

# School Profile

Created Wednesday, September 10, 2014

Updated Monday, December 01, 2014

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## Page 1

### School Information

System Name:	Charlton
School or Center Name:	Folkston Elementary
System ID	624
School ID	199

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Name:	Michael F. Walker
Position:	Principal
Phone:	912-496-7369
Email:	mwalker@charlton.k12.ga.us

### School contact information

(the persons with rights to work on the application)

Name:	Amanda Jackson
Position:	Instructional Supervisor
Phone:	912-496-7369
Email:	ajackson@charlton.k12.ga.us

### Grades represented in the building

example pre-k to 6

K-3

### Number of Teachers in School

30

### FTE Enrollment

474

# Grant Assurances

Created Monday, December 01, 2014

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## Page 1

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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

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

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

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

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- Yes

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

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- Yes

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

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- Yes

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

# Preliminary Application Requirements

Created Monday, December 01, 2014

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## Page 1

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

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

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

- 
- Yes
- 

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

[SRCL Scoring Rubric-Cohort 4](#)

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

- 
- Yes
- 

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

[SRCL Required Assessments Chart](#)

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

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• I Agree

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

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

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

## Conflict of Interest & Disclosure Policy

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

### **b. Employee Relationships**

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



## Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
  - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**  
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
  - 2. Exclusion from subsequent GaDOE grant opportunities.
  - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

**III. Incorporation of Clauses**

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



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

\_\_\_\_\_  
John D. Lairsey, Superintendent  
Typed Name of Fiscal Agency Head and Position Title

12-1-14

\_\_\_\_\_  
Date

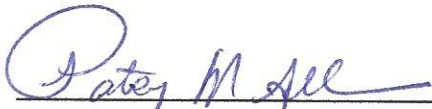


\_\_\_\_\_  
Signature of Applicant's Authorized Agency Head (required)

\_\_\_\_\_  
Barbara L. Hannaford; Director, Curriculum & Instruction  
Typed Name of Applicant's Authorized Agency Head and Position Title

12-1-14

\_\_\_\_\_  
Date



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

\_\_\_\_\_  
Patsy M. Allen; Finance Director  
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

12-1-14

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

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Barbara Hannaford


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

Address: 1259 Third St.

City: Folkston Zip: 31537

Telephone: ( 912 ) 496-2596 Fax: ( 912 ) 496-3019

E-mail: bhannaford@charlton.k12.ga.us

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

John D. Lairsey, Superintendent  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-1-14  
Date (required)

## A History of Charlton County Schools:

Located on the edge of the internationally renowned natural treasure, the Okefenokee Wildlife Refuge, Charlton County School System is comprised of faculty and staff who realize that the county's most important treasure is its children. It is our job to work with students, parents, and the community to ensure their success. It is a job we do not take lightly.

To that end, the district serves 1673 students in four schools – St. George Elementary, Folkston Elementary, Bethune Middle School and Charlton County High School. Our 211 full time employees work together to provide the best possible experiences that we can for our students. Our system is accredited by the Georgia Accrediting Commission and complies with the rules, regulations and standards set by the Georgia Department of Education and by Bright from the Start: Georgia Department of Early Care and Learning.

Traditionally, the relationship between our schools and community has been a positive one. While our schools continue to be the center of some community activities, such as athletic events and band concerts, fewer people depend on the schools for social gatherings and entertainment. The community does support its schools: Each voter referendum for E-SPLOST has passed. Our most recent E-SPLOST referendum resoundingly passed in 2012. Of 1,267 voters (26% of registered voters); 939 (74%) voted YES to continue the one-cent sales tax for another five years, while 299 voted NO.

In 2013, CCSS partnered with Family Connections, Babies Can't Wait, Head Start, the Charlton County Health Department, Concerted Services, the GEO Group and Okefenokee Technical College to close the literacy gap in our community through Georgia's Grade-level Reading Initiative. District and school personnel serve on the Grade Level Reading Strategy Team (GLRST) which meets monthly to prioritize our needs based on current data, to develop wrap-around services to promote grade-level reading, and to monitor our 3-year implementation plan. In addition, CCSS was awarded the SCRL Grant: Birth to Five in June 2014. This invaluable grant award significantly enhances the work of our GLRST and serves as an impetus for our SCRL K-12 grant application, extending our literacy efforts to ensure all students graduate college and career ready.

There are many drawbacks about life in a small, rural school system: difficulty in funding, little awarding of grant money from state and federal programs who are seeking systems with large student enrollment and metro systems, and long distances to drive for professional development or to attend most conferences and regional meetings. However, there are also many advantages:

- When we decide to seek a project, we seldom have to form a bureaucratic committee to study the idea for 2 years
- Individual teachers are involved with reform efforts every step along the way, from writing to implementing.
- We have, by necessity, been collaborating with our community clients for years.



- Turf guarding is nonexistent when it comes to coordinating funds and resources for the good of our children.

We are committed as a system to redirect funding when necessary to achieve our system goals. Ensuring our students have life-long literacy skills and are college and career ready are district-wide goals. We are determined to make that happen.

System Demographics:

CCSS is a small, rural district serving a low wealth community. K-12 student demographics for 2014 are presented in the following table:

Student Ethnicity	Number	Percentage
Asian	10	<1
Black	464	28
Hispanic	7	<1
Indian	7	<1
Multi	85	5
White	1100	66
Total	1673	
Special Programs, F/R Lunch		
Sp Ed	133	8
Gifted	133	8
ELL	6	<1
Free	1057	64
Reduced	173	10
Paid	443	26

The following tables disaggregate our school district’s certified and classified personnel:

Certified Personnel Demographics	Number	Percentage
Asian	1	<1
Black	9	7
Hispanic	1	<1
White	114	91
Multi	0	0
Total	125	
Male	29	23
Female	96	77

Classified Personnel Demographics	Number	Percentage
Asian	0	0
Black	35	40
Hispanic	0	0
White	52	60
Multi	0	0
Total	87	
Male	16	18
Female	71	82

#### Current Priorities:

Current District-level priorities include 6 areas of focus:

- Improve student achievement and close the achievement gap between student groups
- Consistently implement and monitor district-wide RTI protocols and interventions
- Enhance current Pre-K literacy instruction through SRCL project implementation, technical guidance, and resources
- Improve K-12 literacy instruction to ensure all students graduate college and career ready
- Implement the CCGPS with fidelity
- Implement Teacher and Leader Keys Effectiveness Systems evaluations with fidelity

#### Strategic Planning:

We are in Year Three of implementing our District Effectiveness Team (DET), which meets monthly for strategic planning to facilitate our district and school improvement work. DET members include our superintendent, associate superintendent, the Directors of Title I/Exceptional Programs, Human Resources, and Curriculum and Instruction, and all principals and assistant principals. In addition, our system-wide leadership meets monthly with a primary focus on professional learning; and our C & I Director represents our district at Okefenokee RESA's monthly Professional Learning Advisory Committee meetings. Our Board of Education is made aware of initiatives as needed.

Prior to the beginning of school in August 2014, our district team held its data review at OKRESA to analyze 2013-2014 student achievement data, Spring Needs Assessment results, and College and Career Readiness Performance Index (CCRPI) reports. As a result of our data review, the following district-level goals, or non-negotiables, provide the foundations for all 2014-2015 initiatives:



## Goals

All teaching and learning activities begin, progress, and end with an in-depth and intense focus on state standards.

Communication with stakeholders is frequent, consistent, meaningful, and documented and includes student progress and celebrations of success.

Teacher and leader effectiveness and growth are promoted and supported with the expectation of improving student learning.

Interventions, based upon formative assessments and other student performance data, meet the needs of individual students and are developed, implemented, monitored, and documented at every Tier of Response to Intervention (RTI).

Formative and summative student achievement data are consistently collected and analyzed to guide instructional planning.

We recognize that an achievement gap exists among our earliest learners. We are aware of the research showing “high-quality preschool language and early literacy experiences are highly correlated with later academic success” (the “Why”, p. 63). Therefore, as part of our strategic planning, we sought and were awarded SRCLG Birth-5 funding. A concerted focus on early literacy instruction is providing our youngest learners with the literacy foundation critical to their success in Grades K-12. Consequently, we seek SRCLG: Grades K-12 funding to advance gains made through our early literacy initiatives, to more expediently address existing achievement gaps, and to provide all students with effective, research-based literacy instruction.

### Current Management Structure:

Although our organizational chart is easily represented by a hierarchical illustration, such a diagram belies the many team levels which complement our management structure. At the district level, our superintendent reports to our Board of Education. The superintendent is assisted by an associate superintendent and a central office staff, which includes our Director of Title I/Exceptional Programs, Director of Curriculum and Instruction, Director of Human Resources, Financial Administration, school nutritionist and support staff. The Superintendent meets monthly with principals to discuss policies, procedures, instructional programs, professional development, and resources. Each school is led by a principal; the middle school and high school management structures include assistant principals. Each school has a school council, a school-level leadership team, and grade-level/content area teams. The primary responsibilities of the school-level leadership teams are to oversee implementation of the School Improvement Plans, to analyze student achievement data and to adjust instructional programs as necessary.

Past Instructional Initiatives have included the following:

- Learning Focused Schools K-12
- Thinking Maps, A Language for Learning K-8
- GPS
- CCGPS
- GELDS
- Classworks
- OdysseyWare
- Teacher Keys Effectiveness System
- Leader Keys Effectiveness System
- Student Learning Objectives
- Writing Across the Curriculum 6-8
- Math in the Fast Lane

Literacy Curriculum

- Big Day in Pre-K
- CCGPS K-12
- Constructed Response
- Literacy Design Collaborative

District Wide Literacy Assessments

- PALS
- PPVT-4
- GKIDS
- GRASP
- GA Milestones EOC
- GA Milestones EOG
- GHSGTW
- Student Learning Objectives

Need for a Striving Reader Project:

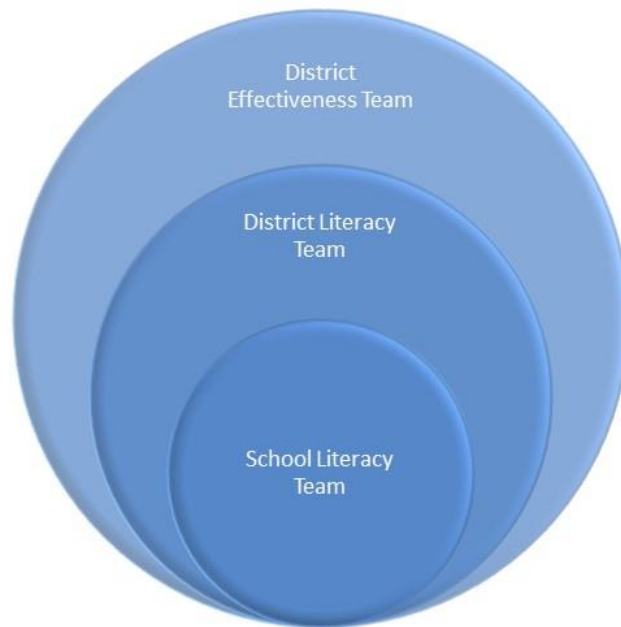
CCSS serves a rural county with low wealth, no growth, and a decreasing student enrollment: 74% of our students are eligible for free/reduced lunch. Through attrition, Calendar Adjustment Days, and class size waivers, CCSS has weathered the economic crisis that has stricken public education. However, underfunding of programs and no economic growth severely impact our district's opportunities to systematically and seamlessly improve current literacy programs and instruction; to participate in high quality professional learning; to provide adequate opportunities to collaborate between schools, across all grade bands; and to build capacity for sustained

teacher, school, and district improvement. SRCLG: K-12 funding will provide our district with the unique opportunity to do each, significantly complementing our current literacy, school improvement, and teacher effectiveness initiatives.

Charlton County School System (CCSS) is highly enthusiastic and fully committed to supporting the goals and objectives of our schools' Literacy Plans and project participation. Critical stakeholders, including the Charlton County Board of Education, district teachers and student support personnel, parent organizations, School Councils, and community leaders support our request for the SRCL Grant. We recognize project funding will not only further advance our district's early literacy initiatives but also significantly enhance our district's capacity to fully implement best practices in literacy instruction Grades K-12. Project participation will substantially enrich our current strategies and initiatives for increasing teacher effectiveness and student achievement.

We fully support project initiatives to ensure our students develop life-long literacy skills and are college and career ready. Key personnel have been identified for implementing the SRCL project at the district and school levels. Our school superintendent, Dr. John Lairsey, will remain abreast of the SRCL project progress. Our District Effectiveness Team will monitor each schools' progress in achieving their Literacy Plan goals and objectives as well as the projects' impact on district goals of improving student academic achievement, closing the achievement gap between student groups, and increasing teacher effectiveness. The following chart depicts the relationship among our school-level literacy teams, District Literacy Team, and District Effectiveness Team:

## District Management Plan



Loss of local, state, and federal revenues has necessitated doing more with less and a reduction in force through attrition. As a result, this is only the second year in nearly 10 years that CCSS has a system-level Director of Curriculum and Instruction. Consequently, our district is working diligently to put into action practices that are common-place in other districts. This includes a district-level Literacy Team, comprised of key stakeholders as listed below. District Literacy Team members provided input and feedback in the development of our SRCL project goals and objectives as well as our implementation plan. Our Director of C & I, Dr. Barbara Hannaford, serves as the team leader; team members are listed in the following table:

Name	Position
Dr. Barbara Hannaford	Director, Curriculum & Instruction
Dr. Susan Allen	Director, Title I and Exceptional Programs
Dr. Sherilonda Green	Asst. Principal, Bethune Middle School
Mrs. Rachel McCullough	Lead Teacher, St. George Elementary School
Mr. Josh Popham	Asst. Principal, Charlton County High School
Mrs. Amanda Jackson	Lead Teacher, Folkston Elementary School
Dr. Sandy Slater	Media Specialist, Folkston Elementary School
Mr. Tommy Harris	Media Specialist, St. George Elementary School
Dr. Theresa Bradley	Media Specialist, Bethune Middle School
Mrs. Judy Weegar	Media Specialist, Charlton County High School
Mrs. Mary Fouraker	Grade 9-12 ELA Teacher, Dept. Chair, Charlton County High School
Mrs. Cindy Perry	Grade 5 Reading Teacher, Bethune Middle School
Mrs. Victoria Blue	Grade 3 ELA Teacher, Folkston Elementary School
Mrs. Andrea Canaday	Grade K Teacher, St. George Elementary School
Mrs. Nicole Johnson	Parent
Mrs. Anna Roberts	Parent
Mr. Luke Gowen	Parent
Officer Wesley Green	Chief of Police, Folkston Police Department
Mrs. Patricia Wiggs	Community Member, Retired Educator
Mrs. Carla Rodeffer	Director, Charlton County Family Connections
Mr. Michael Hannaford	Professor of English and German, Coastal College of Georgia
Mrs. Dorothy Edwards	Adult Education Instructor, Okefenokee Technical College

In its infancy, our district Literacy Team has been meeting as needed and working as a professional learning community to achieve our system improvement goals in literacy. Our district Literacy Team further agrees to meet monthly in order to

- develop budget and performance plans
- provide input and feedback regarding grant objectives
- remain abreast of grant progress toward specific grant objectives
- disseminate information regarding the grant and grant outcomes to the District Effectiveness Team and our stakeholders

Our Director of C & I, Dr. Barbara Hannaford, will assume the district-level responsibilities of the grant administration and work closely with each school-based Literacy Team to ensure a seamless, effective, district-wide literacy program. Principals (or designees) will assume the building-level responsibilities of the day-to-day grant administration. Roles and responsibilities of key personnel are noted in the following table:

Level	Position	Role/Responsibilities
District	Dr. Barbara Hannaford Director, Curriculum & Instruction	Meet with district and school Literacy Teams to develop budget and performance plans
		Coordinate project Professional Learning (PL)
		Evaluate PL and program effectiveness
		Report project progress to the District Effectiveness Team and other stakeholders
		Serve as the liaison with Babies Can't Wait, Head Start, Family Connections, Department of Family and Children's Services, and the Charlton County Department of Health
		Complete reports as required
District	Mrs. Patsy Allen Financial Director	Ensure financial aspects of grant implementation meet local, state, and federal requirements and regulations
		Process project purchase orders
District	Mr. Steve McQueen System Testing Coordinator	Work with principals and early learning centers to coordinate required project assessments.
Building	Mr. Mike Walker, Principal, FES Dr. Drew Sauls, Principal, SGE Mrs. Nora Nettles, Principal, BMS Dr. Josh Howard, Principal, CCHS	Meet with school Literacy Teams to develop budget and performance plans
		Determine professional learning needs of faculty to support grant implementation
		Coordinate school's required project assessments
		Report project progress to District Effectiveness Team, school Literacy Team, School Improvement Team, parents and stakeholders

District-level support for the grant includes in-kind contributions such as

- continued opportunities for collaborative planning
- participation in job-embedded professional learning as needed to further the grant objectives
- providing opportunities for vertical planning between feeder schools
- grant oversight in a timely, effective, and fiscally sound capacity to ensure success in meeting grant objectives
- maintaining our soundly established and continually upgraded system infrastructure, including wireless internet access in all buildings

CHARLTON COUNTY EXPERIENCE OF THE APPLICANT ~ 1 ~

CCSS has led significant initiatives district wide. Past and current initiatives have been supported by Title I, Title II, Title VI B, QBE, and Special Education funding as appropriate. Past and current initiatives with no outside funding support include:

- District Effectiveness Team (2012 - ongoing)
- Formative Instructional Practices (FIP) (Spring 2014 - ongoing)
- Grade-band ELA and Math Collaborative Planning for curriculum audit/alignment (K-12) (Fall 2013 – ongoing)
- Co-teaching PL for regular and special education co-teaching teams (ongoing)
- Response to Intervention: Tiered interventions provided by differentiation, computer-based programs, EIP, and tutoring (ongoing)
- Differentiated Instruction (ongoing)
- Constructed Response Writing (Grades 3-12) (Fall 2014)
- Common Core Georgia Performance Standards implementation (ongoing)
- Math in the Fast Lane (Grades 3-8) (Fall 2013 - ongoing)
- Literacy Design Collaborative (Grades 6-12) (Fall 2012 - ongoing)
- Thinking Maps: A Language for Learning (Grades K-8) (Fall 2011 – ongoing)

In addition, Grant funding has enabled our school system to enhance our educational programs. CCSS has extensive experience overseeing initiatives supported from outside funding, as outlined below:

Year	Amount	Funding Source	Grant Name	Coordinated Resources	Sustainability	Audit Results
2007	\$140,000	Governor's Office of Highway Safety (competitive grant)	Driver Education Program	QBE Funds	Sustained 2 years beyond funding	None
2008	\$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2008	\$98,500	FY08 Title II D (competitive grant)	21 <sup>st</sup> Century Learning Environments Grades 7-8 Math	Professional Learning funds	Self-sustaining with local funds	None
2008-2010	\$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
2009	\$2,000	Governor's Office of Highway Safety (competitive grant)	Character Education	N/A	Self-sustaining with organization fund-raisers	None
2010	\$64,580	FY10 Title IID (competitive grant)	Engaging AP Students Through Handheld Computing	Professional Learning funds	Self-sustaining 3 years beyond funding	None
2012	\$25,800	Title IID, Capacity Building Grant	TKES/LKES/SLO pilot	Professional Learning funds	Self-sustaining with Title IIA, Title VI B	None
2008-2010	\$4,200	GADOE	Advance Placement training for high school teachers	N/A	N/A	None
June 2014 - 2019	\$120,000	GADOE (Competitive Grant)	Striving Readers Comprehensive Literacy Grant : Birth to 5	Pre-K Funding, Professional Learning Funds	N/A	N/A
2014	\$202,000	GADOE	Connections to Classrooms	E-rate,	N/A	N/A

Our Director of Curriculum and Instruction, Dr. Barbara Hannaford, has extensive experience in writing and overseeing the above grant implementations and will oversee the district-level implementation of the SCRL project. In addition to the above grant implementations, Dr. Hannaford's administrative and curricular experiences include:

- overseeing instructional programs at CCHS and BMS
- curriculum development at the school and system levels
- designing and delivering high-quality professional development at the school-level, system-level, and graduate school level
- working with a variety of stakeholders (GADOE, OKRESA, district directors, regional universities, administrators, teachers, consultants, and vendors) to plan and implement system and school initiatives

In addition, our superintendent, Dr. Lairsey, has general experience overseeing grant implementation, including each of the above mentioned grants.

There have been no audit findings over the past three years, and our Financial Director, Mrs. Patsy Allen, is committed to ensuring that SRLC project funding administration strictly adheres to all local, state, and federal rules and regulations.

In addition, Charlton County Board of Education's policies and protocols mandate controls for spending, including but not limited to:

- An established procedure for the procurement of supplies, equipment, and services for the system, which provides for the consistent and complete accountabilities of all funds.
- All purchases made through the system budget shall have the prior approval of the Superintendent or his designated representative.
- Procedures for Purchase Orders
  - The teacher or staff member requests the items to be purchased.
  - The secretary or other appointed employee types the purchase order.
  - The principal approves the purchase order.
  - The person overseeing the grant or title funds approves the purchase order.
  - The Superintendent must approve the purchase order.
  - All purchase order approvals are before the purchase is finalized.
- Bids from at least three different sources will be obtained on all items purchased for a cost of more than \$1000 per item.
- In cases where an item costing more than \$5000 is to be purchased without bids, prices from at least three sources must be requested and obtained if available.
- The Board delegates authority to the Superintendent to purchase items not in the budget, which cost less than \$5000.



CHARLTON COUNTY EXPERIENCE OF THE APPLICANT ~ 3 ~

- The Board authorizes the school principal to make purchases of items which cost less than \$1000.

## **School Narrative**

### **School History**

Folkston Elementary School (FES) is located in Charlton County. Folkston is the headquarters of the Okefenokee National Wildlife Refuge and is the most timbered county in Georgia. We are one of two elementary schools in the district. FES was previously known as Bethune Elementary School; however, the school moved to its present location in January 2011 and became Folkston Elementary. We serve students in grades pre-k through grade three and participate in a school-wide Title 1 program.

FES has one principal, one instructional supervisor, counselor, school nurse, media specialist, who also serves as the county technology specialist, 33 certified teachers, eight paraprofessionals in pre-k through 3, three in Special Education, one in regular education, and one half-time paraprofessional in the media center, two office staff members, three custodians, three school nutrition staff members, serving 548 students in Grades pre-k through 3.

FES has a free and reduced lunch rate of 83%. Our student population is 45% female, 55% male, 55% White, 34% Black, <1% Hispanic, <1% Indian, and 7% Multiracial. Ten percent of our students receive special education services, 15% are EIP, 1% are Gifted, <1% EL, and 18% in the Response to Intervention (RTI) process, tier 2/3.

FES is committed to providing every student, regardless of race, ethnicity, income, geographical location or disability, with a rigorous and challenging curriculum. The classroom teacher is responsible for meeting the academic needs of all students. Through differentiated instruction the EIP students, as well as the students who are in the Response to Intervention (RTI) process, are served in the regular education classroom as well as receiving literacy support with additional RTI support staff. However, our school continues to struggle to meet the academic needs of our at-risk students, particularly the RTI Tier 3 students.

Special education students are served in the classroom with instructional support through special education paraprofessionals, as well as resource classrooms with the special education teachers. Gifted students, K-3, are served in the regular education classroom with a gifted-endorsed teacher. The English Learners (EL) are served through the pull-out model as well as in their regular education classroom.

Parental involvement is a focus at our school and continues to improve through our Parent Involvement Committee, School Council and Parent Teacher Organization. We recognize our parents as valuable contributors in improving student achievement and encourage volunteering to help support the academics needs of our students. According to a 2013-14 Parent Involvement Survey, ninety-seven percent of FES parents indicated that volunteering opportunities are made available on a regular basis.

### **Administrative and Teacher Leadership Team**

The School Leadership Team is comprised of the principal, instructional supervisor, school counselor, media specialist, two special education teachers, grade-level chairs and parent involvement coordinator. The principal has twenty-five years of teaching experience which includes thirteen years as an administrator at FES. The instructional supervisor has twenty seven years of experience as a classroom teacher of regular education students as well as struggling readers. She is also Reading Recovery trained and served in this role for five years. She has been in the role as Instructional Supervisor for seven years at FES. The principal and instructional supervisor have participated in Georgia Leadership Institute for School Improvement, Rising Stars and PAGE Leadership Academy. Both principal and instructional supervisor hold an Education Leadership degree.

The Leadership Team, represented by administrators and teachers from each department of our school, meets regularly to make data-driven decisions for school improvement. In order to keep all faculty members informed, the Leadership Team shares summary notes and agendas with the entire faculty.

## **Focus Groups**

FES is a school where autonomy takes precedence in the decision-making process. Focus groups utilize current research in order to make informed decisions regarding school improvement. These teams consist of Math and ELA Vertical Alignment, Writing, Discipline, Gifted, Response to Intervention (RTI), Technology, Parent Involvement, as well as other event committees.

## **Past Instructional Initiatives (check against)**

FES has implemented several different literacy initiatives throughout the years in order to improve student achievement. The past instructional initiatives include Professional Learning (PL) initiatives such as Learning Focused Schools, ELA webinars, the RTI Process, Differentiated Instruction, Standards-Based Classrooms, Reading Level Benchmarks, Best Practices for Guided Reading, Accelerated Reader, Reading Recovery, Jack and Jilly, Wilson Reading Program, Georgia Performance Standards, Lucy Caulkins' Writing Curriculum, Literacy Collaborative, and Reading First. Each initiative has provided helpful strategies for improving reading instruction.

## **Current Instructional Initiatives**

Many of the initiatives listed above have continued to be implemented at our school. The initiatives that we are currently implementing include Thinking Maps; Writer's Workshop; Guided Reading; TKES Standards-based instruction; Page Leadership Initiative; Formative Instructional Practices (FIP); RTI with universal screening and interventions such as iStation and Letters Alive for identified struggling students. FES has also received the SRCL grant Birth to 5 and is currently fulfilling the expectations of this funding.

## **Professional Learning Needs**

FES recognizes the importance of staying abreast of the latest educational research and initiatives in order to effectively plan the professional development, as identified through district and school level surveys, as well as grade level collaborative discussions. FES is able to participate in most professional learning opportunities offered through our local RESA. When teachers or administration attend the training, the learning is redelivered to the faculty and is monitored by administration for implementation of its use. The SRCL Project should increase the effectiveness of literacy instruction and literacy practices through the implementation of professional development. Professional learning will be essential to address our literacy and technology needs as well as meet the requirements SRCL grant.

## **Need for a Striving Readers Project (revisit this after reading of whole document/match other parts)**

FES desires to support Georgia's literacy goal that all students become self-sustaining, lifelong learners, and contributors to the community in which they live. To meet this goal, the SCRL project will provide the support needed to carry out this literacy work. Building upon our successful programs and seeking out innovative strategies, the SRCL project will allow us to improve literacy for all students. Literacy needs assessments provide the documentation of our need for the Striving Readers project. Literacy areas identified include:

- a better use of the literacy leadership team
- a consistent literacy focus across the curriculum
- collaboration to support literacy within the community

- evaluation of the effectiveness of instruction using and analyzing diagnostic assessments
- direct, explicit instruction in reading and writing across the curriculum
- implementation of effective strategies to improve student engagement
- implementation of a system for strategic planning addressing researched based intervention for Tier 3 RTI students

These literacy initiatives will be supported through ongoing professional development as funded by the SRCL grant.

According to 2014 Reading CRCT scores, the African American student group increased by eight percent and students with disabilities increased by five percent. The Caucasian student group decreased by seven percent and the economically disadvantaged student group decreased by three percent. With the increase in rigorous testing, the new Georgia Milestones projections place our third grade students far below the states' performance target. In addition to this concern, FES third grade reading and writing benchmark data indicate that 56% of the students are reading and writing below grade level.

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

### **Needs Assessment**

Needs Assessments are a common and consistent practice at Folkston Elementary School (FES). Collecting and analyzing these data provide the opportunity to improve instruction and increase student achievement. Allowing for a more comprehensive view, all stakeholders, including special education, EL teacher, media specialist, and paraprofessionals, participate in various data collections.

These data are collected annually in multiple forms: needs assessments include the Georgia Literacy Observation checklist, student achievement data, surveys, and data discussion in collaborative meetings. Student achievement data are collected in various ways, such as universal screenings, progress monitoring, formative and summative assessments, and benchmark data. These data are analyzed to determine where effective instruction has taken place or if there is a need for improvement in instruction.

Surveys are also used to determine the needs of our school and collect perception data. The surveys were completed anonymously; therefore, there was no participant information to disaggregate. Needs assessments were completed by all faculty members in order to determine specific literacy needs at FES. The technology survey allows us to analyze, on a yearly basis, the most current technology needs. FES has an adequate amount of technology but has not been able to financially support the updates/ repairs that are needed to maintain the dependability of this equipment.

Once data are analyzed, they are shared with all stakeholders. Collaborative data discussions lead to a focus on instructional improvements which serve as the avenue for increased student achievement.

### **Concerns**

After careful examination of data from the various sources, the FES Literacy Team identified four major areas of concerns.

#### **Concern #1: Effective utilization of CCGPS**

According to p.11 of the “What” document, “Tier I instruction based upon the CCGPS in grades K-12 is provided for all students in the classroom.” If fewer than 80% of students are successful in any area, student data are examined to determine instructional area of greatest need.” FES participated in viewing the CCGPS webinars during the previous school years across all content areas; however, teachers have identified a need for collaborative study and planning to effectively utilize the literacy standards. Last year, FES began vertical ELA

curriculum discussions and will continue this practice in the 2014-2015 school term. This year, FES began ELA collaborative curriculum alignment work. Both of these endeavors will help establish a common literacy vision among all stakeholders. According to the Survey of Literacy Instruction for Elementary Teachers (SLIET), 53% of FES teachers indicated that there is a lack of materials and lesson plans aligned to the CCGPS. The survey also indicated that 80% respondents believe they do not have an adequate amount of informational text.

### **Concern #2: Lack of essential reading skills**

A rigorous, standards based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills (the "Why" p. 31). FES instructional personnel agree with this belief statement. However, current and past data indicate areas of literacy concern:

- 33% of first- third grade students are reading below grade level according to the most current benchmark data.
- Although, 91% of the third grade students met/exceeded on the 2014 Reading CRCT and 89% met/exceeded on the 2014 ELA CRCT, the percentage of questions correct were alarmingly low.
- Data from the 2013 Instructional Assessment, a locally developed assessment, indicate a high percentage of first grade students are weak in conventions of Standard English and craft and structure; a high percentage of second grade students are weak in word analysis skills and identifying key ideas/details in literary texts.
- According to data generated from 2014 Georgia Kindergarten Inventory of Developing Skills (GKIDS) the student scores in the writing strand indicate a weakness in this instructional area.
- Data from the 2014 ELA/Reading Student Learning Objective (SLO) assessment exposes student growth from pre to post; the average of the pre and post students' score: Kindergarten 9 to 78, First Grade 11-65, Second Grade 25 to 77 and Third grade 24 to 77.

In addition, we realize the Georgia Department of Education's Instructional Readiness Indicators are no longer being used, but this information is helpful in showing that a high percentage of our students would fall into the range of *Needs Additional Support*.

3 <sup>rd</sup> Grade Reading CRCT				
Sub-group	Actual 2014 CRCT Scores		New Threshold Scale Scores (828)	
	% Does Not Meet	% Meets or Exceeds	% Does Not Meet	% Meets or Exceeds
All	9	91	43	57
Caucasian	9	91	33	67
African-American	8	92	54	46
Female	10	90	42	58
Male	8	92	43	57
ED	9	91	56	44
SWD	12	88	70	30
3 <sup>rd</sup> Grade ELA CRCT				
Sub-group	Actual 2014 CRCT Scores		New Threshold Scale Scores (826)	
	Does Not Meet	Meets or Exceeds	Does Not Meet	Meets or Exceeds
All	11	89	48	52
Caucasian	6	94	39	61
African-American	20	80	59	41
Female	12	88	46	54
Male	10	90	49	51
ED	12	88	58	42
SWD	25	75	80	20

Currently, FES has a protected, dedicated 90-120 minute block of time allocated for literacy instruction as supported by the “What” document, p. 10. However, teachers in grades K-3 need to effectively implement a standards based comprehensive literacy program based upon best practices that include grade level foundational skills that are explicit, systematic, and aligned to the CCGPS with formative and summative assessments, allowing us to meet the rigorous demands of the CCGPS.

### **Concern #3: System of strategic tiered intervention (RTI) for all students**

FES currently uses the RTI process to move students through all four tiers of the Pyramid of Interventions. Students' movement between Tier 1 and Tier 2 is fluid and flexible and adequate time is given for the Tier 1 instructional program to be implemented before determining if Tier 2 support is needed (The "Why," p. 134). The lack of highly qualified instructional support limits the effectiveness of Tier 2 and Tier 3 instructional interventions (The "Why," p. 131). Funds from the grant will support the purchase of resources and provide additional professional development needed to enhance the quality of literacy instruction.

FES currently utilizes intervention technology for Tier 2/ 3 support; however, professional development is needed to effectively use the program and its instructional resources for small group lessons.

### **Concern #4: Technology**

To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy (The "Why," p. 56). FES utilizes its current technology for production, publishing, and communication across the curriculum (What, p.10). However, funding does not allow for repairs, updates and replacement of outdated technology. SRCLG funds will allow for improving technology for the 21st century learners at FES. Although all teachers use interactive white boards for instruction, according to the SLIET, 80% indicated they could use additional support in more effective use of the interactive white board.

### **Concern #5: Lack of student engagement**

The GLP calls for "best practices in instruction" as well as "intentional strategies for maintaining engagement." FES is in the beginning stages of developing a school-wide understanding of the various levels of student engagement. The principal, instructional supervisor and four teachers are participating in a PAGE Leadership initiative concerning student engagement. Although 80% of teachers believe that students are engaged in their lessons, there seems to be a disconnect between perceived engagement and true engagement. There are future plans for professional development to enhance/ improve student engagement.

### **Root Cause Analysis**

After analyzing the data from the various needs assessments and identifying the major literacy concerns, the FES Literacy team identified the following variables as the root causes that hinder literacy improvement at FES.



**Root Cause #1: Ineffective utilization of the CCGPS**

The implementation and understanding of the CCGPS was limited at FES due to the distraction of unit planning prior to a fully developed understanding of the standards.

**Root Cause #2: Lack of essential reading skills**

FES lacks a standards based comprehensive literacy program based upon best practices that includes formative/ summative assessments and Lexile leveled, rigorous printed texts. Supported by the SLIET, 58% of FES teachers lack the confidence to use Lexiles for selecting text.

**Root Cause #3: System of strategic tiered intervention (RTI) for all students**

FES struggling students have been at a disadvantage due to the absence of a unified RTI process. Our district has recently employed a district RTI Coordinator/School Psychologist who has developed a more unified system for the RTI process. This will provide support for the strategic planning of interventions for struggling students. While this is helpful, additional professional development for addressing the literacy needs of struggling students will be forth coming with the funding from the grant.

**Root Cause #4: Technology**

Current funding does not allow for all the necessary repairs, updates and replacement of outdated technology.

**Root Cause #5: Lack of student engagement**

Teachers are struggling to maintain interest/engagement because instructional strategies include more teacher-focused instruction instead of student-centered learning.

**FES Literacy Plan**

**Building Block 1. Engaged Leadership**

**A. Action: Administrator demonstrates a commitment to learn about and support evidence-based literacy instruction in his/her school by the following:**

Folkston Elementary School’s (FES) administration is committed to supporting and becoming more knowledgeable of evidence based literacy instruction. The administration agrees that “explicit and systematic instruction in the five essential components of effective early reading instruction must be provided to all students (The “Why,” p. 65) and that “quality instruction at an early age may decrease incidents of reading difficulties” (The “Why,” p.64). The goal of the Georgia Literacy Task Force that “all students become self-sustaining, lifelong learners and contributors to their communities” (The “Why,” p. 31) is the vision of FES’ leaders.

FES’ administration frequently monitors literacy instruction both formally and informally. Observations are used to determine if current literacy strategies are being employed on a daily basis and to monitor student engagement and learning (The “How,” p. 20). The administration also disaggregates and analyzes literacy data from formative and summative assessments with grade level teams to improve literacy instruction (The “Why,” p. 32). Therefore, the FES principal and Instructional Supervisor are responsible for implementing and assessing the current and future best practice initiatives.

<b>A. Action: Administrator demonstrates a commitment to learn about and support evidence-based literacy instruction in his/her school by the following:</b>	
<b>Current Best Practices</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ Time was scheduled to participate in Common Core Georgia Performance Standards (CCGPS) English Language Arts (ELA) Webinars (The “Why”, p. 37).</li> <li>➤ Protect and create additional blocks of time for teacher collaboration and literacy planning.</li> <li>➤ Participate in Regional Educational Services Agency (OKRESA) workshops.</li> <li>➤ Disaggregate and analyze literacy data.</li> <li>➤ Trained in effective use of <i>Thinking Maps</i></li> <li>➤ Implement Teacher Keys Effectiveness System (TKES)</li> <li>➤ RTI Grasp iStation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implement the use of a new data collection system to support, disaggregate and analyze literacy data.</li> <li>➤ Purchase technology, including the supporting infrastructure, to support online learning.</li> <li>➤ Scholastic Reading Inventory</li> <li>➤ Phonics Curriculum</li> <li>➤ Implement a comprehensive literacy program.</li> <li>➤ Implement a comprehensive literacy program specific for content areas.</li> <li>➤ RTI                             <ul style="list-style-type: none"> <li>• Grasp</li> <li>• iStation</li> <li>• Dibels Next</li> </ul> </li> </ul>

**B. Action: Organize a school Literacy Leadership Team**

The “Why” document shows that literacy coaches are invaluable in assisting teachers to provide effective instruction (p.144). FES does not have a literacy coach or intervention specialist; however, we recognized the need for having a direct focus on literacy and formed the LLT.

The LLT will consist of the following staff:

- Michael Walker, Principal
- Amanda Jackson, Instructional Supervisor/Assistant Principal
- Dr. Felicia Sauls, First Grade Teacher
- Tracy Johnson, First Grade Teacher
- Becky Gowen, First Grade Teacher

*The Folkston Elementary LLT believes that Folkston Elementary students should receive “gold standard” literacy instruction and should be college and career ready when they graduate from Charlton County School district.* This concurs with the “Why” statement that improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers (p.27). Teachers at FES teach the five essential components stated in the “Why” document (p.64) of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students must be strategic readers in order to learn from library resources, to read the web, to succeed in class and in life (The “Why,” p.59). The following practices will be implemented.

<b>B. Action:</b>
<b>Best Practice to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>The Literacy Needs Assessment and student achievement data will be utilized to prioritize literacy improvement goals.</b></li> <li>➤ <b>The LLT will conduct research and make suggestions for school-wide initiatives in literacy instruction.</b></li> <li>➤ <b>Teachers will use the Georgia Literacy Instruction Observation Checklist (GLIO) and participate in Peer Observations to provide feedback for one another.</b></li> </ul>

**C. Action: The effective use of time and personnel are leveraged through scheduling and collaborative planning.**

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Folkston Elementary School has a dedicated amount of time each day for literacy instruction for K-3 students. Each grade receives 90-120 minutes of direct, explicit instruction in literacy as suggested in the “What”, “How”, and “Why” documents. Research shows the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction (The “Why,” p. 58). The administration ensures that time and personnel are maximized by working with grade-level and special education teachers to organize the following year’s schedules during the summer.

<b>C. Action: Maximize the use of time and personnel through scheduling and collaborative planning:</b>	
<b>Current Best Practices</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>The current schedule protects 90-120 minutes of time for literacy instruction daily.</b></li> <li>➤ <b>The current schedule allows for intervention daily.</b></li> <li>➤ <b>Common planning time is utilized.</b></li> <li>➤ <b>Teachers participate in a before school hours literacy intervention.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Fund substitute/stipends for more effective collaborative planning.</b></li> <li>➤ <b>Fund before and after school hours intervention.</b></li> <li>➤ <b>Fund a summer literacy program.</b></li> <li>➤ <b>Participate in professional development addressing disciplinary literacy instruction.</b></li> <li>➤ <b>Participate in literacy instruction in all content areas.</b></li> </ul>

**2. Intervention in Daily Schedule**

FES has dedicated times throughout the day for literacy intervention. Literacy instruction is also incorporated into the curriculum during computer lab time through the use of literacy software in order to differentiate instruction and increase student engagement (The “How,” p. 22). Common planning time is set aside one day per week in order for grade level teams to analyze assessment results and plan interventions. This process ensures that grade-level teachers collaborate to schedule and facilitate interventions by grouping students from each class to focus on improvement of a specific literacy skill (The “How,” p.22). FES offers before school tutorials/remediation (morning intervention) in reading for all grades between 7:30-8:00.

Several teachers in each grade work with small groups of students who have been identified as struggling in a specific area. Intervention days are limited by funding that pays for teachers to work beyond regular school hours. Intervention groups are identified by analyzing student data and classroom performance, then grouping students with similar needs. FES is in need of an after school and/or summer reading program for at-risk students.

**3. Scheduling Disciplinary Literacy in all Content Areas**

The integration of literacy skills into the content areas has been made even more explicit in the CCGPS and is necessary for students to flexibly employ a set of skills specific to that discipline (The “Why,” pp. 48-49). “Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas (The “Why,” p. 49).” FES would benefit from SRCL funding. This funding would be utilized for professional development in disciplinary literacy education, which includes the teaching of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, and think critically in a way that is meaningful within the context of a given field. Materials, such as informational texts, fiction texts, and educational magazines, could be purchased to assist content teachers with consistent execution of disciplinary literacy skills lessons.

**4. Protected Time for Collaborative Planning**

Teacher planning days are scheduled throughout the year. During these planning days, teachers write units, analyze student work and assessment data, and discuss research-based strategies for literacy remediation and enrichment within and across grade levels and content. It is important that the Literacy Leadership Team discusses both research and research-into-

practice articles on this topic in order to acquire local expertise (The “Why,” p. 156). Each grade level has common planning time one day per week; some teachers have common planning time daily. Better-seeking teams comprised of teachers and administrators have also been created to vertically and horizontally align the curriculum. Peer observations are also encouraged to enhance curriculum instruction. However, additional funding is needed to provide more planning time throughout the year and during the summer in order to provide teachers time to create consistent, quality literacy lessons in all content areas. As stated in the “Why” document (p.91): “the comparatively simple task of aligning the instruction for students in support classes, such as special education, ELL, gifted, Title I, and Early Intervention Programs, can present significant challenges given the time constraints and manpower shortages that teachers face every day.” However, it should be noted that FES serves its EIP and gifted students in the regular education classroom. FES is also a school-wide Title 1 school.

#### **5. Ensure Effective Use of Time within the Schedule**

FES administration makes every effort to protect instructional time during the school day. Announcements over the intercom are made at the beginning of school and are kept to a minimum. Parent phone calls to teachers are sent to a voice mail system, allowing teachers to respond after school. Classroom visits by parents are also scheduled ahead of time and are encouraged to be held after school or during the teacher’s planning period. Teachers do not have duties during the day so the focus remains on providing quality instruction for students.

#### **D. Action: A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS.**

Students need to have strong literacy skills including reading, writing, listening, speaking, and viewing in order to be college-and-career ready (The “Why,” p. 140). Strong literacy skills are developed when literacy instruction is included in all content areas. This helps students be successful in the increasingly competitive global economy. Teachers strive to effectively deliver instruction to enhance all the literacy skills as outlined in the CCGPS; however, some continue to struggle with applying these skills in the context of content specific expository text. Many past Professional Learning (PL) initiatives, such as Learning Focused, ELA webinars, AIMS web, RTI Process, Differentiated Instruction, Standards-Based Classrooms, Reading Level Benchmarks, Best Practices for Guided Reading, Accelerated Reader, Reading Recovery, Jack and Jilly program, Wilson Reading Program, Essential Skills, Reading A-Z, Georgia Performance Standards, Lucy Caulkins’ Writing Curriculum, Literacy Collaborative, and Reading First have provided helpful strategies for improving reading instruction.

Teachers incorporate literacy instruction across the curriculum in a variety of ways including the use of math journals and reading informational text in math, science, and social studies in an attempt to connect reading and writing. However, the prior PL initiatives have not addressed the need for instructional strategies to include literacy skills practice in all academic areas with the expected depth and rigor.

#### **E. Action: Literacy instruction is optimized in all content areas.**

“All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and

media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively.” (The “Why,” p. 31) The FES faculty and staff support and understand the serious need for the integration of literacy instruction in all content areas. The CCGPS are studied closely by all stakeholders in order to maintain consistency in this area.

The CCGPS drive the selection of content specific vocabulary. These words are introduced and taught in the context of each subject. FES faculty also provides opportunities for vocabulary acquisition through identifying, defining, and practicing Tier II and Tier III vocabulary words in the context of read alouds and in text read during guided reading.

FES encourages and expects writing in all content areas. Lucy Caulkin’s Writer’s Workshop is currently used at FES. Journal writing, Georgia Framework unit writing tasks, and writing across the curriculum are also used at FES. “Students reading comprehension is improved by having them increase how often they produce their own texts, (The “Why”). Additional PL in writing would benefit the teachers and students of FES. The SRCLG would support additional training for teachers in writing. FES faculty and administration will work collaboratively to implement the comprehensive literacy plan based on the standards outlined in Georgia’s Literacy Conceptual Framework.

PL in Literacy Collaborative, Reading Renaissance, and Reading First training provided teachers with an understanding of the importance of integrating literacy into all subject areas. FES teachers consistently implement the use of literature in math, science, and social studies through read alouds and literature studies. In addition, content specific literature is used during guided reading instruction. While these are viable practices, training is still needed to support this initiative.

The Georgia Studies Weekly for science and social studies are utilized by the kindergarten, first, second, and third grade teachers for instruction. In addition to these resources, the third grade teachers use the science text, *Georgia Science A Closer Look* and *Georgia Studies Weekly* for the social studies text. While these resources provide extensive opportunities for vocabulary acquisition, students continue to struggle with increasing their knowledge and the application of essential standard specific vocabulary, and additional PL is warranted.

A comprehensive school-wide writing plan drives the current writing instruction at FES. The writing plan includes consistently writing across the curriculum and instruction in personal narrative, informational, and opinion genres. School-wide benchmarking is implemented every nine weeks to monitor student progress and plan future instruction. Grades K-3 currently use Writer’s Workshop instructional practices. “Because students enter the classroom with such diverse needs, one single approach is no longer effective” (NCTE, 2008, p. 1). According to NCTE, “Instructional practices, writing genres, and assessments should be holistic, authentic, and varied.” Therefore, further PL is needed.

CCGPS Webinars increased teacher awareness of text complexity. This helped to improve the proficiency of teachers in selecting text for instruction, as well as, guiding students in selecting appropriate text. Lexiles have been realigned to match the CCSS text-complexity grade band (The “Why” p. 48). However, additional resources and PL are needed.

Literacy Collaborative and Reading Recovery provided several FES teachers with training in selecting text based on students' individual needs. This training was invaluable; however, more training would increase the level of understanding and implementation of text selection practices based on text complexity.

FES faculty is committed to providing instruction in reading and writing utilizing the following practices: conducting short research projects using several sources, identifying and navigating the text structures most common to particular content areas, supporting opinions with reasons and information, and determining author bias or point of view.

**F. Action: The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the CCGPS.**

Community support is needed, because “in a global community where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity, it a prerequisite. The countries that out-teach us today, will out-compete us tomorrow.” (The “Why,” p.26).

FES will enlist the help of our School Council, Parent Teacher Organization, and Parent Involvement Committee, Charlton County Family Connections, the Early Literacy Coalition, and the local library advisory board to develop community literacy goals for Charlton County.

Teachers collaboratively plan methods of instruction for tutoring provided by high school students, parent volunteers and Americorp volunteers. This instructional support is valued by all school personnel. In addition to tutoring, community members are scheduled on a monthly basis to read aloud to all classes, and a summer reading program is provided at the Charlton County Public Library. FES Family nights include literacy-based activities and information concerning the new literacy standards. Funding from the SRCLG will enhance FES family nights. Local businesses and law enforcement donate monetary gifts to purchase books for students to read at home. Finally, FES students participate in the Pizza Hut Book-It Program.

Social media, such as the FES blog, FES web-page, and Remind 101, are used to communicate literacy objectives. With additional PL, these social media could be expanded to promote FES goals of literacy throughout the community.

Academic pep rallies are held each nine weeks to celebrate student achievement. Former FES students participate in these celebrations by sharing encouraging words to inspire younger students to do well in school. Student successes are advertised on the FES blog and in the local newspaper.

**Building Block 2. Continuity of Instruction**

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

All FES teachers understand there is a shared responsibility for literacy instruction. FES promotes the use of active collaborative teams to ensure a literacy focus across the curriculum. Guidelines for the teams are as follows:

*1. Cross-disciplinary teams for literacy instruction*

Supporting one of Georgia's Literacy Task Forces' belief statements (the "Why," p. 31), all FES teachers infuse literacy instruction in all content areas. This is planned through grade level cross-disciplinary teams using CCGPS as a guiding force; administration supports and monitors this effort.

*2. Protocols for team meetings*

Norms and covenants, created by the FES faculty, serve as a guide for all team meetings.

*3. Scheduled time for teams to meet for regular collaboration and examination of student work*

Regular collaboration occurs as follows:

- common grade level collaborative meeting one day a week.
- common planning with teacher pairs, four days a week
- grade-level teams meet one day after school, if needed.

Several times during the year, grade level teams are afforded a day devoted to collaborative planning. During these various collaborative opportunities, teachers plan lessons, discuss effective literacy strategies, view webinars, plan differentiated instruction, explore websites, and analyze formative and summative data, plan intervention groups and discuss student work, all with a shared responsibility for literacy across the curriculum (The "How," p. 29). Protocols for examining students' work are being investigated at the present time through PAGE Leadership PL.

Other FES collaborative committees such the Writing Committee, the School Leadership team, and the new School Literacy Team meets monthly. Committee agendas often include data-driven decisions for literacy improvement.

*4. Team Roles, protocols and expectations are clearly articulated*

Agendas help to guide the work and sign-in sheets are kept for accountability for all collaborative meetings. Norms and covenants are utilized during the meetings. Team roles often change in order to encourage participation.

*5. Components of the PL community model are understood and in place*

Utilizing some of the components of a PL community model (The "How" p.29), teachers participate in various focus groups, peer observations, collaborative team planning, book/article studies, vertical alignment teams, and PL opportunities. With funding support available from the SRCL project, the work of PL communities could be further enhanced. One such component would be a level of commitment that not only are



students taught, but there is dedicated effort that all students learn essential knowledge, skills, and dispositions (The “How,” p. 29).

*6. Specific, measurable student achievement goals aligned with grade-level expectations are shared by teachers in all subjects*

Based upon data disaggregation and root cause analysis, FES use SMART goals to drive instruction and improve student achievement. These goals are included in the FES School Literacy Plan as well as the FES School Improvement Plan. Through school improvement work, all teachers are involved in writing the goals. Grade level collaborative teams continually analyze grade level weaknesses in curriculum, instruction and assessment in order to help meet the expected goals (The “How,” p. 29).

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

The ability to read is the bedrock of all types of literacy. Prior to any instruction, all educators are responsible for the review of students’ general reading and writing competencies (The “Why,” p.99). Beginning with the end in mind is critical when planning instruction to cover the curriculum for all content areas. This thinking helps educators prepare for reading instruction in all areas of the curriculum. “In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline. Acquisition of those literacy skills should provide the students with the ability to transfer those skills into the workplace or college” (The “Why,” p.49).

FES K-3 teachers currently use the CCGPS ELA Units, provided by the state of Georgia, integrating both literary and informational text into the context of the unit lessons. These units include performance tasks that integrate writing into science and social studies curriculum. In addition, teachers use other CCGPS driven resources to plan and implement literacy instruction. While these units and resources are beneficial, FES has a need for a more comprehensive literacy program and a standards-aligned scope and sequence of skills to support the current instructional practices. The SRCLG funds will be used to purchase additional standards based resources and to provide planning time for creating standards based curriculum maps to enhance the current instructional practices.

FES teachers participate in peer observations. This process will be improved by having teachers conduct three peer observations annually and using The Literacy Observation Checklist as provided by the SRCL project to offer feedback on the observations. Teachers will video exemplar literacy lessons and share them via social media where possible.

At this time, 3rd grade teachers are using the state writing rubrics for every genre. Teachers grades K-2 have developed common writing rubrics. All FES teachers are using these rubrics as part of the “School Wide Writing Plan” assessment procedures. Teachers and administrators have recognized a need for vertically aligning the teacher developed writing rubrics to ensure their level complexity and alignment to the standards. Future PL to address this issue is a FES literacy plan component.

FES uses all forms of print, nonprint, and online media to support the students’ literacy growth and learning. GALILEO, Brainpop, Brainpop Jr., Wikipedia, Reading A-Z, blogs, web pages, and Encyclopedia Britannica are currently used for research practices by FES.

Professional learning in using wikis, blogs, web pages, and other social media to enhance classroom literacy instruction will be beneficial.

Research based strategies found throughout the GA Literacy Plan of “The Why” document were used to develop the FES Literacy Plan.

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

FES works to connect our school with families and community partners in effective problem-solving relationships to support our goal of creating life-long learners. A strong Parent Involvement Committee led by our school’s Title I Parent Involvement Coordinator works to improve family involvement. This committee discusses parent concerns, discusses school academic data, approves Title I Parent Involvement budgets, and has continuous input on school matters throughout the year. The School Council is comprised of community leaders who have input and discussions about FES. Two local churches provided after-school tutoring for many of our students; however, these churches are no longer able to offer these services.

Parent volunteers help tutor students throughout the year, but this group is not very consistent. Volunteer training in literacy instruction is needed for this program to be more effective. The local Head Start and private pre-k programs in the community work in collaboration. In addition, Babies Can’t Wait, Head Start, our district Pre-K programs, and the Early Literacy Coalition work with community-based agencies and business such as Concerted Services, Family Connections, and the GEO group to implement and monitor effective Birth to Five Early Literacy initiatives, including the SRCL Birth to Five grant. FES has a community read-aloud program that invites community leaders to read to FES students once a month. In the past, FES has hosted high school students as tutors through a partnership with our high school.

Community family nights have been coordinated outside the walls of our school the past two years. FES partnered with two local churches to host these parent nights while inviting a guest speaker to teach parents and students literacy skills and concepts. This partnership will continue with at least one family night taking place in the community.

The local fire and police departments coordinate a “Just Say No to Drugs” and “Stop, Drop and Roll” program. During these programs the police and firemen encourage the students to read and stay in school.

FES partnered with the Okefenokee Wildlife Refuge to host Americorp volunteers as tutors throughout the year. These college-age students work with students twice weekly for 4-6 weeks to help provide interventions. FES has also partnered with the local Pizza Hut to provide incentives for completing reading logs.

A school improvement specialist from our local RESA works with our school on a monthly basis, completing curriculum walk-throughs and providing constructive feedback in areas that need improving in math and language arts. A lack of funding prevents our school system from sending teachers to conferences, but our local Okefenokee RESA has provided PL as needed.

FES has several committees to encourage parent and community participation in our school’s goals to educate our students. Through the parent involvement committee, school council, PTO, community read aloud program, and continuous relationship with local businesses and police/fire departments, FES has a comprehensive system of community learning supports.

Website, monthly newsletters, and email are utilized to communicate literary texts and literacy instruction that is occurring in the classroom. FES started a blog that can be used to inform stakeholders of the literacy goals. Remind 101 is a text based program that FES began using this year; it allows teachers to text information to parents.

Administration uses “One Call Now,” an automated service, which telephones students, parents and teachers with announcements about upcoming events. All of these technologies have allowed more communication between FES and families than ever before.

However, with more instructional technology resources available, FES is in need of upgrading our outdated computers, notebooks, projectors, and interactive white boards to more effectively enhance literacy instruction. We purchased tablets for each classroom in 2013, but our desktop and laptop computers are becoming old and unusable. The Grade 3 ELA CCGPS requires students’ access, use, and produce multiple forms of media, information, and text utilizing technology. FES teachers and students need PL on using these tools more effectively.

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

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

A variety of diagnostic tools are used to balance literacy instruction and to identify achievement levels of all students. FES uses GRASP (universal screener), informal phonics inventory, spelling inventory, and Running Records. In addition, teachers engage in professional dialogue concerning areas of weakness based on the assessment results. Teachers share instructional strategies and brainstorm more effective practices for improvement in specific areas. Through this collaborative process’s teachers collect and analyze data regularly to ensure effective grouping of students for intervention or enrichment.

Students who are not making expected progress receive more intense intervention and are placed at a higher tier in the RTI process if needed. The gifted learners are provided with opportunities for accelerated learning through differentiated instruction.

FES needs additional PL in effectively using diagnostic tools. The SRCLG will provide funding to support additional training and the purchase of the required screeners as mandated by the SRCL project. This initiative will benefit FES by helping teachers identify the achievement levels of all students, advanced as well as struggling.

Benchmark and unit assessments are used at FES. These assessments are multiple choice and constructed response. Teachers at FES use assessment procedures but currently do not have an assessment practice that is effectively aligned with the CCGPS. The need exists for PL in standards based performance tasks and authentic assessment to enhance current evaluation practices. SRCL funding will significantly improve assessment practices at FES.

The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program (The “Why,” p. 27). A comprehensive literacy program includes assessments and interventions. Currently, teachers use collaborative planning to review data, discuss and plan further interventions. FES teachers provide interventions based on students’ needs using personal classroom resources. Teachers share these resources and discuss ways to intervene when students are struggling; however, there is a need for a systematic school-wide intervention plan. The development of grade-level intervention

“tool-kits” will address this issue and improve students’ literacy achievement. SRCLG funds will be utilized to address the needs in this area.

Universal screener data is stored on the GRASP website. GRASP is administered three times a year, and teachers are responsible for analyzing their own data and identifying areas where students need remediation. FES currently uses a data timeline collected by administration; data are analyzed by classroom and grade level collaborative teams.

The testing window for GRASP is selected by FES administration with regards to the timeline set forth by GRASP and is administered by classroom teachers and volunteers. Also, classroom teachers collect formative assessment data from performance tasks, Running Records, STAR, unit assessments, GKIDS, spelling inventories, phonics inventories, word identification goals, and genre-specific writing benchmarks throughout the school year as defined by the FES timeline. Currently, kindergarten participates in the GKIDS assessment program as developed by Georgia and inputs student data four times a year. This information is shared with parents.

**B. Action: A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.**

FES uses the following assessment tools:

- formative assessment data
- performance tasks
- Running Records
- STAR
- unit assessments
- GKIDS
- spelling inventories
- phonics inventories
- word identification goals
- genre specific-writing benchmarks

These tools allow progress monitoring data to be utilized to form intervention groups and allow movement within the tier process. Additionally, these formative assessments are used to ensure students are meeting the literacy expectations in reading and writing of each grade. “The teacher’s ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors are vital to the students’ success” (The “Why” p.126).

Providing ongoing support for teachers and interventionists (Title I personnel, reading coaches, literacy coaches, etc.) is critical for the intervention strategies to work (The “Why,” p. 132). FES teachers use benchmarks and unit assessments as mid-course evaluations for the purpose of identifying struggling students. These assessments include a variety of formats: multiple choice, constructed response and short answer. Upon completion of these assessments, teachers engage in professional dialogue concerning classrooms in need of support. FES does not currently employ support personnel due to lack of funds; therefore, these conversations are critical in order to assist classrooms in need of additional support. Teachers share instructional strategies and brainstorm more effective practices for improvement in specific areas. This process provides the opportunity for remediation or acceleration in the struggling classroom

A variety of assessment tools are utilized in the decision-making process regarding flexible 4-tier service options to identify achievement levels of all students. Each teacher analyzes the data and monitors student progress using tables, charts and graphs. This process assists in interpreting the results to identify the specific needs and progress of the targeted students.

Teachers use curriculum based assessments to provide data for instructional decisions. This concurs with the “Why” document (p.47) stating that effective reading and writing instruction requires both summative and formative assessments. This helps to identify student and teacher strengths/weaknesses in particular content areas. After analyzing assessments, teachers can decide if additional instruction or further intervention is needed (The “Why,” p.98). In addition teachers engage in professional dialogue concerning areas of weakness based on the assessment results. Teachers share instructional strategies and brainstorm more effective practices for improvement in specific areas. Through this collaborative process teachers collect and analyze data regularly, to ensure effective grouping of students in need of intervention and enrichment. Students who are not making expected progress receive more intense intervention and are placed at a higher tier in the RTI process if needed. The gifted learners are provided with opportunities for accelerated learning through differentiated instruction.

FES has an infrastructure that is adequate for the administration and storage of our current assessments. At the present time, FES does not have a data collection system. As we create new assessments and move toward more advanced technology based programs, there will be a need to update our current technology. The Striving Readers Project will make this endeavor possible.

FES teachers provide interventions based on students’ needs using personal classroom resources. Teachers share these resources and discuss ways to intervene when students are struggling; however, there is a need for a systematic school-wide intervention plan. The development of grade-level intervention “tool-kits” would address this issue and improve students’ literacy achievement. The SRCL funds will be utilized to address this needs and provide the needed PD.

A formative assessment calendar is in place and based on local, state, and program guidelines. This calendar specifies administration times. Our instructional supervisor/assistant principal is our testing coordinator and responsible for ensuring adherence to the assessment calendar. Classroom teachers are responsible for administering the formative assessments.

Teachers use previously mentioned assessment measures to identify high achieving or advanced learners. Once these students are identified, teachers differentiate instruction in order to meet their academic needs and collect further data. FES teachers follow the guidelines as set forth in the *FES Decision Making Process for Gifted Referral* document which follows district and state guidelines.

**C. Action: Problems found in screenings are further analyzed with diagnostic assessments.**

Although FES has a few diagnostic assessments in place, currently, the lack of resource personnel does not allow FES staff to routinely use diagnostic assessments for students identified through the universal screener. Georgia’s Literacy Plan includes a deliberate, comprehensive plan for the use of diagnostic assessments (The “Why,” p. 94). FES agrees that the universal screener is used to identify underperforming students as well as determine the rate of increase but does little to identify why students are underperforming (The “Why,” p. 99). FES

administration and teachers will establish a protocol for such a practice through the support of the SRCL project.

FES currently uses data from multiple measures to identify specific areas of literacy skills strengths and weaknesses. Most of these assessments are formative rather than diagnostic.

Several literacy goals for students are utilized at FES, such as benchmark reading levels and comprehension levels. Students are recognized for meeting or exceeding these levels.

As students are provided with interventions, progress monitoring data is used to determine the effectiveness of the intervention. Students, in this process, are provided with differentiated instruction to avoid a one-size-fits-all approach; however, various Needs Assessments indicate teachers desire PL in this area in order to more effectively meet the literacy needs of the identified students. The use of some type of data desegregation tool could enhance this process.

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

Third grade teachers, along with the school's leadership team, analyze the results from the third grade CRCT and conduct a root cause analysis to determine areas in need of improvement. Data are disaggregated to identify the needs of particular student groups. Administration disaggregates these data, and teachers are responsible for analyzing their data in a collaborative and individual setting. Our administration understands the importance of data being accessible to school personnel in order for it to drive decision making (The "Why," p. 96).

During collaborative planning, teachers review and analyze assessment results to identify needed program and instructional adjustments. Once strengths and needs have been identified through data disaggregation, teachers engage in collaborative discussions to articulate a plan for instructional improvement.

The federal government first endorsed longitudinal student system (LDS) development in the No Child Left Behind Act of 2001 and has since provided grants to help states "[build] data systems that measure student growth and success, and inform teachers and principals about how they can improve instructions" (The "Why," p. 121). The LDS is utilized to disaggregate data to ensure the progress of all student groups.

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

"Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur." (The "Why," p. 96) Our teachers are responsible for keeping a data notebook/folder to use as a guide in instructional planning to meet the diverse needs of all students.

FES has two data storage and retrieval systems: GRASP and the Longitudinal Data System. Data are collected using these systems. An additional data collection system will benefit the teachers of FES by enabling them to efficiently disaggregate test data and to create an item analysis for benchmarks. SCRLG funds will be used to purchase a data storage and retrieval system for this purpose.

Data are analyzed and disaggregated at grade level collaborative meetings; teachers use the data to effectively group students within the classroom and to plan interventions. Grade 3 CRCT scores, formal and informal classroom assessments, benchmark assessments, and observations are analyzed by teachers, along with administrators, to assist in decision-making for instructional improvement.

Norms and Covenants, created by the FES faculty, serve as a guide for all team meetings. FES currently utilizes their own set of protocols for team meetings. However, FES leaders are gaining a new perspective on protocols that are being investigated at the present time through PAGE Leadership PL.

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

### **A. Action: All students receive direct, explicit literacy instruction in reading.**

The core program will include the following:

- the seven habits of effective readers
- a strong writing component to improve our reading comprehension
- the five essential components of early reading instruction
- content area reading/non-fiction text
- lexile leveling for text complexity purposes
- technology component
- the components (speaking, listening, reading, and writing) as listed in Georgia's definition of literacy

The national literacy landscape reflects the need for education communities to develop and implement a comprehensive literacy program (The "Why," p.27). Although most teachers are confident in providing literacy instruction to all students, there is a need for a direct, explicit core literacy program so that all literacy components are tied together. The SRCLG will support the funding of this type of core program.

Teachers collaboratively examine student achievement data to determine areas of weakness and strengths to make plans for improvement. As discussed on Building Block 3, Action B, classroom teachers collect and examine formative assessment data at specific times throughout the school year as defined by the FES. After analyzing these data, teachers identify the areas of greatest need to improve the essential literacy components (The "Why," p. 64). By taking into consideration the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success (The "Why," p.41) . Teachers collaboratively plan effective literacy lessons based on CCGPS. The faculty of FES needs more PL on data collection and analysis.

Administration utilizes the Teacher Keys Effectiveness System (TKES) as the process by which to gauge the literacy instruction at FES. This system contains ten standards that are required of effective of instruction but also includes student learning objectives whereby student growth from pre to post assessment is measured. In addition to the TKES process, the Literacy Observation checklist is used by administration and teachers throughout the year.

FES recognizes the need for explicit instruction in the foundational literacy skills. These skills are taught in whole group and small group settings in order to provide the instructional

anchors needed for beginning readers. Teachers use strategies from previous PL to teach, explicitly, word identification, vocabulary and comprehension as well as differentiated phonics and reading instruction. Administrative walkthroughs monitor this process.

As teachers collaboratively plan lessons/unit, literacy instruction is infused through all content areas. Writing across the curriculum, supported through the school-wide writing plan, incorporating more nonfiction text and integrating literacy skills in all content areas, has been a focus with the implementation of CCGPS.

Data from the various needs assessments, surveys and collaborative discussion support the need for professional development in the following areas:

- using data to inform instructional decisions and explicit teaching
- selecting appropriate text and strategies for instruction
- telling students specific strategies to be learned and why
- modeling how a strategy is used
- providing guidance and independent practice with feedback
- discussing when and where strategies are to be applied
- differentiating instruction

Administration follows up with the implementation, in the classroom, with focused walks specific to the professional learning.

**B. Action: All students receive effective writing instruction across the curriculum.**

FES concurs that “the implementation of a strong writing program is crucial to a literacy initiative” (The “Why,” p. 45). As a work in progress, FES formed a writing committee to create a school-wide writing plan to ensure that writing instruction is consistent with the CCGPS. This committee includes representatives from each grade level. Each representative redelivers the writing plan to their respective grade level team, and collaborative grade level planning is used to coordinate its implementation.

Part of the FES School-wide Writing Plan, requires all teachers to provide direct, explicit writing instruction, as well as opportunities to write in content areas. The format of *Writer’s Workshop* is followed in all classrooms and includes explicit instruction through individual conferencing, guided practice through modeled writing, think alouds, and independent practice as writers work on a personal piece. This process is monitored through administrative focused walks and peer observations of exemplary writing teachers.

Although the school-wide writing plan has been newly implemented, there is still work to be done. PL on the best practices in writing will help our writing team build a more effective plan to meet the writing demands for the 21st century learner (“Why”, p. 45).

According to the FES school-wide writing plan, teachers not only use writing across the curriculum but teach the process of writing within the genres as outlined in the CCGPS.

Technology is used when possible but due to the lack of updated computers in the individual classrooms it is not possible to use technology to the highest level of implementation. One literacy practice that is used when the current technology allows is for students at the publishing stage to type their final piece for presentation.



**C. Action: Extended time is provided for literacy instruction.**

Folkston Elementary School allocates a 120 minute block for literacy instruction in grades K-3 for all students in self-contained classrooms.

FES has a modified departmentalized schedule in Grades 1 and 2. Students receive math, science and social studies instruction by incorporating these areas in all literacy blocks.

Guided Reading incorporates informational texts and Science/Social Studies standards. CIERA researchers found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction (The “Why,” p.58). That was instruction that provided differentiation at the students’ achievement level and therefore presumes additional time for grade-level instruction as well.

**D. Action: Teachers are intentional in efforts to develop and maintain interest and engagement as students’ progress through school.**

Students are provided with opportunities to self-select reading material through the Accelerated Reader program. Students are given the opportunity to check out books each day from the library.

As teachers collaboratively plan lessons, incorporating information that is relevant to students’ lives increases student engagement. Teachers incorporate the use of technology such as interactive whiteboards, electronic tablets and computer software. PL is needed to continue the effective use of technology to maintain interest and engage students.

SRCLG funds will allow FES to increase our print resources; thereby, giving students a choice of more texts from which to choose.

FES recognizes that providing opportunities for students to work with one another is a *best practice*. Lessons are often designed with opportunities for working in small groups and in pairs. Administrators monitor this strategy through observations.

Assessing students’ background knowledge is an important strategy for students to make text to self-connections. As books are introduced during guided reading and read-alouds, the teacher utilizes the scaffolding technique to build confidence so that students are able to read and hear novel texts.

Technology is an integral part of literacy lessons at FES. Teachers continually research and create lessons incorporating technology. These lessons are shared with the grade level teams and used to teach the standards in an engaging and relevant manner.

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

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

The FES RTI coordinators (school counselor and assistant principal) monitor the RTI process to stay abreast of the percentage of students at each tier level. At the present time, we are within the suggested percentages at each tier level (Tier 1-80%. Tier 2-15% and Tier 3 -5%) indicating that interventions are effectively being implemented.

Based upon data from various sources such as, formative assessments, unit data, benchmark data and universal screener data, students are identified. Grade levels teams, with support from administration, decide upon interventions that are appropriate to the deficit area.

Teachers analyze progress monitoring data to determine if the interventions are effective. Using the Evidence-Based Decision-Making Cycle (The “Why,” p. 130), the intervention and progress monitoring are shared with the RTI team to discuss its effectiveness.

Grade level teams collect and analyze formative data in order to assess progress toward learning targets. If needed, interventions are planned so that students are afforded another opportunity to be successful on the summative assessments. Summative assessments measure if students’ have met the learning target/standard.

These interventions are provided by classroom teachers during recess and/or before school. The students are grouped with students that have demonstrated a common lack of mastery of the identified standards.

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

Grade level teams work together to plan differentiated instruction and teaching strategies to help all students be successful with the CCGPS. When Tier 1 indicates a concern, then administration and grade levels teams collaborate to identify strategies for instructional improvement in delivery of CCGPS at the Tier 1 level. Students with common literacy needs are in flexible groups for instruction.

Data from the universal screener is used to determine if individuals or groups of students that are not at the expected level of performance and may be in need of immediate interventions or support. The literacy portion of our current universal screener assesses some of the essential core skills needed for literacy acquisition (“Why”, p. 101).

All teachers use small flexible groups to teach children at their instructional reading level as well as whole group to teach on-grade-level literacy skills. Other components of literacy such as vocabulary, phonemic awareness, phonics, comprehension and written expression are taught through small and large group instruction based upon current best practices. Walkthroughs, peer observations, literacy checklists, and unit lesson plans are used to ensure and/or plan for effective implementation.

Professional Learning ensures that educators continue to strengthen their practice and is vital to improving teacher instruction and promoting student achievement. In order to improve literacy instruction through the Striving Readers project the following PL will be necessary:

- Word identification, fluency, vocabulary, comprehension and writing skills are taught through direct, explicit instruction; however, through the implementation of a core comprehensive program, aligned with the CCGPS, teachers will be able to build the foundational pillars of literacy through a more organized, cohesive manner.
- Additional PL will be needed to improve the current RTI process used at FES. Training will also be necessary to effectively implement the required assessment pieces of the SRCL project.

Grades K-3 have inclusion classes. If deemed appropriate in a student's Individual Educational Plan (IEP), special education paraprofessionals offer the support needed for the targeted student to meet grade level expectations through additional support, assistive technology, modifications and accommodations. Some of these students are also served in a resource classes, if it is part of the child's IEP but always under the least restrictive environment. It is not the location that best meets the needs of these targeted learners; it is the layer of interventions that are needed in order to meet the specialized needs.

Our School Improvement Plan, as well as establishing goals for the school Literacy Plan, is shared with all stakeholders.

**C. Action: Tier 2 needs-based interventions are provided for targeted students.**

Accountability is a cornerstone of the Georgia Literacy Plan (The "Why" p. 96). Additionally, assessment accountability serves as the foundation for PreK-12 literacy (The "Why"). Analyzing student data to identify areas of strengths and weaknesses is part of the decision making process for intervention. Students not meeting grade level standards through formative and summative assessment data are identified as in need of Tier 2 interventions.

All teachers at FES are expected to be well versed in all aspects of the RTI process and the use of interventions, tools for intervention, and instructional strategies that support the RTI initiative. This type of well-developed understanding of the RTI process is necessary for FES teachers. FES administration recognizes the need for and benefit from having an interventionist; however, due to lack of funding, FES does not currently have any support personnel on staff. Therefore, FES educators will continue to participate in further PL in the following areas:

- Creating toolboxes to include effective, research-based supplemental and intervention materials and suggested instructional strategies
- Using the progress monitoring system with Reading Renaissance to chart data and graph progress
- Using the progress monitoring system with iStation to chart data and graph progress
- Differentiating instruction

FES is a Title I school. All teachers are Title I teachers and there are no intervention specialists on staff. Not having an intervention specialist or support personnel on staff makes it increasingly more important for teachers to have ample opportunities to plan collaboratively, analyze student data, discuss and share possible intervention strategies and materials. This type of professional dialogue provides teachers with ongoing support from their peers.

In the past, PL funds have provided substitutes for professional learning days. While these funds will continue to be used for this purpose, the SRCL project monies will provide opportunities for more grade-level, vertical, and content specific planning days. Analyzing student data, planning for appropriate interventions (based on student data), and sharing intervention strategies and materials will be the focus of these meetings. In addition, teachers will continue to meet as a grade level on a weekly basis in order to help each other monitor the progress of their struggling students.

Effectiveness of interventions is ensured by the following:

- FES provides sufficient blocks of time in daily schedule for intervention by offering before school tutoring, recess intervention, and a 35 minute block of time for intervention at the end of the school day.
- All available spaces for school personnel are effectively utilized to provide space in places conducive to learning
- All teachers at FES are highly qualified according to the guidelines of the Professional Standards Commission and are trained in basic instructional practices for implementing literacy strategies. PL is planned and implemented as the need arises. However, additional PL opportunities are needed, but budget constraints limit these opportunities.

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

The teams meet at the Tier 3 level to discuss the effectiveness of interventions as measured through the progress monitoring data. In addition, the district-contracted psychologist becomes a part of this tier. The process follows the GADOE manual and guidance.

At the present time, this process is monitored through the RTI coordinators; however, the RTI team includes administration, counselor, classroom teacher and the parent who meet to discuss the intervention and progress monitoring results.

Classroom teachers, along with volunteers, implement the Tier 3 interventions and progress monitoring. Intervention at this tier is delivered in a smaller setting than T2.

At FES if EL students are in need of Tier III support, the EL teacher becomes part of the RTI team.

The classroom teacher provides intervention and develops progress monitoring for identified students with increased duration and time as well as decreased group size. Progress monitoring data is collected and analyzed to determine the effectiveness of the implemented interventions. The RTI intervention time is provided in the daily schedule by the classroom teacher. Teachers are allowed RTI planning time once every nine weeks to ensure effective implementation of interventions and progress monitoring.

If students are not successful when interventions are implemented, the grade level team will engage in professional dialogue to confirm that the interventions were viable research-based strategies. The team may decide to continue the intervention for an extended time or try a new instructional strategy. If the student's data continues to indicate no improvement, the team may then decide to implement the screening process.

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

FES has always been dedicated to providing the special education (SPED) student population with the LRE. School schedules are developed to ensure that the SPED teachers can deliver the services with the regular education teachers by providing a co-teaching experience for the students in a LRE. Student IEPs determine accommodations needed to achieve standards

outlined by the CCGPS. Inclusion helps the regular education and special education teachers work collaboratively to ensure and support student success within the classroom. At FES, the SPED student population is served in the regular education classroom and in a resource setting in kindergarten, first, and second grade. Third grade students are served in an inclusion classroom for all instruction.

In the past, building and system administrators have worked with a consultant from the Georgia Learning Resource Services (GLRS) to review the funding formulas. Each school in the system was required to prepare a SPED scheduling plan. This plan was reviewed by the system administrator to ensure the best possible educational plan for the students of FES. This helps administrators confirm that the special education students are receiving instruction from the very best language arts educators.

All instruction is delivered by highly qualified educational personnel at FES. The school administrators carefully analyze results from the teacher evaluation instruments to identify the teachers who are in need of more PL to improve literacy instruction for struggling readers.

When grade level teachers are afforded the opportunity to have additional curriculum planning, special education teachers are included. Gifted Endorsed teachers are automatically a part of this process since they also serve a grade level teacher. The SRCL project will allow funds for the ESOL teachers to also be a part of this learning community.

### **Building Block 6: Improved Instruction through PL**

#### **A Action: Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.**

“Effective PL is linked to higher student achievement.” (The “Why,” p. 141) Teachers who are new to FES are required to participate in the New Teacher Orientation held at the beginning of the school year in order to provide teachers with an opportunity to become familiar with the policies and procedures employed in the Charlton County School District. Also, new teachers are paired with a mentor teacher in the school to provide support throughout the first two years of employment.

FES often has pre-service teachers at our facility. FES’s administration has direct contact with a pre-service teacher’s supervisor in order to implement the teacher’s program. Pre-service teachers are assigned to work with highly qualified, experienced teachers. There are many opportunities for pre-service teachers to participate in a variety of learning experiences. FES, through the initiative of the SRCL project, hopes to provide more opportunities for PL in literacy.

#### **B. Action: In-service personnel participate in ongoing PLs in all aspects of literacy instruction including disciplinary literacy in the content areas.**

At FES time for collaborative grade level planning is provided on a weekly basis as well as common planning time daily for several members of each grade level.

“Substantiated academic growth will occur only when professionals receive ongoing, targeted PL” (The “Why” p. 130). FES teachers and administrators have participated in PL provided through CCGPS webinars and will continue to participate in ongoing CCGPS PL as warranted.

FES desires to provide PL in the implementation of a core comprehensive literacy program that includes a strong writing component. Teachers will need PL in writing and curriculum planning in order to integrate writing/grammar across all subject areas.

FES piloted the Teacher Keys Effectiveness System (TKES) last year, and teachers received awareness training for TKES. The evaluation system was fully implemented this year. One part of the process involves observations and walkthroughs. Literacy instruction is monitored by the administration through observations and walkthroughs. Teachers are also evaluated through the use of the GLIO checklist.

At this time FES does not have an instructional coach; however, FES administration recognizes the need and benefit of an instructional coach.

Intervention is provided by classroom teachers; consequently, PL is needed to aid in the effective delivery of interventions for the RTI process. Toolboxes, which include effective intervention materials and instructional strategies, need to be created. Teachers need assistance in analyzing and diagnosing reading difficulties and selecting the most appropriate interventions.

FES faculty began using the iStation computer program for RTI purposes this school year. There is a need for PL with the progress monitoring component of the program, as well as PL for using the progress monitoring system with Reading Renaissance.

FES teachers have received PL in administering, analyzing, and interpreting running records as well as the informal phonics inventory. However, additional PL is needed for analyzing and interpreting results from iStation reports and for the progress monitoring component of Reading Renaissance. FES teachers will require professional learning on all assessment pieces of the SRLC Grant.

Paraprofessionals, substitute teachers, administrators, and all faculty members participate in PL opportunities offered by FES or the Charlton County School System. When teachers receive PL off campus they are required to redeliver to the staff.

## Analysis and Identification of Student and Teacher Data

Administrators and teachers have a dual responsibility to collect and prepare a variety of data about student learning, interpret data and develop hypotheses about how to improve student learning and modify instruction to test hypotheses and increase student learning (The “Why” p. 121).

### Grade level Assessment Data Tables and Student Achievement Needs

FES collects and analyzes data by classroom, grade level, and school to identify strengths and weaknesses in order to plan instructional strategies that will meet the needs of all learners. Instructional plans based upon data are shared with all stakeholders.

In 2012 and 2013, FES administered a regionally developed Instructional Assessment to monitor student achievement in Grades 1 and 2 reading and ELA. These data provided useful information, indicating a deficiency in the reading standards specific to craft and structure, as well as text complexity.

The CRCT was administered to third grade students and provides data to identify weaknesses and strengths. The following tables present disaggregated CRCT trend data. Yellow highlighted areas indicate weaknesses; green highlighted areas indicate strengths.

3 <sup>rd</sup> Grade ELA CRCT						
Student Group	2012		2013		2014	
	DNM	M or EX	DNM	M or EX	DNM	M or EX
All	14.9	85.1	16	84	11	89
Caucasian	10	90	9	91	6	94
African-American	22.6	77.4	20	80	20	80
Multi-Racial	16.7	83.3	50	50	50	50
ED	18.8	81.2	17	83	12	88
SWD	16.7	83.3	0	100	25	75
Female	13	87	11	89	12	88
Male	17	83	22	78	10	90

3 <sup>rd</sup> Grade Reading CRCT						
Student Group	2012		2013		2014	
	DNM	M or EX	DNM	M or EX	DNM	M or EX
All	11.6	88.4	8.5	91.5	9	91
Caucasian	7.5	92.5	2	98	9	91
African-American	19.4	80.6	16	84	8	92
Multi-Racial	0	100	0	100	0	100
ED	15.3	84.7	6	94	9	91
SWD	28.6	71.4	17	83	12	88

Female	8	92	7	93	10	90
Male	11	89	10	90	8	92

A new student performance assessment, Georgia Milestones, will be administered during 2014-2015. For instructional planning purposes, GADOE provided a comparison of CRCT scores to the new Georgia Milestones threshold scale scores. Our comparison is presented below.

3 <sup>rd</sup> Grade Reading CRCT				
Student Group	2014 CRCT Scores		New Threshold Scale Scores (828)	
	Does Not Meet	Meets or Exceeds	Does Not Meet	Meets or Exceeds
All	9	91	43	57
Caucasian	9	91	33	67
African-American	8	92	54	46
Female	10	90	42	58
Male	8	92	43	57
3 <sup>rd</sup> Grade ELA CRCT				
Student Group	2014 CRCT Scores		New Threshold Scale Scores (826)	
	Does Not Meet	Meets or Exceeds	Does Not Meet	Meets or Exceeds
All	11	89	48	52
Caucasian	6	94	39	61
African-American	20	80	59	41
Female	12	88	46	54
Male	10	90	49	51

The drastic difference is alarming and provides additional evidence that FES needs professional development to increase the rigor of instruction through differentiation.

The Georgia Kindergarten Inventory of Developing Skills is a data collection tool to assess kindergarten CCGPS. GKIDS data are collected and reported to the state four times a year. The chart below denotes end of year reports.



Highlighted areas indicate areas of literacy weaknesses. Disaggregated student group data are not available.

GKIDS		2013	2014
Content Area	Strand	Mean % Meets/Exceeds	Mean % Meets/Exceeds
ELA	Reading	76.6	79.4
	Writing	59.9	60.1
	Listening/Speaking/Viewing	85	88.7
	<b>ELA Total</b>	73.6	76.9
Mathematics	Numbers and Operations	66.7	85.9
	Geometry	85.9	88.3
	Measurement & Data	85.6	82.2
	Operations & Algebraic Thinking	79.6	82.0
	<b>MATH Total</b>	84.6	85.3
Approaches to Learning	Curiosity and Initiative	88.6	89.2
	Creativity and Problem Solving	75.4	78.4
	Attention/Engagement	66.2	76.8
	<b>APPROACHES Total</b>	75.7	81.0
Personal/Social Development	Personal	82.0	86.2
	Social	80.9	89.4
	<b>PERSONAL/SD Total</b>	81.3	88.2

The Georgia Writing Assessment: Grade 3 was administered throughout the year and is a teacher-based evaluation of student writing, using state provided rubrics from multiple genres of writing. Assessment results are for instructional use. Yellow highlighted areas indicate weaknesses; green highlighted areas indicate strengths. Disaggregated student group data are not available.

3 <sup>rd</sup> Grade Writing Assessment								
Areas of Writing								
Types of Writing	Ideas		Organizations		Style		Conventions	
	2013	2014	2013	2014	2013	2014	2013	2014
	Meet/Exceed	Meet/Exceed	Meet/Exceed	Meet/Exceed	Meet/Exceed	Meet/Exceed	Meet/Exceed	Meet/Exceed
Informational	91	89	86	81	84	75	60	68
Persuasive	74	90	71	80	75	73	54	69
Narrative	88	85	85	78	85	74	57	65

The Georgia Writing Assessment will be replaced by the Georgia Milestones. This new assessment will include a writing component within the ELA section. Also, constructed and extended response items will be included on the ELA and Math sections. This assessment will provide a more accurate indicator of students’ writing abilities.

GRASP is a universal screener used to determine levels of intervention at all tiers. GRASP is administered three times a year to identify instructional needs as well as measure growth over time. Benchmark assessments are administered four times a year to determine weaknesses to plan for and guide further instruction. Pre and post test data are collected for before school intervention, as well as recess intervention, to determine if the implemented interventions are successful.

**Teacher Retention Data**

FES historically has a very low turnover rate. The teacher retention rate for 2014-15 is 100%. We hired an additional teacher in first grade because of increased class size. The following chart indicates the years of experience and degree levels for FES staff.

Staff Years of Experience	Number of Teachers	Staff Degrees	Number of Teachers
0-5	6	T-4, PBT-4	10
6-10	8	T-5, S-5	15
11-15	6	T-6, PBT-6, PBL-6	11
16-20	8	T-7	3
21- More	11		

**Develops goals and objectives based on formative and summative assessments**

FES currently uses the following formative assessments

- GRASP
- STAR Reading Tests

- Guided Reading Running Records
- Informal Phonics Inventory
- Fry (high frequency) words
- unit assessments

FES faculty is accustomed to writing SMART goals; however, with the administration of a new assessment, Georgia Milestones, baseline data is not available to write SMART goals.

**Goal 1:** To increase, from year to year, the number of students in grade three that will be on track or commendable in Reading according to the Georgia Milestones.

**Goal 2:** To increase, from year to year, the number of students in grade three that will be on track or commendable in ELA according to the Georgia Milestones.

### **Objectives for Goals 1 & 2**

One objective is to implement consistent diagnostic literacy assessment tools. Currently, FES uses the STAR, GRASP, phonics /spelling inventories, running records, station, FRY sight word assessment, writing and reading benchmarks for literacy diagnostic assessments. The SRCLG will support the implementation of research-based diagnostic tools and provide professional development for its use. Supported by professional development, teachers will increase their understanding of rigorous literacy instruction through the use of effective literacy strategies and high quality resource materials. Funds provided through this grant will also allow for an improvement in the use of 21<sup>st</sup> century technology providing an additional avenue for improved literacy skills. These practices will assist FES in meeting the objectives to address goals 1 and 2.

### **Additional prescribed data.**

There are no additional district-prescribed data.

### **Teacher Professional Learning Communities**

In a literacy survey, our teachers indicated a need for PL in many literacy areas. Current PL communities include grade-level collaborative planning, PL webinars, peer observations, student data analysis, vertical alignment meetings, and common assessment development. Instructional personnel also participate in ongoing PL in all aspects of literacy instruction, including disciplinary literacy in the content areas. However, additional PL is needed in RTI and research-based

intervention, data analysis with diagnostic screening, direct, explicit, research-based literacy instruction, and instructional technology.

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

FES anticipates using SRCLG funding to obtain and implement a core literacy program, to provide professional development opportunities, and to purchase instructional literacy resources in order to support our literacy program. The following goals and objectives, derived from student data, teacher surveys, needs assessments, and data discussions at collaborative meetings, will benefit our initiatives to increase literacy for all students at FES.

**Goal #1: To provide students with quality literacy instruction by effectively utilizing the CCGPS**

FES will address the improvement of literacy instruction for all teachers by continuing to develop a common and in-depth understanding of the CCGPS, with continued vertical alignment and across grade-level planning. This initiative will support “the cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed (The “Why” p. 85).

**Measurement:** The STAR assessment, Georgia Milestones, unit and benchmark assessments, administrative focus-walk reports, and professional learning post evaluation surveys will be the assessment tools utilized to evaluate the effectiveness of this goal. (Table A)

**Table A**

<b>Objectives</b>	<b>Current Practices in Place</b>	<b>Current Needs</b>	<b>Person(s) Responsible</b>	<b>Funding Sources</b>
Develop a common and in-depth understanding of the CCGPS	<ul style="list-style-type: none"> <li>• webinars</li> <li>• vertical alignment</li> <li>• grade-level curriculum alignment</li> <li>• grade level team planning</li> <li>• ELA units (GaDOE)</li> </ul>	<ul style="list-style-type: none"> <li>• additional time for collaborative study of the CCGPS</li> <li>• grade-level planning</li> </ul>	FES faculty & administration	<ul style="list-style-type: none"> <li>• SRCLG</li> <li>• Local PL/Title IIA</li> </ul>

<p>Ensure that resources are inventoried and aligned with the CCGPS</p>	<ul style="list-style-type: none"> <li>• webinars</li> <li>• grade-level curriculum alignment</li> <li>• grade-level team planning</li> <li>• ELA units (GaDOE)</li> </ul>	<ul style="list-style-type: none"> <li>• grade-level planning</li> <li>• inventory current resources and purchase additional resources</li> </ul>	<p>Grade-level teams &amp; administration</p>	<ul style="list-style-type: none"> <li>• SRCLG</li> <li>• Local PL/Title IIA</li> </ul>
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**Goal #2: To provide a standards’ based curriculum with a focus on essential reading and writing skills**

Writing demands for the 21st century are increasing not only in schools but also in the workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students. The implementation for strong reading and writing programs is crucial to a literacy initiative (the “Why” p. 45). Istation Indicators of Progress (ISIP), which is the assessment component of Istation, automatically monitors and tracks individual student progress and customizes instructional lessons for teachers to deliver in a small group setting. Therefore, FES students will receive at least 90 minutes of tiered instruction.

**Measurement:** This goal will be evaluated based upon the improved reading and writing ability of all students as measured by the STAR assessment, Georgia Milestones, unit and benchmark assessments, administrative focus-walk reports, Istation (ISIP) and professional learning post evaluation surveys. (Table B)

**Table B**

Objectives	Current Practices in Place	Current Needs	Person(s) Responsible	Funding Sources
<p>Develop an action plan for the selection of a comprehensive core literacy program</p>	<p>past experience in the selection process</p>	<p>action plan</p>	<p>grade level teams &amp; administration</p>	<p>N/A</p>
<p>Investigate options for a research-based</p>	<p>ELA state units</p>	<p>comprehensive core literacy program</p>	<p>grade level teams &amp; administration</p>	<p>SRCLG</p>

comprehensive literacy program.	Teacher created units  Guided Reading  additional foundational reading resources (Reading A-Z)			
Implement the researched-based, core comprehensive literacy program.	N/A	comprehensive literacy program	grade level teams & administration	SRCLG
PL for effective implementation of the research-based comprehensive literacy program.	N/A	Professional Development for effective implementation	service provider	SRCLG
Extend the current teacher libraries, bookroom, media center with content area, fiction and non-fiction text.	School improvement money, media and QBE funds	Additional resources for book room, teacher libraries and media center	grade level teams, media specialist and administration	SRCLG
Faculty and administrator training in Lexile leveling.	Administrator attended introduction to Lexile training	All teachers, media specialist and administration to receive Lexile leveling	service provider administration	SRCLG
Lexile level all current and new extended text.	Media specialist has begun the process of Lexile leveling with current books through Destiny	Current and new books assigned a Lexile level	Media specialist teachers	SRCLG
PL on writing instruction that includes writing across the curriculum.	School wide writing plan	Professional learning	administration service provider	SRCLG
PL to create developmentally	School wide writing plan	Professional learning	administration service provider	SRCLG

appropriate writing rubrics for each genre at each grade level.	Writing Rubrics			
The FES Literacy Team will revise the school wide Writing Plan annually.	School-wide Writing Plan	Professional learning	teachers, paraprofessionals & administrators service provider	SRCLG

**Goal #3: To improve the system of strategic tiered intervention (RTI) for all students**

FES students receive ninety minutes of tiered instruction in Guided Reading and Writers’ Workshop in addition to the RTI intervention. The RTI protocol of academic and behavioral interventions is designed to provide early, effective assistance for all under-performing students as referenced in The “Why” document, p. 125.

**Measurement:** Current RTI procedures will continue to be used to evaluate this goal. This process includes the FES RTI schedule, guidelines, and monitoring (process and student data). (Table C)

**RTI Schedule**

Kindergarten / Monday through Friday / 9:00-2:00 – small group / 40 minutes per group

First Grade / Monday through Friday / 2:00-2:30 – small group intervention for reading and math  
 Tuesday-Thursday / 9:00-2:00 – small group teacher directed instruction with Istation practice

Second / Monday and Friday / 9:00-12:00 – small group teacher directed instruction with Istation practice

Third Grade / Tuesday and Thursday / 11:45-2:45 – small group instruction

**Table C**

Objectives	Current Practices in Place	Current Needs	Person(s) Responsible	Funding Sources
Implement a program to assess all students’ literacy skills and diagnose areas of need	<ul style="list-style-type: none"> <li>• GRASP Universal Screener</li> <li>• Letters Alive</li> <li>• iStation</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase Dibels Next</li> <li>• Provide Professional Learning with</li> </ul>	Curriculum director and administration	SRCLG



		<p>Dibels Next</p> <ul style="list-style-type: none"> <li>• Improve use of iStations teacher-directed lessons</li> </ul>	Service Provider	
<p>Improve the current use of the literacy intervention program - iStation - to provide consistency to the RTI process for grades K-3</p>	<p>iStation/web-based computer intervention program</p>	<ul style="list-style-type: none"> <li>• Scheduling for teacher-directed lessons</li> <li>• Time to analyze data</li> <li>• Professional learning in the use of iStation</li> </ul>	Service Provider	SRCLG

**Goal #4: To provide students with high quality literacy instruction, including a variety of 21st century technology.**

Reliable research supports the integration of technology in reading as cited in the “Why” document p. 56. While, FES currently utilizes technology, there are limitations to its effectiveness due to unreliable technology.

**Measurement:** The evaluation of this goal will be determined based upon the STAR assessment, Georgia Milestones, unit and benchmark assessments, administrative focus-walk reports, and professional learning post evaluation surveys. Additionally, a student perception survey will determine if the use of technology improved student engagement. (Table D)

**Table D**

Objectives	Current Practices in Place	Current Needs	Person(s) Responsible	Funding Sources
<p>Provide students with interactive technology that supports literacy instruction and promotes engagement</p>	<ul style="list-style-type: none"> <li>• interactive white board</li> <li>• document cameras</li> <li>• electronic tablets</li> <li>• computers/literacy software</li> </ul>	<ul style="list-style-type: none"> <li>• maintain and update current technology</li> <li>• additional software</li> <li>• computers</li> <li>• electronic tablets</li> </ul>	<p>media specialist administration</p>	<p>SRCLG Title I</p>
<p>Improve upon current technology and purchase new technology where needed</p>	<ul style="list-style-type: none"> <li>• interactive white board</li> <li>• document cameras</li> <li>• electronic tablets</li> <li>• computers</li> </ul>	<ul style="list-style-type: none"> <li>• maintain and update current technology</li> <li>• computers</li> <li>• electronic tablets</li> </ul>	<p>media specialist administration</p>	<p>SRCLG Title I</p>

**Goal #5: To implement “intentional instructional strategies for maintaining student engagement” as mentioned in the Georgia Literacy Plan**

The GLP calls for “best practices in instruction” as well as “intentional strategies for maintaining engagement”. FES is in the beginning stages of developing a school-wide understanding of student engagement based on the learning from the Assistant Principal/Teacher Leadership Academy. Continuing the process of improving student engagement through professional learning for all teachers, in addition to researching, selecting, and developing effective student-centered instructional tasks, will foster an increase in student achievement.

**Measurement:** This goal will be evaluated using the STAR assessment, Georgia Milestones, unit and benchmark assessments, administrative focus-walk reports, and professional learning post evaluation surveys. Additionally, a student perception survey will determine if the use of student-centered instructional practices improved student engagement. (Table E)

**Table E**

Objectives	Current Practices in Place	Current Needs	Person(s) Responsible	Funding Sources
Improve student engagement	<ul style="list-style-type: none"> <li>• differentiated instruction</li> <li>• performance tasks</li> <li>• technology</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning in student engagement</li> <li>• The use of more student-centered instructional strategies</li> </ul>	teachers & administration attending PAGE Leadership	PAGE, SRCLG

**Tiered Instruction**

Effectiveness of interventions is ensured by providing sufficient blocks of time in the daily 90 minute schedule for tiered instruction, adequate space and well trained teachers (The “What”, p.12). To meet the needs of our diverse learners, all students receive Tier I differentiated instruction in literacy skills. Tier 2 and 3 interventions are implemented during scheduled computer lab sessions twice a week for 40 minutes, as well as 15-30 minutes during daily recess. The FES Literacy Plan reflects schedules that indicate daily classroom intervention blocks.

### Assessment/Data Analysis Plan

The FES Assessment and Data Analysis Plan include “on-going, frequent and multiple measures that are used as diagnostic and monitoring tools for instruction” (The “Why”)

#### a. Current Assessment Protocol

Assessment	Purpose	Skills	Frequency	Continued or Replaced
Georgia Milestones for 3 <sup>rd</sup> grade	Measure students’ achievement in CCGPS/GPS	ELA/Reading/Math Science/Social Studies	One time a year	Continued
Universal screener: GRASP K-3 Work Sampling System	Diagnostic	K: LS 1: PA 2: Comprehension Maze 3: Comprehension Maze	GRASP 3 times a year	Replaced by DIBELS NEXT & Scholastic Reading Inventory
Formative & summative writing rubrics	Diagnostic & achievement data	ELA/Writing	Formative as needed Summative for each genre	Continued
Phonological Awareness Literacy Screening and Peabody Picture Vocabulary Test	Requirement for Striving Readers Birth to 5 Grant	Literacy	Three times a year	Continued
GKIDS	Assess CCGPS	ELA/Reading	Data entered each nine weeks/assessment ongoing	Continued
General Literacy Instruction Observation Checklist	Measure teacher effectiveness of CCGPS delivery	Literacy	Ongoing	Continued
Teacher self-evaluation/ reflection through discussions in collaborative planning Student surveys (3 <sup>rd</sup> grade)	Gauging teacher effectiveness of CCGPS implementation	ELA	Each week at collaborative planning	Continued
Progress monitoring data from implemented	Measure student	ELA	Ongoing	Continued

interventions	achievement			
Formative & summative classroom data	Measure student achievement	ELA	Ongoing	Continued
Student Learning Objective (SLO) w/TKES	Measure Literacy Growth	Reading/ELA	2 times a year	Continued
ACCESS for EL students	Screening	Language	One time a year	Continued
PA= Phonological Awareness		LS= Letter Sounds		

**b. Comparison of Current Assessment Protocol with SRCL assessment plan**

The implementation of the SRCL Assessment Plan will be an easy transition. The table in this section indicates school, district and state level assessments. FES will be administering the Georgia Milestones and continue to administer the ACCESS in compliance with state guidelines. In compliance with the SRCL project, DIBELS Next and Scholastic Reading Inventory will be administered instead of the current GRASP universal screener and utilized for improved literacy instruction.

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

The required SRCL project assessments; DIBELS Next and Scholastic Reading Inventory will be incorporated into the current process for screening, progress monitoring and outcome-based results as mandated by the SRCLG on p. 6 of the general application.

**d. Current Assessments that might be discontinued as a result of SRCL**

GRASP, currently used as a universal screener, will be replaced with DIBELS Next and the Scholastic Reading Inventory.

**e. Professional Learning Needs**

Teachers will need professional learning in DIBELS Next and the Scholastic Reading Inventory in order to effectively utilize the results from the mandated assessments to ensure literacy is improved for all learners.

**f. How data is presented to parents**

Data are presented to all stakeholders in a variety of ways. A Title 1 parent involvement meeting is held at the beginning of each year. In this meeting student achievement data are presented. Data are also shared with the school council, parent involvement committee, parent teacher organization, board members, and

faculty. In parent teacher meetings, as well as RTI meetings, individual student data are shared with parents

**g. How data will be used to develop instructional strategies and determine needs**

Teachers will use data from the previously mentioned assessments to develop instructional strategies to strategically address the identified literacy needs of FES students as well as to select materials and resources to support this instruction. The implementation of a data collection system in order to better determine the literacy needs of the students and improve instructional strategies would also benefit teachers and students.

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

An assessment team, established by school administration and classroom teachers, will administer the required assessments. The instructional supervisor serves as the testing coordinator and will plan and monitor all testing procedures.

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

FES is guided by our system’s 5 non-negotiable goals:

1. All teaching and learning activities begin, progress, and end with an in-depth and intense focus on state standards.
2. Communication with stakeholders is frequent, consistent, meaningful, and documented and includes student progress and celebrations of success.
3. Teacher and leader effectiveness and growth are promoted and supported in order to improve student learning.
4. Interventions, based upon formative assessments and other student performance data, meet the needs of the individual students and are developed, implemented, monitored, and documented at every tier of Response to Intervention (RTI).
5. Formative and summative student achievement data are consistently collected and analyzed to guide instructional planning.

In order for FES to be effective in achieving these goals, professional learning, obtaining a comprehensive literacy program, and updating technology to support literacy is very important. FES is located in a low socio-economic rural area where many families do not have access to technology. We have been fortunate to have several types of technology in our school, but most computers in the classrooms and computer lab are old and starting to falter.

**a. Resources Needed to Implement Literacy Plan**

Resources	How Resources Support Literacy	Funding Alignment
Professional Learning	Adequate and consistent human resources are more influential than material resources, especially when there is an understanding of the particular needs of learners and teachers” (The “Why,” p. 142). Providing all content teachers with specific professional learning in literacy instruction will directly affect student performance/achievement.	SRCL Grant, Title I
Core Comprehensive Literacy Program	Aligned literacy program will support CCGPS units of study and improve literacy.	SRCL Grant, QBE

Additional e-Books and e-Readers	Technology is used to enhance and promote student engagement in literacy by integrating interactive learning and encouraging reading.	SRCL, Title I
Print and Non-print Resources	Resources are needed across the curriculum to supplement the CCGPS.	SRCL
Web-based Instructional Programs	These programs will provide access to information for literacy instruction in all content areas.	SRGL, QBE, Title I
Consumable Resources and Supplies	Paper, toner, notebooks, etc., will allow students to demonstrate understanding of literacy components.	SRCL, QBE
Upgrade Current Classroom Technology, Interactive LED Boards	Technology has become a 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.” (The “Why” p. 57) “To be effective in the 21st century, citizens and workers must exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy.” (The “Why” p. 56)	SRCL, Fundraisers, Title I

**b. Activities to Support Literacy Intervention Programs**

It is imperative that all teachers in all classrooms implement activities to support literacy. Through the teaching and implementation of the CCGPS, it is apparent that additional materials and technology will be needed to support a literacy plan to meet the new rigorous expectations. FES is currently utilizing the following resources/activities to support a quality literacy program:

- Reading across the curriculum
- Vocabulary instruction in all content areas
- Small Group Instruction
- Writing in all classes/subjects
- Morning Interventions when needed

- Volunteer tutoring program (parents, AmeriCorp, high school students)
- Inclusion/resource models for SPED and ESOL

### **c. Shared Resources**

FES has a computer lab that is shared throughout the week between all homeroom teachers and their students through specific scheduling. Teachers also share a book room and copy room Shared resources include:

- Computer lab
- Computer software
- Leveled readers
- Media Center

### **d. Library Resources**

The media center at FES houses over 12,700 fiction, nonfiction, and reference books available for student check out. Teachers also have resources available for their use, such as educational books, educational videos, and professional learning books. We utilize 30 computers in the computer lab and also have seven netbooks for student use. The media center also has Destiny Library Manager, which allows teachers to remotely access the availability of books in the media center.

### **e. Activities to Support Classroom Practices**

FES provides the following classroom practices to provide support for students in developing and /or improving literacy skills:

- Small group instruction
- Literacy Centers
- Renaissance Learning
- Educational software
- Thinking Maps: A Language for Learning
- Tablets
- Differentiated reading/phonics box
- Reading across the curriculum
- Benchmark testing
- Analysis of data
- Guided Reading/flexible grouping
- CCGPS ELA units
- Formative and summative assessments
- Learning Focused Strategies/Best Practices



#### **f. Additional Strategies to Support Student Success**

FES has implemented Learning Focused/Best Practices strategies for over five years as we have developed a common language for instruction throughout the school. We have also used the following strategies successfully:

- Technology integration
- Writing across the curriculum
- Utilization of writing rubrics
- Use of Georgia Literacy Instruction Observation Checklist to ensure effective literacy strategies
- Intervention/progress monitoring component of Renaissance Learning
- Seven habits of effective readers as reported by Dole, Duffy Roehler and Pearson (1991) in Section 2 of GADOE's "Best Practices in Literacy"
- Accelerated Reader
- Content area reading/non-fiction text
- Lexile leveling for text complexity purpose

#### **g. Current Classroom Resources**

- Teacher computer workstation in each classrooms
- Teacher laptop computer in each classroom
- Interactive whiteboard in each classroom
- Student computers (3-4) in each classroom (these are very old and in need of replacing)
- Tablets (3-6) in each classroom

#### **h. Alignment plan for SRCL and all other Funding**

The SRCL Grant funding will be used along with Title I, QBE, and school/PTO fund-raising monies to implement the literacy plan. Although FES uses every available means for instructional purposes, financial constraints have limited the attainment of needed resources. Funds for Professional Learning have also been limited over the past few years. FES does use our local RESA to provide most of the instructional and technology training; however, grant money will help to provide for additional training, resources, programs, and technology for all teachers and students.

#### **i. Demonstration of how technology purchases support RTI, student engagement, instructional practices, writing, etc.**

Additional technology and software will be used to enhance RTI, student engagement, and instructional practices. Students in the RTI process can receive intervention through use of guided practice with electronic tablets and applications. Research shows that the use of technology facilitates collecting, managing, and

analyzing data used with RTI and all instructional programs. Intervention software that are computer-based help meet the individual needs of students and allow teachers to differentiate instruction after receiving specific feedback from these programs. The students are placed in tier-leveled instructional lessons and receive remediation or enrichment based on their individual progress.

When instructional technology is used in the classroom, students become more engaged. Although FES serves a low socioeconomic area, many students do have access to SMART Phones and other devices that immerse this generation in a new world of technology. Technology will engage students in ways that traditional methods cannot.

GADOE is moving towards state assessments being administered online. At this time, FES does not have the resources to administer a test on a grade-wide scale. Students and teachers must have the knowledge and resources to be prepared to take these tests.

Although technology alone will not prepare students to be life-long learners, it is an essential tool for making learning more engaging. To refuse to incorporate technology with instruction would be a disservice to our students and place them at a disadvantage in a competitive world that revolves around technological advances.

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

Professional Learning is an important vehicle to literacy improvement at Folkston Elementary School. The administration and teachers realize that without professional development, successful implementation of literacy strategies would not be possible. Below is a table outlining the process of identifying professional learning needs and their effectiveness.

	<b>Description</b>	<b>Person(s) Responsible</b>
Step 1	Assess needs: <ul style="list-style-type: none"> <li>• Planning meetings to analyze data                             <ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Leadership Team</li> <li>○ District Leadership Team</li> <li>○ Literacy Team</li> <li>○ Stakeholder meetings (Student Council, Parent Involvement Committee, PTO)</li> </ul> </li> <li>• Parent Surveys (Title I)</li> <li>• Teacher Surveys ( such as Technology, Literacy, Curriculum, Title I)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, Assistant Principal, Staff</li> <li>• Superintendent, Principals, Assistant Principals</li> <li>• Parents</li> <li>• Parents, Parent Involvement Coordinator</li> <li>• Teachers</li> </ul>
Step 2	Determine areas of concern: <ul style="list-style-type: none"> <li>• Planning meetings                             <ul style="list-style-type: none"> <li>○ Administrative Team</li> <li>○ Grade-level Teams</li> <li>○ Literacy Team</li> <li>○ Faculty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> <li>• Administration</li> </ul>
Step 3	Set Goals <ul style="list-style-type: none"> <li>• Based on areas of concern, SMART goals are set</li> </ul>	<ul style="list-style-type: none"> <li>• All Staff</li> </ul>

Step 4	Prioritize Goals	<ul style="list-style-type: none"> <li>All Staff</li> </ul>
Step 5	Identify professional learning need(s) to address SMART goals	<ul style="list-style-type: none"> <li>All Staff</li> </ul>
Step 6	Secure professional learning	<ul style="list-style-type: none"> <li>Principal</li> <li>Curriculum Director</li> </ul>
Step 7	Participate in Professional Learning	<ul style="list-style-type: none"> <li>All Staff</li> </ul>
Step 8	Redeliver Professional Learning to staff	<ul style="list-style-type: none"> <li>Teachers &amp; Administration</li> </ul>
Step 9	Implement Professional Learning in classroom	<ul style="list-style-type: none"> <li>Teachers</li> </ul>
Step 10	Monitor for fidelity	<ul style="list-style-type: none"> <li>Administration</li> <li>Curriculum Director</li> </ul>
Step 11	Share effectiveness of Professional Learning in reaching SMART goal(s) during staff meeting	<ul style="list-style-type: none"> <li>All Staff</li> <li>Administration</li> </ul>
Step 12	Continue implementation of professional learning if deemed effective	<ul style="list-style-type: none"> <li>Teachers</li> </ul>

**a. The table below indicates professional learning activities that staff has attended in the past year.**

**b. The percent of staff attending professional learning is included in the chart below.**

<b>a. Professional Learning</b>	<b>b. % of Staff Attending</b>
Differentiated Instruction	<ul style="list-style-type: none"> <li>100% of faculty</li> <li>100% of administration</li> </ul>
iStation training	<ul style="list-style-type: none"> <li>100% of faculty</li> <li>100% of administration</li> </ul>
Common Core GPS Unit Development for grade level teams	<ul style="list-style-type: none"> <li>100% of homeroom teachers</li> </ul>

Folkston Elementary School: Professional Learning Strategies 3

Guided Reading and Running Record Training	<ul style="list-style-type: none"> <li>• 25% of homeroom teachers</li> </ul>
Response to Intervention	<ul style="list-style-type: none"> <li>• 100% faculty</li> </ul>
District Leadership Training	<ul style="list-style-type: none"> <li>• 100% of administration</li> </ul>
System Longitudinal Data System	<ul style="list-style-type: none"> <li>• 100% of faculty</li> </ul>
Thinking Maps for new teachers	<ul style="list-style-type: none"> <li>• 100% of new teachers</li> </ul>
Teacher Keys Effectiveness System (TKES) Leader Keys Effectiveness System (LKES)	<ul style="list-style-type: none"> <li>• 100% of teachers and administration</li> </ul>
Work Sampling System on-line	<ul style="list-style-type: none"> <li>• 100% of Pre-K teachers</li> </ul>
Gifted Endorsement	<ul style="list-style-type: none"> <li>• 12% of teachers</li> </ul>
Page Leadership Training	<ul style="list-style-type: none"> <li>• 20% teachers</li> <li>• 100% administration</li> </ul>
SPED Co-teaching Training	<ul style="list-style-type: none"> <li>• 10% of teachers</li> <li>• 100% of administration</li> </ul>
Standards for Mathematical Practice	<ul style="list-style-type: none"> <li>• 15% of teachers</li> </ul>
Math Vertical Alignment	<ul style="list-style-type: none"> <li>• 38% of teachers</li> <li>• 100% administration</li> </ul>
Writer's Workshop	<ul style="list-style-type: none"> <li>• 100% of homeroom and SPED teachers</li> <li>• 100% administration</li> </ul>
Depth of Knowledge Training	<ul style="list-style-type: none"> <li>• 100% of homeroom teachers</li> <li>• 100% administration</li> </ul>
Formative Instructional Practices	<ul style="list-style-type: none"> <li>• 100% administration</li> <li>• 81% of homeroom teachers</li> </ul>
SmartBoard training	<ul style="list-style-type: none"> <li>• 100% of teachers</li> <li>• 100% administration</li> </ul>

**c. A detailed list of ongoing professional learning**

<b>Proposed Course/Activity</b>	<b>Attending</b>	<b>Percent to Attend</b>	<b>In System</b>	<b>Out of System</b>
Math Vertical Alignment	Teachers	38%	X	
ELA Vertical Alignment	Teachers	50%	X	
Curriculum Alignment	Teachers Administration	100% teachers & administration	X	
TKES & LKES	Teachers Administration	100% teachers & administration	X	
Differentiation (RESA)	Teachers Administration	12% teachers 50% administration		X
Differentiation (FES)	Teachers Administration	100% teachers 100% administration	X	
Student Engagement Training (PAGE)	Teachers Administration	20% teachers 100% administration		X
Writing Team Planning	Teachers Administration	100% teachers 100% administration	X	
Writer's Workshop	Teachers	100% of homeroom and SPED teachers 100% administration	X	
Gifted Endorsed Training	Teachers	12% teachers		X

Folkston Elementary School: Professional Learning Strategies 5

PreK Georgia Early Learning and Development Standards (GELDS)	PreK Teachers	100% of PreK teachers		X
Standards for Mathematical Practice	Teachers	12% of teachers		X
Student Objective Training (SLO)	Teachers	10% of teachers		X
Letters Alive Training	<ul style="list-style-type: none"> <li>• CEIS Personnel</li> <li>• Administrators</li> <li>• Kindergarten Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of CEIS</li> <li>• 100% administrators</li> <li>• 100% Kindergarten Teachers</li> </ul>		X
Instruction Training	<ul style="list-style-type: none"> <li>• CEIS personnel</li> <li>• Homeroom Teachers</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• 100% CEIS personnel</li> <li>• 100% Homeroom Teachers</li> <li>• 100% Administration</li> </ul>		X
SPED Mentoring Academy	<ul style="list-style-type: none"> <li>• SPED Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 67% of SPED teachers</li> </ul>		X
Depth of Knowledge	<ul style="list-style-type: none"> <li>• Homeroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of homeroom</li> </ul>	X	

Training		<ul style="list-style-type: none"> <li>teachers</li> <li>• 100% of administration</li> </ul>		
Formative Instructional Practices	<ul style="list-style-type: none"> <li>• Homeroom Teachers</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• 19% of homeroom teachers</li> </ul>	X	
SmartBoard training	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• 100% Teachers</li> <li>• 100% Administration</li> </ul>	X	
Requirements with the Birth to 5 SRCLG	<ul style="list-style-type: none"> <li>• Pre-k teachers</li> <li>• Sped. teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of Pre-k teachers and one Sped. Teacher</li> </ul>		X

**d.e.f.g. Programmatic Professional Learning Needs and Process for Determination of Effectiveness Tied to Goals**

The programmatic professional learning needs identified in the needs assessment at FES are listed and detailed in the following goals with tables.

**Goal #1: To provide students with quality literacy instruction by effectively utilizing the CCGPS**

**Table A**

<b>Professional Learning Objectives</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
Provide Professional Learning to develop a common understanding of the CCGPS	FES faculty & administration	<ul style="list-style-type: none"> <li>• Unit Plans</li> <li>• Georgia Milestones</li> <li>• Teacher Perception Data (Surveys)</li> </ul>



		<ul style="list-style-type: none"> <li>• Using a checklist, FES administration will conduct classroom observations to determine if the strategies from the professional development are being implemented in the classroom with fidelity and effectively.</li> <li>• SLO Pre/Post</li> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>
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**Goal #2: To provide a standards-based curriculum with a focus on essential reading and writing skills**

**Table B**

<b>Professional Learning Objectives</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
Participate in PL for effective implementation of the research-based comprehensive literacy program.	Service Provider Administration Faculty	<ul style="list-style-type: none"> <li>• Unit Plans</li> <li>• Administrative Observations</li> <li>• Georgia Milestones</li> <li>• SLO Pre/Post</li> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>
Faculty and administrator training in Lexile leveling.	Service Provider Administration Faculty	<ul style="list-style-type: none"> <li>• Unit Plans</li> <li>• Administrative Observations</li> <li>• Georgia Milestones</li> </ul>

Participate in PL on writing instruction that includes writing across the curriculum with differentiation.	Service Provider Administration Faculty	<ul style="list-style-type: none"> <li>• Unit Plans</li> <li>• Administrative Observations</li> <li>• Georgia Milestones &amp; GKIDS</li> <li>• School writing benchmark data</li> <li>• SLO Pre/Post</li> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>
Participate in PL to create developmentally appropriate writing rubrics for each genre at each grade level.	Service Provider Administration Faculty	<ul style="list-style-type: none"> <li>• Georgia Milestones &amp; GKIDS</li> <li>• School writing benchmark data</li> <li>• SLO Pre/Post</li> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>

**Goal #3: To improve the system of strategic tiered intervention (RTI) for all students**

**Table C**

<b>Professional Learning Objectives</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
PL for the improving the current RTI process	Service provider FES Staff	<ul style="list-style-type: none"> <li>• Administrative Observations</li> <li>• Lessons Plans</li> <li>• Appropriate use of the RTI Guidelines</li> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>
PL for the intervention and progress monitoring	Service provider	<ul style="list-style-type: none"> <li>• Teacher Perception</li> </ul>

component of the current web-based literacy intervention programs	FES Staff	Data (survey) <ul style="list-style-type: none"> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>
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**Goal #4: To offer students access to high quality literacy instruction with a variety of 21st century technology.**

**Table D**

<b>Objectives</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
PL for the use of effective technology to increase student engagement	FES faculty member	<ul style="list-style-type: none"> <li>• Administrative Observations</li> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>

**Goal #5: To implement “intentional instructional strategies for maintaining student engagement” as mentioned in the Georgia Literacy Plan**

**Table E**

<b>Objectives</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
PL to improve student engagement	School trained PAGE Leadership Representatives	<ul style="list-style-type: none"> <li>• Administrative Observations</li> <li>• Student Growth Data</li> <li>• Student Achievement Data</li> </ul>

## **Sustainability Plan**

### **a. A clear plan for extending the assessments protocol beyond the grant period**

FES administration will monitor the use of assessments as outlined in the Assessment/Data Analysis. The process will be extended to include the required SRCLG assessments and its usage with minimal funding required beyond the grant period. Additional items needed to continue the literacy initiative will be sustained through various funding sources such as QBE and Title monies.

### **b. Developing community partnerships to assist with funding**

FES will enlist the help of the School Council, Parent Teacher Organization, Parent Involvement Committee, Charlton County Family Connections, the Charlton County Early Literacy Coalition, and the local library advisory board, as well as local businesses, to generate possible financial support. These funds will be used to continue the implementation of the FES literacy plan beyond the life of the grant.

### **c. Clear Detailed Plan for Sustainability**

As we build upon the work of the Birth – 5 Early Literacy Initiative and implement the SRCL project, we will continue to use state and local budgets, as appropriate and permissible under program guidelines, to sustain our literacy activities and implement the following plans.

- Additional technology and resources will be sustained through various funding sources such as QBE and Title monies
- OkRESA will continue to provide professional learning for FES.
- Teachers will be identified as coaches / mentors of the specific literacy content to create a “train the trainer” model and will redeliver professional learning to new teachers.
- PL will be expanded through grade level collaboration after the implementation of new instructional strategies.
- The FES Assessment Team will administer required assessments and compile the data for grade level and intervention planning.

#### **d. Replacement of Print Materials**

Print material replacement funding will be available from QBE, Title 1, and fundraising efforts at FES.

#### **e. Extending Professional Learning**

The Charlton County Board of Education and FES are committed to carrying out effective practices within the school to the best of our financial ability. Professional learning is a part of FES protocol. We will continue to use state and local budgets, as appropriate and permissible under program guidelines, to sustain our literacy activities and implement the following plans:

- OKRESA will continue to provide professional learning for FES.
- Our district leadership will continue to conduct monthly meetings to discuss and evaluate PL needs of FES as well as other schools in our district.
- Grade levels meet weekly, during extended collaborative planning to work on curriculum and instructional improvements as well as plan the application of professional learning.
- Teachers will attend PL and re-deliver information to fellow teachers.
- New teachers on staff will receive support from grade level teachers and administration in the implementation of the literacy plan through the “train the trainer” model.

#### **f. Sustaining technology**

Equipment, software, and site licenses purchased through the grant will be maintained by the school principal and school media specialist. Replacement and repair of equipment will be maintained with Title I, QBE funds, and E-SPLOST (when available).

#### **g. Expanding the training**

The lessons learned through professional development will be expanded to provide support in literacy for new teachers on staff by creating a structure of support from grade level teachers and administration. The implementation of the literacy plan will be conducted using the “train the trainer” model. Staff development funds will also be used to provide needed training. FES will continue

to maintain an open-door policy and welcome observations from other educators within our system and surrounding districts in order to share lessons learned from the SRCL project.

## Budget Summary

We anticipate using SRCL project funding with the following goals in mind: a) to provide students with quality literacy instruction by effectively utilizing the CCGPS; b) to provide a standards based curriculum with a focus on essential reading and writing skills; c) to improve the system of strategic tiered intervention (RTI) for all students; and d) to offer students access to high quality literacy instruction with a variety of 21<sup>st</sup> century technology. Upon implementation of the SRCL project, FES plans to use grant funding to address essential literacy needs in the following areas for students in grades kindergarten through grade 3.

**Professional Learning Needs:** In order to provide teachers with instructional strategies to implement best practices as they assist students in meeting rigorous academic standards, professional learning will be needed. The expenses will include cost of training/classes, instructional learning materials, travel expenses, substitute pay, and stipends for participants.

- Data analysis with diagnostic screening to guide instruction
- Direct, explicit, research-based literacy instruction
- Instructional technology
- RTI and research-based intervention
- Use of Lexile levels
- Literacy instructional strategies
- Differentiated Instruction
- Release time/substitute pay for CCGPS planning
- Summer stipends for literacy collaborative planning
- Release time/substitute pay for RTI planning
- GAETC (Technology conference)

**Curriculum Needs:** In an effort to meet the literacy needs of our students the following materials and supplies will be needed for the development and implementation of effective literacy strategies.

- Comprehensive core literacy program to include science and social texts
- Screening/Progress Monitoring/Diagnostic Tools for Tier 2 and 3 students
- RTI (intervention programs/materials)
- Enrichment materials to support the Gifted program
- High quality, high interest , complex text and leveled books for classroom libraries
- Home Support Literacy Materials
- Summer Support Literacy Resources

**Technology Needs:** FES has many computers and other instructional technologies, but many of them need to be updated. It will be necessary to update existing technology, to adequately

implement and maintain the programs that will help support our literacy instruction. Funds from the SRCL grant will enable us to purchase the following:

- Interactive Technology/software
- Desk Top Computers
- Laptops/tablets
- Printers