff needs training on measurement administration, scoring and data interpretation. Teachers (51%) indicate need for time to analyze, plan, and refine instruction to meet student needs.

We are trying to complete a cycle between community and school so that each student has a personal laptop to use at home and school. Equal access to technology is urgently needed for all students to be successful. Receiving this grant will result in every school being part of a birth to high school community wide literacy initiative.

Large achievement gaps are evident with our Students With Disabilities (SWD) compared to students without disabilities, and students who are Economically Deprived (ED) compared to students who are not. The following tables show these patterns:

Table 1: Gap Analysis for All Students and Subgroups

Grade	% DNM	% DNM	Gap	% DNM	% DNM	Gap
Level	Economically	Not ED		Students with	SWD	
	Disadvantaged (ED)		is in	Disabilities (SWD)		
3	8%	3%	-5	16%	4%	-12
4	13%	7%	-6	32%	7%	-25
5	5%	3%	-2	18%	2%	-16
6	9%	6%	-3	36%	4%	-32
7	13%	6%	-7	38%	6%	-32

8	3%	2%	-1	17%	1%	-16
	% DNM ED	% DNM Not ED	Gap	% DNM SWD	% DNM not SWD	Gap
ECOCT Literature	28%	14%	-14	58%	15%	-43
GHSGT ELA	17%	8%	-11	40%	9%	-31

Table 2: Percent of Students in Grades 3, 5, and 8 not meeting standards on current CRCT

3 <sup>rd</sup> Grade	Reading	ELA	Math	Science	Social Studies
	6.3%	6.1%	15.1%	18%	20.3%
5 <sup>th</sup> Grade	Reading	ELA	Math	Science	Social Studies
	5%	4%	9.7%	19%	25.2%
8 <sup>th</sup> Grade	Reading	ELA	Math	Science	Social Studies
	5.7%	5.7%	31.4%	24.7%	23.8%

This analysis showed weaknesses in disciplinary literacy at all grades. Increasing numbers of students do not meet standards in science and social studies. As we transfer from the CRCT to PARRC Assessment this existing gap may widen.

Table 3: Percent Not Meeting on Georgia Writing Test GAPS 5-8

School		5					8	
	All	SWD	Not SWE	ED	All	SWD	Not SWD	ED
	Elem	entary	Schools					.1.
Third Grade								
Fifth Grade	1020	56%	13%					
	Mi	ddle Sc	hools				2. 2. 2.	
Adairsville Middle					24%	69%	17%	31%
Cass Middle						59%	16%	26%
South Central Middle						61%	19%	25%
Woodland Middle					18%	58%	13%	21%

Table 4: Percent Not Meeting: High School Writing Test

School	All	SWD	S Without D	Gap	ED
Adairsville High	9%	30%	5%	25%	15%
Cass High	7%	31%	5%	24%	11%
Woodland High	6%	28%	4%	24%	8%

Table 5: District Graduation Data

	2008	2009	2010	2011
Adairsville High	70.1%	76.9%	83.2%	68.9%
Woodland High	71.5%	75.4%	85.5%	68%%

Principals of 10 target schools met with district leaders to discuss grant requirements related to needs assessment, identification of gaps in school literacy practices, and proposal writing.

Schools literacy teams examined data and revised their literacy plans.

#### **System Priorities:**

- 1. Expand a comprehensive literacy plan for birth to 4 year olds.
- 2. Improve learning outcomes for all students through Universal Design for Learning.
- 3. Improve student achievement in writing across all contents and grades
- 4. Integrate literacy with science and technology, engineering, and mathematics (L-STEM)
- 5. Develop an infrastructure to support new literacies through technology use and application in *every* classroom.
- 6. Summer Intervention Convention will include families with children ages birth to 4.

#### Strategic Plan

The goals and objectives of our plan reflect our priorities:

Student Achievement: Improve curriculum mastery (Rigor, Relevance, Relationships); completion rates; reduce student achievement gaps

School and Community Relationships: Increase parental, community, student, and staff engagement.

Organizational Growth and Improvement: Develop competent, accountable work force; effective organizational communications/culture

**Operational Support:** Provide safe/secure facilities, efficient/effective student support services; ensure effective administrational processes; sustain positive fund balance.

#### **Bartow County School System**

Professional learning (PL) is the key structure that supports literacy plan for BCSS in the area of the core reading program, writing, the four tiered literacy intervention continuum, RtI, depths of knowledge, thinking maps, and vocabulary development. Assessment PL supports screening, progress monitoring, and diagnostics. Teaching units have been developed to support the common core and benchmarks. System approved reading and gifted endorsements support disciplinary literacy.

Table 6: Past/present district initiatives

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011 2012
Georgia Reading First	<del></del>
America's Choice; Literacy Coaches	$\longleftrightarrow$
Coaches position discontinued	×
Adopted Scott Foresman Reading Program	<del>\</del>
System literacy survey	4
Elementary program alignment	$\leftarrow \rightarrow$
Project Focus	$\longleftrightarrow$
Literacy Specialist hired	$\longleftrightarrow$
Scientifically evidence-based programs purchased	
CCGPS Math Units developed	<del>\</del>
K-5 Science Units developed	$\hookrightarrow$
DIBELS Next	
Social Studies Units developed	
SRG (SRG) Cohort 1	$\rightarrow$
SIM-CERT	
Scholastic Reading Inventory	

#### **Literacy Curriculum**

- BCSS has a standards based literacy curriculum aligned to Common Core Standards.
  During the past 7 years the curriculum has been standardized throughout the system to
  address the frequent moves of many students between schools. A core program is used in
  grades PreK-5. Unit plans to support the implementation of the CCGPS are being
  developed K-12.
- Reading taught as a separate class in middle school. Some intervention programs are available to support middle school/high school struggling students.
- System-wide literacy assessments to screen and to progress monitor such as: PALS, Peabody Picture Vocabulary Test, DIBELS Next Benchmark/Progress Monitoring, Informal Phonics Inventory, OAS Benchmark Assessments, Scholastic Reading

### **Bartow County School System**

Inventory for all middle schools and Cass High. We use ACCCESS for our ELL learners. Outcome based assessments are the CRCT and End of Course Tests.

#### Plan for Management of the Grant Implementation:

Dr. Buffy Williams, Executive Director of Elementary Curriculum and Literacy, has overall responsibility for managing the grant implementation and supervises the district's literacy specialist and the administrative assistant. Mr. Mark Bagnell, Director of Technology supervises the nine instructional technology specialists who will coordinate the installation and maintenance of technology and train teachers on the pedagogical uses of mobile technology. Dr. Williams' staff will be available to carry out grant activities, such as coordinating, scheduling, and, at times, providing professional-learning; training teachers on new formative and summative assessments; purchasing and distributing print materials. The principals of the Striving Readers' schools will oversee grant-focused literacy activities in their schools as part of a long-term strategy to institutionalize high-impact instructional practices. BCSS's Business Office has the capacity to drawdown Striving Readers grant funds as it currently does for numerous state and federal grant programs. Under the direction of Dr. Williams, the administrative assistant for curriculum and instruction and grant management will enter and process purchase orders, and will receive, inventory, and distribute purchased items and services.

List of Individuals Responsible for the Day-to-Day Grant Operations and responsibilities of the People Involved with the Grant Implementation

	Individual Responsible	Supervisor
Purchasing	Todd Hooper	Dr. John Harper
Site-Level Coordinators	Dr. Buffy Williams	Dr. John Harper
Professional Learning Coordinator	Janice Gordon	AnneMarie Wiseman
Technology Coordinator	Mark Bagnell	Dr. John Harper
Assessment Coordinator	Dr. Paul Sabin	Dr. John Harper

### Responsibilities of People Involved with the Grant Implementation:

# The following table shows the format for Timeline of Grant Activities and Individuals Responsible

Objective	Strategy	Resources	Person Responsible	Timeline	Training Dates	Method of Evaluation	Funding Source	Completed

Executive Directors of Curriculum, Dr. Buffy Williams and Mr. Jim Gottwald have read each individual school's plan and reviewed each application with both the system and school teams. In reviewing the subgrants, we looked for continuity of professional learning and training; use of contractors for training and summer literacy plans and all budget plans. Upon reviewing all of this information we clearly understand each school's plan and will support each school's roll-out plan. The goals and objectives for each school will be a focus for our system literacy plan as the system literacy team meets monthly. Monthly reports will be sent to the system level of how each school is progressing on their implementation timeline. The system literacy team will review each monthly report to plan for the upcoming month on how to support each school. The budget will be reviewed monthly by the system team and a report will be given to our superintendent and chief financial officer. We will share these updates with our local board of education. This grant will be in accordance with all rules and regulations required by the GaDOE. The Fiscal Requirements of Internal, Operating, Accounting and Compliance Controls will be followed as a commitment to our project.

The system literacy team is composed of leadership from each school and from the school district. This team is involved in all aspects of budget development, performance plans, and professional learning.

Time for the Literacy Team to meet twice monthly is built into the annual calendar, and the team meets at least once monthly. Minutes are maintained of team meetings and shared with the Superintendent and School Board. The System Literacy Team has met on the following dates:

# **Bartow County School System**

August 2, 2012; September 25, 2012; October 4 and October 30, 2012; November 9 and 29, 2012; December 14.

#### Other initiatives with which the LEA has been involved.

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011
Participated in initial Georgia Reading First	<del></del>
Participated in Georgia's Choice; Literacy Coaches	$\longleftrightarrow$
Coaches position discontinued (budget constraints)	$\times$
Adopted Scott Foresman Reading Program	$\longleftrightarrow$
School surveyed to determine how literacy taught; 27 different programs used for reading	$\leftrightarrow$
Elementary literacy program alignment begins	· · · · · · · · · · · · · · · · · · ·
Project Reading Focus (system funded)	$\longleftrightarrow$
System Literacy Specialist hired	$\longleftrightarrow$
Schools begin to purchase scientifically evidence- based core and interventions (system funded)	$\longleftrightarrow$
DIBELS Next (system funded)	>

Table 8 Initiatives the LEA has implemented internally and with no outside funding support.

Action	1996 1998 2000 2003 2004 2006 2008 2010 2011 2012
Adopted Scott Foresman Reading Program	$\longleftrightarrow$
School surveyed to determine how literacy taught;	
27 different programs used for reading	
Elementary program alignment begins	<del>\</del>
Project Focus (system funded)	$\longleftrightarrow$
System Literacy Specialist hired	$\longleftrightarrow$
Schools begin to purchase scientifically evidence-	
based core and interventions (system funded)	
System ELA Benchmarks aligned to GPS	$\longleftrightarrow$
Classic Core Vocabulary Read Aloud Initiative	$^{_{\beta}}\leftarrow\longrightarrow$
DIBELS Next	>
PSC Approved Reading and Gifted Endorsements	$\rightarrow$
Develop ELA Unit Plans aligned to CCGPS	$\rightarrow$

#### A description of the LEA's capacity to coordinate resources in the past.

• The initiatives implemented by the Striving Reader Grant will continue to be supported through state and federal monies as a commitment of the district curriculum and leadership teams. Millions of dollars' worth of formula and competitive grants are coordinated each year under the direction of Ms. AnneMarie Wiseman, Director of Title I, Ms. Janice Gordon, Coordinator of Professional Learning (Title II), and Ms. Paula Camp, Coordinator for ESOL (Title VII), and Dr. Scott Smith (Title VI). Dr. Buffy Williams manages Cohort 1 of the Striving Reader Grant and will manage Cohort 2. System personnel routinely coordinate grant budgets with other federal, state, and local fiscal resources.

#### A description of the sustainability of initiatives implemented by the LEA.

- Project Focus. The goal of Project Focus was to teach children to lift print from the page fluently while embedding comprehension strategies, vocabulary, and language syntax/structures in order to comprehend grade level expository text. The objective was to provide direct explicit targeted reading instruction to rising second grade students that are achieving below grade level so that they exited at or above end of the year grade level. Scientifically research based reading programs were selected to be used in the program, including an accelerated intervention program (Torgeson, 2007; and a scientifically evidence-based grade level core reading program (Pressley, Torgeson, 2006). Explicit vocabulary instruction and reading in the content area were embedded into the program using quality picture books aligned to science and social studies Georgia Performance Standards and writing in response to reading was incorporated multiple times daily. In order to identify eligible participants, student data was analyzed. Students were eligible if they meet the following criteria: 1) Three DIBELS scores showing students at-risk, 2) Progress monitoring showing progress in the RTI process, 3) CRCT Scores Level I or borderline Level II. This program has been in place since 2008.
- Core Reading Program The system phased in a scientifically evidence based core program. When system monies were not available; principals used their monies to put the core in place system wide from Kindergarten through fifth grades. T
- DIBELS Next. In 2011 the system made the decision to change the screening and
  progress monitoring instrument from the DIBELS 6th Edition to DIBELS Next.
  Accuracy of data is critical. The Literacy Specialist received training leading to
  certification as a DIBELS Next Trainer and Mentor. Official DIBELS Next Transition
  training was delivered during the summer and fall of 2011 to teachers responsible for
  administering and scoring the DIBELS Next in grades K-5.
- Reading Endorsement. Bartow County has many teachers with Reading Endorsement. Beginning in 2000, the county participated in the training of trainers for Reading Endorsement through Northwest Georgia RESA. In the interim years, 120 teachers in the county were endorsed in the area of reading. When professional learning funds were cut for budgetary reasons, in 2009-2010 Bartow County School System wrote and was approved as a Professional Standards Commission provider for the Reading and Gifted In-field Endorsements. The Reading Endorsement Program was written to reflect the scientific evidence base in reading and embeds theory to practice in application of new learning in the participants' classrooms. Currently, twelve administrators and 11 teachers are completing the endorsement. This initiative has full sustainability beyond the life of the grant. This opportunity will be expanded next year and in subsequent years during and beyond the life of the Striving Readers Comprehensive Literacy Grant in order to infuse best practices in literacy in every school in our county.
- Classic Core Vocabulary. In 2010 the system implemented the Classic Core Vocabulary initiative. Two classic books were selected per grade level, tier 2 vocabulary identified, and explicit vocabulary instruction was developed by a team of teachers. The initiative has been expanded each year, and now four complex classic read alouds with accompanying instruction are in place at each grade level.
- CCGPS Units. The system is the processing of developing and revising units that align to the Common Core Georgia Performance Standards. This work began in 2010, and is

Bartow County School System: Experience of the Applicant

continuing. Writing in response to reading and for research purposes is being expanded and aligned to the CCGPS.

#### Mission Road Elementary School's Striving Readers Grant

#### School History

Mission Road Elementary School was established in 1985 in Cartersville, Georgia, a small community approximately fifty miles north of Atlanta, Georgia. MRES is one of twelve elementary schools that make up the Bartow County School System. MRES is one of three elementary schools that feed into Woodland Middle School and Woodland High School. Currently there are 509 students at MRES, the demographic breakdown is as follows: 75% white, 10% Hispanic, 9% African American, and 6% are Multiracial. The student population is comprised of 59% economically disadvantaged students, 10% gifted students, and 14% special education students.

#### Administrative and Teacher Leadership Team

MRES is led by Sherrie Hughes (principal) and Tracy Mulkey (half-time assistant principal).

Both school leaders hold post-secondary degrees in Educational Leadership. Our Literacy Leadership

Team's focus is to create a continuous literacy cycle among all stakeholders. It is our belief that learning
to read and write is one of life's most important achievements. It is also our commitment that every child
is literate. The team consists of a representative from each grade level, a special area representative, the

ESOL teacher, our speech/language pathologist, media specialist, and both building administrators. It is
the Literacy Leadership Team's (LLT) responsibility to disseminate information to their appropriate grade
levels for feedback.

#### Past Instructional Initiatives

Previous instructional initiatives focused on the implementation of the CCGPS, RTI, and best practices in literacy instruction. The entire staff participated in professional learning opportunities to address these targeted areas. To create consistency in curriculum, instruction, and assessment each grade level held weekly collaborative planning meetings. The LLT implemented literacy assessment protocols to assist in and administer DIBELS Next to all students enrolled, to determine strengths and weaknesses. The LLT

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analyzed results to ensure appropriate use of the RTI pyramid of interventions and to provide guidelines to progress monitor at risk students. An Intensive Care Unit was established at MRES in the 2010-2011 school year to monitor the progress of the school's initiatives but, was eliminated in 2012-2013 due to half time reduction in assistant principal position.

To address literacy needs in grades K-5, a scientifically evidence-based, core reading program was implemented. The evidence-based core reading program incorporates direct, explicit literacy instruction, and exposure to expository text.

#### **Current Instructional Initiatives**

Our current instructional literacy initiatives continue our focus on curriculum, instruction, and assessment. At summer "Data Dig," student achievement data is analyzed and disaggregated to plan for and assess effectiveness of instruction. We analyze data to identify specific student needs. In reading, we review DIBELS Next, the Criterion Referenced Test results, and system benchmark assessments in English Language Arts. This also assists in forming groups for extended learning time.

Extended Learning Time is a school wide enrichment or intervention period lasting forty-five minutes each day. Students are placed in flexible groups for interventions or enrichment based on identified needs. At risk students are progress monitored to ensure the effectiveness of interventions.

Grouping is flexible allowing students to receive interventions based on individualized student needs. We currently have a dedicated intervention block; however, without adequate appropriate materials, the fidelity with which the program is implemented may be compromised. According to the GPLNA, teachers need additional training in the use of the Bartow County Reading Intervention Continuum to provide needs-based instruction for struggling readers and writers. For this reason, we need to not only identify and purchase sufficient intervention materials aligned to student needs, but must provide the amount of training so teachers are able to implement them with fidelity. Without this curriculum change, there is concern we will be unable to reduce the number of students referred for RTI interventions in Tier 3 and 4.

The scientifically evidence based, core reading program implemented last year continues to be a school wide initiative. Currently we are focusing on using this program to address the RTI process and disciplinary literacy.

#### **Professional Learning Needs**

Training is needed as we continue to implement the CCGPS with a focus on aligning disciplinary literacy to incorporate STEM and the universal design for learning. Our GLPNA revealed that 75% of teachers would like additional training in the core reading program, gold standard interventions, and incorporate disciplinary writing. Additional training is needed to analyze assessment results, appropriately diagnose reading difficulties, and prescribe research based interventions.

#### Need for a Striving Readers Project

As evidenced in the GLPNA results, a K-5 concern at MRES is the need to identify students' oral language development and plan appropriate instructional activities to support and accelerate acquisition of vocabulary and syntax. The core provides oral language instructional activities, but there is still a need for an oral language assessment. Professional learning in this area is critical for Mission Road.

Access to diverse texts, including nonfiction, is another need. Research indicates that classroom libraries need a minimum of 300-600 titles, of which 40-60% are nonfiction texts (American Library Association, 1993). None of our classroom libraries meet this standard. According to McGee and Richgels, 1996, children also need to be exposed to a variety of language, genres, and topics.

The SRCL will enable us to provide interactive boards to all instructors who currently do not have access to one. Technology is an essential need for our school. While we have Interactive Boards in a few classrooms, they are not reflective of 21<sup>st</sup> Century classroom needs. Training is needed to utilize the boards effectively. There is also a need for document cameras and student response systems so students can access the technology. This will allow integrated use of technology student centers during the uninterrupted block of time included in the scientifically evidenced based core for small group

Bartow County School System: Mission Road Elementary School

instruction. The lack of access to technology for the 56% of the students who are economically disadvantaged in our school is a problem. Presently, the limited integration and access to current technological devices to support instruction is hampering the potential success of learners in Bartow County ("The Why," page 56).

MRES Literacy Plan: The "Why", the "What", and the "How."

#### **Building Block 1. Engaged Leadership**

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

#### **Current Best Practices to Continue**

Building administrators believe learning to read and write is one of life's most important achievements. A student's success in literacy development enhances learning in all subject areas, helps create a love of learning, and paves the way for future economic success. It is MRES's commitment that every child is literate. The administrators challenge every teacher to have the knowledge of current literacy best practices and the capability to apply those practices in the classroom ("The Why," p. 26).

Beginning in the 2011-2012 school year, building administrators and faculty participated in state-sponsored webinars and face-to-face sessions in learning about the transition to CCGPS. With the development of ELA units by the DOE the practice of participating in webinars has continued during the 2012-2013 school year. Additionally, administrators maintain knowledge of current research based guidelines, strategies, and resources for literacy instruction through studies of the Georgia Literacy Plan and other reputable resources such as publications endorsed by the Association of Supervisors of Curriculum Development ("The What," p. 5). The administration participates in professional learning in literacy leadership in order to support classroom instruction. Examples of recent professional learning opportunities include the redelivery of scientifically based, best strategies endorsed by the International Center for Leadership in Education. Redelivery by the principal and half-time assistant principal is conducted during faculty meetings after school and grade level meetings during teacher planning times.

To ensure literacy needs are being met, care is taken to limit the amount of time teachers are assigned to non-academic duties. This provides time for teachers to collaborate with grade level teachers and teachers from across the curriculum. Each year, school wide professional learning activities are scheduled to increase teacher knowledge of literacy initiatives ("The Why," p. 19). During the 2011-2012 school year, select teachers were provided training in research based strategies to improve instruction in reading comprehension, vocabulary acquisition, and written expression. Additionally, teachers were encouraged and provided the opportunity to participate in the Reading Endorsement and Gifted Endorsement programs. These professional learning initiatives will continue during the 2012-2013 school year, and will integrate the Universal Design for Learning, and ELA: Instructional Guidance for K-2 and 3-5 teachers. A continued focus is on improving instructional best practices in literacy and across the curriculum. Teachers are encouraged to utilize building level literacy experts through observation of model lessons ("The What," p. 5).

#### **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators
Conduct regular literacy based focus walks to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistency in the use of effective instructional practices ("The What," p. 5).	<ol> <li>Conduct weekly literacy focus walks utilizing Georgia         Literacy Plan checklist ("The How," p. 20).     </li> <li>Evaluation of instructional practices will be         documented and the findings will be reported to the         faculty to identify school wide trends ("The How," p.         20).     </li> </ol>
Ensure excellence in professional learning by analyzing diagnostic, summative, and formative data to tailor professional learning based on those findings. ("The What," p. 8).	<ol> <li>Provide teachers with standardized assessment scores from previous CRCT and benchmark assessment data to identify instructional needs ("The Why," p. 96).</li> <li>Provide teachers with diagnostic data to diagnose literacy needs and prescribe individual, universal learning opportunities ("The Why," p. 96).</li> <li>Teacher data analysis of both formative and summative assessments will be used to identify and evaluate the effectiveness of instruction, and assist to develop a professional development plan. ("The How," p. 38).</li> </ol>
Effectively align instruction to the CCGPS to ensure quality research based teaching practices are implemented ("The What," p. 5).	<ol> <li>Provide professional development redelivery training to align the core reading program with the CCGPS to improve student achievement ("The How," p. 20).</li> <li>Provide teachers with research-based strategies to implement Universal Design in the classroom. ("The How," p. 26).</li> </ol>

B. Action: Organize a Literacy Leadership Team

#### **Current Best Practices to Continue**

The Georgia Literacy Plan Needs Assessment (GPLNA) was given to all faculty members at MRES. The survey results indicated a need for a more active literacy leadership team. forty-two percent of the staff identified that the Literacy Leadership Team is operating at the emergent level. While fifty-five percent of the staff recognized the Literacy Leadership Team was operational in meeting regularly, however, effective change has not been observed in literacy instruction. The Literacy Leadership Team met consistently to review student, school, and teacher data, to assess instructional plans and interventions to monitor student academic achievement ("The Why," p. 156). The results of the GPLNA could be attributed to the 50% reduction of the assistant principal position during the 2011-2012 school year. At this time these reductions remain in effect and have hindered effective collaboration and communication with all stakeholders, and will continue to constrain our efforts in moving the Literacy Leadership Team to becoming fully operational.

In the 2010-2011school year the Administration created a shared literacy vision by putting into place a Literacy Leadership Team. The team consists of a representative from each grade level, a special area representative, the ESOL teacher, our speech/language pathologist, media specialist, a parent representative, as well as both building administrators ("The What," p. 5). The Literacy Leadership Team will continue to make data driven decisions based on results from formative, summative, and diagnostic assessments, in order to develop a list of prioritized recommendations and goals for improvement ("The What," p. 5).

#### **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators
Enhance our Literacy Leadership Team by inviting representatives from all groups of stakeholders ("The What," p. 5).	<ol> <li>Formal invitations sent to a representative from each stakeholder group prior to the beginning of the school year.</li> <li>Review of School Literacy Plan presented to all stakeholders and collaboration to ensure the literacy plan is reflective of the community ("The How," p. 21).</li> </ol>
Review all data in order to make informed instructional decisions. ("The What," p. 8).	1. Convene Literacy Leadership Team to discuss and analyze data to make recommendations based on identified areas of concern ("The How," p. 21).  2. Literacy Leadership Team members will redeliver to respective grade levels to share recommendations and gather feedback regarding the school literacy plan. ("The How," p. 36).
Reorganize our Literacy Leadership Team to reflect the needs identified by the GPLNA. ("The What," p. 7).	<ol> <li>Establish roles for each team member.</li> <li>Set a meeting calendar.</li> <li>Collaborate with team members to establish meeting agendas.</li> <li>Redeliver minutes to grade levels and gather feedback.</li> <li>Continuously monitor and adjust ("The How," p. 38).</li> </ol>
Ensure that effective data analysis procedures and practices are understood and implemented. ("The What," p. 9)	Literacy Leadership team will monitor the teacher's data analysis to ensure the implemented strategies are reflective of the diagnostic data.     Literacy Leadership Team will use progress monitoring data to assess the effectiveness of interventions and instruction.     Professional Development will be provided in the areas of collection and analysis of diagnostic data, the application of research based interventions, and best

practices in literacy instruction (The Why," p. 142). 4. Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist.

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

#### **Current Best Practices to Continue**

Administrators secure and schedule a dedicated 90-120-minute block for literacy instruction in grades for all students in self-contained classrooms ("The What," p. 5). Students in grades 3-5 receive a minimum of two to four hours for literacy instruction, ensuring that literacy instruction extends into all content areas ("The Why," p. 67). Additionally, class scheduling incorporates a forty-five minute intervention block to address identified student literacy needs. Based on student literacy needs, intervention groups are formed and conducted by all staff members including: certified, non-certified, and support staff. Grade level collaborative planning is held for 45 minutes each day to allow time for analyzing data, planning instruction, sharing recommendations, and formulating action plans to address literacy needs ("The What," p. 6).

#### **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators
Dedicated time for disciplinary literacy instruction is leveraged throughout content areas ("The What," p. 6).	<ol> <li>Design a master schedule that includes 90-120 minutes of literacy instruction in self contained classrooms and 2-4 hours in departmentalized grade levels.</li> <li>Professional development training in the implementation of literacy strategies within all content areas.</li> <li>Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist.</li> <li>Regular review of classroom lesson plans.</li> </ol>
Provide collaborative planning time during grade levels to examine student data and work to develop CCGPS/GPS instructional plans ("The What," p. 6).	<ol> <li>Each grade level will create an agenda and submit meeting minutes weekly.</li> <li>Administrators will review agenda and grade level minutes to provide feedback and guidance.</li> <li>Utilize online and traditional outlets to share student success stories.</li> </ol>

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

#### **Current Best Practices to Continue**

System wide surveys were administered to assist in identifying strengths and areas for growth in literacy instruction. According to the GPLNA, a majority of the teachers accept ownership in integrating literacy into content area instruction. During the 2011-2012 school year, 100% of staff participated in state sponsored webinars and face-to-face sessions to assist in the transition to

Common Core Georgia Performance Standards ("The What," p. 6). These webinars and face-to-face sessions are ongoing and will continue in the 2012-2013 school year. Additionally, professional learning opportunities will be provided in Universal Design for Learning, ELA: Instructional Guidance for K-2 and 3-5 Teachers, and Student Led Discussions.

Best Practices to Implement	
Best Practice Initiative	Implementation Indicators
Faculty and staff participate in targeted, sustained professional learning on literacy strategies within the content area ("The What," p. 6).	<ol> <li>Provide professional learning opportunities for teachers in all content areas ("The Why," p.141-142).</li> <li>Schedule time for teachers to observe model lessons and complete the Literacy Instruction Checklist observation form.</li> <li>Select teachers will serve as peer coaches for literacy instruction.</li> <li>All content area teachers will use the Literacy Instruction Checklist observation form as a guide when developing instructional plans.</li> </ol>

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

#### **Best Practices to Continue**

The research based core reading program was fully implemented in the 2011-2012 school year, and included tiered instructional practices to highlight vocabulary and comprehension strategies ("The Why," p. 41-45). This program also includes supportive strategies for English Language Learners. System-wide writing prompts are given quarterly and include the following domains: informational, argumentative, and narrative ("The What," p. 6). According to the GPLNA, 58% of teachers felt that literacy instruction was optimized in all content areas; however, CRCT scores reflect a concern in reading comprehension and application of literacy strategies. Eighteen percent of students did not meet (DNM) proficiency levels in Science, of that 47% of students with disabilities (SWD) DNM. In Social Studies 20% of students DNM, of that 54% of SWD did not meet state standards. This data strongly indicates the need for enhanced literacy instruction across all content areas.

Best Practices to Implement	
Best Practice Initiative	Implementation Indicators
Create a plan to integrate literacy in all subjects as articulated within CCGPS ("The What," p. 6).	<ol> <li>Select Literacy teachers will provide training and support to all content area teachers in best literacy practices with a focus on vocabulary acquisition. ("The How," p. 33).</li> <li>Monitor lesson plans and classroom instruction to ensure the integration of best literacy practices.</li> <li>All content area teachers will provide a variety of texts adjusted to meet individual student needs.</li> <li>Teach comprehension strategies in order for students to selfmonitor their understanding of text.</li> </ol>
Writing is an integral part of every class, every day and all teachers will incorporate writing	1. Develop a writing plan that includes explicit instruction, guided practice, and independent practice that engages students in authentic writing tasks.
instruction in all content areas	2. Professional learning opportunities will be provided to

("The What," p. 6).	effectively implement writing across the curriculum ("The
	How," p. 25-27).
	3. Monitor through observations and student portfolios.

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

#### **Best Practices to Continue**

College and Career Readiness Performance Index was implemented at the beginning of the 2012 school year and is in the initial roll out stage to the community at large ("The Why," 85-86). The school has an established mentoring system working collaboratively with outside agencies and groups to assist our students that are in need of guidance and mentoring ("The What," p. 7). According to the GPLNA, 40% of teachers at MRES recognize that a community literacy council has not been established. The school currently uses social media to inform the community of upcoming events and school initiatives.

**Best Practices to Implement** 

Best Practice Initiative	Implementation Indicators
Identify key members of the community to serve as members of a community advisory committee ("The What," p. 7).	<ol> <li>Create and distribute a brochure to the community advisory committee to inform them of college and career readiness performance index standards.</li> <li>Establish a cooperative relationship with community members to assist in developing and achieving literacy goals by hosting two annual literacy seminars.</li> </ol>
Identify and contact learning supports in the community that target student improvement ("The What," p. 7).	<ol> <li>Call on community resources for instructional and financial needs, mentorships, and continued education as needed.</li> <li>Seek experts in the community to expand the breadth of school resources: serving as mentors, speaking to groups of students, publicizing efforts within the community, visiting classrooms to support teachers and students, adoption of different schools by civic group.</li> <li>Use media to collaborate with other schools to exchange ideas.</li> </ol>

#### **Building Block 2: Continuity of Instruction**

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

#### **Best Practices to Continue**

According to the GPLNA, 61% of staff members identified that meetings occur regularly to examine student diagnostic data and collaborate on the achievement of literacy goals shared by all teachers ("The What," p. 7). During "data digs" the Literacy Leadership Team identifying existing gaps in literacy achievement. Continue using DIBELS Next, Informal Phonics Inventory (IPI),

System-wide Benchmarks, and Unit Tests to gather data to be used to establish student achievement goals.

### **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators
Design infrastructure for shared responsibility for development of literacy across the curriculum. ("The How," p. 32).	<ol> <li>Provide professional development in literacy strategies for content area teachers ("The Why," p. 140-141).</li> <li>Expand access to cross curricular digital literacy resources.</li> </ol>
Identify specific, measurable student achievement goals aligned with grade level expectations to be shared by teachers in all subjects. ("The How," p. 29).	<ol> <li>Establish grade level and assessment specific, student achievement goals.</li> <li>All content area teachers will contribute to the establishment of student achievement goals. ("The Why," p. 91 – 93).</li> <li>Use protocols to examine student work.</li> </ol>
Plan and implement lessons that address the literacy needs of students. ("The How," p.31).	<ol> <li>Organize the Literacy Leadership Team to plan protocol to improve student achievement. ("the How," p. 21).</li> <li>Establish a SWAT team to analyze the data and diagnose reading difficulties. ("The How," p. 24).</li> <li>Provide literacy strategies to content area teachers to improve student achievement.</li> </ol>

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

### **Best Practices to Continue**

The integration of literacy skills into the content areas has been made even more explicit in the CCGPS. An acquisition of those literacy skills should provide the student with the ability to transfer those skills into the workplace or college ("The Why," p. 48-49). The core reading program is scientifically research based and includes direct, explicit instruction ("The What," p. 7). Continue to implement appropriate strategies to help ELs meet English language proficiency.

Best Practice Initiative	Implementation Indicators
Ensure that writing is taught cross-curricular, using technology when possible. ("The How," p. 42).	<ol> <li>Professional Development will provide a variety of strategies for incorporating writing in all content areas. ("The What," p. 10).</li> <li>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.</li> <li>Regular Literacy walkthroughs utilizing the Georgia Literacy</li> </ol>

	Plan checklist.
Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media. ("The What," p. 7).	Regular Literacy walkthroughs utilizing the Georgia Literacy Plan checklist. ("The What," p.10).      Regular review of classroom lesson plans.

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

## **Best Practices to Continue**

Currently MRES offers afterschool programs for our students such as karate, dance, afterschool scholars, Science Olympiad, and backpack buddies for economically disadvantaged students. These programs support many needs that go beyond academics.

Best Practice Initiative	Implementation Indicators
Partner with community and faith-based groups to accommodate more students. ("The How," p. 32).	1. Call on community resources for instructional and financial needs, mentorships, and continued education. ("The How," p.33).  2. Seek experts in the community to expand the breadth of school resources: serving as mentors, speaking to groups of students, publicizing efforts within the community, visiting classrooms to support teachers and students, adoption of different schools by civic group. ("The What," p. 7), ("The How," p. 28).
Provide both online and face-to-face family focused services and outreach that engage parents and family members in literacy programs and services. ("The How," p. 33).	<ol> <li>Schedule a Literacy Family Night that will supplement our existing Math and Science Family Nights. ("The How," p. 27).</li> <li>Film strategies for parents to use to improve literacy skills.</li> <li>Creation of digital library of resources and a "How to Access Digital Media" guide for families to use at home or in schools.</li> </ol>

## Building Block 3. Ongoing formative and summative assessments

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

### **Best Practices to Continue**

Effective screening, progress monitoring, and diagnostic tools such as the DIBELS Next, Benchmarks, and Unit Tests have been selected to identify achievement levels of all students, advanced as well as struggling ("The What," p. 8). Through the core reading program common midcourse assessments are available for use across classrooms and include a variety of formats. Through DIBELS data system and AIMS web data system our school is able to store assessment results. A system calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been established ("The What," p. 8).

## **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators
Although screening tools are available, the teachers report that they are not sure what interventions are appropriate for identified needs. More professional development will be provided to help teachers correctly analyze data and select appropriate interventions based on data ("The Why," p.124).	<ol> <li>Teachers are encouraged and provided the opportunity to participate in the Reading Endorsement.</li> <li>Attending DIBELS Next training or retraining for fidelity.</li> </ol>

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

### **Best Practices to Continue**

The instructional levels of all students are screened and progress monitored with evidence-based tools such as DIBELS Next and AIMS web ("The Why," p. 99). Commonly shared mid-course assessments, which include a variety of formats are used across classrooms to identify classrooms needing support ("The What," p. 8). Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI). DIBELs and AIMS web are all online technology infrastructure is adequate to support administration and storage of assessments as well as the dissemination of results. A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible.

Best Practices to Implement	
Best Practice Initiative	Implementation Indicators
Intervention materials aligned with students' needs are in use and staff is trained ("The Why," p. 124).	<ol> <li>Identify and select interventions appropriate to student needs.</li> <li>Staff needs to be trained in order to deliver interventions with fidelity.</li> </ol>
Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework. ("The What," p.8).	<ol> <li>Provide flexible grouping during intervention block to allow advanced learning access to accelerated and extended curricular opportunities. ("The How," p. 23).</li> <li>Cross collaboration of Gifted Certified teachers to provide recommendations for enrichment lesson plans and/or acceleration strategies.</li> </ol>

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

#### **Best Practices to Continue**

Reading assessments are necessary to determine if a child's reading ability, monitor reading progress, and plan instruction. All children will be universally screened at the beginning, middle, and end of school year to determine their basic early literacy skills. Progress monitoring is scheduled based on the needs of the student. These assessments will be used to assess students reading ability. Where possible, diagnostic assessments isolate the component skills needed for mastery of literacy standards. Research based interventions also include diagnostic assessments with multiple-entry points to avoid a one size-fits-all approach ("The What," p. 9).

<b>Best Practice Initiative</b>	Implementation Indicators
Develop a protocol for ensuring that students identified by screenings routinely receive diagnostic assessment ("The How," p. 18).	<ol> <li>Professional learning provided to train teachers on how to administer, analyze, and utilize diagnostic data ("The Why," p.140-141).</li> <li>Provide a calendar with benchmark dates and a progress monitoring assessment timeline.</li> <li>Monthly data reports will be provided for both administrators and teachers to monitor the effectiveness of instruction and/or interventions.</li> </ol>

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

#### **Best Practices to Continue**

Focus is placed on making continuous school improvements in the area of academic achievement. Building administrators, grade level, subject area representatives hold a "data dig" each summer for the purpose of analyzing and disaggregating summative assessment data for all student subgroups. The evaluation of the data is to assess the effectiveness of instruction, make instructional decisions, and make necessary adjustments for the upcoming school year. The School Improvement Plan is developed based on the needs identified from the summer "data dig," and aligned initiatives are created for the upcoming school year. These results are shared and discussed with all stakeholders prior to the start of the school year ("The Why," p. 96).

## **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators
Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments ("The What," p. 9).	<ol> <li>Scheduled weekly grade level meetings.</li> <li>Agendas will be created with a focus on individual student progress.</li> <li>Instructional adjustments will be made based on meeting outcomes.</li> </ol>

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

### **Best Practices to Continue**

In order to improve teaching and learning an emphasis must be placed on utilizing data to drive the instruction ("The Why," p. 96). Teachers access student data from a variety of sources, including a longitudinal data system. Instruction is differentiated to maximize student growth and meet each student where he or she is in the learning process. Regular review of ongoing formative, summative, and diagnostic data is used to employ best practices identified in research and to evaluate the effectiveness of instruction.

Best Practice Initiative	Implementation Indicators
Review of data will identify at	1. Identify at risk students that need to be referred to the
risk students for referral to the	Intensive Care Unit.
Intensive Care Unit. ("The	2. The committee will review the data, set individual student

How," p.43).	goals, and develop personalized instructional plans in order to meet those goals. ("The How," p. 37).  3. Ongoing assessment data will be used to monitor student
	progress.

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

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

### **Best Practices to Continue**

It is the goal of our system to provide a direct, explicit literacy program for all students. To ensure this goal is met, our system adopted a research based, core reading program that is utilized system wide. Sufficient time for reading instruction is necessary for students to meet grade level expectations; therefore, a dedicated 90-120-minute block for literacy instruction in grades for all students in self-contained classrooms ("The Why," p. 67). Students in grades 3-5 receive a minimum of two to four hours for literacy instruction, ensuring that literacy instruction extends into all content areas ("The What," p. 6). In addition to the 90 minutes of core reading instruction, supplemental instruction is provided for at risk students.

Best Practice Initiative	Implementation Indicators
Provide ongoing training to all pertinent staff in the use of the core program ("The How," p. 40).	<ol> <li>Provide refresher courses on implementing all components of the core program.</li> <li>Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist.</li> <li>Provide teachers with opportunities to observe teachers effectively implementing the core program.</li> </ol>
All students receive direct, explicit in reading and writing across the curriculum. ("The What," p. 9 – 10).	1. Design a master schedule that includes 90-120 minutes of literacy instruction in self contained classrooms and 2-4 hours in departmentalized grade levels. ("The How," p.22).  2. Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist. ("The How," p. 20).  3. Regular review of classroom lesson plans. ("The How," p. 26).
All students are provided	1. 45 minute intervention block is provided in the master

accelerate literacy instruction. ("The How," p. 34).  2. Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist. 3. Regular review of classroom lesson plans. ("The How," p, 26). 4. Continuous monitoring of student data to tailor interventions based on student needs.
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B. Action: Ensure that students receive effective writing instruction across the curriculum.

#### **Best Practices to Continue**

In order for students to be successful they must be able to meet the demands placed on writing in the 21<sup>st</sup> century. To be considered literate, students must be able to read, write, listen, speak, and view in order to communicate effectively with others; not only in school but also the work place ("The Why," p. 31 and 45). 21% of students in 5<sup>th</sup> grade did not meet on the state writing assessment.

The comprehensive core reading program includes a balanced approach to literacy. All teachers provide learning opportunities for students to write across the curriculum. Students are administered quarterly writing prompts, aligned to the CCGPS. These writing prompts are analyzed using a state developed assessment rubric ("The Why," p. 43, 46, 117). This assists teachers in evaluating the effectiveness of instruction and helps to ensure that students are making academic progress.

### **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators	
Provide professional learning on best practices in writing instruction in all subject areas ("The How," p. 42).	<ol> <li>Require all students to write in all content areas.</li> <li>Content area teachers will participate in professional learning opportunities that focus on Universal Design for Learning.</li> <li>Each teacher will select student writing samples to be analyzed and evaluated using state developed scoring rubrics.</li> <li>Based on the analysis and evaluation of student writing, adjustments will be made to tailor writing instruction to the needs of the students.</li> </ol>	

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

#### **Best Practices to Continue**

MRES currently utilizes multiple incentives to increase reading at school. Incentive programs are in place school-wide, across grade levels, and in individual classrooms. Students have multiple

opportunities to earn incentives and recognition throughout the school year. Teachers also are dedicated to differentiating instruction to increase rigor and relevance and promote student engagement ("The Why," p. 59).

Best Practice Initiative	Implementation Indicators
Teachers will provide students with opportunities to self-select reading materials and topics for research (The How," p. 42).  Teachers will help students connect the relevance of their academic assignments to their lives ("The Why," p. 59).	Teachers will provide with a variety of texts respective to their reading level, so that students can gain ownership of their literacy by self-selecting materials relevant to their personal interests ("The Why," p. 51-52).  Teachers will filter chosen activities through a rigor/relevance framework to ensure real-world connections to the students' lives.
Teachers will increase opportunities for collaborating with peers across multiple settings (e.g., classrooms, STEM Labs, special areas). ("The How," p. 33).	Students will be provided opportunities to explore books, print media, digital media, and other mediums collaboratively with peers and teachers ("The Why," p. 54).

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.).

#### **Best Practices to Continue**

A four tiered Response To Instructional approach is in place system wide, and is based on formative, summative, and diagnostic assessments ("The Why," p. 125). This approach is used to identify and address students' academic needs. Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of our model. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional needs of the students ("The Why," p. 38).

## **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators	
Establish protocols for identifying students and matching them to the appropriate intervention are in place ("The What," p. 11).	<ol> <li>Identify students in need of intervention and place students in appropriate interventions</li> <li>Analyze progress monitored data and adjust interventions based on student needs ("The How," p. 43).</li> </ol>	

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

#### **Best Practices to Continue**

Tier 1 Instruction includes the core adopted reading program in grades 1-5. This resource is accompanied by 45 minute scientific evidence-based differentiated instructional kit and leveled texts that support each themed unit that are shared among common grade levels. ("The Why," p. 124). The core program is supported by technology that at times is not accessible due to insufficient access to technology school-wide. Additional resources for Tier 1 instruction include a core phonological and phonemic awareness program in Kindergarten.

Best Practice Initiative	Implementation Indicators
Develop a plan to strengthen Tier 1 instruction of disciplinary literacy in each content area ("The How," p. 43-44)	<ol> <li>Ongoing professional learning opportunities to strengthen and enhance the core reading program ("The Why," p. 37)</li> <li>Weekly grade level, collaborative planning meetings to discuss, plan, and assess literacy instruction ("The Why," p. 37).</li> <li>Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist.</li> </ol>

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

## **Best Practices to Continue**

Based on formative, summative and diagnostic data students who are not making significant progress in Tier 1 are provided additional literacy instruction. Tier 2 instruction is carried out in the classroom and is administered by classroom or support teachers using a variety of scientific research based programs. Tier 2 students receive a minimum of an additional thirty minutes of reading instruction to supplement the core program. A Bartow County Reading Intervention Continuum was developed to assist teachers in using student data to plan and implement appropriate interventions. Strategies implemented include a scientifically evidence-based Tier intervention program, the intervention component of the core program, and several interventions in phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension. Typically, Tier 2 programs are delivered in small groups, with a maximum of 8 students and last four – six weeks with progress monitoring assessment taking place every two weeks. Progress monitoring results are used to determine whether students are making adequate reading progress and to plan appropriate interventions and next steps ("The Why," p. 133-134).

## **Best Practices to Implement**

Best Practice Initiative	Implementation Indicators
Promote the formation of professional learning communities with protected meeting times ("The How," p. 45)	<ol> <li>All teachers will participate in ongoing professional learning to include utilizing data, differentiation of instruction within the core program, analyzing data, and Response To Intervention.</li> <li>Weekly grade level, collaborative planning meetings to discuss, plan, and assess literacy instruction.</li> <li>Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist.</li> </ol>

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

#### **Best Practices to Continue**

Tier 3 instruction is for students who are not making adequate progress in Tiers 1 and 2. This instruction takes place outside of the student's classroom in a smaller group setting, with a maximum of 4 students and is provided by support teachers. Multiple resources are available to provide Tier 3 intervention, including a recently published gold standard scientifically-evidence based intervention, as well several direct instruction programs. Students continue to receive instruction in the core using the intervention component. Students in Tier 3 are progress monitored weekly and the information is used to plan appropriate intervention and next steps ("The Why," p. 134).

	Best Practice Initiative	Implementation Indicators
	T3 SST/data teams meet at least	1. All teachers will participate in ongoing professional learning
L	once a month to discuss student	to include utilizing data, differentiation of instruction within the

progress based on daily interventions that include a minimum of four data points ("The How," p. 46).	core program, analyzing data, and Response To Intervention.  2. Weekly grade level, collaborative planning meetings to discuss, plan, and assess literacy instruction.  3. Regular Literacy focus walks utilizing the Georgia Literacy
( The How, p. 40).	Plan checklist.

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

### **Best Practices to Continue**

The administration has a commitment to ensure the most highly qualified and experienced teachers support the delivery of instruction for students in Tier 4 in the least restrictive environment. Classroom teachers, special education personnel, and other support teachers provide Tier 4 instruction. This instruction is delivered either in an inclusion setting or in a resource room (The Why," p. 91). In addition to the core reading program, these students are provided supplemental instructional strategies designed to meet their unique needs ("The Why," p. 134). Students receive instruction based on an Individualized Education Plan. They are progress monitored weekly. They receive Tier 1 instruction, modified to meet their targeted IEP goals, unless they are taking the GAA alternate assessment. MRES is currently serving 51 students with disabilities, 20 ESOL students, and 51 gifted students.

### **Best Practices to Implement**

Best Practice Initiative Implementation Indicators	
Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings ("The How," p. 46).	<ol> <li>All teachers will participate in ongoing professional learning to include utilizing data, differentiation of instruction within the core program, analyzing data, and Response To Intervention.</li> <li>Weekly grade level, collaborative planning meetings to discuss, plan, and assess literacy instruction.</li> <li>Regular Literacy focus walks utilizing the Georgia Literacy Plan checklist.</li> </ol>

## Building Block 6. Improved Instruction through Professional Learning

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

#### **Best Practices to Continue**

All new teachers are provided pre-service, professional learning opportunities. These opportunities include new teacher orientation provided at the system level training, as well as, school based training. School based training consists of overview of the school improvement plan, school initiatives, and grade level specifications. New teachers are provided a mentor and multiple opportunities throughout the school year to observe model lessons in classrooms. ("The What," p. 13).

Best Practices to Implement		
Best Practice Initiative	Implementation Indicators	
Provide targeted professional learning opportunities for teacher mentors ("The Why," p 142).	<ol> <li>Mentor teachers and new teachers will use Enhancing         <i>Professional Practices</i> throughout the school year as a guide         for effective mentorship.</li> <li>Administrators will meet monthly to review progress,         provide feedback, and provide resources and support as         needed.</li> </ol>	

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

## **Best Practices to Continue**

The goal of Mission Road Elementary is to provide effective, high-quality, job-embedded professional learning opportunities to enhance teacher knowledge and skills, improve classroom teaching, and increase student achievement ("The Why," p. 141). Based on the results of the GPLNA, 75% of the surveyed faculty identified the implementation of literacy instruction; including disciplinary literacy in all content area of literacy instruction is at an operational or fully operational level. Despite the perception from the survey results, summative data does not support these findings. 18% of students in grades 3-5 did not meet (DNM) proficiency levels in Science, of that 47% of students with disabilities (SWD) DNM. Also, 20% of students in grades 3-5 DNM in Social Studies, of that 54% of SWD did not meet state standards. This data strongly indicates the need for enhanced literacy instruction across all content areas.

Best Practice Initiative	Implementation Indicators
Provide professional learning opportunities for literacy instruction across content areas ("The What," p. 13).	<ol> <li>Provide literacy training for all personnel on how to use the comprehensive literacy strategies across content areas ("The What," p. 13).</li> <li>Establish literacy demonstration classrooms in various grade and content areas to support peer coaching and observations.</li> </ol>
Intervention providers receive program-specific training before the beginning of the year to prepare teachers and staff for implementation ("The What," p. 13).	<ol> <li>Provide literacy in-service professional learning opportunities through a variety of sources.</li> <li>Establish a calendar for literacy model classroom visits.</li> <li>Develop an observation form to be used during model classroom visits, which will be submitted to an administrator.</li> <li>The Literacy Leadership Team will review submitted observation forms to expand and strengthen the school's literacy program.</li> </ol>

## Needs Assessment, Concerns, and Root Cause Analysis

The administration team at MRES administered two different needs assessments: Georgia Literacy Plan Needs Assessment for Literacy K to Grade 12: Evaluating Strengths and Needs and Bartow County School System PET-R Survey. The survey was based on the five following building blocks for literacy: (a) Engaged Leadership, (b) Continuity of Instruction, (c) Ongoing Formative and Summative Assessments, (d) Best Practices in Literacy Instruction, (e) System of Tiered Intervention (RTI) for All Students, and (f) Improved Instruction through Professional Learning. All staff members received the survey packet for the GLPNA and the survey link and instructions for the PET-R. The GLPNA survey was completed by 92% of the staff at MRES.

Four overall areas of concern were noted in the Needs Assessment Survey that relates to research-based practices found in the "What" document. Each is aligned to root causes and what we have or have not done to address the concerns that are illustrated in Table 1.1.

The PET-R was completed using <a href="www.surveymonkey.com">www.surveymonkey.com</a> and the results analyzed by the Rollins Center data evaluation specialist.

Table 1.1

MRES Striving Reader Needs Assessment Survey Results

Area of Concern	Root Causes	What We Have Done	What We Have Not Done
Engaged Leadership (B) ("The What," p. 5- 6) ("The How," p. 21-22).	Literacy     Leadership team     is not meeting     regularly to     examine literacy     plan goals and     to monitor     implementation.	<ul> <li>Established a Literacy         Leadership Team that is         reflective of all stakeholders and         developed a shared vision for the         literacy team.</li> <li>Analyzed, disaggregated, and         disseminated data to all         stakeholders.</li> <li>Identified protocols to refer         students to the literacy Intensive         Care Unit.</li> </ul>	<ul> <li>Defined Literacy Leadership roles or established protocols for analysis of ongoing data to make informed decisions.</li> <li>An analysis of the data to the effectiveness or instruction or interventions is not in place to provide ongoing teacher feedback.</li> <li>Identified a literacy focus walk form to ensure consistency of effectiveness on instruction and interventions.</li> <li>Scheduled a protected time for Literacy Leadership Team to plan, meet, and</li> </ul>

			analyze student data.
Continuity of Instruction (A, B, & C) ("The What," p. 7-8) ("The How," p.29-33)	<ul> <li>Literacy responsibilities are not shared outside of the reading class.</li> <li>Insufficient training in literacy skills for content area teachers.</li> <li>Insufficient technology, hardware, and software to access materials, instructional tools, support, etc. and to expand communication with all the school's stakeholders.</li> </ul>	<ul> <li>Protocols for team meetings</li> <li>Scheduled time for regular collaboration and examination of student data/work.</li> <li>Team roles, protocols, and expectations are clearly articulated.</li> <li>Specific, measurable student achievement goals aligned with grade-level expectations are shared by all subject teachers</li> <li>Support students and families in need.</li> <li>Focus on social issues that prevent students from learning (e.g., nutrition, homelessness, attendance).</li> <li>Evaluate the effectiveness of after-school tutoring programs.</li> </ul>	<ul> <li>Create cross-disciplinary teams for literacy instruction with an interdisciplinary focus.</li> <li>Professional learning community model components need to be understood and in place.</li> <li>Plan for development of shared literacy responsibility across the curriculum.</li> <li>Avenues of communication active with out-of-school organizations and governmental agencies that support students and families.</li> <li>A comprehensive system of learning supports is in place.</li> <li>Technologies creatively and effectively utilized to support stakeholder engagement, i.e., blogs, Twitter, electronic newsletters.</li> <li>Opportunities for professional development in the area of UDL need to be identified and offered.</li> <li>Create a STEM focus</li> </ul>
Ongoing formative and summative assessment (B, C, E)	Teachers are given formative, summative, and diagnostic data but they lack the knowledge of how to apply the data to their instructional practices.  Formative, summative, and diagnostic data	<ul> <li>Collect and examine data</li> <li>Access to disaggregated data is provided to all faculty members.</li> <li>Select teachers have been trained on how to use diagnostic data to prescribe literacy and math stations based on needs.</li> <li>There is an infrastructure in place for formative, summative, and diagnostic data collection.</li> <li>Interventions include diagnostic assessments and multiple entry points to avoid a one size fit all approach ("The What," p. 9).</li> </ul>	<ul> <li>Ensure that teachers are informed on how to utilize assessment data to plan instruction.</li> <li>Provide and train all teachers on how to utilize the Bartow County Reading Continuum to assist in selecting appropriate resources to address literacy needs.</li> <li>Based on assessment data, additional diagnostic assessments will be used to specifically isolate the component skills needed for mastery of literacy standards ("The What," p. 9).</li> <li>Procedures and expectations are in place to collect and input diagnostic data for review, analysis, and dissemination ("The What," p. 9).</li> <li>Meet to debrief on student academic progress, evaluate effectiveness of instruction and interventions, and make instructional adjustment. ("The What," p. 9).</li> <li>Use technology to monitor student data and to monitor student progress over time.</li> </ul>

Improved	Insufficient	The school calendar includes	<ul> <li>Expand SST to include school social worker, psychologist, ESOL and counselors.</li> <li>Participate in professional learning in</li> </ul>
Instruction through Professional Learning (A & B) ("The What," p. 13) ("The How," p. 48-49)	training in literacy skills for content area teachers.  Insufficient technology, hardware, and software to access materials, instructional tools, support, etc.  Insufficient funds for professional development and redelivery.	protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.  Teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning.	the area of STEM.  Focus pre-service courses on content literacy strategies and best practices.  Require teachers to demonstrate competency in theory and application.  Participate in professional learning in the CCGPS based on the needs revealed by student data, surveys, interest inventories and teacher observations.  Participate in ongoing professional learning on using the CCGPS.  Intervention providers receive programspecific training before the beginning of the year to prepare teachers and staff.  STEM training  Training for paraprofessionals in literacy and interventions

The four overall areas of concern identified by MRES's GLPNA survey were also supported by findings from analysis and disaggregation of the assessment data. The lack of effective disciplinary literacy and disciplinary writing was evident in the weaknesses found in all grades K-5: GKIDS, 5<sup>TH</sup> grade writing, science, and social studies scores. Furthermore, explicit training is needed in developing disciplinary literacy and disciplinary writing for ELL, gifted, and special education teachers. The survey also indicated the staff needs assistance in isolating the specific literacy skill weaknesses on universal screening, progress monitoring, and diagnostic assessment ("The Why", p. 99). The last area of concern addresses improving instruction through professional learning. "Teachers must understand learning as well as teaching" ("The Why", p. 140-141). Adequate support and professional learning opportunities are crucial to improve teacher instruction, increase student engagement, and promote student achievement ("The Why", p. 141).

## Analysis and Identification of Student and Teacher Data

Mission Road Elementary is one of 12 elementary schools in Bartow County School System. MRES serves 509 students in grades PK-Fifth grade. Of the 509 students, 59% are economically disadvantaged, identifying us as a Title I school. Students served in other programs are as follows: 9.8% Gifted, 3.6% ESOL, 10.9% Special Education.

Table 1.1

CRCT Percentage Meets and Exceeds Third-Fifth Grades

Reading	2010	2011	2012	Change 2011/2012
3 <sup>rd</sup>	97%	94%	99%	5%
4 <sup>th</sup>	91%	85%	92%	7%
5 <sup>th</sup>	93%	98%	96%	-2%
English/Language Arts	2010	2011	2012	Change 2011/2012
3 <sup>rd</sup>	95%	94%	97%	3%
4 <sup>th</sup>	87%	82%	89%	7%
5 <sup>th</sup>	93%	95%	95%	-0.3%
Math	2010	2011	2012	Change 2011/2012
3 <sup>rd</sup>	83%	78%	87%	9%
4 <sup>th</sup>	79%	81%	82%	1%
5 <sup>th</sup>	80%	90%	88%	-2%
Science	2010	2011	2012	Change 2011/2012
3 <sup>rd</sup>	84%	76%	86%	10%
4 <sup>th</sup>	73%	71%	80%	9%
5 <sup>th</sup>	70%	85%	82%	-3%
Social Studies	2010	2011	2012	Change 2011/2012
3 <sup>rd</sup>	89%	78%	91%	13%
4 <sup>th</sup>	56%	73%	72%	-1%
5 <sup>th</sup>	68%	83%	84%	1%

In 2012, Reading CRCT scores in grades 3<sup>rd</sup> and 4<sup>th</sup> increased by an average of 3%.

Students declined in 5<sup>th</sup> grade, which is concerning given the minimal requirements needed to

meet proficiency standards. Overall 95% of students are meeting or exceeding standards in Reading; however, an area of weakness noted was the SWD subgroup, which had 15.4% of students not meeting standards in Reading.

MRES's goal is ninety percent or more of students meeting or exceeding in Science and Social Studies on the CRCT. In 2012, students meeting and exceeding in these areas averaged at 82%. This achievement gap between Reading, Science, and Social Studies strongly indicates the need for disciplinary literacy instruction.

Further disaggregation of data within subgroups showed 100% of gifted and ELL students meet expectations in reading, ELA, and science. However, a weakness exists in the number of gifted students who did not exceed standards in math, science, and social studies. These scores were: 15% did not exceed in math and science, and 27% did not exceed in Social Studies. Additionally, 25% of our ELL population did not meet the standards for Science. A STEM focus would help improve student achievement in these disciplinary literacy subgroups.

Table 1.2

Georgia Kindergarten Inventory of Developing Skills

	2009-2010	2010-2011	2011-2012	Change 2011/2012
Reading	84.5%	87.5%	87.1%	-0.4%
Writing	80.4%	69.2%	67.3%	-6.2%
Listening/Speaking/Viewing	89.1%	90.6%	88.1%	-1.9%
ELA Total	85.4%	84.9%	83.7%	-1.2%

GKIDs results have also declined over the last two years in every area assessed. The writing portion showed the greatest decline with 67.3% of students in Kindergarten meeting the

standard. Lack of basic language and literacy practices prior to entering school hinders student's disciplinary writing ("The Why", p.22).

Table 1.3

5th Grades Writing Assessment

Student Group/# of	2010 DNM	2011 DNM	2012 DNM
Students			
All Students	15%	22%	14%

Another literacy aspect assessed by MRES is writing ("The Why", p. 117). Writing scores; Table 1.3, shows writing as an area of weakness for students. This could also be directly related to Table 1.1, ELA results in 4<sup>th</sup> grade being below the 90% school goal. GPLNA, indicate concerns teachers have for the effectiveness of writing instruction across the curriculum. Eighty-three percent of teachers report they need more training in best writing practices and interdisciplinary writing.

To access basic literacy, Dibels Next is administered three times a year. Based on individualized results, teachers will begin the decision making process for RTI for at risk students ("The Why", p. 99). The LLT analyzed the data found in Table 1.4 and recognize students enter Kindergarten with low-level Oral Language skills. Additionally, 15% of students did not meet the benchmark for Whole Words Read in 2012 in 1<sup>st</sup> grade and 48% in 2<sup>nd</sup> grade.

Table 1.4

Phoneme Segmentation Fluency

	2010	2011	2012	Change 2011/2012
Kindergarten	92%	92%	85%	-7%
1 <sup>st</sup>	97%	82%	85%	7%

Table 1.5

Nonsense Word Fluency- Whole Words Read

	2010	2011	2012
1 <sup>st</sup> Grade	NA	NA	85%
2 <sup>nd</sup> Grade	NA	NA	52%

Table 1.6

Oral Reading Fluency-Words Read

Grade	2010	2011	2012	Change 2011/2012
1 <sup>st</sup>	81%	72%	71%	-1%
2 <sup>nd</sup>	70%	68%	76%	+8%
3 <sup>rd</sup>	55%	49%	56%	+7%
4 <sup>th</sup>	38%	64%	95%	+9%
5 <sup>th</sup>	NA	56%	51%	-5%

Table 1.7

Oral Reading Fluency Accuracy

Grade	2010	2011	2012	Change 2011/2012
1 <sup>st</sup>	NA	NA	71%	NA
2 <sup>nd</sup>	NA	NA	88%	NA
3 <sup>rd</sup>	NA	NA =	81%	NA
4 <sup>th</sup>	NA	NA	95%	NA
5 <sup>th</sup>	NA	NA	34%	NA

Table 1.8

Retell Comprehension

Grade	2010	2011	2012	Change 2011/2012
1 <sup>st</sup>	NA	NA	86%	NA
2 <sup>nd</sup>	NA	NA	82%	NA
3 <sup>rd</sup>	NA	NA	78%	NA
4 <sup>th</sup>	NA	NA	72%	NA
5 <sup>th</sup>	NA	NA	52%	NA

Table 1.9

**DAZE** 

Grade	2010	2011	2012	Change 2011/2012
3 <sup>rd</sup>	NA	NA	53%	NA
4 <sup>th</sup>	NA	NA	51%	NA
5 <sup>th</sup>	NA	NA	55%	NA

The Dibels' tables above; 1.4-1.9, shows the number of students meeting benchmark declines as the text becomes more complex. The striking declines in retell comprehension and DAZE scores in 5<sup>th</sup> grade shows text complexity interferes with comprehension. Additionally, retell quality diminishes between 2<sup>nd</sup> and 3<sup>rd</sup> grade. Students are rapid word callers but are unable to comprehend text. ORF and comprehension are also major concerns as evidenced in tables above.

Table 1.10

Summer Regression Dibels Next

Composite Scores	End of 2011	Beginning of 2012	% Change
Kindergarten to 1st	23%	35%	-12%
1 <sup>st</sup> to 2 <sup>nd</sup>	24%	26%	-2%
2 <sup>nd</sup> to 3rd	17%	33%	-16%
3 <sup>rd</sup> to 4 <sup>th</sup>	36%	51%	-15%
4 <sup>th</sup> to 5 <sup>th</sup>	39%	52%	-13%

Table 1.10; data indicates students are not maintaining grade level skills over extended breaks, which could be due to lack of access and exposure to grade level text. Data shows that students are spending little to no time reading over the summer break.

Table 1.11

Student Lexile range 3<sup>rd</sup> & 5<sup>th</sup>

	2010-2011	2011-2012	% Change
% of 3 <sup>rd</sup> graders achieve Lexile of 650+	60%	70%	+10%
% of 5 <sup>th</sup> grade to achieve Lexile 850+	45%	71%	+26%

The ability to read is a direct indicator of a student's future success; therefore, a student's ability to read must be assessed and analyzed in multiple ways ("The Why", p. 105). One such assessment tool available on CRCT reports is a student's Lexile scores. Table 1.11, shows approximately 30% of 3<sup>rd</sup> and 5<sup>th</sup> graders fall below Lexile bands during gateway years. At this time MRES does not have the means to efficiently progress monitor student Lexile scores.

Table 1.12

MRES All Personnel SY2012

		Administrators	Teachers
Personnel	Full-time Part-time	1 1	36 2
Gender	Male Female	0 1	2 36
Certificate Level	4 Yr Bachelor's 5 Yr Master's 6 Yr Specialist's 7 Yr Doctoral Other *	0 0 2 0 0	20 8 10 0
Race/ Ethnicity	Black White Hispanic Asian Native American Multiracial	0 2 0 0 0	4 34 0 0 0 0
Years Experience	<1 1-10 11-20 21-30 > 30	0 0 2 0 0	1 11 13 12

Table 1.13

Teacher retention data

	2011	2010	2009	2008	2007
MRES	95%	95%	95%	95%	96%

Teachers at MRES hold student achievement as its' highest priority. All teachers are 100% highly qualified, veteran teachers, who bring a range of experiences and instructional expertise into the classroom. MRES is dedicated to strategically strengthening our school's literacy plan through disciplinary integration of the universal design for learning. Our school-wide STEM initiatives will also assist in improving disciplinary literacy.

# PROJECT PLAN, PROCEDURES, GOALS, OBJECTIVES AND SUPPORT

MRES is committed to building a cycle of community literacy, which begins at birth. We are a close-knit community and most of our students live less than five miles away. Table 1.1 reflects our school goals, which are aligned with system priorities of expanding disciplinary literacy. As we work within our building and community to build literacy skills from birth through high school graduation, the following goals emerge from the "why" and the "what" of our literacy plan and will address our areas of concern as we work to ensure our students' college-and-career-readiness.

Table 1.1

Goals	Objectives	Measure	Funding
To provide a summer "Intervention Prevention" academy for all students.	<ol> <li>Provide evidenced-based literacy practices.</li> <li>Provide high quality instruction in vocabulary, oral language, &amp; comprehension.</li> <li>Screen students for receptive and expressive language difficulties as well as receive intense support in phonological and phonemic awareness, word recognition, decoding, and fluency. ("The What," p. 7).</li> </ol>	1. Formative 2. Formative and Summative 3. Formative	No other funding necessary
Increase student achievement in grade level accuracy and fluency.	<ol> <li>Students apply grade level phonics and word analysis skills.</li> <li>Improve student Lexile levels so that all students exit grade level at or above the grade level band range.</li> </ol>	Formative, summative, and diagnostic     Summative	Local funding, Title I budget
Provide differentiation at the core level.	<ol> <li>Improve student achievement in constrained grade level skills, including word recognition, phonics, and decoding. This objective insures that students exit kindergarten and first grade with sufficient decoding skills to build accuracy and fluency in second grade and beyond. ("The What," p. 7).</li> <li>Improve student Lexile levels so that all</li> </ol>	1. Summative and diagnostic CRCT and DIBELS 2. Summative CRCT	Local funding, Title I budget

	students exit grade level at or above the grade level band range.		
Goals	Objectives	Measure	Funding
Integrate literacy and comprehension skills in content areas.	<ol> <li>Increase the number of students who meet expectations on the CRCT in science and social studies and increase the number of students moving from meet to exceeds in these areas.</li> <li>Provide students with sufficient experiences reading content texts.</li> <li>Provide teacher training in explicit literacy strategies that support core and content reading.</li> <li>Provide classrooms and media center with multiple modes of non-fiction text aligned to content standards.</li> <li>Provide school-wide access to 21<sup>st</sup> century technology resources ("The Why," p. 56).</li> <li>Decrease the number of students with underachieving Lexile scores ("The Why," p. 111).</li> </ol>	1. Summative 2. Formative and Summative 3. Formative and Summative 4. Formative 5. Formative	Local funding, Title I funds
Identify and purchase gold standard, scientifically proven, research-based, and/or evidence-based interventions for Tier 2, Tier 3, and Tier 4 and provide teacher training and support to ensure fidelity of implementation.	<ol> <li>Provide professional learning in improving the decision making process in RTI implementation and delivering interventions with fidelity. ("The What," p. 8).</li> <li>Implement best instructional practices in disciplinary literacy and literacy practices for a school wide STEM focus ("The Why," p. 124, 131-134).</li> </ol>	1. Formative 2. Formative	Local funding

Increase rigor across the curriculum and improve children's ability to think independently and critically.	1. Train teachers to meet the rigorous demands of the common core standards, ask higher level questions, create more rigorous lessons, and produce independent thinkers through the use of Science, Technology, Engineering, and Math (STEM) training and SIM certification training.	Formative     Summative	No other funding necessary
Increase student and teacher access to multiple modes of text via technological sources.	<ol> <li>Expand hardware, software, and professional development and training to enhance the curriculum, engage students, and increase rigor in attainment of literacy skills for the 21<sup>st</sup> century.</li> </ol>	1. Formative 2. Summative	No other funding necessary

MRES is committed to providing a dedicated 90-120 minute block for literacy instruction for all students in self-contained classrooms ("The What," p. 5). Students in grades 3-5 receive a minimum of two to four hours for literacy instruction, ensuring that literacy instruction extends into all content areas ("The What," p. 6). MRES dedication to disciplinary literacy is reflected in Table 1.2. Additionally, class scheduling incorporates a forty-five minute intervention block to address identified student literacy needs. Based on student literacy needs, intervention groups are formed and inclusive of all staff members including: certified, non-certified, and support staff.

0.00

Table 1.2

MRES Literacy Schedule Grades K
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MICES Elieracy Schedule Grades H-5	
Kindergarten Schedule:	Third Grade Schedule:
8:00-10:20 - Reading (140)	8:00-8:45- Intervention Block (45)
10:20-10:40 - Calendar Math (20)	8:45- 9:30 – Special Areas (45)
10:40-11:26 – Lunch (46)	9:30-11:45 – Reading (135)
11:30-1:10 – Math* (100)	11:50-12:25- Lunch (35)
1:10-1:30 - Recess (20)	12:25-12:40-Recess (15)
1:30-2:10- Special Areas (40)	12:40-1:35-Math * (55)
2:10-2:25- Read Aloud (15)	1:35-2:10-Math (35)
	2:10-2:25-Read Aloud (15)

First Grade Schedule:	Fourth Grade Schedule:
8:00-8:45- Intervention Block (45)	8:00-8:40- Intervention Block (40)
8:45-10:45-Reading (120)	8:40-10:30 - BLOCK 1 (Reading/Math) (110)
10:45-11:00-Read Aloud (15)	10:30-10:45 – Recess (15)
11:00-11:46- Lunch (46)	10:45-10:50 - Change Classes (5)
11:50-12:25- Math (35)	10:50-11:10 - Read Aloud (20)
12:25-12:45 –Recess (20)	11:10-11:55- Special Areas (45)
12:45-1:30- Special Areas (45)	12:00-12:40- Lunch (40)
1:30-2:25- Math* (55)	12:45-2:25- BLOCK 2 (Reading/Math) (100)
Second Grade Schedule:	Fifth Grade Schedule:
8:00-8:45 – Intervention Block (45)	8:00-8:40- Intervention Block (40)
8:45-9:30 – Math (45)	8:40-10:25 –BLOCK 1 (Reading/Math) (105)
9:30-10:15 - Special Areas (45)	10:25-11:10 - Special Area (45)
10:15-11:00 – Math* (45)	11:10 – 11:30 – Continue BLOCK 1 (20)
11:00-11:20 – Recess (20)	11:30 – 11:35- Change classes (5)
11:20- 12:00 – Lunch (40)	11:35-12:00 – BLOCK 2 (25)
12:05 – 2:05 – Reading (120)	12:00-12:15 – Recess (15)
2:05 - 2:25 - Read Aloud (20)	12:15-12:50 – Lunch (35)
	12:50-2:25 –BLOCK 2 (95)

<sup>\*</sup>time allowed for scientifically evidenced based core small group instruction

A four tiered Response To Instructional approach is in place system wide, and is based on formative, summative, and diagnostic assessments ("The Why," p. 125). This approach is used to identify and address students' academic needs and to serve as a decision making process for atrisk students. Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of our model. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional needs of the students ("The Why," p.38).

Table 1.3

MREC	DTI	Instruction	al Madal

Tier 1 Schedule	Tier 2 Schedule
Reading Core	Reading Core Reading Support

English/Writing	English/Writing
Math	Math
Content Reading in Science	Content Reading in Science
Content Reading in Social Studies	Content Reading in Social Studies
Special Areas	Specials Areas
Tier 3 Schedule	Tier 4 Schedule
Integrated Reading Core Program	Reading
English/Writing	English-supported instruction
Math	Math-supported instruction
Content Reading in Science	Content Reading in Science-supported instruction
_	Content Reading in Social Studies- supported
Content Reading in Social Studies	instruction
Personalized/Direct Reading Instruction	Personalized/Direct Reading Instruction
Adaptive PE	Adaptive PE

MRES project plan takes into consideration the needs of all stakeholders. It is our mission to provide individualized instruction based on specific student learning needs. We are committed to the development of literacy and the use of research-based best practices and interventions to ensure all student meet Georgia Literacy Task Force's definition of literacy ("The Why", p. 23). This dedication will assist us in preparing students to be lifelong learners and effectively implementing our county's mission statement; "Graduation and Beyond...

Creating Lifelong Learners".

### Assessment/Data Analysis Plan

The staff at Mission Road Elementary School assesses literacy skills and recognizes the ability to read is the "bedrock" for all instruction ("The Why", p. 98). MRES uses both formal and informal assessment data to assess the effectiveness of the instructional program, to determine individual students reading ability, to make informed instructional decisions and to determine the effectiveness of interventions used in the decision making process of RTI. Universal screening, progress monitoring, and diagnostic data are collected to ensure this is taking place and to continuously drive instruction at MRES ("The Why", p. 99). When comparing the school's current assessment protocol to the SRLC, assessments directly aligned include DIBELS Next and CRCT. As reflected in Table 1.1, a plan has been developed to add the Informal Phonics Screener (IPI) to diagnose decoding skills in grades K-5.

Table 1.1

MRES Literacy Assessment Plan

Assessment	Purpose	Skills	Frequency	Who is assessed	Who is Responsible	How is it Analyzed
DIBELS Next K-5	Screening and Progress Monitoring	Phonemic Awareness, Alphabetic Principal, Fluency	Screening 3 times a year/ PM as needed	K-5	Classroom Teachers/ Administrators	Use program recommendations and the flow chart in "The Why" p. 103 that is embedded below this table.
OAS Benchmark Assessment	Progress Monitoring	ELA from CRCT	3-4 times a year	3-5	Classroom Teachers/ Administrators	Data provided in program reports; collaborative data team analysis; trend lines; rate of progress; intervention effectiveness, identification of RTI tier level for instruction and/or support.

CDCT		TOT A		T	1 11 0 10 1	T-=
CRCT	Outcome	ELA,	Once	3-5	All Certified	Georgia LDS exports;
		Reading	annually		Staff	disaggregated by All,
						ethnicity, SWD, ED,
				ļ		Gender, Gifted; data and
						preliminary analysis
						disseminated to grade
	1		XX			levels and content
	1			l.		teachers; data teams
					"	continue analysis for
1						areas of concern; root
	1					cause analysis; identify
75			İ			instructional
						500
						implications of data
Access for	Screening	Tomorroso	0	Tr. 6	DIT TO 1 /	analysis.
ELL	Screening	Language	Once	K-5	ELL Teachers/	ACCESS data is
ELL			annually	ļ	Administrators	analyzed by the ESOL
				]		teacher and the principal
						to determine the
						percentage of students
				}	İ	who moved from one
						performance band to the
						next.
Informal	Diagnostic	Decoding	3 times per	K-5	Classroom	IPI data is analyzed by
Phonics	=		year		Teachers/Admi	classroom teachers to
Screener			-		nistrators	diagnose phonograms
						needed for instruction to
						assist in decoding skills.
System	Diagnostic	Writing	4 times per	K-5	Classroom	Teachers analytically
Writing		J	year		Teachers/Admi	score students writing
Prompts			<b>J</b>		nistrators	using system produced
					instructors	rubrics. Feedback is
10° 20°						provided to students and
						challenges are identified
						and addressed through
State	Outcome	Writing	January.	3 <sup>rd</sup> -5 <sup>th</sup>	Classroom	instruction.
Writing	Outcome	witting	January-	<i>3</i> -3		Student writing is
Assessment	]		March		teachers/Admin	analytical scored and
Assessment		İ			istrators	disaggregated by ALL,
		ļ			]	ethnicity, SWD, ED,
						Gender, Gifted. Analysis
						is disseminated to
			ļ			teachers to identify areas
						of concern, identify
		21				implications of data
						analysis.

Additionally summative and diagnostic data is analyzed each summer during a summer "Data Dig". The priority of the team is to disaggregate data to evaluate the effectiveness of

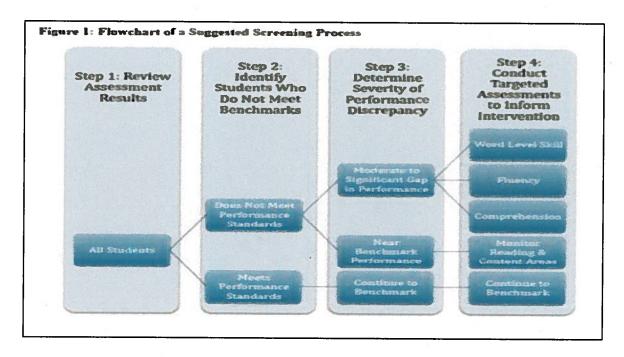
instruction. Data dig results are visually organized and disseminated to all stakeholders via the School Improvement Plan, Welcome Back Faculty Meeting, Open House, and the school's website ("The Why", p 105). All data collected is used to plan for instruction for the upcoming school year. Schedules, intervention groups, teacher and student assignments will be developed based on collected assessment data. Data collected throughout the school year is also analyzed by the LLT and students not making sufficient progress are further analyzed to evaluate the effectiveness of instruction and interventions and to add or modify interventions.

The IPI will be administered during the DIBELS Next Benchmark periods. In order for MRES to directly align our school's assessment plan to the SRCL, an IPI will be used to diagnostically assess students three times a year. To address the addition of the IPI, training will be needed in effective administration, scoring, and analysis of diagnostic data collected from the IPI. Additionally, gaps exist in teachers' perception of their ability to analyze assessment data and use it to plan differentiated instruction. A high priority is being placed on providing training to address these needs.

Student data is also collected throughout the school year to determine whether students are adequately responding to curriculum and instruction ("The Why", p. 105). This data is reviewed with parents 3 times a year during parent conferences. Students who require more intensive instruction and interventions are progress monitored more frequently to assess the effectiveness of instruction. Overall performance data is presented during Open House and throughout the year during Local School Council meetings. The flow chart in Table 1.2 illustrates the suggested screening process ("The Why", p. 103) to address students who are not making adequate progress and to assess achievement gaps.

Table 1.2

Flow Chart of Suggested Screening Process ("The Why," p. 103)



MRES is committed to ensuring all students are literate based on Georgia's definition for literacy. This definition "encompasses the ability to access, use, and produce multiple forms of media, information and knowledge in all content areas" ("The Why", p 94). This requires teachers to use a balanced assessment approach to incorporate both teacher-produced and vendor-produced formative assessment tasks. Teachers must also have the knowledge and understanding of how to access, analyze, and utilize the data to make instructional decisions.

As Georgia fully implements the CCGPS, the assessments will change to align to the CCGPS. Georgia is a member of the PARCC consortia, which designs Common Core assessments and guidelines for their administration and scoring ("The Why," p. 119). When the PARCC assessments are implemented, several assessment processes in place at MRES will change. Currently, most standardized assessments are administered as pencil-and-paper,

multiple choice tests. PARCC will change this. At the elementary school level, the assessments will only be administered online ("The Why," p. 119). Our current technology does not support online assessment of all students; more computers will be required.

The test format will change to a "combination of constructed-response items, performance tasks, and computer-enhanced, computer-scored items" ("The Why," p. 119).

Assessment will be administered in a summative, "Through-Course" design four times a year.

Our teachers and students will require information and training on the new format if we are to be successful. As we implement our school literacy plan and assessment plan, we will prepare our students to succeed on whatever type of assessment they are given.

In order to ensure our students are prepared, MRES teachers will need to be fully equipped with the knowledge and understanding of the assessment/data analysis plan. This will be accomplished through the implementation of the following trainings:

- Technology training to access, organize, analyze, disaggregate, and disseminate data
- Informal Phonics Inventory Training
- Refresher training in administering Dibels Next
- Training on how to input, print, analyze, and apply Dibels Next training
- Training on identifying specific literacy needs and
- Professional learning in research-based interventions to address decision made in the RTI process
- School-wide training on interpreting ACCESS data for ELL students and differentiating instruction based on this data ("The Why," p. 158)
- Administrative training on foster a data-driven culture within the school
- Develop and maintain a school wide data system ("The Why," p. 120-121)
- Teach students on how to self monitor and establish goals
- Implementation and analysis of disciplinary writing

We are committed to ensure every teacher in our building has the knowledge and understanding of (a) what data is available; (b) how to analyze data in collaborative data teams using all available technologies (i.e., Excel, LDS, our student information system); (c) how to

interpret results; and (d) how to design interventions to support struggling learners so that we provide the best learning environment and guarantee our students' disciplinary literacy.

### Resources, Strategies and Materials

Mission Road Elementary has a focus on not only student compliance, but student engagement. We strive each day to encourage engagement through relevant, rigorous lesson that address the CCGPS. In order for MRES to successfully implement the literacy plan and incorporate the universal design for learning and our STEM focus, strategies and materials will need to be made available for parents, teachers, students, administration, and community members. When developing the list of resources needed, careful consideration was made in aligning our school's literacy plan to the SRCL plan. To foster our literacy program, the following resources will ensure all stakeholders are equipped with the necessary tools needed to prepare college and career ready students.

#### Resources Needed:

- Classroom sets of leveled texts to support the scientifically evidence-based core reading program
- Gold standard evidence-based intervention materials to support the intervention block
- Research based scientifically evidenced reading materials to support the intervention block (K-2)
- 21<sup>st</sup> Century technology STEM lab for students and teachers to access
- Software to assess student literacy
- EBooks
- EReaders
- Informational texts (electronic and print) aligned to CCGPS
- Interactive boards and projectors in classrooms and labs
- Professional learning and training
- Improved infrastructure and network
- Media capability to effectively communicate literacy with all stakeholders

## Existing Strategies that Support Literacy:

- Daily collaborative planning time
- Uninterrupted literacy instruction
- Pacing guide and curriculum map aligned with GPS and CCGPS
- Intervention programs

- Differentiation of instruction
- Access to OAS and LDS
- Common planning
- Common benchmark tests
- Thinking Maps trainers
- Remediation
- Standards-based classroom instruction
- Ongoing formative and summative assessments
- Writing in all subject areas

#### Shared Resources:

- Research based scientifically evidenced core program
- Classic core vocabulary read aloud books by grade level
- Read aloud library for kindergarten
- Research based scientifically evidenced Kindergarten core program
- Research based scientifically evidenced intervention materials (K-2)
- Research based scientifically evidenced reading materials (3-5)
- Science and Social Studies expository texts
- Recently published gold standard evidenced based intervention materials

#### Media Center Resources:

- Current library resources
  - o 8, 036 books available for student and teacher check-out
- 10 computers available for student use
- 1 interactive whitehoard
- Novel sets

# Strategies Needed to Support Literacy:

- Have more teachers obtain reading endorsement so they can diagnose reading problems and address deficiencies.
- Intensive Care Unit Data room that targets At-Risk students and is used to monitor their progress. This room allows us to progress monitor and use the decision making process for RTI.
- Establish protected literacy time throughout every school day.
- Develop a content specific literacy plan for classes other than reading.
- Design and implement an initiative for community members to invest in literacy for our schools and community.
- Professional Learning and Coaching in implementation of interventions with fidelity
- Strategic instruction model and training for content enhancement strategies in content areas
- Multiple means of accessing diverse media to obtain and present informational text

- Community Collaboration including community forums/workshops on reading theory and best practices for pre-school and adolescent literacy Evidence-based content literacy instructional best practices
- Three-week differentiated lesson plans aligned to student needs

#### Current Classroom Resources:

- At least 2 computers in most classrooms
- 1 document camera per grade level
- 4 classrooms with interactive whiteboards
- Research based scientifically evidenced core program
- Core reading program for grades K-5 with a school, home, and inquiry technology piece
- Shared leveled texts and center resources support the program.
- Systematic, explicit phonological and phonemic awareness program at the kindergarten level
- Read aloud lessons for kindergarten

Not only is technology vital in the workplace, it has become the major tool for young people to communicate with one another. "New technologies and new job tasks have changed the meaning of what it means to write and write well." (Lenhart, et al, 2008, p. 3) To fully implement the SRCL, the literacy initiative will be strengthened by utilizing tools that promote digital literacy, communication, and inventive thinking through the effective use of real-world tools ("The Why," p. 57). In order for teachers to prepare students to compete in the global marketplace, students must be able to reason, persevere in problem solving, communicate interactively, and collaborate or work in teams ("The Why," p. 51).

By providing students access to STEM labs, e-books, e-readers, digital media, 1 to 1 computing, interactive projectors, and document cameras, we will cultivate a community of students engaged in real life, hands on, interactive, and relevant experiences. These technologies will foster inventive thinking and high productivity. Improved student access to a variety of digital media offers students a variety of texts with interactive and differentiated activities that

promote student engagement ("The Why," p. 62). In an article for EdTech Magazine, titled "21stCentury Skills", the author said, "The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally." (Sturgeon, 2008) Rather than viewing technology as a distraction, educators must learn to rethink instruction in order to leverage their students' fascination with technology rather than to see it as a distraction only. ("Why," p. 56-58)

# **Professional Learning Strategies**

Reading development is one of the most important goals of Mission Road Elementary.

Every staff member holds literacy instruction as its highest priority and is committed to building and sustaining a school culture based on literacy. Professional learning opportunities will assist all staff members in improving interdisciplinary literacy which will produce students who are college and career ready.

During the 2011-2012 school year all teachers participated in one or more learning communities. Table 1.1 lists all professional learning opportunities held during the 2011-2012 school year. Many of the professional learning activities are also taking place this school year.

Table 1.1

Teacher participation in professional learning communities

Professional Learning Program 2011-2012	Hours	% of staff Attended	
School-wide Plan Development Data Trends and Digging Deeper 2010	20 hours	25%	
Early Intervention in Reading Training	10 hours	5%	
Imagine It! Training	3 hours	30%	
Vertical Teaming training with Georgia Evans	40 hours	15%	
Depth of Knowledge Training	40 hours	10%	
Math Workshop Training	10 hours	15%	
ELA and Math CCGPS Webinars	10 hours	100%	
CCGPS Math Standards Training	2 hours	100%	
Curriculum Planning in Math, Language Arts and Reading	10 hours	100%	
PowerWriting Training	16 hours	15%	
Thinking Map Training	40 hours	2.5%	
Reading Endorsement Training	150 hours	12%	
ESOL Endorsement Training	150 hours	5%	
Longitudinal Data System Training	2 hours	100%	

Gifted Endorsement Training	200 hours	12%

## **Ongoing Professional Learning:**

- CCGPS Webinars
- Vertical teaming for curriculum alignment
- Math, ELA, Science, and Social Studies committees for curriculum development
- · Reading, Gifted, and ESOL endorsement
- Implementation of Common Core Vocabulary in all grades
- Professional learning and development in the areas of reading, writing, and ELA instruction

The areas requiring professional learning are listed below and are aligned with the school's literacy goals:

- Professional development in UDL, STEM, writing instruction, and comprehension strategies
- Training in gold standard intervention programs in disciplinary literacy
- Advanced training in the scientifically based core reading program
- Advanced training in diagnostic assessment in early reading
- Training in Informal Phonics Inventory
- Full implementation of RTI with fidelity
- Train-the-trainer professional learning to sustain initiatives and literacy processes beyond the end of the SRLC grant.
- Stipends/travel reimbursement and substitute teacher funds for teachers to attend SRCL grant, system and school-level professional learning

However, professional learning must be developed in "ways that promote critical thinking and higher order performance" with the goal of increasing student achievement ("The Why." p. 140). Whether the professional learning comes from a vendor, RESA, the district office, or from qualified instructors within our own building, we are accountable for ensuring that it is differentiated based on the experience of the teacher and that there are resultant credible data by which to measure effectiveness. Any new initiatives or measurable expectations are stressors for

Gifted Endorsement Training	200 hours	12%
if		

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- CCGPS Webinars
- Vertical teaming for curriculum alignment
- Math, ELA, Science, and Social Studies committees for curriculum development
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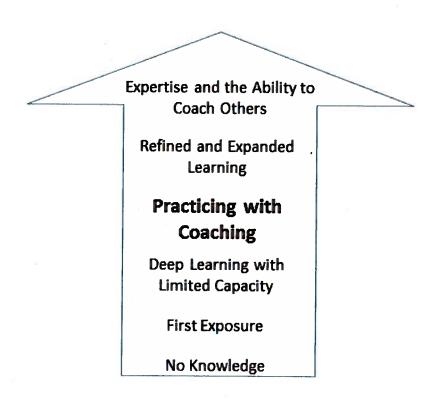
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- Training in gold standard intervention programs in disciplinary literacy
- Advanced training in the scientifically based core reading program
- Advanced training in diagnostic assessment in early reading
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- Full implementation of RTI with fidelity
- Train-the-trainer professional learning to sustain initiatives and literacy processes beyond the end of the SRLC grant.
- Stipends/travel reimbursement and substitute teacher funds for teachers to attend SRCL grant, system and school-level professional learning

However, professional learning must be developed in "ways that promote critical thinking and higher order performance" with the goal of increasing student achievement ("The Why." p. 140). Whether the professional learning comes from a vendor, RESA, the district office, or from qualified instructors within our own building, we are accountable for ensuring that it is differentiated based on the experience of the teacher and that there are resultant credible data by which to measure effectiveness. Any new initiatives or measurable expectations are stressors for

educators; change itself brings stress. Professional learning at MRES will address the multiple stages of professional development learning as illustrated in Figure 1.1 ("The Why," p. 142).

Figure 1.1

Multiple Stages of Professional Development Learning



A variety of methods will be used to measure the effectiveness of the implemented professional learning opportunities. The measurable methods will include, classroom observations using the Georgia Literacy Plan Checklist ("The How," p. 20), school and system focus walk forms, student benchmark data, diagnostic, summative, and diagnostic data. All data should reflect positive academic growth and if the academic growth falls short of expectations, the school will consider a variety of remedies including but not limited to: redelivery, mentorships, observations in model classrooms, and retraining. "For most educators working in

schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs."

(retrieved from http://www.learningforward.org/standards Para. 4)

The following methods will be used to address the effectiveness of professional learning:

- Literacy Focus Walks using the Georgia Literacy Plan Checklist
- Formal classroom observations
- Review of summative data
- Review of diagnostic data
- Review of formative data

Utilizing this plan for implementation and evaluation of professional development places a greater focus on MRES's staff needs and not the material resources. Our goal in professional learning is very similar to our literacy goals, which assesses and addresses individual needs. Emphasis must be placed on meeting individual staff needs and will be most effective when professional learning developers attend to the needs of our teachers by providing ongoing, targeted, and strategic learning ("The Why," p. 142).

#### Sustainability

MRES is committed to student literacy and has a dedication to ensure every child exits elementary school with the literary foundation needed to be successful at the next level. The SRCL assessment plan will be used to ensure literary success at MRES. Assessment drives instructional decisions. Universal screening, progress monitoring and diagnostic assessment are currently in place at MRES and will continue to assist in evaluating our student's academic success and appropriate identification of individuals needing support. ("Why", p 104). MRES follows the system developed formative assessment calendar based on local, state, and program guidelines, including a specific timeline for administration. ("How", 3 C 3, p 37; "What" Building Block 3, A 1-5, p 8).

The Response to Intervention Coordinator and the Literacy Specialist will assist in monitoring this data and will continue to train and mentor teachers on collection, analysis, and utilization of data. ("How" Building Block 3, p 83).

Engaging all stakeholders in student literacy has been an ongoing focus at MRES and will not end when grant funds end. The school collaborates not only with parents and community members but also works closely with the CTAE director to build the school's STEM focus and to enhance the school's awareness of college and career readiness expectations. ("How" p 49).

Table 1.1

Coordination of Funding Plan Beyond SRCL Grant

Initiative	SRCLG Funding	Other Funding Sources
Parent/Community	Establish "literacy" center	Title I, III,
Engagement/Involvement	-	Bartow Educational
	æ	Foundation,
		Summer Six Flag Tickets,
		Local Funds, PTO
		(will maintain updates to

		parents via website, school and teacher newsletter, and email.)
Professional Learning	Literacy Professional learning for all teachers	Title I-III; IDEA Pre-School
Tier I Materials	Universal Screener/progress Monitor and Technological Resources	Local/State funds SPLOST monies
Tier II Material	Software	Title I funds, 20-day funds
Tier III/IV Material	Software	Title I funds, 20-day funds, IDEA funds
Print Material		Bartow Education Foundation, Local Funds
Formative/Summative Assessment	SRI	Title II, IDEA (SWDs)
Instructional Technology		SPLOST

Our Superintendent and the Director of the BCSS Technology also works diligently to ensure all requested technology support materials can be maintained and supported by the technology department. SPLOST monies will be used for infrastructure upgrades needed to support the integration of new technology needed for STEM, disciplinary literacy, and 21<sup>st</sup> Century skills. ("How" Building Block 3 A, p 34; Building Block 3 B, p 36; Building Block 3C p 37).

The school literacy plan is the vital component of literary success at MRES. The literacy plan will be review with all teachers at the beginning of the school year and will be reviewed monthly through Literacy Bulletins. With the administration's support, teacher leaders will train new staff members on disciplinary literacy. Support is also in place at the system level in the form of funding to provided 'New Teacher Orientation/Institutes' and on-going continuous professional learning ("What" Building Block 5 B, p 44; Building Block 6 B, p 49) The school system's highest priority is on recruiting and retaining a strong professional workforce.

When intervention programs that require training are implemented; system personnel will be identified to become certified trainers to support ongoing training. The "Intervention

Convention" program will include annual opportunities for teachers from every system school to attend training, acquire skills in implementing and assessing interventions, and using progress monitoring assessments to plan and inform instruction. ("What", Building Block 3, 3 and 5, p

8) If the SRLC grant is awarded the greatest gain will be in building teacher capacity in leading literacy learning. Moreover, our school system is committed to the rigor of literacy development K-12 that the SRLC grant brings.

The SRLC grant funds allow MRES to budget programs and initiatives that we need to close achievement gaps, develop professional learning for our teachers that equips them to serve the needs of students, and ensure that MRES students are prepared with the disciplinary literacy skills and strategies they need for college-and-career readiness. If the SRLC grant is awarded, the funds will allow us to purchase technology, programs, and initiatives to assess all students and to support those who struggle in literacy learning. Budget items that need funding include the following:

- Curriculum, Instruction, and Assessment
  - o Lexile score benchmark progress monitoring program
  - o 21<sup>st</sup> Century Technology
  - o High-interest, diverse texts with a STEM focus and supporting the CCGPS to be used across the curriculum
  - o Textbooks that must have e-text capability
  - E-books that support CCGPS with a focus on literary and, especially, informational and authentic literacy texts
  - o STEM Materials

#### • RTI Support

- o Technology to support RTI
- Professional Learning provided in the following areas:
  - Use of purchased assessment process (screening, diagnosing, progress monitoring)
  - O Use of data, data analysis, root cause analysis for instructional implications and to develop a universal design for learning
  - o Full implementation of RTI with fidelity
  - o Effective use of purchased Internet-based programs or software with ongoing vendor support
  - o Best practices in literacy learning an disciplinary literacy
  - o Best practices in disciplinary writing and assessment of student writing
  - o Teacher participation in the Reading Endorsement
  - o Stipends and substitute teacher funds for teachers to attend SRCL grant and implementation training, system and school-level professional learning
  - o Train-the-trainer professional learning to sustain initiatives and literacy processes beyond the end of the SRLC grant.

#### • Community Collaboration

- Community forums/workshops on reading theory and best practices for preschool and elementary parents
- o Training for mentors of MRES students in effective literacy strategies

The SRLC grant will fund items that MRES can not 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" ("The Why," p. 31). Thus, we will equip our students to meet Georgia's goal for all students to "become self-sustaining, lifelong learners and contributors to their communities" ("The Why," p. 31). By accomplishing this we will create a continuous cycle of literacy in our community.

Budget Items			
<u>Item</u>	Quantity	<u>Unit</u> Amount	
21st Century Technology	1	TBD	
e-books library and e-texts	TBD	TBD	
Digital book publishing software	TBD	TBD	
Imagine It Decodable Books (1 set per			
classroom)	5	TBD	

Professional Learning		
Disciplinary literacy	TBD by CO	
RTI	TBD by CO	
Diagnostic assessment training	TBD by CO	
Universal Design for Learning	TBD by CO	
Professional learning communities	TBD by CO	
Use of classroom technologies	TBD by CO	
How to analyze data and use it to inform instruction	TBD by CO	
Literacy training for community stakeholders	TBD by CO	
STEM training	TBD by CO	