

# School Profile

Created Tuesday, December 02, 2014

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## Page 1

### School Information

System Name:	Pickens County School District
School or Center Name:	Jasper Elementary School
System ID	712
School ID	203

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Name:	Dr. Carlton Wilson
Position:	Principal
Phone:	706-253-1730
Email:	carltonwilson@pickenscountyschools.org

### School contact information

(the persons with rights to work on the application)

Name:	Kelly Bryson
Position:	Teacher
Phone:	706-253-1730
Email:	kellybryson@pickenscountyschools.org

### Grades represented in the building

example pre-k to 6

K-5

### Number of Teachers in School

34

### FTE Enrollment

493

# Grant Assurances

Created Friday, December 05, 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
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The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

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

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- 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.

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- 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.

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- 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.

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

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

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

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- 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.

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- Yes
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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.

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- Yes
- 

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

- 
- Yes
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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.

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

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

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- Yes
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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.

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- Yes
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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.

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- Yes
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# Preliminary Application Requirements

Created Tuesday, December 02, 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
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## 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.



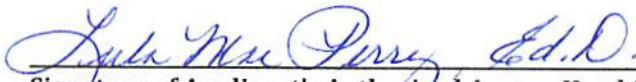
Signature of Fiscal Agency Head (official sub-grant recipient)

Amy W. Smith, CFO

Typed Name of Fiscal Agency Head and Position Title

12/1/14

Date



Signature of Applicant's Authorized Agency Head (required)

Lula Mae Perry, Superintendent

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

December 1, 2014

Date

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

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

Date (if applicable)

# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Amy W. Smith

Position/Title of Fiscal Agent's Contact Person: Chief Financial Officer

Address: 100 D.B. Carroll St.

City: Jasper Zip: 30143

Telephone: ( 706 ) 253-1700 Fax: ( 706 ) 253-1705

E-mail: amysmith@pickenscountyschools.org

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

Lula Mae Perry, District Superintendent  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 1, 2014  
Date (required)



# Pickens County School District

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## **Brief History of the District:**

Pickens County School District (PCSD) is a small rural community found in the Appalachian foothills of North Georgia. This district represents a close-knit community of approximately 29,400 people and is populated by families with generational roots that extend back to the county origins in 1853. This close relationship with the community has led to the mission statement of “Graduation and Life Preparation for All” as the foundational basis for decision-making in the school district.

## **System Ethnicities/Demographics:**

	Total Students	Black	Hispanic	White	Other
Pickens High School	1265	1%	3%	93%	3%
Jasper Middle School	551	1%	5%	91%	3%
Pickens County Middle	535	2%	5%	91%	2%
Harmony Elementary	528	1%	4%	92%	3%
Hill City Elementary	561	<1%	3%	94%	3%
Jasper Elementary	505	0%	11%	88%	1%
Tate Elementary	324	<1%	4%	92%	3%
System	4331	<1%	5%	92%	3%

## Special Populations:

- Special Education – 16%
- Special Education PreK – 50 students (2 schools)
- PreK – 44 students (2 schools)
- Economically Disadvantaged – 40%
- 6-12 Remedial (REP) – 20%
- ESOL - <1%
- Students with SST – 3%
- Gifted – 14%
- Homeless – 4%
- K-5 EIP – 18%

## **Current System Priorities:**

The PCSD is dedicated to high quality educational opportunities for all students. Through our efforts to engage in a continuous improvement process, staff members demonstrate their high level of commitment every day. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Systemic implementation of Response to Intervention (RTI) protocols

# Pickens County School District

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- Closing achievement gaps of subgroups
- Increase in the use of student-focused technology to support curriculum goals
- Increase in the high school graduation rate

**Strategic Planning:**

The strategic improvement planning process began in 2011 with stakeholder surveys to gather necessary perception data. Early in 2012, action teams were developed to provide a comprehensive review of district data and to develop strategic goal areas in alignment with the beliefs, mission, and vision of the district. A formal plan was adopted by the school board in July, 2012, has been reviewed annually thereafter.

Strategic Planning Goals	
Student Achievement	<ul style="list-style-type: none"> <li>• Implement state adopted curriculum</li> <li>• Utilize formative and summative data</li> <li>• Implement differentiation of learning strategies</li> <li>• Establish student assessment baseline</li> </ul>
Student and Stakeholder Involvement	<ul style="list-style-type: none"> <li>• Identify and utilize community resources</li> <li>• Foster positive relationships among all stakeholders</li> <li>• Provide opportunities for stakeholder education</li> <li>• Increase stakeholder communication opportunities</li> </ul>
Organizational Growth and Development	<ul style="list-style-type: none"> <li>• Continue providing professional learning opportunities for certified/classified staff</li> <li>• Review and revise the system-wide professional development plan</li> </ul>
Internal Processes	<ul style="list-style-type: none"> <li>• Increase student access to technology</li> <li>• Attract and retain highly qualified staff</li> </ul>

**Current Management Structure:**

The chart below shows the current management structure of the system. Asterisks indicate changes in leadership (principal, assistant, or district) in locations across the district this school year.

PCSD Superintendent (new 13-14)	
Elementary <ul style="list-style-type: none"> <li>• Harmony Elementary*</li> <li>• Hill City Elementary*</li> <li>• Jasper Elementary</li> <li>• Tate Elementary*</li> </ul>	Secondary <ul style="list-style-type: none"> <li>• Jasper Middle**</li> <li>• Pickens County Middle**</li> <li>• Pickens High School**</li> </ul>
District Administration	
Director of Teaching and Learning, System Test Coordinator, and Director of Professional Learning (new 13-14) <ul style="list-style-type: none"> <li>• Supervision               <ul style="list-style-type: none"> <li>○ Academic Coaches</li> <li>○ Instructional Technology</li> </ul> </li> </ul>	Director of Federal Programs (new 13-14) <ul style="list-style-type: none"> <li>• Supervision of Parent Involvement Coordinator</li> </ul>



# Pickens County School District

Coordinator	
Director of Special Education*	Director of Finance
Director of Operations	Director of Personnel

**Past Instructional initiatives:**

PCSD has utilized a vast array of initiatives in order to meet the needs of all student subgroups. The chart below exposes the multitude of initiative efforts.

Initiative	09- 10	10-11	11-12	12-13	13-14	14-15
<b>ELA</b>						
Academic Coaches (# of Coaches)		2.5	2.5	2.5	2.5	5
Accelerated Reader						
Adventures in Language						
BrainPop						
Bridges Literature						
CRCT Common Core Coach Books						
CRCT GPS Coach Books						
Decodable Reader sets						
eBook sets						
Education City software						
Graphic Novel sets						
Handwriting without Tears/ Keyboarding without Tears						
Harcourt Story Town						
Holt Elements of Language						
Houghton Mifflin – Collections (6-8)						
Jack and Jilly kits						
Ladders to Success						
Leveled non-fiction readers						
McDougal-Littell Elements of Literature (6-8)						
Novel Sets						
Pearson-Common Core Literature (9-12)						
Reader Rabbit						
Sadlier Vocabulary Workshop (6-12)						
Shurley Grammar						
SRA Direct Instruction						
Standards Based Classrooms/GPS						
Star Reading/Math						
Study Island – ELA, Math, Science, Social Studies						
SuccessMaker – Reading/Math						
USA Test Prep software						
Wordly Wise (6-8)						

## Pickens County School District

Writing to Win (6-8)						
Writing to Win (Elementary)						
<b>Assessments</b>	09- 10	10-11	11-12	12-13	13-14	14-15
AIMSweb						
DIBELS						
Implementation of CCGPS						
OAS						
Star/AR						
<b>General</b>	09- 10	10-11	11-12	12-13	13-14	14-15
21 <sup>st</sup> Century Classrooms						
Academic Coaches		2.5	2.5	2.5	2.5	5
Bring Your Own Technology						
CCGPS for ELA/Math						
Common Grading Practices						
Co-Teaching and Inclusion						
Differentiation Strategies						
Formative Instructional Practices						
Gifted Endorsement						
Lesson Planning Template						
PD 360						
Science Unit Development						
SLDS						
TKES/LKES						

***Present Literacy Curriculum:***

The present literacy curriculum used in the district is driven by the CCGPS. The GaDOE suggested units and frameworks are currently being used in reading and writing. Houghton Mifflin Harcourt Story Town has been adopted for elementary grades with Houghton Mifflin Collections Series for middle grades, and the Pearson Common Core Literature for the high school.

***Literacy Assessments used District-wide:***

2014-15 Required Universal Reading Screenings (AIMSweb – Grades 1-5)			
	Beginning of Year	Middle of Year	End of Year
K	GKIDS Baseline	GKIDS (quarterly)	GKIDS, Fry Words, Phonological Awareness
1-2	Letter/Name and Letter/Sound Correspondence, Dolch/Fry Words, Phonological Awareness ORF	Oral Reading Fluency (ORF) Dolch/Fry Words	ORF Dolch/Fry Words
3-5	Oral Reading fluency (ORF)	ORF	ORF

# Pickens County School District

	Comprehension (MAZE)	MAZE	MAZE
6-8	Oral Reading fluency (ORF)	ORF	ORF
	Comprehension (MAZE)	MAZE	MAZE

Students scoring below benchmark level on universal screeners are placed in response to intervention tiers according to defined skill levels and needs. Instructional plans are then determined based upon those needs. Progress monitoring data is used to move students from tier-to-tier.

<b>Literacy Needs and Objectives</b>	
<p><b>Needs:</b> Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)</p>	<p><b>Goals and Objectives:</b>  <b>Goal 1:</b> To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.  <b>Objective 1.1:</b> All students in Tiers 1-4 will receive explicit vocabulary and reading strategy instruction.  <b>Objective 1.2:</b> All students in Tiers 1-4 will receive writing strategies for CCGPS literacy.  <b>Objective 1.3:</b> Quarterly research-based writing will be required in all content areas.</p>
<p>Professional learning related to differentiation, formative, summative, and screening processes K-12 for effective RTI monitoring.</p>	<p><b>Goal 2:</b> To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.  <b>Objective 2.1:</b> All students will be assessed 3 times per year for reading comprehension and receive strategic instruction through Tier 1 and interventions in Tiers 2-4.  <b>Objective 2.2:</b> Teachers will identify deficits and provide interventions for students in tiers 2-4.</p>
<p>Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.</p>	<p><b>Goal 3:</b> To articulate vertically and horizontally K-12 CCGPS strategies and text complexity.  <b>Objective 3.1:</b> Teachers will participate in Professional Learning Communities for CCGPS literacy.  <b>Objective 3.2:</b> Teachers will participate in professional learning to gain an understanding of text complexity and Lexile bands.  <b>Objective 3.3:</b> Years 1-2, curriculum teams will develop vertical and horizontal pacing guides and lesson plans regarding text complexity and CCGPS strategies based on CCRPI indicators.</p>

***Need for SR Project:***

The need for Striving Reader funding is critical. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Staff reduction, class size, TKES/LKES, inconsistency of instructional strategies and initiatives, instability of RTI protocols, and diminished test scores indicate that changes in funding are crucial in supporting our mission for

## Pickens County School District

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*Graduation and Life Preparation for All.* Instructional staff are anxious for appropriate and continuous professional learning, instructional guidance, horizontal and vertical collaboration, and resources to assist in improving student achievement.

# Pickens County School District

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**District Management Plan and Key Personnel:**

Upon notification of the grant award, the district’s Striving Readers Grant Project Director will assemble the district literacy team to review the responsibilities of each team member and to ensure that each understand the grant’s goals and objectives, implement school literacy plans, and coordinate the implementation timeline.

**District Literacy Team and Responsibilities**

Area of Responsibility	District Team Member
Purchasing – initiate school purchase orders and manage school-level grant activities	Lynda Wallace, Principal, Harmony Elementary School Joeta Youngblood, Principal, Hill City Elementary School Carlton Wilson, Principal, Jasper Elementary School Deborah Longshore, Principal, Tate Elementary School Shane Purdy, Principal, Jasper Middle School Pennie Fowler, Principal, Pickens County Middle School Christopher LeMieux, Principal, Pickens High School
Finances – approve grant budgets and submit completion reports and state-required reports	Amy Smith, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, and process grant travel reimbursement	Cindy Little, Accounts Payable Clerk
Payroll – issue stipends for off-contract grant training	Marilyn Childers, Payroll Clerk
Managing school level grant activities with principals and school-level literacy teams	Lisa Hardman, Academic Coach, Harmony Elementary School Christy Kelly, Academic Coach, Hill City Elementary School Stephanie Hall, Academic Coach, Jasper Elementary School Renee Carder, Academic Coach, Tate Elementary School Anita Walker, Academic Coach, Jasper Middle School and Pickens County Middle School Todd Geren, Literacy Team Leader, Pickens High School
Managing system-level grant activities – coordinate professional learning, supervise and direct academic coaches in assisting with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete. Managing RTI strategies and processes.	Sandy Greene, Director of Teaching and Learning
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology-related	Patrick Shea, Director of Technology

# Pickens County School District

training	
Special Education – coordinating district/state/federal requirements	Shelley Goodman, Director of Special Education

**Responsibilities with Grant Implementation Goals/Objectives:**

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)									
Announce SR Grant to PCSS and Community (Superintendent, Project Director)	X	X			X	X			X
Orientation of SR’s objectives based on DOE’s “What,” “Why,” and “How” of K-12 Literacy Plans (All Striving Readers’ grant recipients and stakeholders)	X				X				X
Convene District Literacy Team for planning (Project Director)	X		X		X		X		X
Convene School Literacy Teams for overview and implementation (Principal, Academic Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase new assessments (Project Director, Chief Financial Officer)	X				X				X
Purchase and distribute instructional materials and instructional technology (Project Director, Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Plan and Implement professional learning focused on Grant Literacy Objectives (Project Director, Academic Coaches)	X	X	X	X	X	X	X	X	X
Extend literacy time (afterschool, before school) (Project Director, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Submit monthly/quarterly/yearly reports (Principal, Academic Coaches, School Literacy Teams)	X	X	X	X	X	X	X	X	X

**Implementation of Goals and Objectives:** All administrators, teachers, academic coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE’s “What,” “Why,” and “How” documents. PCSS personnel will sign a commitment statement pledging to meet the project’s objectives and grant activities detailed in each grant.

## Pickens County School District

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**Involving Grant Recipients in Budget and Performance Plans:** Grant recipients will meet monthly with the Project Director, learning support specialists, and the District Literacy Team to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign-in sheets.

**Evidence of meetings with Grant Recipients:** Grant recipients will be part of the District Literacy Team designed to support Striving Readers’ schools with professional development and resources. This team will meet and report monthly on grant implementation and meetings will be documented with agendas and sign in sheets.

Timeline	Purpose of Meeting	Attendees
September 9, 2014	RESA – Grant Awareness Session	All School Literacy Team members, Project Director
September 9, 2014	Review of grant writing process and lessons learned	All School Literacy Team members, Project Director
September 20, 2014	Introductory grant writing workday	All School Literacy Team committee chairs, Project Director
October 21, 2014	Grant writing questions and answer session with Julie Morrill.	All School Literacy Team committee chairs, Project Director
November 18, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
November 24, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
December 2, 2014	Grant final review session	Project Director, Lead Academic Coach, Superintendent

As a result of the literacy needs assessment and subsequent grant writing process, literacy plans throughout the district have been clearly defined. Each school plan is designed to direct the work for the next five years. Teachers and instructional leaders have agreed to participate in ongoing professional learning activities intended to support the goals and objectives of the plans. Administrators are committed to supporting and participating in the professional learning as well as provide subsequent monitoring of professional practice. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a semester basis throughout the duration of the grant and beyond. Sustainability is the main goal beyond the scope of the grant.

# Pickens County School District

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***Experience of the Applicant:***

The Pickens County School District has a strong history of sound fiscal management. The district oversees approximately \$50 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives that include but are not limited to:

- Maintenance 180 instructional day school year
- No furlough days since FY11
- Hiring of 5 Academic Coaches for elementary and middle schools
- System-wide purchase of ELA textbooks
- System-wide purchase of mathematics textbooks
- Major improvement and upgrade in technology infrastructure
- Purchase of technology for the classroom –
  - LCD projectors for each classroom
  - Laptop computers for each teacher
  - iPad carts for each school

The table below identifies the recent large-scale grant-funded initiatives of the Pickens County School District.

Initiative	School Level(s) Impacted	FY14 Funds
CTAE – Ag Extended Day	Middle, High	19,358
CTAE – Ag Extended Year	Middle, High	17,201
CTAE – Apprenticeship	High	10,106
CTAE – Extended Day	High	14,536
CTAE – Perkins IV	High	12,315
CTAE – Perkins Program Improvement	High	30,730
CTAE – Supervision	High	13,367
IDEA Flowthrough	Elementary, Middle, High	744,044
RT3 – Math and ELA Training	Elementary, Middle, High	9,600
RT3 – SLO	Elementary, Middle, High	4,650
Special Ed – State Program Improvement	Elementary, Middle, High	49,500
State PreSchool	Pre-K	96,074
Technology to Support Digital Learning	Elementary, Middle, High	19,000
Title I-A, Academic Achievement	Elementary, Middle	905,189
Title II-A, Improving Teacher Quality	Elementary, Middle, High	135,455

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff is the only set of employees who issue system-level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Review of such purchase orders is made by the Program Director and the Chief Financial Officer for appropriateness and fidelity to the guidelines of the grant. Approved requests must



## Pickens County School District

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supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, must address needs as indicated in the district strategic plan and school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the PCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL.

**State Audit Results:**

Fiscal Year	Financial Findings	Audit Results - Findings
FY 2013	Financial Statement Findings and Questioned Costs Federal Award Finds and Questioned Costs	No matters were reported.
FY 2012	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2011	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2010	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2009	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as appropriate and provide a form W-s, Wage and Tax Statement to each Board member annually.
	Federal Award Findings and Questioned Costs	No matters were reported.
FY 2008	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as

## Pickens County School District

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	Federal Award Findings and Questioned Costs	appropriate and provide a form W-2, Wage and Tax Statement to each Board member annually.  No matters were reported.
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Through the coordination of efforts and resources, the PCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and implementing strategic planning. While PCSD have been very conservative in the past in reaching out to seek grants, new progressive leadership has encouraged the district and individual schools in pursuing innovative grants that support student learning and achievement.

# Pickens County School District: Jasper Elementary School

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## *School History*

Jasper Elementary School is located in a rural area nestled in the foothills of the Appalachian Mountains in North Georgia. The current school building was built in 1956; however, the original campus dates back to 1927. Jasper Elementary School is one of four elementary schools in Pickens County. It is the second oldest of the elementary schools in the district. JES currently serves approximately 500 students, consisting of 12.2% special education students and 6.4% ESL (English as a Second Language) students. Approximately 62% of students are considered economically disadvantaged, qualifying JES as a Title I School.

## *Administrative and School Leadership Team*

Jasper Elementary School's school leadership team consists of Dr. Carlton Wilson, principal; Jill Liberatore, assistant principal; Stephanie Hall, Academic Coach; Casey Shull, fifth grade teacher; Judy Pinson, fourth grade teacher; Kelly Weaver, third grade teacher; Jenni Shoffer, second grade teacher; Paige Turner, first grade teacher; and Sherry Payne, kindergarten teacher. The team met over the summer to discuss the upcoming year and make any revisions necessary to the School Improvement Plan initiatives and goals. The team has met bi-weekly during the school year to discuss concerns, student achievement, community involvement, and student and/or teacher needs. The JES Leadership Team creates and maintains an environment that educates students to understand the past, learn in the present, and flourish in the future as lifelong learners. However, the team's highest priority is always student achievement. The team works with all staff to bring the school motto to life; At JES, we Just Expect Success.

# Pickens County School District: Jasper Elementary School

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## *Past Instructional Initiatives*

Jasper Elementary School has strived to maintain a high level of excellence by implementing instructional initiatives to strengthen the school's literacy program. Each year, the Leadership Team analyzes current data and makes necessary modifications to the School Improvement Plan. Part of this task entails a thorough discussion of initiatives to help strengthen the literacy program. These initiatives have included:

- Weekly collaborative planning for teachers
- Weekly grade level meetings to discuss student achievement
- Academic coach model (LSS)
- Professional development opportunities in reading and writing
- Star Reading (AR) to monitor student growth in reading comprehension and fluency
- AIMSweb testing given to all students in K-5 to determine strengths and weaknesses and to progress monitor
- Progress monitoring provided to “at risk” students in grades three through five
- Writing portfolios kept for all students
- Book studies for staff members to support professional development
- After school tutoring offered to struggling students free of charge
- Research based core reading program in all grades
- Use of ELA frameworks in the reading/language arts classes
- Reading instruction implemented in all content areas
- SuccessMaker
- Study Island

# Pickens County School District: Jasper Elementary School

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## *Current Instructional Initiatives*

Since JES has maintained a high level of excellence in reading, some of the past instructional initiatives will be continued. These initiatives include:

- Universal screenings in reading and mathematics given to all students to determine strengths and weaknesses to guide instruction
- Literacy committee meeting monthly
- Academic coach model (LSS)
- Weekly collaborative planning for teachers
- Weekly grade level meetings to discuss student achievement
- Professional development opportunities in reading, writing, and technology integration
- Writing portfolios kept for all students
- Book studies for staff members to support professional development
- After school tutoring offered to struggling students
- Research based core reading program in all grades
- Use of ELA frameworks in the reading/language arts classes
- Reading and writing instruction is implemented in all content areas
- Writing to Win
- Study Island
- OAS benchmark testing

## *Professional Learning Needs*

Jasper Elementary School is determined to continue on the road toward all students excelling in literacy. Earlier this year, the administration requested all teachers complete a self-

## Pickens County School District: Jasper Elementary School

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assessment to determine areas for professional development. The data was analyzed, and it was determined that teachers needed further professional development/support in the following areas:

- Differentiated instruction to meet the needs of all learners
- Co-teaching best practices
- Assessment strategies
- Analyzing data to effectively meet students' needs
- Implementation of comprehension strategies across all content areas

Teachers are currently using an online site called PD360 to help meet their needs.

Literacy teachers have had reading and writing trainings ranging from writer's workshop model, direct instruction, training for the core program, using technology to enhance literacy instruction, and meeting the needs of ELL students. The administration plans to offer various opportunities for professional development to meet the needs of the staff in the upcoming year. Additionally, all content area teachers will receive literacy training to enhance lessons in all academic disciplines. The preferred method of delivery of professional learning is a job-embedded approach with on-site workshops completed during the school day.

### *Need for Striving Reader Project*

All stakeholders are committed to increasing literacy skills at JES. Small communities oftentimes carry with them the unattractive legacy of poor literacy skills passed from generation to generation. Due to this unfortunate problem, there has been a concentrated effort among all stakeholders to analyze data and discover new and better ways to prepare students to become college and career ready. After implementing different reading programs during the past ten

## Pickens County School District: Jasper Elementary School

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years, students have made gains in reading and scores have increased to a point of being acceptable to many.

However, despite new approaches to reading instruction, providing literacy instruction across the curriculum and a conscious effort to align school goals with state standards, there is a growing gap between at risk students and higher achieving students. There is also a need to enrich the curriculum to promote critical reading skills that move beyond reading for basic fluency. When students' processing skills are more proficient, they become critical readers that decode higher level reading material. Critical readers recognize not only what a text says, but also how the text portrays the subject matter. Strategies are needed that teach not only the basic literacy skills, but also how to apply those skills to gain a deeper understanding of the text while increasing fluency and vocabulary. Students must learn to read so that they may read to learn.

# Pickens County School District: Jasper Elementary School

## Needs Assessment, Concerns, and Root Cause Analysis

The Needs Assessment process began by distributing the Georgia Literacy Plan Needs Assessment for Literacy in survey format to all administrators, teachers (including special education, EL, and media), and staff members at Jasper Elementary. After survey responses had been collected, the Literacy Leadership Team met to discuss and analyze the results. In addition to survey data, the Literacy Leadership Team also conducted a thorough analysis and synthesis of disaggregated, longitudinal assessment data in order to determine areas of strength and weakness over time. Based on the data, the following areas of need were recognized:

Topic	Strengths Fully Operational/Operational	Weaknesses Emergent/Not Addressed
<b>Building Block 1: Engaged Leadership</b>	<ul style="list-style-type: none"> <li>Administrator demonstrates commitment to learn about and support evidence based literacy instruction in his/her school</li> <li>A school literacy team organized by the administrator is active.</li> <li>The effective use of time and personnel is leveraged through scheduling and collaborative planning.</li> <li>A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy instruction is optimized in all content areas.</li> <li>The community at large supports schools and teachers in the development of students who are college and career ready as articulated in the CCGPS.</li> </ul>
<b>Building Block 2 Continuity of Instruction</b>	<ul style="list-style-type: none"> <li>Teachers provide literacy instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Active collaborative school teams ensure a consistent literacy focus across the curriculum.</li> <li>Out of school agencies and organizations collaborate to support literacy within the community.</li> </ul>
<b>Building Block 3 Ongoing formative and summative assessments</b>	<ul style="list-style-type: none"> <li>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.</li> <li>A system of ongoing formative and summative assessment is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.</li> <li>A clearly articulated strategy for using data to improve teaching and learning is followed.</li> </ul>	<ul style="list-style-type: none"> <li>Summative data is used to make programming decisions as well as to monitor individual student progress.</li> <li>Problems found in literacy screenings are further analyzed with diagnostic assessment.</li> </ul>



# Pickens County School District: Jasper Elementary School

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<p><b>Building Block 4</b>  <b>Best practices in literacy instruction</b></p>	<ul style="list-style-type: none"> <li>All students receive direct, explicit instruction in reading.</li> <li>Extending time is provided for literacy instruction.</li> <li>All students receive effective writing instruction across the curriculum <u>on a regular basis</u>.</li> </ul>	<ul style="list-style-type: none"> <li>All students receive effective writing instruction across the curriculum <u>with a developed plan</u>.</li> <li>Teachers intentionally develop and maintain interest and engagement as students progress through school.</li> </ul>
<p><b>Building Block 5</b>  <b>System of Tiered Interventions (RTI) for all students.</b></p>	<ul style="list-style-type: none"> <li>Information developed from the school based data teams is used to inform the RTI process.</li> <li>Tier I instruction based upon the CCGPS is provided to all students in all classrooms.</li> <li>Tier 4 – specially designed learning is implemented through specialized programs, methodologies, or strategies based upon students’ inability to access the CCGPS any other way.</li> </ul>	<ul style="list-style-type: none"> <li>Tier II needs based interventions are provided for targeted students.</li> <li>In Tier III, SST and Stat Team monitor progress jointly.</li> </ul>
<p><b>Building Block 6</b>  <b>Improved instruction through professional learning.</b></p>		<ul style="list-style-type: none"> <li>Pre-service education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in all content areas.</li> <li>In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in all content areas.</li> </ul>

***Building Block 1-Engaged Leadership:***

**Concern:**

Survey results and data analysis indicate a need for an active Literacy Team to work collaboratively with stakeholders to create a common vision for literacy and then to ensure continuity and fidelity to the literacy vision. Half of the teachers surveyed indicated that JES lacks a shared literacy vision.

**Root Cause(s):**

- Literacy instruction is not optimized in the content areas

**Current Practices:**

The Literacy Leadership Team was developed with representatives from all school level stakeholder groups in order to create a cohesive literacy plan for JES. In addition, an effort has

## Pickens County School District: Jasper Elementary School

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been made to increase participation from outside sources in the community such as fostering communication with the local library to encourage reading outside of school.

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

#### **Concern:**

There is a need for active collaborative school teams to ensure a consistent literacy focus across the curriculum. There is also a need to collaborate with out of school agencies and organizations to garner support for literacy within the community.

#### **Root Cause(s):**

- Teachers are not yet regularly collaborating to ensure a consistent literacy focus across the curriculum
- Need for increased community awareness and support to educate students with the literacy skills necessary to be college and career ready

#### **Current Practice(s):**

All instruction is standards based and designed to assist students in developing mastery of the CCGPS and GPS standards. Teachers maintain fidelity to the core reading program and use supplementary resources to increase rigor. JES has also recently adopted the Writing to Win program in order to address the need for a consistent approach to writing across the curriculum.

### ***Building Block 3-Ongoing Formative and Summative Assessments:***

#### **Concern:**

There is an infrastructure for formative and summative assessment, however, growth is needed. Survey responses show that stakeholders perceive a need for an increased focus on formative and summative data to make programming decisions and select interventions.

## Pickens County School District: Jasper Elementary School

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### **Root Causes:**

- There is a need for administration to more actively share data-driven programming with teachers.
- Lack of training in the area of data driven instructional planning

### **Current Practices:**

- JES is in the second year of utilizing AIMSweb as a universal screening tool
- AIMSweb Progress Monitor probes are used to gauge the effectiveness of interventions

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

#### **Concerns:**

Survey results indicate the perception that teachers are proficient in delivering direct, explicit writing instruction; however, assessment data indicates the need for additional professional learning and resources in this area. Teachers also indicated the need for additional resources and professional learning geared toward increasing and maintaining student engagement.

#### **Root Causes:**

- Lack of professional development and a consistent format for teaching foundational writing skills
- Lack of access to engaging, 21<sup>st</sup> century technology resources to enhance the literacy curriculum

#### **Current Practices:**

Currently, teachers are using the Writing to Win program to teach writing across the curriculum. This program was adopted at the beginning of the 2014-2015 school year, and teacher are receiving professional development and coaching to ensure effective implementation.

## Pickens County School District: Jasper Elementary School

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### ***Building Block 5-System of Tiered Intervention (RTI):***

#### **Concerns:**

There is a need for a dedicated time for interventions that happens outside of the scheduled literacy block. More than half of the faculty members indicated that students' needs for interventions are not being fully met by the current procedures utilized in classrooms.

#### **Root Causes:**

- Teachers lack confidence in using data to plan interventions
- Limited professional learning in using data to differentiate instruction
- Lack of ongoing professional learning in the effective use of adopted core programs

#### **Current Practices:**

Currently, teachers are responsible for planning and implementing all levels of tiered instruction within the classroom literacy block. There is a countywide framework in place for tracking RTI data, and teachers meet regularly to discuss the progress of Tier II and Tier III students.

### ***Building Block 6-Improved Instruction through Professional Learning:***

#### **Concerns:**

All teachers indicated that ongoing professional learning is needed to improve literacy instruction. This, in combination with data analysis, directly indicates the need to increase professional learning in literacy strategies.

#### **Root Causes:**

- Lack of a consistent professional learning plan and a plan for training new staff members
- Lack of funding for additional resources and professional learning

## Pickens County School District: Jasper Elementary School

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### **Current Practices:**

Beginning in 2014-2015, JES has a full-time, on-site Academic Coach who has extensive experience in effectively utilizing the core reading program. Teachers are provided a daily time for collaborative planning. The Academic Coach often meets with teachers during this time to provide necessary support and training relevant to their immediate needs.

### ***Conclusion***

Teachers lack confidence in their abilities to effectively integrate literacy across the curriculum (Building Blocks 1 and 6). Consequently, students have not been provided with effective instruction in applying comprehension strategies in the content areas. Data analysis of past CRCT scores indicates that JES needs to bridge the gap between the economically disadvantaged and ELL students as compared to the remaining student population. JES needs a literacy plan that is not only explicit and direct, but also proves to engage learners. Furthermore, it is important that students gain a deeper understanding of the content while increasing fluency and vocabulary (Building Blocks 1 and 5). Test scores will continue to improve in all content areas as reading and writing skills improve.

# Pickens County School District: Jasper Elementary School

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

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

**(What, p. 5; Why, p. 30)**

After implementing different reading programs during the past ten years, students at Jasper Elementary School (JES) have made gains in reading and state test scores have been acceptable. However, despite new approaches to reading instruction, providing literacy instruction across the curriculum, and a conscious effort to align school goals with state standards, JES is aware that there is a growing gap between at risk students and higher achieving students. Teachers are also aware of the need to enrich the curriculum to promote critical reading skills that move beyond reading for basic fluency. When students’ processing skills are more proficient, they become critical readers capable of decoding higher level reading material and develop greater comprehension abilities. Critical readers recognize not only what a text says, but also how the text portrays the subject matter. JES needs strategies that teach not only the basic literacy skills, but also how to apply those skills to gain a deeper understanding of the text while increasing fluency and vocabulary. Students need to learn to read in order to read to learn.

<b>What</b>	<b>Who</b>	<b>When</b>	<b>How</b>	<b>Assessment</b>
<b>Schedule collaborative planning meetings (both vertical and horizontal) (How, p. 20)</b>	Administration  Academic Coach	Ongoing	Allocated time in the master schedule	Sign in sheets/ minutes
<b>Provide professional development in literacy and the use of data to drive instruction (How, p. 20)</b>	Administration  Academic Coach	Ongoing	Academic Coach Technology Coach PD360 RESA FIP Modules Webinars	Sign in sheets / minutes AIMSweb Progress Monitoring

## Pickens County School District: Jasper Elementary School

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<b>Ensure literacy instruction is taking place in all content areas (How, p. 20)</b>	Administration Academic Coach	Ongoing	Walk-throughs and formal observations Informal Observations	TKES Administration Focus Walks
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*B. Action: Organize a Literacy Leadership Team*

**(Why, p. 31, p. 56; What, p. 5)**

***Team Structure***

The JES Literacy Team is a newly organized team with a supportive administration. The primary focus is student achievement. The team wants to offer early interventions to develop foundational skills that will enable students to become fully independent readers, while closing the gap between at risk students and students performing on or above grade level.

The team members are:

- Jill Liberatore, Assistant Principal
- Kelly Bryson, Third Grade Teacher
- Crystal Carver, Fourth Grade Teacher
- Susie Fowler, Kindergarten Teacher
- Debbie Todd, Fifth Grade Teacher
- Stephanie Hall, Academic Coach
- Krista Collins, Gifted Coordinator
- Amanda Thrasher, Special Education Teacher
- Traci Buckingham, ELL Teacher
- Kelly Posey, Media Specialist
- Bill Hall, JES Parent

## Pickens County School District: Jasper Elementary School

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- Amanda Jones, JES Parent

### ***Team Schedule***

The literacy team meets regularly to discuss strengths and weaknesses and/or needs in the area of literacy. The team will continue to meet to analyze incoming data to help teachers guide instruction to best meet the needs of all learners. They will also serve as the “experts” of literacy within the school so teachers have multiple people to help with determining needs and best practices. In addition to the meetings, the literacy team will also meet with each grade level monthly to discuss the analyzed data, concerns, and questions that may arise. The ultimate goal is for teachers to be able to analyze and use all data collected.

### ***Literacy Team Initiatives***

The literacy team’s goal is to provide guidance and support to teachers as strategies that help close the gap between at risk students and students performing on or above grade level are implemented, provide differentiated professional learning specific to teachers’ needs, and establish much needed tier II and tier III interventions. The team will also work on implement a dedicated intervention/enrichment block outside the regular reading/language block.

<b>What</b>	<b>Who</b>	<b>When</b>	<b>How</b>	<b>Assessment</b>
<b>Encourage stakeholders and parents to become involved with the literacy team and school (How, p. 21)</b>	Literacy team, Administration, Interested parents and stakeholders, School Advisory Council	Ongoing	Newsletters Facebook Phone calls Websites	Volunteer logs Sign in sheets Meeting minutes
<b>Continue ensuring that the entire staff are active participants in the school’s literacy vision (How, p. 21)</b>	Administration Literacy Team Academic Coach	Ongoing	Meetings / trainings Observations Lesson plans	TKES Sign in sheets / minutes



## Pickens County School District: Jasper Elementary School

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

**(What, p. 5; Why, p. 58)**

The master schedule provides teachers with a common daily time for grade level planning and an additional common planning for the entire school. This allows all teachers an opportunity to participate in horizontal and vertical planning. There is an expectation that teachers at JES will plan collaboratively. Grade level meetings are scheduled once a week to review pertinent data and to create plans for teaching and learning. These meetings are often facilitated by an administrator or the academic coach to ensure a consistent focus on data.

Other initiatives include:

- Weekly collaborative planning for teachers in which data, curriculum, and instruction are discussed (Why, p. 92-93)
- Literacy team tasked with identify the specific needs of the students, teachers, and the school
- Academic Coach to work closely with teachers to identify and address the needs of students
- Each teacher implements strategic interventions daily to meet the needs of at risk students.
- The Gifted Education teacher works closely with all teachers to assure that high achieving students consistently receive challenging instruction.
- The administration has created a master schedule that assures all reading classes have a 90 minute, uninterrupted block of instructional time.
- After school tutoring for reading and math are offered
- Identified students are provided early intervention through the EIP program
- Small group instruction is part of the daily reading block

## Pickens County School District: Jasper Elementary School

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

**(What, p. 6; Why, p. 31-32, 48)**

JES is dedicated to increasing literacy skills across the curriculum. This, in turns, requires commitment and dedication from teachers across all content areas. JES will focus on creating a literacy plan that is designed to go beyond the basic skills of literacy, but also focuses on how to apply those skills to gain a deeper understanding of the content. Test scores will continue to improve in all content areas as reading skills improve. Substantial research indicates that reading and writing correlate with each other. Therefore, writing scores should also improve. With the average teaching experience being 16.3 years, teachers are able to implement strategic literacy and writing interventions with fidelity. (Why, p. 32)

As teachers learn new methods for teaching literacy skills, they become more confident in their abilities to effectively provide instruction in utilizing literacy skills across the curriculum. In turn, this will allow students to gain confidence in utilizing literacy skills in all content areas. The lessons students learn as they progress through school will enable them to be better prepared for college and the world beyond.

JES is aware of the need to enrich the curriculum to promote critical reading skills that move beyond reading for basic fluency. Strategies are needed that teach not only the basic literacy skills, but also how to apply those skills to gain a deeper understanding of the text while increasing fluency and vocabulary. The literacy demands of the 21<sup>st</sup> century, as well as the expanded literacy definition, will be addressed with these methods. (Why, p. 39, 46).

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

**(Why, p. 31-32, 44, 47; What, p. 5-6)**

As noted in the Why document, the “clearest differentiator was students’ ability to answer questions

## Pickens County School District: Jasper Elementary School

associated with complex texts” as opposed to simply mastering basic literacy skills (Why, p. 47). It is believed this is why testing data indicates a gap between reading skills (reading CRCT scores) and the application of those skills to gain a deeper understanding of informational texts (content area CRCT scores).

<b>What</b>	<b>Who</b>	<b>When</b>	<b>How</b>	<b>Assessment</b>
<b>Ensure that all teachers are well versed in the CCGPS standards</b>	Administrations Leadership Team Academic Coach	2014-2015	Professional development Additional coaching from Academic Coach	Logs and sign in sheets Formative and Summative assessment data
<b>Literacy instruction is optimized in all content areas</b>	Teachers Administration Literacy Team Academic Coach	2014-2015	Collaborative lesson plans that include higher order skills  Continue professional development in integrating writing in the content areas (Writing to Win)  Increase access to literacy resources and materials in classrooms and the Media Center	TKES Lesson Plans Sign-in Sheets Library logs
<b>A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS</b>	All stakeholders	2014-2015	Collaborative Planning  Grade Level Meetings  Lesson Plans	Logs, sign in sheets, lesson plans, teacher surveys, classroom observations

## Pickens County School District: Jasper Elementary School

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The literacy team, along with administration and teachers, are working on effectively implementing a plan to maximize writing instruction across all content areas. Substantial research indicates that reading and writing have a strong correlation; therefore, writing scores should also improve (Why, p.44). A school wide writing rubric will be used to score writing to ensure a consistent focus and expectation for student writing. A plan will also be created to incorporate literacy strategies taught in the literacy block into all other content areas (How, p. 26). Teachers will incorporate literacy strategies, such as summarizing, questioning, predicting, and using graphic organizers, into all subject areas. Text structure will also be taught so that students may better understand informational texts.

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

**(What, p. 5-6; Why, p. 31; How, p. 8)**

Jasper Elementary School is actively seeking community support and involvement in literacy initiatives by identifying members of the community to serve on the newly established school literacy council. This council will meet twice annually to discuss and further develop the literacy vision of JES. Jasper Elementary School will communicate information about literacy through newsletters, social media, and websites.

Efforts to enlist community support include, but are not limited to:

- Parent volunteers and grandparents that read with the students
- Mentors that work with students to help them understand the importance of education. (How 28)
- Book Fair with community support. Parents often purchase books to donate to classroom libraries
- Career research and guest speakers

## Pickens County School District: Jasper Elementary School

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- Read to pets – humane society
- Read Across America
- Illustrator visits with the students
- Colleges allowed access to building for adult learners (How 28)
- Story Teller visits with the students
- Students interview adults in the community, asking them how they use their reading skills in the work place or on a daily basis.
- 600 Minutes Reading program with Six Flags
- *Book It* reading program with Pizza Hut
- Support from Wendy's, McDonald's, Zaxby's, and Bojangle's for student achievement
- Local store donations of newspapers for classroom use
- Utilize social media to communicate the school's literacy vision (How, p. 28)
- Community volunteers for judging the school Science and Social Studies fairs.
- Reader of the year award via the Pickens County Reading Council
- Daughters of the American Revolution writing/essay contest
- Summer Reading program through the Pickens County Library

## Pickens County School District: Jasper Elementary School

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

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

**(What, p. 5-6; Why, p. 92-93, 120)**

Jasper Elementary School will strengthen the use of collaborative teams to ensure continuity of the literacy focus. These teams include the Leadership team, the Literacy Team, grade level teams, and vertical teams. Each team will work to support literacy efforts and then cross reference those efforts with the efforts of the other teams to ensure that everyone is working toward the same goals. The initial focus of these teams will be to begin the process of working together to analyze data to drive instruction. Team members will also begin planning interventions and/or enrichment activities for the intervention/enrichment block that is being built into the regular day. During these collaborative meetings, teachers and administrators will research effective differentiation strategies to be used to promote active engagement and focus on key areas of literacy and writing instruction. The administration team will create a peer observation schedule so that teachers can see these effective differentiation strategies and literacy instruction in action (How, p. 29).

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

**(What, p. 5-6; Why, p. 31-32)**

Teachers are currently using an online professional development resource as a method of meeting their individual professional learning needs. All teachers are working to complete the Formative Instruction Practices (FIP) modules provided by the state to guide the use of best practices for data driven instruction. In the past, literacy teachers have had reading and writing trainings ranging from Writer's Workshop model, Direct Instruction, Writing to Win, training for the core program, using technology to enhance literacy instruction, and meeting the needs of ELL students. The administration plan to create a detailed professional learning plans to meet the needs of the staff in the

## Pickens County School District: Jasper Elementary School

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upcoming years. All content area teachers will receive literacy training to enhance lessons in all academic disciplines (How, p. 30). The Academic Coach, Technology Support Specialist, Media Specialist, and the Gifted Education Coordinator work closely with all academic teachers to support their needs to enhance literacy across the curriculum.

Per the survey of literacy instruction, teachers noted a need for further professional development in implementation of literacy strategies in all content areas, differentiation, implementation and utilization of phonics skills, and analyzing and using data to effectively meet students' needs (Why, p. 38). The Literacy Team will work with administrators to create a detailed plan to ensure that teachers' needs for professional learning are met.

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

**(What, p. 5-6; Why, p. 31; How, p. 28 )**

Jasper Elementary School collaborates with stakeholders outside of the school in various ways. The School Advisory Council members provide support and readily give input on their perceived needs of the school. JES also receives support from these organizations:

- The Parent Teacher Organization (PTO) supports the schools with parental involvement and the purchase of awards and certificates.
- The Lion's Club, Rotary Club, and the Optimists all support the school.
- Local businesses and community members support schools by purchasing items from school fundraisers
- Local businesses support teachers with yearly or quarterly awards for best practices. (Wal-Mart, Home Depot and the Hoffbauer Agency)
- Teachers are able to apply for local grants to purchase classroom resources to enhance

## Pickens County School District: Jasper Elementary School

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instruction. (Bent Tree Grant and the Amicalola EMC Grant.)

- JES has an established mentoring program in which community members volunteer to help meet the needs of identified students.

### **Building Block 3. Ongoing formative and summative assessments**

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

**(What, p. 8; How, p. 34)**

JES will utilize the assessments required by SRCL, along with other state and locally required assessments, to gather the data necessary to guide instruction. DIBELS Next will be used as the universal screening and progress monitoring tool for literacy skills. Identified students will also be assessed using the Informal Decoding Inventory to diagnose specific skill deficits. Students in 3<sup>rd</sup>-5<sup>th</sup> grade will take the Scholastic Reading Inventory to determine growth in reading skills as measured by Lexile scores. PCSD will continue to monitor progress toward mastery of grade level standards with standards based benchmark assessments three times per year. Students in 3<sup>rd</sup>-5<sup>th</sup> grade will also take the Georgia Milestones Assessment as an end of grade test.

In order to effectively and efficiently conduct assessments and disseminate data, upgrades to technology resources and the technology infrastructure will be necessary.

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

**(How, p. 34-35; Why, p. 124)**

DIBELS Next will be used as the universal screening and progress monitoring tool for early literacy skills. All students in Kindergarten through 3<sup>rd</sup> grade will be given DIBELS benchmark assessments three times per year (August, December, and May). Between those benchmark windows, individual goals will be set for at risk students and progress toward mastery of their goal will be measured by



## Pickens County School District: Jasper Elementary School

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DIBELS next progress monitoring tools.

Initially, teachers will require intensive training in conducting the benchmark assessments, completing progress monitoring, and effectively utilizing the online data analysis components of the program. Follow up training and support will be provided as needed. The current schedule and format used for completing AIMSweb universal screening and progress monitoring have proven to be efficient and effective, therefore, that format will continue with the adoption of DIBELS Next. Currently, a team of highly training personnel gather in a centralized location within the school and work together to screen all classrooms in the school over a period of several days. Progress monitoring for identified students is completed by the classroom teacher or interventionist on a weekly or bi-weekly basis.

Students in 3<sup>rd</sup>-5<sup>th</sup> grade will take the Scholastic Reading Inventory (SRI) to assess reading levels and provide a Lexile score. This assessment is computer based and will be given three times per year. A schedule for completing the assessment in the computer lab will be created by the administrative team.

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

**(How, p. 34-35, What, p. 12)**

Based on universal screening data, teachers will further assess at-risk students using diagnostic assessments such as the Informal Decoding Inventory or a sight words inventory. Diagnostic assessments will be used to develop specific, prescriptive interventions designed to help students achieve proficiency in basic early literacy skills.

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

**(What, p. 9)**

The Literacy Team will meet frequently to gauge the effectiveness of the Literacy Plan. In order to

## Pickens County School District: Jasper Elementary School

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perform this task, the team will review summative data sources such as Georgia Milestones EOG data, end of the year DIBELS Data, end of the year SRI data, and other summative data sources. This data will be analyzed and synthesized to assist the team in making revisions to the Literacy Plan as well as making programming decisions that will positively impact student achievement

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

**(What, p. 9; Why, p. 95-96, 120)**

The recently established school wide Data Team will work together to clearly articulate a plan for disseminating school level data and setting expectations and responsibilities of all stakeholders involved in utilizing data to improve teaching and learning. Grade level teams will analyze grade level data, classroom data, and individual student data to maximize the effectiveness of data driven instruction. Vertical teams will analyze subject area data in order to identify and address gaps between grade levels. Administrators and the Academic Coach will regularly participate in these meetings in order to provide a consistent focus on student achievement and data driven instruction (How, p. 39).

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

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

**(What, p. 9, 13)**

Jasper Elementary School currently uses a research based core reading program to address the literary needs of students. To increase the level of rigor and to differentiate instruction, the literacy team continually researches strategies that address the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Literacy Team members, grade level teams, and vertical teams will continue to research and discuss effective differentiation and assessment strategies to best meet the needs of all learners (How, p. 40). Strategies and resources gained through

## Pickens County School District: Jasper Elementary School

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collaborative planning will then be used in classrooms to ensure that all students receive direct, explicit literacy instruction.

Jasper Elementary School currently has the following best practices in place:

- 90 minute uninterrupted reading/language block
- Collaborative planning (weekly)
- Literacy team
- Academic Coach on staff to support teachers
- Research based programs
- Collaborative planning with the gifted coordinator
- Small group instruction
- Teacher facilitated, student centered learning
- After school tutoring options
- RTI committee
- EIP classrooms
- Differentiated instruction
- Use of Universal Screening, formative, and summative assessments

The Literacy plan is to keep the above strategies, but add the following:

- An intervention block separate from the 90 minute
- Update and expand classroom libraries including non-fiction texts that correlate to the CCGPS and students' Lexile levels.
- Various literacy resources to meet individual student needs including, but not limited to media text, tablets, and laptops. Students will utilize these with the use of various research and reading programs suited to their individual needs.

## Pickens County School District: Jasper Elementary School

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- Various technology resources including, but not limited to, student response systems, OPD projectors, and document cameras to incorporate technology and increase student engagement
- eReaders with a vast selection of ebooks for student check-out

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

### **(Why, p. 44; What, p. 6)**

With the substantial research linking reading and writing, teachers at JES strive to implement writing in all content areas. In order for students to be college and career ready, it is essential that they be able to communicate effectively through writing. Teachers will utilize technology resources to enhance writing instruction and to increase student engagement in this area. Technology resources will be used in small group and whole group instruction to facilitate improved instructional strategies.

Students will also keep writing samples on the school server to facilitate peer editing. Writing portfolios will be used in the classrooms, and selected pieces of work will be kept for students to measure growth over time. Students will also be given the opportunity for selected pieces of writing to be published using available technology resources.

Interactive Student Notebooks (ISN) will be used in all content areas for note taking, writing, and vocabulary development. ISNs will be used in the content areas to facilitate metacognitive processes and to increase rigor and engagement. All teachers, including content area teachers, will be provided support and training in best practices for the effective use of Interactive Student Notebook.

In order to ensure effective implantation of these initiatives, teachers will receive professional development in teaching foundational writing skills. Teachers will also continue to participate in professional development and coaching to further develop the implementation of Writing to Win.

Collaborative teams will also work together to develop consistent, grade level appropriate, writing rubrics to assess writing. These rubrics will be used to facilitate consistent expectations for

## Pickens County School District: Jasper Elementary School

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writing at JES. All teachers will participate in professional learning in best practices in writing instruction so that a plan can be created to meet the writing demands at each grade level (How, p. 42).

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

**(Why, p. 51, 53, 56, and 59; How, p. 41)**

In order to develop and maintain interest and student engagement, teachers will need to use a wide variety of strategies and resources. One resource in which JES is lacking is student access to technology to enhance literacy instruction. Technology is a vital part of today's world. Outside of school, children are constantly stimulated and engaged with interactive technology in the form of video games, tablets, smart phones, computers, and other devices. An increase of modern technology within the classrooms will go a long way in gaining and keeping the interests of students.

Teachers will also receive professional development in best practices, including differentiation. Once instruction is differentiated to meet the needs of all learners, engagement will naturally follow. JES will utilize programs, resources, strategies, and technology enhancements for RTI purposes, enrichment, differentiation, and cultivating literacy in the content areas. Learning will become interactive, data will be more readily accessible, and students will be better prepared to master grade level standards and beyond.

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

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

**(Why, p. 99-106; How, p. 43)**

The School Improvement Team meets regularly with the RTI Team to discuss data and interventions. As mentioned previously in the plan, the literacy team will research effective intervention strategies and materials designed to meet the needs of students at each tier. The teams will work together to

## Pickens County School District: Jasper Elementary School

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establish goals and plans for each student.

There is currently an established, countywide protocol for RTI. Adherence to the established plan will ensure that students at each tier are provided necessary instruction and interventions to facilitate mastery of grade level standards. Currently, teachers at JES are providing all RTI interventions within the regular class period. This has proven to be inconsistent and ineffective in ensuring that all students receive regular interventions. An additional time will be created within the master schedule for mandated intervention/enrichment. This will provide teachers and interventionists with a structured schedule with a dedicated time for intervention and acceleration.

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

**(Why, p. 99-106; How, p. 43)**

Students at all tiers will be provided with grade level instruction utilizing the core reading program along with supplemental resources intended to enhance engagement and increase rigor. Formative and summative data will be utilized to gauge the effectiveness of Tier I instruction, make programming decisions, and identify students in need of more intensive instruction.

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

**(Why, p. 99-106; How, p. 43)**

Students in need of Tier II instruction, will be grouped according to common literacy needs and specific interventions will be consistently provided. These interventions will be completed by the classroom teacher within the literacy block. Tier II students are progress monitored on a weekly basis to assess the impact of interventions and to determine if there is a need change the intervention strategies or to continue with the current plan. Students who continue to struggle despite receiving Tier I and Tier II instruction, are moved to Tier III for more intensive support.

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

## Pickens County School District: Jasper Elementary School

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*jointly*

**(Why, p. 99-106; How, p. 43)**

Students in Tier III receive intensive, specific, prescriptive instruction designed to meet their deficits. Tier III students are monitored by the Student Support Team, and the team provides input into the design and implementation of the Tier III intervention plan. Intervention data and progress monitoring data are closely monitored to determine if there is a need to refer Tier III students for additional testing.

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

**(Why, p. 99-106; How, p. 43)**

Students in Tier IV, have Individual Education Plans (IEPs) designed to assist students in meeting individual goals. Special Education students also have a case manager who is assigned to create the plan, monitor implementation of the plan, and revise the plan as needed. Through this plan, Tier IV students receive the services and support necessary to provide access to the curriculum.

### **Building Block 6. Improved Instruction through Professional Learning**

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

**(What, p. 48)**

As a district, Pickens County works closely with various secondary education institutions. There are a number of college students who observe in classrooms and complete their student teaching in PCSD. Schools that have placed pre-service teachers to Jasper Elementary School include Reinhardt College, Kennesaw State University, Western Governor's University, Grand Canyon University, University of Phoenix, University of North Georgia, and Chattahoochee Technical School. JES looks forward to

## Pickens County School District: Jasper Elementary School

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expanding this list of schools and continuing to collaborate with colleges to help prepare the teachers of tomorrow. Collaboration with universities and colleges not only helps the pre-service teachers, but it also ensures that well prepared educators are in line to join the faculty and staff at JES.

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

### **(What, p. 48)**

The Needs Assessment survey and data analysis helped to identify several professional learning needs for teachers at JES:

- Differentiated instruction to meet the needs of all learners
- Reading foundational skills
- Analyzing data to effectively meet students' needs
- Implementation of comprehension strategies in reading as well as all other content areas

Data and stakeholder input will continue to be analyzed to determine professional learning need (Why, p. 94). Teachers are currently using an online site called PD360 to help meet their professional learning needs. Teachers are also completing the FIP modules to enhance formative instruction practices. The administration, in collaboration with the literacy team, will devise a professional learning plan that addresses the needs of all staff members. Staff members who are unable to attend trainings will be required to watch the video-taped session of the training (How, p. 49).



# Pickens County School District: Jasper Elementary School

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## *Analysis and Identification of Student and Teacher Data*

Collective achievement data for Jasper Elementary School (JES) shows multiple strengths and weakness in student achievement. In some areas, the percentage of students meeting or exceeding standards is considered strong; however, there are considerable areas of need that must be addressed.

<b>2013-2014 CRCT Data</b>					
<b>Subjects</b>					
	Reading	ELA	Science	Social Studies	Math
<b>3rd Grade</b>					
<b>Meets</b>	41.2%	43.7%	48.7%	57.5%	30.0 %
<b>Exceeds</b>	51.3%	38.8%	26.3%	15.0%	46.3%
<b>DNM</b>	7.5%	17.5%	25.0%	27.5%	23.8%
<b>4<sup>th</sup> Grade</b>					
<b>Meets</b>	43%	52.3%	38.3%	46.1%	48.9%
<b>Exceeds</b>	53.5%	34.9%	38.4%	41.9%	36.0%
<b>DNM</b>	3.5%	12.8%	23.3%	12.0%	15.1%
<b>5<sup>th</sup> Grade</b>					
<b>Meets</b>	51.6%	58.9%	42.1%	51.4%	39.9%
<b>Exceeds</b>	44.2%	40.0%	42.1%	31.6%	41.1%
<b>DNM</b>	4.2%	1.1%	15.8%	17.0%	19.0%

## Pickens County School District: Jasper Elementary School

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In 2014, over 49% of JES students exceeded with an additional 45% meeting expectations on the reading portion of the CRCT. Approximately 90% of the students either met expectations or exceeded in the Language Arts portion of the CRCT. Conversely, only 81% of the students met or exceeded expectations in math, and 80% met expectations in science and social studies. Reading and ELA scores are strong; however, lower scores in science and social studies indicate the need for targeted literacy instruction in the content areas that focuses on vocabulary, reading comprehension strategies, and increased opportunities for reading Lexile-leveled information texts. For students to be successful across the curriculum, teachers need access to materials and professional learning that will enhance their skill sets in these areas.

In the process of breaking the data down even further, JES acknowledges that a high percentage of 4<sup>th</sup> and 5<sup>th</sup> grade students met or exceeded expectations, but fewer 3<sup>rd</sup> graders met or exceeded standards. Overall, more than 90% of students met or exceeded expectations in all three grade levels on the CRCT. In order to move forward, the focus needs to shift from meeting standards to increasing the number of students who exceed reading standards. The data also indicates the need for an intensive focus on literacy integration in the content areas.

# Pickens County School District: Jasper Elementary School

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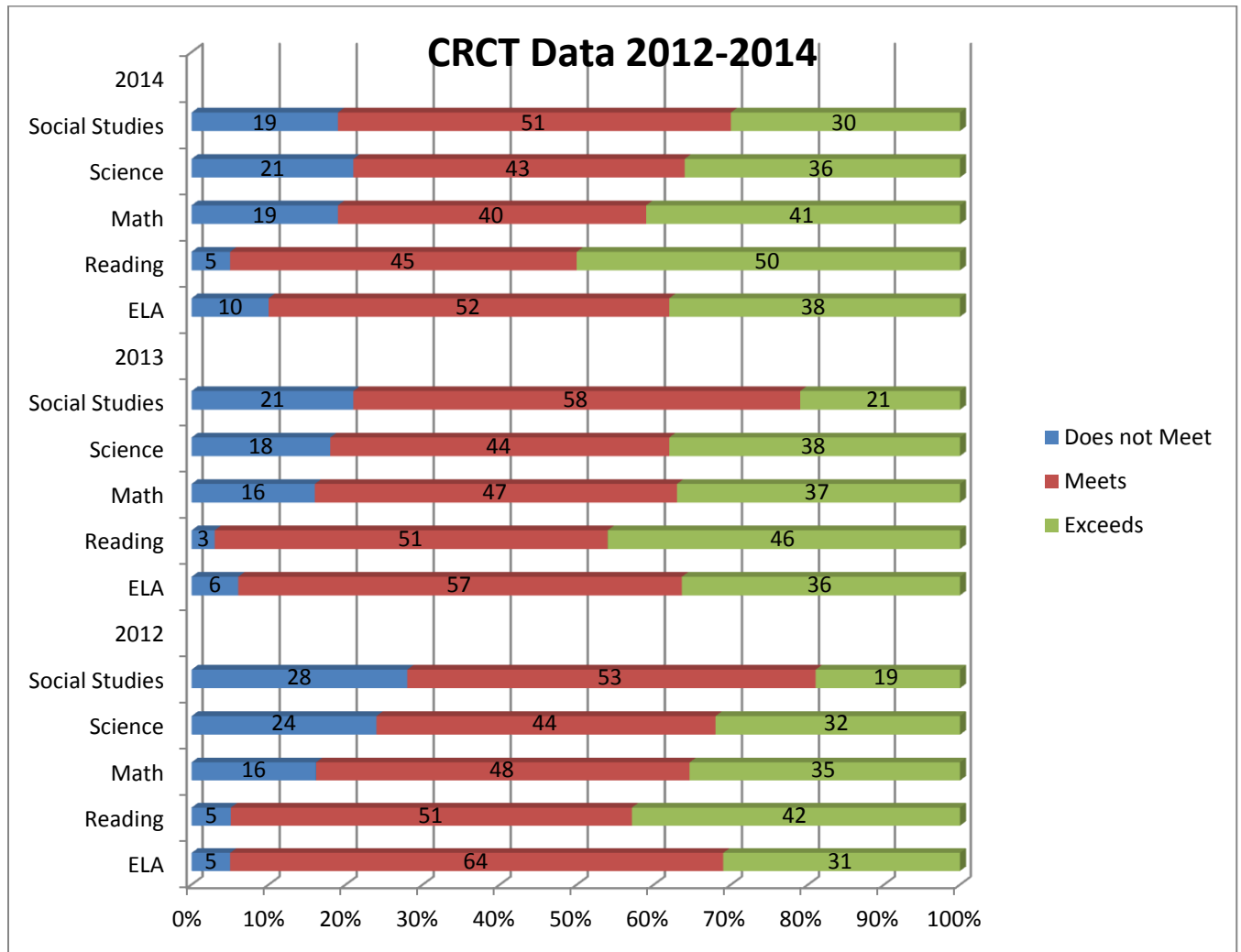
## Disaggregated CRCT Data- 2014

Subject	All Students	White	Hispanic*	SWD	E.D.	Black*	Multi-racial*
<b>Reading</b>	97%	98%	100%	90%	93%	100%	100%
<b>Language</b>	90%	90%	83%	74%	85%	100%	75%
<b>Science</b>	78%	81%	25%	45%	65%	100%	75%
<b>Social Studies</b>	80%	83%	25%	49%	71%	100%	75%
<b>Math</b>	81%	84%	60%	57%	75%	100%	50%

\*not statistically relevant due to significantly low number of students

In content areas other than reading, the achievement rate was much lower than preferred. Third grade math (76%), science (75%), and social studies (72%) scores were well below expectations. Fourth grade showed higher achievement in science (76%) and social studies (88%), but that had a large percentage of students who did not meet the most basic levels of achievement. In 5<sup>th</sup> grade, scores were no better, and at times not as high. Average Science scores were less than 85%, and average social studies scores were only 83%. These scores indicate the need for additional support in literacy in the content areas. Disaggregated data also helped to identify the need for a continued focus on Students with Disabilities and Hispanic students in all subject areas.

## Pickens County School District: Jasper Elementary School



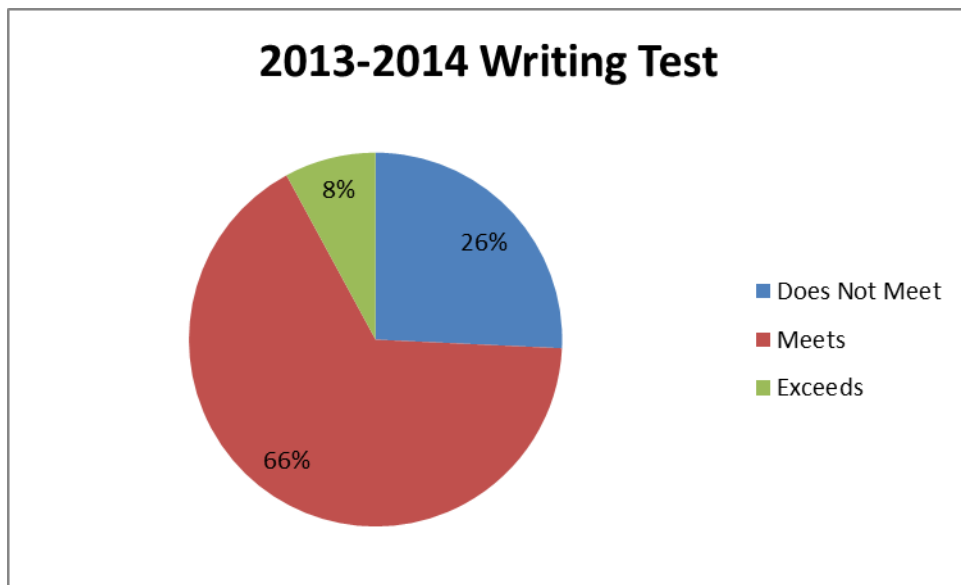
The above data shows that currently, reading is the stronger subject area in relation to CRCT scores. JES has the fewest number of students not meet expectations in reading than any other content area. While all stakeholders are proud of this fact, there is also the recognition of the cause and effect relationship between literacy skills and success in other subject areas. Reading scores are the highest, with 96.3% of students passing the CRCT, including 46% of the students exceeding expectations. Unfortunately, the scores decline from that point in all areas, with the lowest scores appearing in Social Studies. The Literacy Team realizes that standardized tests rely on students understanding exactly what is being asked. Gone are the days of simple

# Pickens County School District: Jasper Elementary School

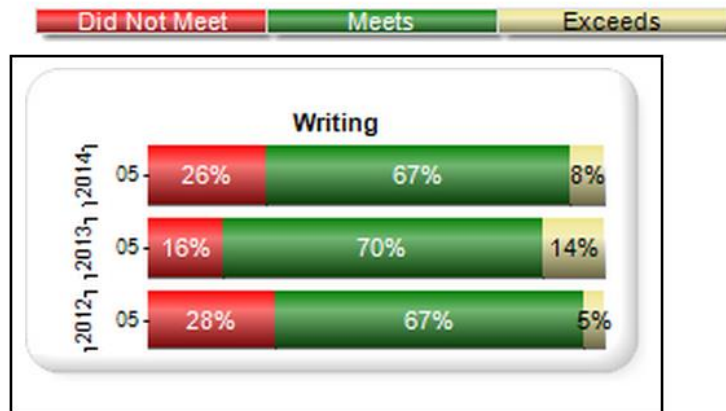
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equations on math tests or lower level questioning on science and social studies tests. Instead, students are asked to read situation or examples, decipher the question, and apply their knowledge. While many students can effectively decode text, teachers need to shift their focus on to enhancing students' ability to comprehend what they are reading and decipher what is being asked.

## Writing Test Data

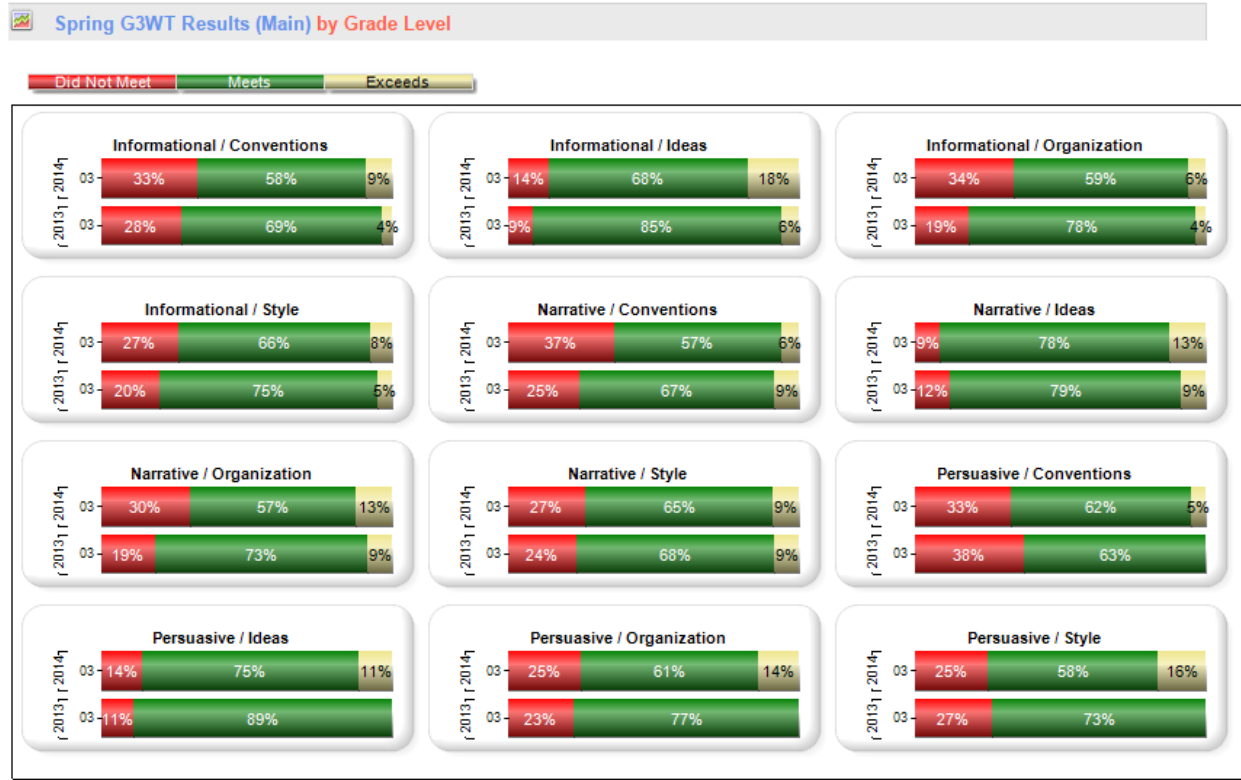


## Fifth Grade Writing Test Data 2012-2014



# Pickens County School District: Jasper Elementary School

## Third Grade Writing Test Data 2014



An examination of 3<sup>rd</sup> and 5<sup>th</sup> Grade Writing Test scores demonstrates another aspect of the need for an effective literacy plan. Longitudinal data indicates an overarching need for an increased focus on writing in all grade levels and subgroups.

### Access Data

An examination of 2014 ACCESS scores demonstrates that JES has a very strong ESOL program. Of the 24 students served in the program, 12 of those students attained the necessary English Language Proficiency level needed to exit the program. Those students will continue to be monitored for two additional school years to ensure continued progress in English language development. As noted in the data below, JES students far exceeded state expectations and annual measurable objectives for EL students.

# Pickens County School District: Jasper Elementary School

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Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Composite
338.7	347.9	304.1	263.5	343.3	272.8	298.7	293.9

These are ACCESS scale scores (2014 results)

Scale scores range from 100-600.

Progress=77%

CRCT=75% passing Reading and Language

State Progress Goal=53%

(The 2 students who did not pass-took CRCT M)

Exceeded State Goal by 24%

## GKIDS Data

2013 and 2014 GKIDS Data				
Subjects				
	ELA 2013	ELA 2014	Math 2013	Math 2014
<b>Meets/Exceeds</b>	85.2%	88.8%	86.7%	91.8%

## Pickens County School District: Jasper Elementary School

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2013 and 2014 Mock CRCT Data						
Subjects						
	Reading	Reading	ELA	ELA	Math	Math
	2013	2014	2013	2014	2013	2014
1 <sup>st</sup> Grade						
Meets	38%	71%	52%	75%	49%	74%
Exceeds	45%	24%	31%	8%	42%	11%
DNM	7%	4%	17%	17%	9%	15%
2 <sup>nd</sup> Grade						
Meets	24%	30%	56%	53%	49%	49%
Exceeds	66%	64%	34%	33%	43%	40%
DNM	10%	6%	10%	14%	8%	11%

An examination of GKIDS data and Mock CRCT for 1<sup>st</sup> and 2<sup>nd</sup> grade data indicates that a substantial percentage of students are entering 3<sup>rd</sup> grade without the foundation skills necessary to successfully master grade level standards. This data demonstrates the need for a greater focus on foundational skills in the early grade levels.

After analyzing the data, the greatest area of concern is that students are not applying comprehension skills across the curriculum. JES also needs to bridge the gap between the economically disadvantaged and ELL students as compared to the rest of the population. There is a need for additional professional development to assist teachers in going beyond teaching basic literacy skills to focus on teaching students to apply literacy skills in the content areas.



## Pickens County School District: Jasper Elementary School

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Test scores will improve in all content areas once students have mastered the skills necessary to effectively utilize literacy skills in all subject areas.

### **Teacher Data**

Jasper Elementary School staff consists of 39 highly qualified, experienced teachers with a commitment to continuing their own professional learning through completing advanced degrees. More than 85% of teachers at JES hold a Masters degree or Specialists degree. This dedication to continued education has led to extensive participation in Professional Learning Communities and ongoing professional learning at JES. Teacher attrition has historically been low due to the collegial work environment fostered by administration, a high level of family and community support, and teachers' dedication to the students at JES.

# Pickens County School District: Jasper Elementary School

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## Project Plan/Procedures/Goals/Objectives

**Goal 1: Effective and efficient utilization of assessment tools and resources to identify and meet the needs of learners at all RTI tiers.**

Students will receive direct literacy instruction in all subject areas (Why, p. 48).

Research and best practices recognize that students learn in a variety of ways. For this reason, JES must address multiple learning styles to reach all students. To effectively teach children how to read and how to learn through reading, teachers must implement new methodologies. JES must consistently identify achievement targets and measure student progress toward achieving those targets. After identification, staff members will remediate and accelerate as needed to help all readers progress to meet their individual goals. If Tier I instruction is not effective, teachers will provide differentiated instruction at the level of intensity necessary for students to experience success. Students receive direct writing instruction in all content areas (Why, p. 45). Students will be given opportunities for writing to demonstrate learning and critical thinking. Common writing rubrics and revision guides will be utilized throughout the school (What, p. 7). Teachers will receive ongoing professional development to assure continuity and fidelity across all content areas.

**Objective 1:** Provide universal literacy screenings for all students to be used to identify individual needs (Why, p. 104).

- a) Utilize diagnostic assessments multiple times per year and develop and follow a protocol to identify the instructional needs of the students, (What, p. 9).
- b) Student data is examined regularly to identify areas of instruction with the greatest need for each child (What, p. 11).
- c) Use diagnostic assessments to isolate skills needed for mastery of literacy standards for at

## Pickens County School District: Jasper Elementary School

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risk students (What, p. 9).

**Objective 2:** Provide targeted, specific interventions based on weaknesses identified through data analysis.

- a) Utilize diagnostic assessments to pinpoint specific interventions for at risk students  
(What, p. 9).

<b>What</b>	<b>Who</b>	<b>When</b>	<b>How</b>	<b>Measurement</b>
The instructional levels of all students are screened and progress monitored with evidence based tools.	Academic Coach Literacy Team Teachers Assessment Team	2014-ongoing	DIBELS Next SRI Diagnostic Assessments GA Milestones OAS Benchmarks	Improvement in student data as measured by all applicable assessments
Provide Tier I, II, III, and IV remediation, instruction, and/or enrichment to all students based on data collected	All stakeholders	2014-ongoing	Utilizing data to provide differentiated instruction	TKES Observations Lesson plans Assessment data
Provide professional support for staff members in the area of data collection and analysis  Provide support for parents and stakeholders to better understand assessment data	All stakeholders	Ongoing	-Professional learning sessions during team/grade level and/or faculty meetings. -Training sessions outside of the school day for parents or other stakeholders as needed	Increased evidence of data use to drive instruction Lesson plans Observations Increased assessment data

## Pickens County School District: Jasper Elementary School

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**Goal 2: Literacy skills and strategies will be integrated across the curriculum to enhance learning in all subject areas.**

**Objective 2** – Increase assessment scores in all content areas through an increased focus on literacy across the curriculum

- a) Consistently integrate writing across the curriculum in order to improve skills and increase mastery in all content areas (What, p. 10).
- b) Students receive literacy skills instruction in all subject areas (Why, p. 48).
- c) Students receive writing instruction in all content areas (Why, p. 45).
- d) Develop common writing rubrics and editing notation charts (What, p. 7).

<b>What</b>	<b>Who</b>	<b>When</b>	<b>How</b>	<b>Measurement</b>
Ensure that all teachers are well versed in the ELA standards	Administration Leadership Team Academic Coach	2014 - ongoing	Professional development and content area meetings	Logs and sign in sheets Lesson plans Walk-throughs
Literacy instruction is optimized in all content areas	Teachers Administration Academic Coach	2014- ongoing	Provide professional development and additional resources	TKES Lesson plans Student Work samples
A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS	All Stakeholders	2014 - ongoing	Collaborative planning, grade level meetings, submitting of lesson plans and content area meetings	Logs Sign-In sheets Lesson plans Observations
Address specific needs of EL students based on	ESOL instructor Regular Education	Ongoing	Researched based interventions for	Lesson plans TKES Meeting Logs

## Pickens County School District: Jasper Elementary School

their level of understanding of the English Language and reading ability.	Teachers		ELs, including total immersion and SIOP, Collaboration between ESOL teacher and regular education teachers.	Observations
Bridge the gap between at risk students as compared to the rest of the student population.	All stakeholders Literacy Team	2014-2018	Rigorous Instruction Hands-on Technology Continuous Progress Monitoring	Benchmarks Formative Assessments Lexile levels AIMSweb
All content areas will integrate reading within their curriculum,	All teachers	Ongoing	Books, stories and articles related to the curriculum	Lesson plans Observations Assessment data
All content areas will integrate writing across the curriculum	All teachers	Ongoing	Journals Interactive Student Notebooks Essays Reviews	Lesson plans Observations Student products Assessment data

**Goal 3: Implement an intensive school-wide intervention plan to meet the needs of all learners and ensure that all students are college and career ready.**

**Objective:** Establish a master schedule that provides for extended time for remediation and/or enrichment of literacy skills as well as ongoing assessment and progress monitoring.

- a) Utilize diagnostic assessments to create targeted interventions (What, p. 9).
- b) Provide remediation at each grade level for students who are not meeting literacy goals (What, p. 13).
- c) Create a specific block of time in the master schedule that will be utilized on a daily basis for remediation and acceleration (What, p. 6).

# Pickens County School District: Jasper Elementary School

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## **RTI and Progress Monitoring (For each Grade Level)**

- Tier I – All students are assessed using the universal screening tool during the first month of school. Students are also assessed during the first quarter using OAS/GOFAR Benchmark testing. These assessments, combined with teacher observations and other classroom assessments, help to identify students in need of additional instruction and intervention through EIP or RTI Tier II progress monitoring.
- Tier II – Students are grouped according to common literacy needs and are provided additional small group instruction to address these deficits. These interventions are completed by the classroom teacher during the regular academic day. At risk students are progress monitored weekly in order to gauge the impact of interventions. Interventions are modified as needed to meet the needs of students.
- Tier III – If a student does not respond to appropriate Tier II interventions, the student is then moved to Tier III. Tier III students receive intensive intervention in their specific areas of need. Weekly progress monitoring continues in order to assess the impact of interventions and guide the Student Support Team in making data based decisions.
- Tier IV – If students are not successful in mastering grade level skills in Tier III, the Student Support Team may choose to refer students for additional testing. The data collected from this specialized testing will allow a more in-depth view of the needs of the students. Once a child qualifies for Special Education, an IEP will be created that sets specific learning goals and creates a plan for helping the student achieve those goals.

## Pickens County School District: Jasper Elementary School

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What	Who	When	How	Measurement
Provide remediation and/or enrichment to all students based on data collected	Teachers Academic Coach	2014 - ongoing	Differentiated instruction	TKES Lesson plans Progress Monitoring
Tier I standards based instruction is provided to all students	Administrators Academic Coach Teachers	ongoing	Teachers will provide Tier I instruction to all learners	Lesson plans TKES Student work samples Increase assessment scores
Targeted, needs-based interventions are provided at Tier II, III, and IV at the appropriate level of intensity and frequency	Administrators Teachers RTI committee Academic Coach	ongoing	Professional learning and resources necessary to provide research based interventions designed to target specific skill deficits	RTI documentation Increased assessment scores Lesson plans Observations
Implement daily remediation/enrichment time outside the reading block	Administration Teachers Academic Coach Staff members	2014-2018	Modification of the schedule Maximizing class time	Lesson plans Observations

## Pickens County School District: Jasper Elementary School

<b>Sample Daily Schedule by Grade Level</b>					
<b>Kindergarten</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
7:45-8:00 Homeroom/ D.E.A.R	7:45-8:00 Homeroom/ D.E.A.R	7:45-8:00 Homeroom/ D.E.A.R	7:45-8:00 Homeroom/ D.E.A.R	7:45-8:00 Homeroom/ D.E.A.R	7:45-8:00 Homeroom/ D.E.A.R
8:00-8:45 C.A.M.P	8:00-9:30 Reading/ ELA	8:00-9:30 Reading/ ELA	8:00-9:30 Reading/ ELA	8:00-9:30 Reading/ ELA	8:00-9:30 Reading/ ELA
8:45-10:15 Reading/ ELA	9:30-11:00 Math	9:30-10:15 C.A.M.P	9:30-11:00 Math	9:30-11:00 Math	9:30-11:00 Math
10:15-12:00 Math	11:00-11:45 C.A.M.P	10:15-11:00 Science	11:05-11:25 Intervention/ Enrichment	11:15-11:45 Lunch	11:00-11:30 Lunch
12:05-12:35 Lunch	11:55-12:15 Intervention/ Enrichment	11:00-11:55 Math	11:30-12:00 Lunch	Science 11:45-12:30	11:35-11:55 Intervention/ Enrichment
12:35-1:20 Science	12:20-12:50 Lunch	11:55-12:25 Lunch Math (cont.) 12:25-1:10	12:05-12:50 C.A.M.P	12:30-12:50 Intervention/ Enrichment	12:00-12:45 Science
1:00-1:20 Intervention/ Enrichment	12:50-1:40 Science	1:10-1:50 Social Studies	12:55-1:40 Science	12:55-1:35 C.A.M.P	12:50-1:35 Social Studies
1:40-2:15 Social Studies	12:40-2:25 Social Studies	1:50-2:10 Intervention/ Enrichment	1:40-2:25 Social Studies	1:40-2:25 Social Studies	1:40-2:25 C.A.M.P
Dismissal 2:25-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30	Dismissal 2:25-2:30

Tier I literacy instruction is delivered to all students during the Reading/ELA block. Tier II interventions are conducted in small groups during the literacy block. Tier III intervention are completed during the daily intervention/enrichment block. Tier IV instruction for SWDs is provided through a co-teaching or resource model as specified by IEPs. ELs and gifted students receive instruction based on a pull-out model or collaborative model.



# Pickens County School District: Jasper Elementary School

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## *Assessment and Data Analysis Plan*

Formative and summative assessments are administered throughout the school year to help teachers guide instruction. At the beginning of the year, or during the summer break, the literacy team conducts a thorough review of summative assessment data from the previous school year. The team then puts the disaggregated data into charts and graphs to facilitate sharing the data with the faculty and other stakeholders. Teachers, administration, and/or the literacy team use the data to identify focus areas and progress level expectations for each grade level at Jasper Elementary School (JES).

Summative data from the previous school year, along with screening data from the beginning of the year, will be shared with teachers during their weekly RTI meetings. Administrators and/or the Academic Coach will work with teachers to help them fully understand the data and to identify areas of strength and weakness. The team will then work together to create goals and to devise a plan to address the areas of need. Goals will be developed for the school as well as each grade level. Teachers will then conference with students to set measureable goals based on their individual data. Students will track their own progress using individual charts or graphs. Parents are encouraged to be involved in this process and to monitor their child's progress toward their individual goals.

### **Current Assessment Protocol**

<b>Assessment</b>	<b>Purpose</b>	<b>Skills</b>	<b>Frequency</b>
<b>OAS Benchmark</b>	Formative: Benchmarking and Progress monitoring	CCGPS ELA standards	3-4 times a year- 1 <sup>st</sup> -5 <sup>th</sup> grade
<b>AIMSweb</b>	Formative/Summative(EOY): Screening and to inform and evaluate instructional decisions about the intensity	Fluency, comprehension, phonemic awareness, curriculum based	Benchmark- 3 times a year Progress Monitoring- weekly for at risk

## Pickens County School District: Jasper Elementary School

	of interventions and to evaluate the effectiveness of instruction.	measurement, Lexile level	students K-5 <sup>th</sup> grade
<b>GKIDS</b>	Formative/Summative: Outcome (Assess performance of grade level standards)	CCGPS ELA Standards	4 times a year Kindergarten
<b>Georgia Milestones</b>	Summative: Outcome (Assess mastery of grade level standards)	ELA, Reading	Annually 3 <sup>rd</sup> -5 <sup>th</sup> grade
<b>Study Island</b>	Formative: Support literacy instruction, Benchmarking and progress monitoring of interventions and their effectiveness	ELA, Reading	Ongoing throughout the year 2 <sup>nd</sup> -5 <sup>th</sup> grade
<b>Access for ELL</b>	Summative: Assess progress in Language Acquisition	Language Skill Areas Tested... Reading, Writing, Speaking, Listening	Annually K-5 <sup>th</sup> grade EL students
<b>Renaissance Accelerated Reader</b>	Formative: Progress Monitoring of Independent Reading Comprehension	Reading Comprehension	Ongoing throughout the year K-5 <sup>th</sup> grade

### Comparison of Current Assessments with SRCL Protocol

JES will continue to use all assessments required by PCSD and the state. To comply with SRCL guidelines, AIMSweb will be discontinued, and DIBELS Next will be implemented as the universal screening tool for early literacy skills. Students identified as at risk by the universal screener will be assessed using the Informal Decoding Inventory. This diagnostic tool will provide teachers with the specific information necessary to devise prescriptive interventions for strategic and intensive students. Scholastic Reading Inventory (SRI) will also be used to assess students' progress in reading comprehension and to assign students a Lexile level. Benchmark

# Pickens County School District: Jasper Elementary School

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assessments and progress monitoring data will be utilize to differentiate instruction to meet the needs of all learners.

## **Implementation Plan**

### **DIBELS Next**

JES currently has a framework in place for administering AIMSweb as the school wide universal screening tool. An effective, efficient system has been devised for completing benchmark assessments. The Academic Coach creates a schedule for benchmarking and identifies a team of teachers to assist with assessments. These teachers include the Academic Coach, the counselor, the Media Specialist, and other teachers without an assigned homeroom class. Teachers bring their class to a central location within the school, usually the Media Center, and the team of highly trained staff members work together to administer the benchmark assessments for all students in the class. Students and teachers are familiar with this testing format, and it has worked well as the format for universal screeners in the past; therefore, this procedure will continue with DIBELS Next.

### **Diagnostic Assessments**

Data for students who score in the strategic or intensive range on DIBELS next will be examined to determine the need for additional diagnostic assessments. Depending on the area(s) of weakness identified by the universal screener, it may be necessary to administer the Informal Decoding Inventory to provide more specific information necessary to pinpoint areas of need and provide prescriptive interventions. Teachers will administer this assessment to students as necessary.

# Pickens County School District: Jasper Elementary School

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## **SRI**

Students in 3<sup>rd</sup>-5<sup>th</sup> grade will take the Scholastic Reading Inventory to assess progress in reading through the identification of an individual Lexile level. In order to successfully administer this program to all students, the Academic Coach will create a schedule to rotate classes through the Computer Lab. The Academic Coach, classroom teacher, and the computer lab paraprofessional will work together to assist students in logging into the SRI system and provide technical assistance as needed. Prior to the testing window, the school technician will ensure that all computers in the lab have the SRI icon on the desktop and that all computers meet the technical specifications to successfully run the program.

## **Professional Learning Needs**

Extensive professional learning will be necessary in order to facilitate successful implementation of these assessments. Teachers will need training on how to administer the assessments required by their current grade level. However, it will also be necessary to provide highly specific training on how to use the data from each of these assessments to inform instruction. Ongoing professional development and support will be provided by the Academic Coach.

## **Data Sharing**

At JES, data drives instruction. After each benchmark assessment, teachers will meet in collaborative teams to analyze data and identify strengths and weaknesses by grade level, by classroom, and by individual student. School wide data will be posted in the data room so all teachers may analyze it on a regular basis. The strengths and weaknesses identified in the data will be the compass in lesson design and instruction.

## Pickens County School District: Jasper Elementary School

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Teachers will continue to meet with individual students to create goals and devise a method for tracking progress toward the goal, such as a chart or table. During the bi-weekly meetings, the teacher will work with the student to update their individual progress charts. If students are not making adequate progress toward achieving the goal, the teacher will modify instruction and interventions as needed to meet the student's needs. Data will be shared with parents through parent conferences, phone calls, emails, and through the Parent Portal gradebook. School level data and data celebrations will be shared with stakeholders through newsletters, the school website, social media, and local news outlets.

In addition to the regularly assigned classroom assessments, students will progress through the Study Island programs each week. Individual teachers, grade level teams, and school level collaborative teams will monitor the data provided by all assessments to measure the effectiveness of instruction at all tiers and make changes as necessary. In an effort to provide students with ownership of their learning, teachers and students will meet bi-weekly to update their progress monitoring charts and discuss the results. If a child is not advancing at the rate needed to reach their identified goal, the teacher will modify the interventions as needed.

Grade levels will meet weekly to review their teaching strategies and their results. Collaboration will occur in an effort to improve weekly results. Teachers will keep records of what is discussed and their plans for improvement. A log will be provided to each grade level for this purpose.

The Literacy Team will continue to study researched based strategies and resources for literacy instruction, including progress monitoring (How, p. 20). This research will be shared with all teachers to support assessment and data analysis.



# Pickens County School District: Jasper Elementary School

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## **Resources, Strategies, and Materials**

Jasper Elementary School (JES) is committed to increasing literacy skills and reading comprehension across the content areas. Time, scheduling, resources, and materials are required to implement the Literacy Plan and will require support from the Striving Readers grant funds to implement.

### ***Current classroom resources/materials:***

While a 90 minute reading/language block is consistent across the school, the materials and resources available for literacy instruction vary with each grade level and often with each classroom. All classrooms have at least three student computers and one iPad. Each reading class has the core reading program materials (basal texts, leveled readers, supplemental resources, etc.) along with the core reading program intervention kit focusing on Tier II and Tier III interventions. All classrooms have access to supplemental, web based programs to enhance instruction; however, the limited number of working student computers makes it difficult to fully implement these programs. Some classrooms have ceiling mounted projectors, minimal classroom libraries (bought by the teachers themselves), and leveled readers for Science and Social Studies. SRCL funds would be used to provide consistency and equity in all classrooms.

### ***Current Shared Resources:***

We currently have shared sets of dictionaries and thesauruses, Jack and Jilly reading program (shared with K and first), two document cameras for the school, one interactive white board for the school, and 30 iPads. The school also has one computer lab consisting of 30 computers; however, the lab is used for exploratory classes. It is often unavailable for classes to come in during the reading/language block. We also have one mobile laptop cart containing 14

## Pickens County School District: Jasper Elementary School

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outdated computers with limited software. These shared technology resources also include a county Instructional Technology Coordinator who provides job-embedded professional learning and classroom support for technology initiatives in the classroom. Funding sources will support professional learning in utilizing current technology resources and provide materials needed to create technology infused lessons and units.

### ***Current Library Resources:***

We currently have approximately 21,000 books ranging from pre-readers to a limited number at the middle school level for student checkout. We also have a small reference section, novel sets for classes, teacher guides/portals, a small professional section, a ceiling mounted projector, and six student computers. There is a need for a technology center within the media center to focus on individual and small group instruction utilizing technology to support student engagement. Grant funds may be utilized to achieve this goal.

### ***Additional proposed resources/materials needed to ensure student engagement:***

To ensure student engagement and achievement, it is imperative that Jasper Elementary make the following resources available:

- Research based software to enhance reading and literacy instruction and interventions
- Updated and expanded classroom libraries including non-fiction texts that correlate to the CCGPS.
- Increased student access to technology-additional computers, tablets, and other engaging devices



## Pickens County School District: Jasper Elementary School

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- Technology resources for classrooms to enhance instruction and increase student engagement
- eReaders with a vast selection of ebooks for student check-out
- Literacy manipulatives and materials to increase student engagement in early literacy skills instruction

Alternate funding sources, including SPLOST, Title I, Title IIA, and state and local contributions may help in providing the resources necessary to achieve these goals. During the current school year, eSPLOST funds were used to purchase a laptop for all teachers in the district. The Pickens County Board of Education is very supportive of initiatives geared toward increasing student engagement and providing students with the 21<sup>st</sup> century literacy and technology skills necessary to be college and career ready.

All technology purchases will be used to facilitate instruction and support student engagement at all RTI tiers. Access to a prescriptive, web based literacy program will provide students with instruction specifically designed to meet their individual literacy needs. Increased student access to technology will facilitate literacy activities such as digital storytelling, conducting research, and the use of engaging apps to provide practice and support. Increased access to technology will also allow teachers to provide differentiated instruction geared toward meeting the remediation and acceleration needs of learners. Increased access to classroom technology resources such as projectors, whiteboards, document cameras, and student response systems will allow teachers to expand their instructional practices and create lessons that engage all learners in every RTI tier.

# Pickens County School District: Jasper Elementary School

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## *Supplementary reading materials to aid tiered instruction:*

- Strategic Intervention (component of the core reading program)
- Intervention Station (component of the core reading program)
- Lexiled non-fiction books and novels
- Graphic novels
- Children's periodicals and magazines to support content area reading, i.e, science and social studies sources
- Professional resource library

## *Strategies that support best practices in literacy:*

Jasper Elementary School currently has the following best practices in literacy in place:

- 90 minute uninterrupted reading/language block
- Collaborative planning (weekly)
- Literacy team
- Academic Coach to help plan and support teachers and students
- Research based core reading program
- Collaborative planning with the gifted coordinator
- Small group instruction
- Teacher facilitated student-centered learning activities
- After school tutoring options
- RTI committee
- EIP classrooms

## Pickens County School District: Jasper Elementary School

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- Differentiated instruction
- Consistent use of formative and summative assessments

### *Additional Strategies Needed to Support Student Success*

- Strategies to increase student engagement and motivation
- Professional learning and support in the effective implementation of SRCL required assessments, strategies for data analysis, and support in using data to guide instruction
- Strategies and best practices for literacy instruction across all content areas
- Lexile
- Depth of Knowledge
- Professional learning in teaching foundational writing skills

# Pickens County Schools: Jasper Elementary School

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## *Professional Learning Strategies*

Teachers at Jasper Elementary School are provided a multitude of professional learning opportunities. JES teachers' preferred method of delivery for professional development is face-to-face, either in faculty meetings, Professional Learning Communities, and/or grade level meetings. It is also necessary to provide differentiated professional learning that is delivered individually and/or in small groups through workshops, conferences, and online modules. A Professional Learning Needs Assessment was conducted at the beginning of the school year, and the following areas were identified as top priority learning needs:

1. Differentiated instruction and RTI
2. STEM content and strategies
3. Technology integration to enhance student learning
4. Writing skills, instruction and intervention

These priorities have been aligned with the school improvement plan and drive best-practices and opportunities for professional learning across the school. Currently, the school district has purchased a web-based professional development resource that allows for individual study and supports professional learning on a variety of topics including best practices in differentiation, instructional strategies, and assessment. As part of the teacher evaluation system (TKES), online resources include modules for professional learning that focus on the teacher performance standards of:

1. Professional knowledge
2. Instructional planning
3. Instructional strategies

## Pickens County Schools: Jasper Elementary School

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4. Differentiated instruction
5. Assessment strategies
6. Assessment uses
7. Positive learning environment
8. Academically challenging environment
9. Professionalism
10. Communication

Opportunities for outside professional learning are available through North Georgia RESA, conferences, and institutions of higher education located within driving distance of Pickens County. District led professional learning has included both small group and whole faculty workshops in the following areas:

1. Response to Intervention
2. Differentiation
3. AIMSweb (universal screening and progress monitoring web-based assessment tool)
4. Lexile training
5. Bimonthly Leadership meetings with District level administrators, principals, assistant principals, and Academic Coaches
6. 504 protocol and legal issues
7. A variety of Special Education support trainings
8. Writing to Win

At the school level, teachers are given a variety of opportunities to collaborate and discuss best practices. Weekly meetings are held with the principal to review needs of teachers

## Pickens County Schools: Jasper Elementary School

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and students. Technology training is scheduled and occurs often with the Instructional Technology Specialist to increase teacher and student use of technology within lessons and activities. Grade level teachers collaborate on topics that meet their immediate needs such as Whole Brain Teaching, effective discipline, or differentiation. These opportunities help to develop professional learning communities and foster collaboration in developing and implementing initiatives based on best practices.

### ***Professional learning needs:***

Additional professional learning needs were identified during the Needs Assessment process. In order to effectively implement the Literacy Plan and meet the stated goals and objectives, professional learning in the following areas will be necessary:

Goal 1: Effective use of assessments to identify needs and provide targeted intervention

- Developing and analyzing data from common assessments to determine the effectiveness of instruction and identify specific areas of need
- Effective implementation of universal screeners
- Data Analysis between different forms of diagnostic assessments

Goal 2: Literacy integration across the curriculum

- Reading across the curriculum, including selection of reading material and effective implementation in the classroom
- Writing skills instruction and uniform assessment of writing samples
- Continuing education regarding the College and Career Georgia Performance Standards to ensure that these standards are taught effectively

## Pickens County Schools: Jasper Elementary School

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- Support teachers in obtaining knowledge of how to effectively integrate technology into literacy instruction
- Differentiating literacy instruction according to student needs

Goal 3: Create a school wide intervention plan

- Training for teachers in supporting the effective implementation of the RTI process
- Training for teachers in supporting the effective implementation of new literacy software

In order to assess the impact of professional learning, administrators and the literacy team will examine growth in student data as measured by all prescribed assessments. Observations will be conducted and lesson plans will be evaluated to determine if teachers need additional support in implementing professional learning strategies. Collaborative teams will discuss professional learning and classroom implementation so that teachers may work together to support implementation. The full-time, on-site Academic Coach and administrators will participate in trainings and collaborative meetings so that all stakeholders have a common knowledge base and also to facilitate observations and evaluations. The Academic Coach will be a tremendous resources in providing continuing professional development and support to teachers during this process.

### Recent Professional Development Activities

<b>Professional Learning Activity</b>	<b>Offered</b>	<b>% of Required Participants</b>
<b>Writing to Win</b>	2014-ongoing	100% (K-5, SPED, ESOL, Gifted, Media, Academic Coach)
<b>SLO Training</b>	Summer 2014	100% (K-3, Gifted, ESOL, fine arts teachers, and Academic Coach)

## Pickens County Schools: Jasper Elementary School

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<b>Summer Literacy Boot Camp K-2</b>	Summer 2014	100% (K-2 and Academic Coach)
<b>Summer Math Boot Camp k-5</b>	Summer 2014	100% (K-5)
<b>Math Academy</b>	Summer 2014	100% (K-5)
<b>Georgia Council Teachers of Mathematics</b>	Summer 2014	100% (K-5)
<b>Orton Gillingham Training</b>	Fall 2014	100% (SPED)
<b>SEMS Training for RTI</b>	2013	100% (K-5 and SPED)
<b>MY BASSE SYSTEM Training-RTI</b>	2014-ongoing	100% (K-5, Academic Coach, and Assistant Principal)
<b>AIMSweb Training</b>	2013-2014	100% (K-5, SPED, Media Specialist, Counselor, Gifted Coordinator, Assistant Principal, and Academic Coach)
<b>Reading Academy</b>	Summer 2014	100% (K-5)
<b>FIP Training</b>	2014-ongoing	100% (K-5, Gifted Coordinator, SPED, Academic Coach, and Administration)
<b>PD360</b>	2013-ongoing	100% (all Certified Staff)
<b>Technology Training</b>	2013-2014	100% (K-5, Gifted Coordinator, SPED, and Academic Coach)

The effectiveness of the professional learning will be measured through collaborative meetings, literacy walkthroughs, TKES observations, peer observations, analysis of lesson plans, and student growth and achievement data.

- District lead initiatives where a large group learns a new concept and then return to their respect schools. These people become the “experts” and reteach the concept to the school staff.



## Pickens County Schools: Jasper Elementary School

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- A school wide initiative will involve training in new applications such as Scholastic Reading Inventory or new technology.

# Pickens County School District: Jasper Elementary School

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## *Sustainability*

Jasper Elementary School is dedicated to student success and is focused on integrating literacy across the curriculum, response to intervention strategies that support literacy skills, and bringing students challenging 21<sup>st</sup> century literacy experiences through technology. Resources in a rural location such as Pickens County are limited but may be enhanced through the strengthening of community and business partnerships. JES currently receives substantial support from the community and will continue to solicit additional support through actively involving families and community members in school initiatives.

JES will continue the assessment program of universal screening, diagnostic assessments, and progress monitoring of students through the protocols of Response to Intervention. Initiatives and programs of learning for teachers to maintain best practices with interventions and instructional strategies will be redelivered through collaborative learning communities to new teachers as well as veteran teachers on a regular basis to ensure a maximum level of knowledge. County or school funds will be used to support the continuing costs of DIBELS Next and SRI. If at some point funding is not available, DIBELS Next assessments are available in a printable format online at no charge. If necessary, JES will use the printed versions of the assessment and analyze data in Excel. To enhance the sustainability of SRI, the school will purchase a sufficient number of seats in the program and host the software and house the data on a school or county level server. The upfront cost is significantly more; however, there is only a small recurring tech support fee after the initial purchase.

In order to ensure continued student success, the literacy team will become the “experts” in best practices, available materials and resources, tiered intervention strategies, and data analysis. The Academic Coach will attend trainings and expand her knowledge base in order to

## Pickens County School District: Jasper Elementary School

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provide continuing support for veteran teachers and initial training and support for new teachers. This will guarantee that the use of the grant funds will be utilized in a fiscally responsible manner and will enhance the sustainability of the literacy plan. Title IIA, state, and local funding may be used to support materials and resources related to in-school professional learning that may include substitutes and stipends.

Upfront costs related to technology needs will allow access to new and innovative programs as the technology integration in the classroom improves. JES will strive to purchase software programs that stand-alone and do not require renewal fees. Additional costs for updates will be funded through Title I, Title IIA, state, or local funding for maintenance and upgrades to the software. The school district will also provide needed Tech support for the hardware and infrastructure. JES Leadership Team will develop a plan for using available funding for replenishing computers and other hardware on a rotating basis.

At the conclusion of every school year, the Literacy Team will conduct an inventory of all print materials and evaluate the condition of the materials. Funding for materials that will need to be replenished or replaced will come from federal, state, or local funds. In order to enhance the sustainability of materials, paper goods will be laminated and books with protective bindings will be purchased when possible.

As the students and teachers learn new methods of reading, teaching, and thinking, they become more comfortable with the concepts and acquire a new mindset in literacy education. These processes and procedures will allow JES to sustain the shift to a greater focus on literacy across the curriculum and will help to better prepare students for college, technical school, and the world beyond building critical 21<sup>st</sup> century thinkers and community citizens.

# Pickens County School District: Jasper Elementary School

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## *Budget Summary*

The budget is prioritized according to gaps that exist in student achievement in order to increase the capacity to address the literacy priorities outlined in the Needs Assessment and Literacy Plan. SRCL funds will be used to fully supply classrooms and the Media Center with updated, engaging texts at a variety of Lexile levels. Purchases will focus on supplying a plethora of informational and narrative texts for classroom libraries, digital texts for e-readers, periodicals, graphic novels, and other literacy resources that will be extensively utilized by teachers and students.

Currently, Jasper Elementary School is in significant need of additional technology resources necessary to provide engaging literacy instruction. According to recent parent surveys, one of the top concerns is the lack of technology resources and integration of limited technology resources into the curriculum. Funds will provide essential technology resources and supports in order to meet literacy needs across the content areas as well as provide much needed instructional tools for the 21<sup>st</sup> century learner. Funding for technology enhancements will be used for RTI purposes, enrichment of the curriculum, and differentiation of instruction. Learning will become interactive, data will be more easily accessible, and students will be better prepared for the real world. Teachers will be able to meet the needs of each individual student. The purchases JES makes with the grant will also help close the gap between at risk students and the remaining student population. It will create a level playing field for all students ensuring student achievement. Although we are a small community, it is our job to ensure students have the same opportunities and exposures as students in more affluent communities. In today's society, students need substantial experiencing in utilizing technology for learning purposes in order to become college and career ready.

## Pickens County School District: Jasper Elementary School

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Grant funds will provide software, web-based learning, and assessment tools to enhance instruction. These resources will also be supplemented with other materials and training needed to strengthen tiered instruction and interventions as part of the Response to Intervention protocols. Overarching needs include training of all pertinent staff in the identification of student literacy needs, acquisition of appropriate interventions, and implementation of interventions with fidelity. These resources will give teachers better tools in closing achievement gaps and will enhance student growth and progress.

Funding will be used to support professional learning in a variety of areas including:

- Technology integration into all curriculum areas
- Selecting appropriate tiered interventions
- Analyzing data and progress monitoring
- Implementation of universal screening, diagnostic, and benchmarking tools and disaggregation and analysis of assessment data
- Literacy standards across the curriculum
- Writing across the curriculum
- Student focused use of technology
- Effective strategies to bridge gaps for SWD and EL students
- Literacy integration to enhance STEM education