

School Profile

Created Tuesday, November 11, 2014

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School Information

System Name:	Baldwin
School or Center Name:	Creekside Elementary
System ID	605
School ID	0199

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Tracy Clark
Position:	Principal
Phone:	478-457-3307
Email:	tracy.clark@baldwin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Tracy Clark
Position:	Principal
Phone:	478-457-3307
Email:	tracy.clark@baldwin.k12.ga.us

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

54

FTE Enrollment

932

Grant Assurances

Created Thursday, December 04, 2014

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

-
- Yes
-

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

-
- Yes
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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.

-
- 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.

-
- 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.

- Yes

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

- Yes

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

- Yes

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

-
- Yes
-

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

-
- Yes
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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
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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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.

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

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.

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

Noris Price
Typed Name of Fiscal Agency Head and Position Title

12/2/14
Date

Tracy Clark
Signature of Applicant's Authorized Agency Head (required)

Tracy Clark, principal
Typed Name of Applicant's Authorized Agency Head and Position Title

November 19, 2014
Date

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

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

NA
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: Noris Price

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


Address: 110 North ABC Street

City: Milledgeville, GA Zip: 31061

Telephone: (478) 457-3303 Fax: (478) 457-3327

E-mail:

noris.price@baldwin.k12.ga.us


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

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

12/2/14
Date (required)

History and Demographics

Milledgeville-Baldwin County is a historic and diverse community of 46,000 residents located in Central Georgia, just a dozen miles from the state's geographic center. Baldwin County is comprised of 41% African American and 56% Caucasian residents, with 3% of the population classified as other ethnicities (U.S. Census Data, 2012). The former antebellum capital of Georgia, Milledgeville has not been immune to the challenges of the economic recession, and is one of the most highly impacted areas of the state in terms of unemployment, with an 11.3% unemployment rate in 2012, compared to the state rate of 8.5% (Kids Count, 2012). Additional countywide challenges include nearly 37% of residents living below the poverty line, and 51% of children living in single-parent households (Kids Count, 2012). Due to the large percentage of students qualifying for free and reduced lunch in the county, all students in the district receive free lunch and breakfast.

Baldwin County School District (BCSD) serves approximately 5763 students in grades P-12, encompassing a Head Start/Pre-K Early Learning Center; four elementary schools: Blandy Hills, Creekside, Eagle Ridge, and Midway; one middle school, Oak Hill; one high school, Baldwin High; one Early College in partnership with Georgia College and State University; and one College and Career Academy. Student enrollment is comprised of 65% black, 28% white, 4% multiracial, 2% Hispanic, and 1% Asian populations.

Baldwin County students come to school with a wide range of life experiences, possess a variety of learning styles, present a broad range of abilities, and have varying levels of support in the home environment. A large percent of the parents in this predominantly blue-collar community have less than a twelfth-grade education. Because of the closing of major employers in the area,

the unemployment rate in is now over 10 percent. The median household income is \$35,287 with 28.7 % of the families with incomes below the poverty level.

Stakeholders are committed to ensuring all of our students graduate from high school ready for college and career. Current priorities focus on improving academic achievement for all students.

Priorities focus on:

- Implementing Common Core Georgia Performance Standards (CCGPS)
- Participation professional learning for teachers in grades K - 12 including Depth of Knowledge, rigor, and differentiated strategies
- Using technology as a tool for learning
- Increasing parental involvement
- Implementing *6 + One Traits of Writing* in grades K – 5 and writing across the curriculum in grades K – 12
- Using data to drive instruction both horizontally and vertically

Strategic Planning

Strategic plans for improving literacy include working with Communities In Schools to provide parenting classes, adult education, and placing parent volunteers in classrooms. Goals specific to increasing literacy skills that will have an impact on future success include increasing the percentage of students who meet or exceed standards in math, reading, science and social studies; preparing students to be successful in obtaining the opportunity to enter higher education; and fostering engaging, rigorous, and relevant education through the effective use of technology.

Each of the schools in the BCSD uses the school improvement planning process as recommended by the Georgia Department of Education. It is aligned with the improvement

process outlined by Georgia Leadership Institute for School Improvement (GLISI) and with AdvancED school improvement planning process. This process operates as a comprehensive needs assessment for each school. The data collected gives feedback for parents, students and the community. Each school analyzes test data for developing improvement strategies.

Current Management Structure

The Baldwin County Literacy Team includes administrators at the district and school level, curriculum specialists, and Pre-K directors. The literacy team is advisory in nature and facilitates the decision making process by giving suggestions and recommendations based on student data.

	Individual Responsible	Supervisor
Purchasing	Brenda Phillips	Dr. Noris Price
Site-Level Administrators	Early Learning Center – Blanche Lamb	Dr. Noris Price
	Blandy Hills Elementary – Charlene Thorpe	Dr. Noris Price
	Creekside Elementary – Tracy Clark	Dr. Noris Price
	Eagle Ridge Elementary – Shaun Wells	Dr. Noris Price
	Midway Elementary – Antonio Ingram	Dr. Noris Price
	Oak Hill Middle – Linda Ramsey	Dr. Noris Price
	Baldwin High – Jessica Swain	Dr. Noris Price
	Georgia College Early College – Runee Sallad	Dr. Noris Price
Instructional Specialist	Carol Goings	Dr. Noris Price
Professional Learning	Sharon Simmons	Dr. Noris Price
Technology	Vickie Harmon	Dr. Noris Price
EL/Assessment	Lily Grimes	Dr. Noris Price

Baldwin County School District Purchasing Policy is followed for purchases made with grant funds.

Past Instructional Initiatives

A variety of instruction initiatives have been implemented: DIBELS, READ 180, Scholastic Reader Inventory (SRI), grandfather readers, STEEP, Accelerated Reader, Thinking

Maps, KeyTrain, SuccessMaker, and Practice Planet. Many of these initiatives have been used at one or more schools, but have not been used countywide.

Literacy Curriculum

Elementary schools in Baldwin County use an integrated trade book basal reading approach at the Tier 1 level in grades K-5. *Saxon Phonics and Spelling*, K - 2 and DIBELS Next, K – 5, are used to develop phonics and phonemic awareness. Leveled readers, adaptive technology, and small group settings are used to address needs at levels beyond Tier 1. A variety of formative assessments unique to each school are individually administered to students to measure early literacy development. SRI, K - 12, DIBELS Next, K - 3 are used to benchmark and monitor student reading progress.

At the middle school level, a trade book reading series approach is used as the basis for reading instruction. SRI and SuccessMaker are used to monitor reading progress.

Literacy instruction at the high school includes basic reading courses offering fundamental literacy skills of reading and writing skills for the struggling reader. Intermediate reading courses focus on critical thinking, vocabulary development, and writing. Advanced placement literature courses include journalism, speaking, and critical thinking.

Literacy Assessments

Schools in Baldwin County use a number of high-quality academic assessments in addition to those identified by the state to monitor student progress and determine success on reading dimensions, and to inform teachers, parents, and students.

The assessment protocol is aligned across grade levels. The administration of DIBELS Next and Scholastic Reading Inventory (SRI) is consistent countywide. Reading levels are monitored through the use of SRI, which is consistent across the district in grades K - 12.

DIBELS Next is consistent across the district in grades K – 5. State assessments include GKIDS, GAA, ACCESS, and all state mandated assessments.

Need for a Striving Readers Project

Due to budgetary constraints funding for the purchase of literacy resources have been cut along with funding for professional learning.

Schools in Baldwin County need the Striving Readers Comprehensive Literacy Grant to successfully implement the Common Core Georgia Performance Standards (CCGPS) and create a culture of reading in Baldwin County that is aligned with the Georgia Literacy Task Force’s definition of literacy. The Striving Readers Project grant will fund the acquisition of necessary materials including informational texts that will support inquiry-based learning, text complexity and professional learning based on the standards for literacy from birth to 12th grade.

Providing interactive devices for classrooms will address the Georgia Literacy Plan and expand and enhance techniques to include language development, integrated learning, responsive instruction, and partnerships with families.

Lexile measures determined from state required assessments and SRI will be used to engage struggling readers with a variety of texts, as well as for monitoring student growth in reading ability over time.

With differentiated materials selected by text complexity and considering Lexile measures, struggling students will access content more confidently, increasing their self-confidence and, in the process, improve their reading skills.

Professional learning will include examining resources to make effective instructional placements, gaining information on best practices for reading assessment administration,

learning to read and interpret data for informed decision making at district and school levels, and receiving information to forecast student performance outcomes.

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

Timeframe	Tasks and Milestones	Responsibility
Month 2	1. Purchase materials to implement program (including technology – both software and hardware). Professional Development. 2. Baseline assessments conducted on students 3. Professional development (reading, technology, etc.) will begin	Project director Librarians & Teachers Vendors of materials.
Month 3	Implementation of program 100%.	Project director Librarians Teachers
Month 4	Track data with reports generated for library attendance and parent activities attendance; ongoing results tracked; benchmark assessments for student participants and parent involvement.	Project director Librarians, Teachers
2 nd Quarter	1. Ongoing data submission and tracking. 2. Monitoring visit is carried out; feedback output is submitted to staff and the committee for recommended improvements.	Project director
3 rd Quarter	1. Data submission and tracking of assessments 2. Feedback output is submitted to school staff and the Literacy Team for recommended improvements.	Project director
4 th Quarter	1. Ongoing data submission and final reports for first	Project director

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

Timeframe	Tasks and Milestones	Responsibility
	annual report submission. 2. Feedback output is submitted to staff and the committee for recommended improvements.	Site Coordinator
Years 2 – 5	Revise the grant implementation program and complete spending of award money based on evaluation findings; continue all activities and all data collection.	Project director Literacy Team Site Coordinator

Area of Responsibility	District Team Member
Project Directors – oversee implementation and funding of grant	Carol Goings, instructional specialist Sharon Simmons, assistant superintendent
Purchasing – district approval	Brenda Phillips, purchasing
Purchasing - initiate school purchase orders and manage school level grant activities	Blanche Lamb – director, Early Learning Center Charlene Thorpe – principal Blandy Hills Elem. Tracy Clark – principal, Creekside Elem. Shaun Wells – principal, Eagle Ridge Elem. Antonio Ingram – principal, Midway, Elem. Linda Ramsey – principal, Oak Hill Middle Jessica Swain – principal, Baldwin High Runee Sallad – director, Early College
Finances – approve grant budgets, submit completion reports and state required reports	Saranna Charping, finance director Donna Epps, finance specialist
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursements	Donna Epps, finance specialist
Payroll – issue stipends	Margaret Wallace, payroll clerk
Site-Level	Early Learning Center – Blanche Lamb
	Blandy Hills Elementary – Charlene Thorpe
	Creekside Elementary – Tracy Clark
	Eagle Ridge Elementary – Shaun Wells
	Midway Elementary – Antonio Ingram
	Oak Hill Middle – Linda Ramsey

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

	Baldwin High – Jessica Swain
	Georgia College Early College – Runee Sallad
Manage system level grant activities – coordinate professional learning, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Sharon Simmons Carol Goings
Technology – organize technology purchases, installation, maintenance, infrastructure, and technology related training	Vickie Harmon, technology director
Special Education – coordinating requirements and managing RTI strategies	Tracie White – special education director Allen Martin – assistant superintendent

The individuals listed are responsible for the day to day grant operations and understand the goals and objectives as well as the implementation plans have been selected due to the role each one plays in increasing student achievement in BCSD. Grant recipients along with district finance personnel will review monthly grant drawdowns and review grant budget. Key personnel involved in the management plan include members of the literacy team and were instrumental in the development of our literacy plan. Each of the team members was selected because of his or her exceptional abilities in working with students in the area of reading achievement providing high level differentiated instruction to students, and his or her motivation to create an atmosphere of cooperative collaboration in building a superior academic team.

Experience of the Applicant

Baldwin County School District has proven its capacity to coordinate resources. The district has successfully implemented initiatives and grant awards. These initiatives have resulted in substantial changes in the abilities of individual teachers to improve instruction and are evidenced in a significant increase in overall job satisfaction and new methods of enhancing student achievement. Our teachers and school administrators have increasingly shown a willingness to implement innovative instructional strategies to increase student performance.

In addition, our new superintendent, Dr. Noris Price, was the Principal Investigator of the Clarke County School District grants from 2007-2014. She brings vast knowledge of the GOSA award system and the successful implementation of three Striving Readers Grants in the Clarke County School District; three 21st Century Community Learning Centers Grants; Race to The Top Grant in partnership with UGA; two Mathematics and Science Partnership Grants; and three Department of Human Resources Grants.

Baldwin County School District's experience with grants is outlined below:

	Project Title	Funded Amount	Status	Is there audit?	Audit results
Midway Elem.	Title IID ARRA Student Literacy Competitive Grant	\$93,538	Past	Yes	No findings
Baldwin High	Title IID Engaging AP Students through Mobile Handheld Computing Complete Grant	\$64,580	Past	Yes	No findings
Baldwin High Oak Hill Middle	Title IID Increasing Student Achievement with Digital Resources Competitive Grant	\$279,896	Past	Yes	No findings

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 Experience of the Applicant

Baldwin High	Title IID Teacher, Teamwork & Technology Competitive	\$93,592	Past	Yes	No findings
Baldwin High	Title IID Instructional Technology Enhanced Environment (ITEE) Competitive Grant	\$96,250	Past	Yes	No findings

The Title IID ARRA Student Literacy Competitive Grant for FY2011 and FY2012 created a model that built capacity for using technology to improve literacy, improve reading and writing scores, provided high quality literacy professional learning opportunities, and increased student technology literacy by providing students opportunities to use digital media tools. Students in one class at each grade level, first through fifth, at one elementary school experienced the benefits of this initiative. Innovative Approaches to Literacy grant activities expanded on the literacy and technology integration skills that were begun throughout the school and the district.

Title IID Teacher, Teamwork & Technology Competitive Grant provided professional development for standards-based teaching to engage students in the 21st Century classroom. The Striving Readers grant will allow teachers who were trained to use 21st Century strategies to use those skills while teaching literacy across content areas.

Baldwin County Technology Department continues to enhance the level of support for instructional and administrative technology so educators, students, and staff can increase their dependency and technology proficiency to solve problems and make decisions; create charts, graphs, and presentations; and manage information by utilizing the benefits of internet connectivity for digital resources, software resources, media center resources and

file server access for local applications. The technology department follows district purchasing policies and submits requests for bids to ensure the best possible price is sought on all equipment purchases. Inventory controls are placed on equipment and procedures in place to track any grant funded equipment checked out through the media center.

Baldwin County School District leaders are cognizant of the need for increasing student achievement by moving our classrooms into the 21st century and have plans for continuing the implementation of 21st Century classrooms in all of our schools. Our system curriculum, special education, English Learners (EL), and technology directors will provide direct support to teachers involved in this project. The system plans to continue to support this endeavor by providing salaries, maintenance of equipment, and substitute teachers so that training and professional learning can take place.

All stakeholders involved in this grant project are fully dedicated to innovative teaching and literacy advancements in Baldwin County School District and to the ultimate goal of improving student achievement in literacy across the curriculum and grade levels. Implementation of the Common Core Georgia Performance Standards and the ongoing commitment to AdvancED accreditation standards has deepened this commitment. Baldwin County School District's teachers and administrators are mindful of the need to change the focus from teacher-centered to student-centered instruction, and of the need to utilize a wide variety of resources and universal design for learning tools to engage all our students in authentic learning activities. Our local institution of higher learning, Georgia College & State University, pledges to continue close collaboration

with Baldwin County teachers by participating in the grant program through support of literacy specialists.

This grant project has the full support of our superintendent and board of education, as well as that of our system instructional and technology directors. Baldwin County School District currently provides full maintenance on all equipment purchased through grants.

Baldwin County School District Purchasing Policy will be followed for purchases made with grant funds. The Baldwin County School District, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

School Narrative

School History

Creekside Elementary School, located in Milledgeville, Georgia, is one of the four elementary schools serving Baldwin County. Baldwin County, in middle Georgia, is mostly rural. Creekside Elementary School was completed in December of 1998. The school officially opened January 4, 1999.

Creekside Elementary was the blending of two faculties: West End Elementary and Northside Elementary. West End Elementary was built in 1956 and closed January 1999. Northside Elementary was built in 1965 and closed January 1999. The current principal at Creekside Elementary is Tracy H. Clark.

Creekside Elementary currently has seven kindergarten classrooms (167 students), seven first grade classrooms (159 students), seven second grade classrooms (164 students), six third grade classrooms (166 students), five fourth grade classrooms (138 students) and five fifth grade classrooms (141 students). Additionally, Creekside has one resource special education classroom and two self-contained special education classrooms. Our certified and non-certified staff are highly qualified.

Creekside Elementary's current enrollment is 935 students, with approximately a 25:1 teacher-student ratio. The total enrollment consists of 47% Black/African American, 43% White, 2% Multi-racial, 3% Asian, and 5% Hispanic. There are 498 males and 437 female students. Economically-disadvantaged students represent approximately 59% of the students. The Program for Exceptional Children includes 10% of students. Speech therapy, occupational therapy, and physical therapy are provided as needed. The gifted program serves 9% of the students.

Administrative and Teacher Leadership Team

Creekside has one principal and one assistant principal on staff; the school currently has a full time counselor. The teacher leadership team consists of the principal, media specialist, one lower level teacher from each grade level, one upper level teacher from each grade level, one special education teacher, one gifted teacher, one exploratory teacher, and a representative for ESOL. The teacher leadership team is representative of the school as a whole and meets for the purpose of making school- level instructional decisions. As a team, they also ensure that the school's mission, vision, beliefs, and goals are sustained at Creekside. Team members report back to their respective grades, and decisions made at the team level are reviewed and discussed at the grade level. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Collaboration and shared leadership is essential for reaching the school's goals, and all teachers are valued and considered vital to the process.

Creekside Elementary values suggestions and feedback from stakeholders, including community leaders. We have a school council and P.T.O. executive committee that meet quarterly to discuss concerns and address school-related issues that arise. The school council is comprised of the school principal, 3 parents, 3 teachers, and 1 business representative. New members are elected at the beginning of the year, as terms expire. The P.T.O executive committee is comprised of the school principal, 3 parents and 2 teachers.

Past Instructional Initiatives

Creekside Elementary has been successful at implementing many different instructional initiatives in the past. Our school emphasizes the importance of scientific and research-based/validated programs.

- DIBELS
- Leveled readers
- Accelerated Reader
- Differentiated Instruction
- Lexile Training
- Parental Involvement
- Academic Rigor Training
- STEEP Testing
- Guided reading training
- Saxon Phonics

Current Instructional Initiatives

Creekside Elementary realizes the need for deeper understanding of the curriculum and a more rigorous approach to instruction and assessment. Teachers meet

regularly in professional learning/content-level/vertical teams to address these needs; data analysis and effective instructional planning is an area of focus for us this year. We are currently participating in Depth of Knowledge training so teachers better understand and can implement higher order thinking skills in lessons and assessments. To facilitate meeting the needs of each student teachers will receive professional learning in data analysis and assessment uses. Teachers are involved in Formative Instructional Practices professional learning. The following initiatives are being implemented:

- DIBELS Next
- TKES
- Writing Instruction 6+1 Traits
- easy CBM Math
- Scholastic Reading Inventory (SRI)
- Online Software: Study Island; Brain Pop/Brain Pop, Junior; Reading Center
- Websites: Star fall and Math Magician
- Academic Rigor Training
- Leveled Readers
- Guided reading
- Text Talk

- ThinkCentral

Professional Learning Needs

Creekside Elementary has identified many professional learning needs. Literacy across all content areas is a major concern at this time. Although students receive literacy instruction in ELA classrooms, it is not explicitly taught in the other content areas. The majority of teachers have not had adequate training on literacy instruction as it pertains to their curricular area. Additionally, our upper level teachers identified explicit literacy instruction as a relative weakness for them and see this as a universal need in their classrooms.

Differentiation, Response to Intervention (RTI), as well incorporating a more balanced literacy approach are major needs among our students. Our teachers recognize the need for literacy assessments as a necessity in order to fulfill literacy needs of our students. Teachers need professional learning to learn how to implement with fidelity tools and assessment instruments that will assist them in identifying reading weaknesses among their students. In turn, they also need professional learning on using data analysis to guide instruction.

Creekside needs to create a 21st century culture of engaged learning that is consistent across the school. Students need to be actively engaged in student-centered learning. Our teachers need assistance with the integration of technology in order to provide an engaging learning environment, as well as strategies to enhance the learning of their students.

Need for a Striving Readers Project

Many students, including those with disabilities, struggle with literacy skills addressed in the Common Core Georgia Performance Standards (CCGPS) for fluency and comprehension. Creekside's student body is represented by students who come to school with a wide range of life experiences, possess a variety of learning styles, present a very broad range of abilities, and have varying levels of support in the home environment. Seventy-five percent of the student population is economically disadvantaged. For these reasons, the school improvement plan emphasizes that instruction must be designed to incorporate a variety of strategies targeting diverse learning styles and multiple levels in order to assist all students in developing literacy skills.

The proposed grant initiative will assist teachers in developing instructional routines and accompanying strategies to support a balanced literacy program. All of which will actively engage their students, expand their own literary understandings, explore ways to effectively utilize technology to increase student learning, and provide support for them as a professional learning community. Accordingly, students will increase their literacy skills.

Creekside embraces this grant as an opportunity to help increase student literacy. Teachers will expand their skills to increase and encourage student learning by participating in high quality literacy professional learning opportunities. Lexile measures determined from the CRCT reading scale score and SRI demonstrate the need to engage struggling readers and monitor student growth in reading ability over time. Students have fallen behind in reading because the complexity level of the reading materials for schools has risen faster than their reading ability has grown.

Twenty-first century classrooms are needed to motivate students and teach them skills to become college and career ready. However, our technology needs are vast, and our teachers are doing the best with the limited resources they have in place. Creekside currently has ten out of forty-five classrooms that regularly incorporate technology with an interactive whiteboard in daily classroom instruction. The majority of classroom computers function on Windows 98 programming which is not considered modern by the Georgia Department of Education state inventory annual count. Creekside has two computer labs which are shared by approximately 935 students. Computer labs are used for computer skills instruction. Students receive this instruction on a rotation with physical education, art, and music. The entire school currently shares two laptop computers and thirty Chromebooks. The award of this grant would allow Creekside students to use technology resources to increase literacy in grades K-5.

Because of a high percentage of economically disadvantaged students, low Lexile scores, and a lack of technology in classrooms, this grant is needed to help the students of Creekside improve their comprehensive literacy skills across the curriculum. Interactive technology and a variety of books with rich text complexity will make it possible for teachers to engage all students, regardless of learning styles, in literacy rich lessons and projects across the curriculum. Progress monitoring software will help teachers better identify and serve at-risk students.

Needs for the Striving Readers Project

a. Description of needs assessment process

Data Collection- The Literacy/School Improvement Team at Creekside Elementary School meets bi-monthly to review the school improvement plan, analyze and disaggregate student data, address areas of teacher/student concern, and make school-level instructional decisions. Each team member redelivers this information to his/her grade level team. The grade level teams offer input, suggestions, etc. during their meetings, and this information is brought back to the literacy team during the next meeting. The types of data collected, disaggregated, and analyzed during this process are:

- State assessment data
- Title I Parent Surveys
- Common/Formative Assessments
- Summative Assessments
- Lexile Scores
- Classroom observation data- specific targets or strategies
- DIBELS Next

Examination of Data -The Literacy/School Improvement Team collects, analyzes, and disaggregates data. The team then relates the findings to faculty and staff members. All faculty and staff involved are provided the opportunity to develop strategies to help increase literacy and/or ask for professional learning if needed. The results from the examination of data are presented to the teachers and school council.

Identification of School Targets and Strategies - The school literacy and improvement plan is written to address specific areas of needed improvement and offers specific strategies to focus on these areas.

b. Description of the types or styles of surveys used in the needs assessment process:

At Creekside Elementary School, the Literacy Team met and was provided a copy of the Georgia Literacy Plan Needs Assessment Rubric. The team members completed the survey with their respective grades. The rubric was used to provide goals and objectives for this grant.

d. The needs assessment process included all content and ancillary teachers:

All staff at Creekside were asked to complete the needs assessment survey and go through the needs assessment process. 100% of the teachers and ancillary staff completed the Georgia Literacy Plan Needs Assessment.

c. & e. Areas of Concern & Root Causes

The following table identifies areas of concern related to research based practices found in “The What” document. Each area of concern is aligned to root causes, research-based best practices in place, and research-based best practices to be implemented.

Area of Concern	Root Causes	Research-based Best Practices in Place	Research-based Best Practices to be Implemented
Engaged Leadership (BB1 – D, E, F) (The How, pg. 24 – 27) (The What, pg. 6)	<ul style="list-style-type: none"> • Insufficient training in literacy instruction across content areas • Inadequate funding for professional development in 	<ul style="list-style-type: none"> • Leadership Team is in place • Walkthroughs and observations by administrators • Engage families in literacy-based experiences during Title I/ 	<ul style="list-style-type: none"> • 30 minutes - daily writing in all ELA classes (K-5) • Writing instruction guided by rubrics and aligned with CCGPS • Young Author’s Celebration • Administrative use of the

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	<p>literacy instruction for content area teachers</p> <ul style="list-style-type: none"> • Insufficient technology to expand communication with the school's stakeholders 	<p>PTO meetings/Parent Nights</p>	<p>Georgia Literacy Instruction Observation Checklist</p> <ul style="list-style-type: none"> • Provide adequate and appropriate training for all instructional/support staff, K-5 (The Why, pg. 37) • Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (The Why,pg.37) • Increase community awareness of the existence and function of the school's Literacy Team (The Why, pg.144) • Fully utilize technology to support stakeholder engagement
<p>Continuity of Instruction (BB2 – B) (The How, pg. 30 – 31) (The What, pg. 7)</p>	<ul style="list-style-type: none"> • Inadequate funding for professional development 	<ul style="list-style-type: none"> • Use of literary and informational text in ELA classes • Increased emphasis on academic vocabulary • Utilize GADOE web-based resources 	<ul style="list-style-type: none"> • Provide professional learning for teachers/staff to identify and evaluate characteristics of effective literacy instruction (The Why, pg. 37) • Incorporate a more holistic, authentic, and varied approach to writing (The Why, pg. 44) • Match Readers to Text to increase engagement • Book Room with Multiple Titles to match anchor lessons • Listening Centers
<p>Ongoing Formative and Summative Assessments (BB3 – A, B,</p>	<ul style="list-style-type: none"> • Inadequate training for all staff involved • Lack of funding to support universal screeners 	<ul style="list-style-type: none"> • Formative and summative assessments are created by each grade (K-5) 	<ul style="list-style-type: none"> • Professional learning for all staff to ensure fidelity and consistency of interventions provided • Increase technology capacity to ensure all

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<p>C) (The How, pg. 34-37) (The What, pg. 8-9)</p>	<ul style="list-style-type: none"> • Technology support is inadequate 		<p>aspects of data collection (storing, analyzing, disseminating) are in place</p> <ul style="list-style-type: none"> • Purchase and incorporate DIBELS Next and Scholastic Reading Inventory programs to use for common literacy assessments • Student data is analyzed regularly during content team meetings and instruction is adjusted based on analysis
<p>Best Practices in Literacy Instruction (BB4 – A, B, C) (The How, pg. 40-42) (The What, pg. 9-10)</p>	<ul style="list-style-type: none"> • Inadequate professional learning on best practices in literacy instruction • Inconsistent plan for writing instruction (K-5) across the curriculum • Scheduling 	<ul style="list-style-type: none"> • Systematic, explicit phonics program used in all ELA K-2 classes and • Administrator conduct classroom walkthroughs • All teachers/staff have received ongoing training on differentiation 	<ul style="list-style-type: none"> • Students receive 30 minutes of daily writing in all ELA classes (K-5) • Georgia Literacy Instruction Observation Checklist • Implement a vertically and horizontally articulated writing plan consistent with the CCGPS, K-5 • Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (The Why, pg.37) • Incorporate a more holistic, authentic, and varied approach to writing (The Why, pg. 44) • Provide extended, protected time for literacy instruction across language arts and in content area classes
<p>System of Tiered</p>	<ul style="list-style-type: none"> • Inadequate training of 	<ul style="list-style-type: none"> • Time allotted for interventions in daily 	<ul style="list-style-type: none"> • Protocols are in place for collecting, examining,

<p>Interventions (RTI) for All Students (BB5 – C) (The How, pg. 45-46) (The What, pg. 12)</p>	<p>teachers and staff to provide interventions.</p>	<p>schedule</p>	<p>and reporting data</p> <ul style="list-style-type: none"> • Professional learning for teachers on knowledge of reading processes and difficulties and appropriate interventions to be used to target areas of concern(s) • Ensure adequate time is provided for planning, monitoring, and changing needed interventions
<p>Improved Instruction through Professional Learning (BB6 – B) (The How, pg. 48) (The What, pg. 13)</p>	<ul style="list-style-type: none"> • Insufficient professional learning • Inadequate funding for trainings 	<ul style="list-style-type: none"> • Classroom walkthroughs and observations are conducted by administrators • Work with Oconee RESA to provide professional learning • Teachers participate in professional learning done in house by administrators and curriculum director 	<ul style="list-style-type: none"> • Professional learning and training for staff in analyzing and interpreting assessments in terms of literacy • Update technology to accommodate online trainings • Provide ongoing training for teachers and support staff in all aspects of literacy instruction, K-5 • Calendar includes time for collaboration to analyze data, study standards, plan lessons, and examine student work.

f. Data is disaggregated and identifies the specific age, grade levels, or content areas in which the concern originates:

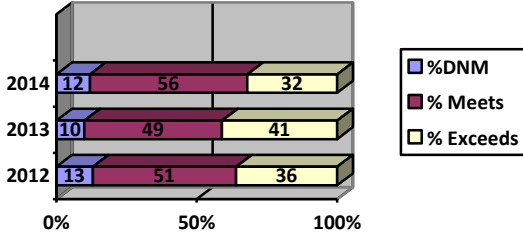
Creekside Elementary School has several areas of concern. Literacy instruction is rarely taught in the content areas. Students in grades K - 2 receive the intense literacy instruction. A more balanced literacy approach needs to be developed and implemented across all grade levels. Phonics instruction, although taught in grades K – 2 needs to be

taught in grades 3 – 5 to students struggling with reading skills. As the literacy team examined “The What” document (in conjunction with the data collected), several concerns were noted. With the increased rigor in text complexity, student questioning, and state requirements, examination of data determined a large number of students (K -2) are weak in foundational reading skills, fluency, and comprehension. Mastery of these skills is necessary for students to experience success in mastering grade level literacy standards. This gap results in grade 3 – 5 students not having the skills needed to be successful with literacy standards. This conclusion is supported by CRCT and grades 3 and 5 writing scores. Creekside continues to score below state standards in all areas and not meet the performance learning targets. Gaps are found in our economically disadvantaged, African American, and students with disabilities subgroups. By implementing a comprehensive literacy plan, Creekside provides the opportunity to reduce the gap found in literacy and student achievement.

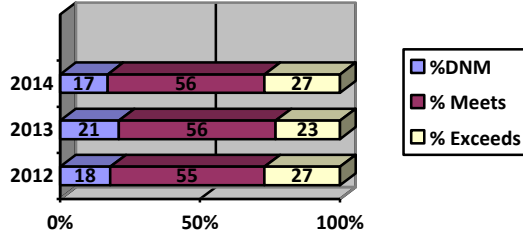
Analysis and Identification of Student and Teacher Data

Disaggregation of CRCT Data Analysis of Last 3 Years' Data

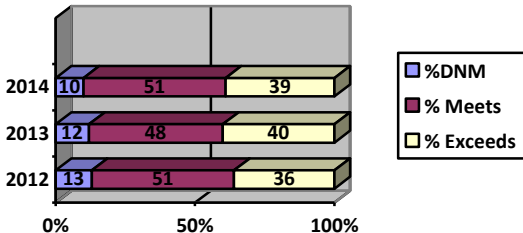
CKS CRCT 3rd Reading



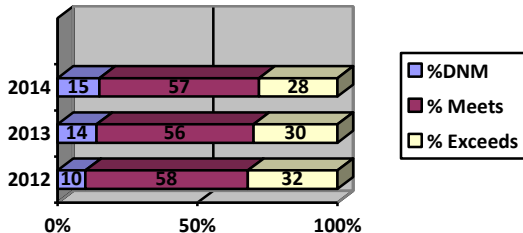
CKS CRCT 3rd Language Arts



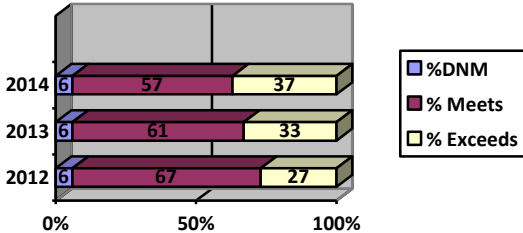
CKS CRCT 4th Reading



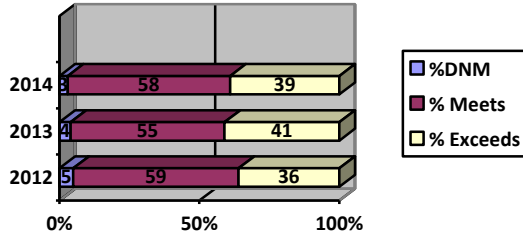
CKS CRCT 4th Language Arts



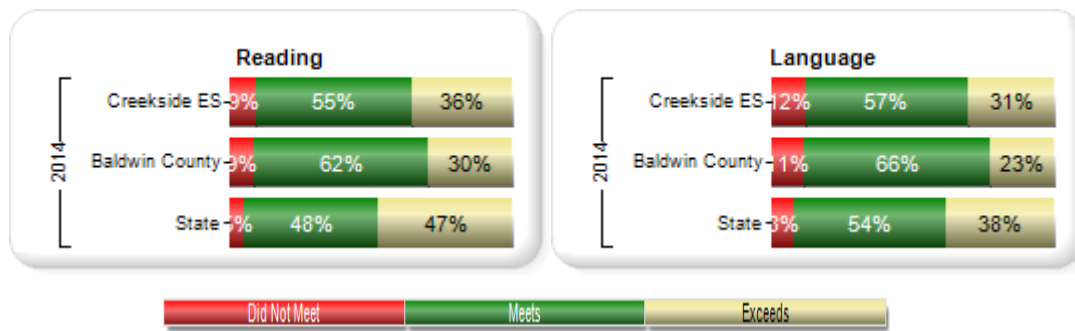
CKS CRCT 5th Reading



CKS CRCT 5th Language Arts



As the Literacy team analyzed past CRCT scores, we noticed an inconsistent trend in cohort groups, especially in the exceeds category. For instance, 3rd grade reading in 2012 was 36%, then 4th grade reading in 2013 was 40%, and then 5th grade reading in 2014 was 37%. Therefore, students are inconsistently showing that they are unable to sustain the level of performance from 3rd to 5th grade.



The charts above show how Creekside compares to other schools in the county and state. Although the majority of our students pass state mandated assessments, Creekside strives to be more proficient each year. Our overall passing rate on the CRCT falls below state averages for most subjects and grades.

b. Disaggregation of CRCT data in subgroups:

	3 rd – 5 th Grade CRCT Reading % Meeting/Exceeding			3 rd -5 th Grade CRCT ELA % Meeting/Exceeding		
	2014	2013	2012	2014	2013	2011
Overall	91	90	91	88	84	89
Black	86	88	88	82	82	86
White	97	94	94	94	89	91
Asian	100	100	100	100	100	100
Hispanic	80	88	100	90	88	100
Multiracial	100	93	94	100	100	94
SWD	66	60	77	62	58	84
ED	88	88	87	85	82	86
Male	89	90	90	84	87	86
Female	93	91	92	92	88	92

The table above shows CRCT scores disaggregated by subgroups. As the table reveals, there is a great discrepancy between our overall student scores and scores of students with disabilities in both reading and English language arts.

3rd Grade Georgia Writing Assessment 2014 Analysis

	Informational: Areas of Writing											
	Ideas			Organization			Style			Convention		
	% DN M	% M	% E X	% DN M	% M	% E X	% DN M	% M	% EX	% DN M	% M	% EX
Overall	6	90	4	11	82	6	32	57	11	30	61	9
Black	12	88	0	18	82	0	47	52	2	39	60	0
White	2	92	7	5	82	13	18	62	20	22	60	18
Asian	0	100	0	0	100	0	0	100	0	0	100	0
Hispanic	0	80	20	20	60	20	60	20	20	60	20	20
Multiracial	0	100	0	0	100	0	0	67	33	0	100	0
SWD	44	56	0	69	31	0	50	44	6	69	31	0
Male	7	89	4	10	82	8	38	52	10	37	54	10
Female	6	91	3	13	83	4	26	62	12	23	70	7

	Persuasive: Areas of Writing											
	Ideas			Organization			Style			Convention		
	% DN M	% M	% E X	% DN M	% M	% E X	% DNM	% M	% E X	% DN M	% M	% EX
Overall	23	73	4	27	68	5	40	51	9	46	46	9
Black	33	67	0	38	62	0	59	39	2	62	36	2
White	13	78	8	20	70	10	25	58	17	32	52	17
Asian	0	100	0	0	100	0	0	100	0	17	83	0
Hispanic	40	40	20	20	60	20	40	40	20	60	20	20
Multiracial	0	100	0	0	100	0	0	67	33	0	100	0
SWD	38	63	0	69	31	0	44	50	6	75	25	0
Male	31	63	6	38	55	7	49	42	8	56	34	10
Female	14	83	3	16	81	3	30	60	10	35	58	7

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	Narrative: Areas of Writing											
	Ideas			Organization			Style			Convention		
	% DN M	% M	% E X	% DN M	% M	% E X	% DNM	% M	% E X	% DN M	% M	% E X
Overall	9	85	6	16	78	6	25	61	14	47	45	9
Black	12	86	2	24	74	2	41	56	3	61	38	2
White	7	82	11	12	79	10	11	62	26	33	51	16
Asian	0	100	0	0	100	0	0	100	0	33	67	0
Hispanic	0	80	20	0	80	20	20	60	20	80	0	20
Multiracial	0	100	0	0	100	0	0	67	33	0	100	0
SWD	29	65	6	65	35	0	47	47	6	71	29	0
Male	10	83	7	19	74	7	31	56	14	56	35	10
Female	7	87	6	13	83	4	19	67	15	38	55	7

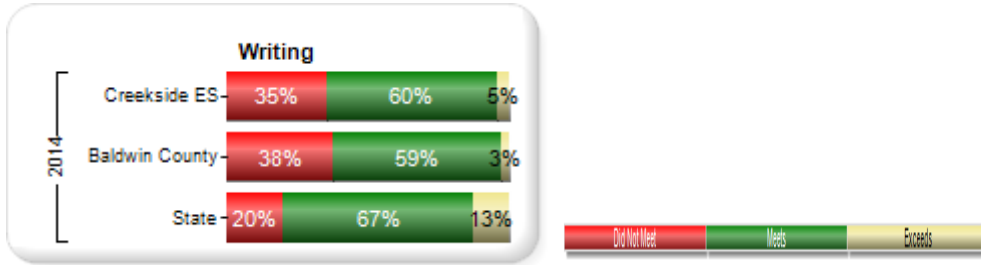
5th Grade Georgia Writing Assessment Analysis
 Analysis of Last 3 Years' Data

	Number Tested	Did Not Meet		Meets		Exceeds	
		N	%	N	%	N	%
2013-2014	123	43	35%	74	60%	6	5%
2012-2013	114	35	31%	72	63%	7	6%
2011-2012	134	48	36%	77	57%	9	8%

	2014			2013			2012		
	DNM	M	EX	DNM	M	EX	DNM	M	EX
Student Number	43	74	6	35	72	7	48	77	9
Actual Percentage	35%	60%	5%	31%	63%	6%	36%	57%	8%
Gain (+) or Loss (-)	+4	-3	-1	-5	+6	-2			

	G5WT		
	% Meeting/Exceeding		
	2014	2013	2012
Overall	65	69	64
Black	52	59	65
White	74	74	63
Asian	100	100	67
Hispanic	67	100	0
Multiracial	100	88	80
SWD	25	25	29
Male	61	55	60

Female	70	83	68
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As evidenced in the charts above, Creekside’s 5th Grade writing scores have been inconsistent and decreased, for the most part, in the Meets and Exceeds categories over the past 3 years. Our students did not improve in any category. As the table reveals, there is a great discrepancy between our overall student scores and scores of students with disabilities in writing.

The Literacy Team also noticed that Creekside students consistently score below the state mean, and the majority of the students meeting the standard do so by a very thin margin.

Lexile Score Analysis

	Lexile Scores		
	2014	2013	2012
1st % at or above proficient	35		
2nd % at or above proficient	33		
3rd % scoring equal or greater than 650	49	51	49
4th % scoring equal or greater than 750	59	64	54
5th % scoring equal or greater	62	58	55

than 850			
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As evidenced in the chart above, all grades levels have a large number of students reading below the measured Lexile score.

c. Conclusion/Strengths/Weaknesses

Achievement scores reveal areas that seem to be relative strengths for our students as evidenced by several of the graphs. Upon digging deeper into the data it was apparent that deep underlying concerns are evident. Specific interventions and supports are needed to address these concerns. A major factor is students coming to third grade have not mastered the necessary literacy foundational skills. The struggle to fill these gaps hinders our students from meeting the increased demands and rigor of the CCGPS. Furthermore, our SWD and African American subgroup continues to be an area of weakness that Creekside needs to target in the future.

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Teacher Data

d. Data for all teachers

		Admin.		Support Personnel								K-5 Teachers		
		Principal	Asst. Principal	Counselor	Media	P.E.	Art	Music	EIP	Speech	Paraprofessionals	Classroom	SPED	Gifted
Certificate Level	4 Yr Bachelor's					1		1				17	2	
	5 Yr Master's			1	1		1		1	1		16	4	2
	6 Yr Specialist's	1	1									4	1	
	Doctorate													
Gender	Male					1					1	3	1	
	Female	1	1	1	1		1	1	1	1	15	33	6	2
Ethnicity	Black		1	1							8	7	1	
	White	1			1	1	1	1	1	1	6	30	6	2
	Hispanic													
	Asian										1	1		
	Multiracial													
Years Experience	Less than 1											2	1	
	1-5							1		1	2	5	2	
	6-10						1				5	6	1	1
	11-15											6	1	
	16-20	1		1	1						5	7	1	
	More than 20		1			1			1		4	10	1	1

e. Teacher Retention Data:

Excluding paraprofessionals, 72% of Creekside Elementary staff have between 0-20 years' experience, while 28% have been teaching over 20 years. Teacher retention rate for the past 3 years remains stable at 98%. Teachers have left due to wanting to work closer to home, retiring, or relocating. All teachers are highly qualified at Creekside Elementary School.

f. Goals and Objectives:

Examination of data reveals a trend at Creekside. Basic foundational skills (phonological awareness, phonics, decoding, etc.) are not being mastered in grades K – 2. This makes it difficult for students to be successful readers in grades 3 – 5. Professional learning and resources are needed to address this concern. Participation in the Georgia Reading Mentor Program for Primary Grades has provided materials and professional learning. This funding will end in June 2015. In order to continue we will need to purchase DIBELS Next with continued professional learning to include grades 4 and 5. Our goal is to implement effective literacy professional learning which will result in decreasing the number of struggling readers and implement with fidelity a balanced comprehensive literacy program in grades K – 5.. Targeted subgroups include SWD, economically disadvantaged, and African American.

Smart Goals	Objectives
All students will receive direct, explicit instruction in reading.	<ul style="list-style-type: none"> • Target SWD, economically disadvantaged and African American Subgroups. • Identify struggling readers. • Conduct a root cause analysis. • Locate and implement resources in identified areas of concern. • Train teachers on effective strategies for assessing, identifying, and remediating reading difficulties.
All students will receive effective writing instruction across the curriculum.	<ul style="list-style-type: none"> • Provide professional learning teachers in all content areas on effective writing instruction. • Provide professional learning and resources on how to provide effective feedback to students.
All students will receive 90 – 120 minutes for literacy instruction.	<ul style="list-style-type: none"> • Provide professional learning and assistance with managing time and flexible groups. • Provide resources to use during flexible groups.

g. Additional district prescribed data:

Universal screeners (DIBELS Next, SRI), formative (MClass) and summative benchmark data, CRCT data are disaggregated during literacy team meetings. In order to close the achievement gap goals are set and practices are planned to provide literacy instruction for all students.

h. PLC and On-going professional learning at school:

Teachers at all grade levels and content areas participate in ongoing, job-embedded professional learning opportunities. Grade-level teams meet weekly, vertical teams meet monthly, and teacher have been given release time during the school day to participate in district and state professional learning opportunities. Professional learning is offered both face-to-face, and online.

School Literacy Plan

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support a evidence-based literacy instruction in his/her school as documented in “The How”, “The Why”, and “The What” documents. Needs Assessment Results: Fully Operational
Planning: The administrator will: <ol style="list-style-type: none">1. Study research-based guidelines, strategies and resources for literacy instruction set forth in “The Why” document of the most current iteration of the Georgia Literacy Plan.2. Schedule protected time for literacy and teacher collaboration. Implementing: The administrator will: <ol style="list-style-type: none">1. Provide professional learning based on student data and teacher needs.2. Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices. Expanding: The administrator will: <ol style="list-style-type: none">1. Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly. Sustaining: The administrator will: <ol style="list-style-type: none">1. Provide professional learning opportunities for new staff to receive necessary support on any literacy initiatives, new or old, previously learned by the staff.2. Identify and develop teacher leaders to assist and support with professional learning.
B. Action: Organize a Literacy Leadership Team as stated in “The How” document. Needs Assessment Results: Operational
Planning: The literacy team led by the administrator will: <ol style="list-style-type: none">1. Identify stakeholders (one teacher leader from each lower grade, one teacher leader from each upper grade, media specialist, special education teacher, ESOL, exploratory, gifted teacher, and administrator) to be part of the literacy leadership team.2. Create a shared literacy vision for the school and community aligned with the state literacy plan.3. Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction checklist or other observation tool) and will determine strengths in literacy instruction as well as identify areas for improvement.4. Determine what additional data is needed in order to make informed decisions on the next steps to take.5. Schedule and protect time for Literacy Leadership Team (or School Improvement Team) to meet and plan. Implementing: The literacy team led by the administrator will: <ol style="list-style-type: none">1. Identify and prioritize a list of students to be targeted for intervention or support using

assessment data.

2. Ensure that all stakeholders understand literacy goals and their roles in meeting these goals.
3. Ensure use of research-based practices aligned with CCGPS.
4. Provide professional learning on literacy instruction across the content areas, differentiated instruction, vocabulary strategies, and remediating literacy deficits (phonics, phonemic awareness, vocabulary, fluency, comprehension) in the classroom.
5. Establish and utilize technology to maintain communication among all team members.
6. Plan for on-going data collection and analysis to inform program development and improvement, as well as future professional learning opportunities.
7. Work in conjunction with Georgia College and state-funded programs (RESA, GADOE, etc.) to ensure professional learning opportunities meet the needs addressed at the school level.

Expanding: The literacy team led by the administrator will:

1. Revise the School Improvement Plan goals, objectives, and actions according to student achievement results.
2. Review and use student achievement data to meet individual teacher needs through follow-up assistance and professional learning.
3. Share student achievement gains with parents and with the local community through open house, school newsletters, school website, displays of student work, newspaper articles, and conferences.
4. Identify and allocate additional funding sources to support literacy.

Sustaining: The literacy team led by the administrator will:

1. Continue to analyze formative and summative student assessment results and revise literacy goals based on the CCGPS.
2. Define priorities and allocate needed resources to sustain them over time.
3. Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement.
4. Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved.

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning as referenced in “The How” document.

Needs Assessment Result: Operational

Planning:

1. Ensure that students receive a protected, dedicated 90-120-minute block allocated for literacy instruction in grades for all students across language arts and in content area classes.
2. Consider the utilization of the entire staff when developing a schedule for literacy instruction.
3. Continue scheduling time for collaborative planning teams within and across the curriculum.

Implementing:

1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled times by attending and participating.
2. Maximize the use of scheduled times for collaborative meetings (content-level teams and vertical articulation teams) by preparing agendas, recording meeting minutes, and using protocols to examine student work.

Expanding:

1. Maximize the use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active student engagement, and teaching key areas of literacy and writing instruction.
2. Analyze formative student assessment results and use the findings to determine student learning outcomes and required instructional modifications.

Sustaining:

1. Use technology to provide professional learning to new and continuing teachers.
2. Share professional learning at team and staff meetings.

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.

Needs Assessment Result: Operational

Planning:

1. Evaluate the school culture and current practices by surveying strengths and needs for improvement.
2. Analyze multiple sources of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
3. Plan for targeted sustained professional learning for the staff on literacy strategies and deep content knowledge.
4. Identify and prioritize a list of students to be targeted for intervention or support.
5. Study current research on disciplinary literacy in the content areas.
6. Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices.
7. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas.

Implementing:

1. Utilize all staff to support literacy instruction.
2. Incorporate technologies to more creatively and effectively support and engage stakeholders (remind 101, Facebook, school website).

Expanding:

1. Develop and maintain infrastructure to support literacy (accountability, data collection and

evaluation).

2. Provide family-focused services and outreach that engage parents and family members in literacy programs and services.
3. Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders.

Sustaining:

1. Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives.
2. Provide parents and caregivers with links to websites that provide resources to strengthen literacy.

E. Action: Optimize literacy instruction across all content areas as stated in “The Why” and “The How” documents.

Needs Assessment Results: Operational

Planning:

1. Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
2. Identify appropriate strategies to help ELs meet English language proficiency standards.
3. Identify or develop a systematic procedure for teaching academic vocabulary in all subjects.
4. Create a plan to integrate literacy in all subjects as articulated within CCGPS.
5. Provide professional learning on:
 - Incorporating the use of literature in content areas.
 - Writing instruction (narrative, opinion, and informational) in all subject areas.
 - Supporting opinions with reasons and information.
 - Text complexity that is appropriate to grade level.
 - Text complexity that is adjusted to the needs of individual students.
 - Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution).
6. Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance.

Implementing:

1. Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards.
3. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.

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

-Writing opinion pieces on topics or texts, supporting a point of view with reasons and information

-Writing informative/explanatory texts to examine a topic and convey ideas and information clearly

-Writing narratives to develop real or imaginary experiences.

5. Provide teachers with resources to provide a variety and choice in reading materials and writing topics.

6. Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.

Expanding:

1. Identify skills or knowledge that needs to be strengthened in the future for students to reach proficiency standards.

2. Monitor literacy instruction across the curriculum through:

- Formal and informal observations

- Lesson plans

- Walkthroughs

- Student work samples

3. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inference, graphic organizers, Thinking Maps, etc.).

4. Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic.

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

Sustaining:

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).

2. Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.

3. Differentiate literacy assignments by offering student choice.

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 as stated in “The How” document.

Needs Assessment Results: Operational

Planning:

1. Create a shared vision for literacy for the school and community, make the vision tangible and visible.

2. Identify and contact learning supports in the community that target student improvement (tutoring, mentoring, after-school programming).

Implementing:

1. Establish a mentoring system from within and outside of the school for every student who needs additional support.
2. Enlist members of the various participating entities to provide leadership by:
 - Serving as mentors.
 - Speaking to groups of students.
 - Publicizing efforts within the community.
 - Visiting classrooms to support teachers and students.

Expanding:

1. Actively support teachers in their efforts in schools.
2. Utilize social media to communicate and promote the goals of literacy throughout the community at large.

Sustaining:

1. Celebrate academic successes publicly through traditional and online media.
2. Continue to focus proactively on broad issues that may prevent students from learning.
3. Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities.

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.) as documented in “The How” and “The Why” documents.

Needs Assessment Score: Emergent

Planning:

1. Administration establishes an expectation of shared responsibility for literacy across the curriculum.
2. Design infrastructure for shared responsibility for development of literacy across the curriculum.
3. Establish cross disciplinary teams for literacy instruction
 - Identify specific, measureable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects.

Implementing:

1. Meet in disciplinary teams, either physically or virtually, according to regularly established times for collaborative planning and examining student data/work.
2. Plan and implement lessons that address the literacy needs of students.
3. Prepare agendas and action summaries for all meetings.

Expanding:

1. Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
2. Study formative student assessment results and use the results to continue to adjust instruction.

Sustaining:

1. Utilize online options to provide ongoing professional learning to new and continuing learning.
2. Share professional learning online and at team and staff meetings.
3. Showcase evidence of student learning success on the school or class websites, writing assignments, improved test scores, awards, or recognitions.

B. Action: Support teachers in providing literacy instruction across the curriculum as stated in “The Why”, “The How”, and “The What” documents.

Needs Assessment Score: Operational

Planning:

1. Identify the concepts and skills students needed to meet expectations in the CCGPS.
2. Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan.
 - Five essential components of effective early reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
 - Acquiring knowledge, enhancing understanding, and constructing meaning.
 - Building comprehension skills.
 - Motivation, varying degrees of instruction in reading in order to improve their reading abilities.
3. Study the text structures most frequently used in texts of each content area.
4. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area
<http://www.myread.org/explicit.htm>
5. Study a variety of strategies for incorporating writing in all content areas
<http://apps.educationnorthwest.org/traits/lessonplans.php>
6. Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
7. Discuss ways to infuse literacy throughout the day including the use of technology.

8. Study the English language proficiency standards, resources, strategies, technologies, and accommodations for English learners (ELs).

Implementing:

1. Use research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Teach academic vocabulary in all subjects using a commonly adopted, systematic approach.
3. Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
4. Teach and have students practice writing as a process (pre-write, draft, revise, edit, and publish).
5. Infuse all types of literacy throughout the day (e.g., print, online, social media).
6. Implement appropriate strategies to help ELs meet English language proficiency standards.

Expanding:

1. Identify skills or knowledge needed to be strengthened in future lessons for students to reach proficiency standards.
2. Monitor the use of instructional strategies to improve literacy through formal and informal observations.
3. Integrate appropriate comprehension strategies into instruction in all subject areas.
4. Integrate a common theme across subject areas, immersing students in content vocabulary connected to the topic.
5. Discuss exemplary samples with students to model features of quality writing
6. Guide students to focus on their own improvement
7. Provide opportunities for reading varied genres to improve fluency, confidence, and understanding.

Sustaining:

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards).
2. Stay abreast of effective strategies for literacy instruction.
3. Differentiate assignments by offering student choice
(<http://daretodifferentiate.wikispaces.com/Choice+Boards>)
4. Celebrate and publish good student writing in a variety of formats (e.g., district and school websites, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community as referenced in “The How” document.

Needs Assessment Score: Operational

Planning:

1. Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families.
2. Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need.
3. Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.

Implementing:

1. Identify and contact learning supports in the community that target student improvement.
2. Utilize all staff to support literacy instruction.
3. Incorporate technologies to more creatively and effectively support stakeholder engagement.

Expanding:

1. Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments.
2. Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face.

Sustaining:

1. Keep the focus on literacy development even when faced with competing initiatives.
2. Include academic supports such as tutoring and extended learning opportunities such as tutoring and extended learning opportunities to enhance literacy learning.
3. Continue to foster relationships/networks among schools, families, and communities.
4. Continue to focus proactively on broad issues that may prevent students from learning.

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 as stated in “The How” document.

Needs Assessment Score: Operational

Planning:

1. Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students.
2. Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment.
3. Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based).
4. Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities.

5. Task the data team with developing procedures and expectations for staff to review and analyze assessment results.

6. Define a process for selecting appropriate interventions for struggling readers.

Implementing:

1. Administer assessments and input and analyze data according to the established timeline.

2. Provide timely, descriptive feedback to students with opportunities to assess their own learning.

3. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.

4. Use screening, progress monitoring, and curriculum-based assessments to influence instructional decision regarding flexible 4-tier service options for Response to Intervention (RTI).

5. Upgrade technology infrastructure to support assessment administration and dissemination of results.

Expanding:

1. Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one.

2. Analyze student data in teacher teams to develop and adjust instructional plans.

3. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

Sustaining:

1. Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students.

2. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance-based).

3. Continue to provide assessment measure that can help identify high achieving/advanced learners who would benefit from enrichment activities.

4. Continue to purchase assessment and intervention materials aligned with students' needs.

B. Action: Use universal screeners and progress monitoring for formative assessment as referenced in “The How” and “The Why” documents.

Needs Assessment Score: Operational

Planning:

1. Identify literacy skills needed to master CCGPS in each content area.
2. Research and select effective universal screening to measure literacy competencies for all students across the curriculum.
3. Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework.

Implementing:

1. Administer assessments and input data according to the established timeline.
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning.

Expanding:

1. Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timeline.
2. Analyze student data in teacher teams to develop and adjust instructional plans.

Sustaining:

1. Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording.
2. Make data-driven budget decisions aligned with literacy priority.
3. Acknowledge staff's efforts to improve their use of assessment data to inform instruction.

C. Action: Use diagnostic assessment to analyze problems found in literacy screening as stated in "The How" and "The Why" documents.

Needs Assessment Score: Operational

Planning:

1. Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
2. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.
3. Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment.

Implementing:

1. Use results of the diagnostics for student placement within an intervention and to adjust instruction.
2. Use technology to differentiate learning within content areas.

Expanding:

1. Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals.
2. Use technology to share relevant student progress data with families in an easily interpreted

format.

Sustaining:

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

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress as stated in "The How" and "The Why" documents.

Needs Assessment Score: Emergent

Planning:

1. Evaluate the capacity of technology infrastructure to support test administration and disseminate results.

2. Analyze assessment data to identify teachers who need support.

Implementing:

1. Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of the results.

2. Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed.

3. During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students.

Expanding:

1. Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses.

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

3. Plan lessons, re-teaching, and intervention activities that target areas of need.

4. Disaggregate data to ensure the progress of subgroups.

Sustaining:

1. Based on analysis of summative assessment data:

- Evaluate the effectiveness of programs and policies.
- Redefine school improvement goals
- Adjust curriculum alignment to eliminate gaps.
- Ensure that students are appropriately placed in specific programs.

Action E: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) as stated in "The Why", "The How", and "The What" documents.

Needs Assessment Score: Emergent

Planning:

1. Identify participants for data teams from each grade level and/or department.
2. Develop procedures and expectations for staff to review and analyze assessment results.
3. Schedule collaborative planning time for data meetings at a minimum of once per month.

Implementing:

1. Communicate the expectations for meetings.
2. Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities.

Expanding:

1. Review protocols at beginning of meetings.
2. Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers.

Sustaining:

1. Continue to build collaborative data meetings into monthly calendar.

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students as referenced in “The Why” and “The How” documents.

Needs Assessment Score: Operational

Planning:

1. Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension).
3. Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area.
4. Plan and provide professional learning on differentiated instructional options for literacy assignments.

Implementing:

1. Provide professional learning on explicit instruction:
 - Use of data to inform instructional decisions
 - Selection of appropriate text for strategy instruction.
 - Telling students specific strategies to be learned and why.
 - Modeling of how strategy is used.
 - Guided and independent practice with feedback.
 - Discussion of when and where strategies are to be applied.
3. Using online options where feasible, provide professional learning on research-based

differentiated instructional strategies that support diverse needs.

Expanding:

1. Review teacher and student data to improve instruction.
2. Share effective differentiated lessons and differentiation strategies in teacher team meetings.
3. Provide instructional assessment accommodations/adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents.

Sustaining:

1. Continue analyzing data to determine the impact of teaching strategies on student achievement.
2. Continue to provide ongoing training to all pertinent and new staff in the use of the core program.
3. Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities.

B. Action: Ensure that students receive effective writing instruction across the curriculum as referenced in “The Why” and “The How” documents.

Needs Assessment Score: Operational

Planning:

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

Implementing:

1. Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level.

Expanding:

1. Provide professional learning on best practices in writing instruction in all subject areas.

Sustaining:

1. Continue to provide support for teachers as the writing program is implemented.

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school as stated in “The How” document.

Needs Assessment Score: Operational

Planning:

1. Teachers need to understand the need for any or all of the following:

- Providing students with opportunities to self-select reading material and topics for research.
- Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives.
- Increasing opportunities for collaborating with peers.
- Increasing access to texts that students consider interesting.
- Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy.
- Leveraging the creative use of technology within the learning process to promote engagement and relevance.

Implementing:

1. Ensure that incentive programs, if used, are:

- Voluntary and not required.
- Not tied to grades.
- Incentives are minimal and are connected to reading, such as books.
- Are used with students who are unmotivated to read rather than with those who are already excited about reading

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.) as documented in “The Why”, “The How”, and “The What” documents.

Needs Assessment Score: Not Addressed

Planning:

1. Determine percentage of students currently being served in each tier at each grade level.
2. Articulate goals/objectives at building and system level based on identified grade-level and building needs, as well as system needs.
3. Budget for recurring costs of data collection, intervention materials, and technology used for implementation.
4. Develop protocols for identifying students and matching them to the appropriate intervention.

Implementing:

1. Provide professional learning and resources need to implement intervention and data collection.
2. Analyze data for individuals to identify students in need of intervention according to established protocols.
3. Monitor to ensure that interventions are occurring regularly and with fidelity.
4. Monitor results of formative assessment to ensure students are progressing.

Expanding:

1. Schedule grade-level data-analysis team meetings.
2. Provide building and system-level support of the process.
3. Develop process monitoring the implementation of research-based interventions at the building level and across the system.

Sustaining:

1. Use the Georgia Department of Education problem-solving checklist to evaluate:
 - Personnel providing interventions
 - The ease with which students move between tiers
2. Consider the options available through technology to provide on-going, job-embedded support for data collection and analysis as well as for intervention.

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) as stated in “The Why” and “The How” documents.

Needs Assessment Score: Emergent

Planning:

1. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
2. Examine student data to determine the current percentage of successful students in the areas of literacy (i.e., reading and writing).
3. Examine student data to focus on instructional areas of greatest need.
4. Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject areas using a checklist.
5. Provide professional learning on direct, explicit instructional strategies that build students’ word identification, fluency, vocabulary, comprehension, and writing skill.
6. Provide professional learning on:
 - DIBELS Next
 - Scholastic Reading Inventory
 - Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting
 - School-wide understanding of assessment data and anticipated levels of student mastery during the school year

Implementing:

1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
2. Ensure that teachers regularly meet to debrief on the progress of these lessons and to plan necessary changes.
3. Schedule time for instructional planning as well as for student progress conversations across

(vertical) as well as within (horizontal) grade levels.

4. Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students.
5. Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools.
6. Provide professional learning to support literacy.

Expanding:

1. Establish protocols to teach and monitor teachers' effective questioning and feedback skills.
2. Ensure adequate time for planning and implementing flexible grouping based on students' learning needs.
3. Monitor the planning, delivery and assessment for students with special learning needs.
4. Support teachers' effective use of time through use of technology during each stage of the process.

Sustaining:

1. Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs.
2. Encourage the use of technology to support proactive communication between students and teachers, parents and teachers.
3. Ensure that communication between teachers and administrator is ongoing and effective.

C. Action: Implement Tier 2 needs-based interventions for targeted students as documented in "The Why" and "The How" documents.

Needs Assessment Score: Emergent

Planning:

1. Plan and provide professional learning for teachers and staff on:
 - Appropriate use of supplemental and intervention materials
 - Diagnosis of reading difficulties
 - Direct, explicit instructional strategies to address difficulties
 - Charting data
 - Graphing progress
2. Schedule times for collaborative discussion and planning between content areas teachers and staff.
3. Ensure effectiveness of interventions by:
 - Building sufficient blocks of time into the daily schedule

- Providing adequate space conducive to learning
 - Ensuring that they are provided by competent, well-trained teachers
4. Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.

Implementing:

1. Monitor effectiveness of standard intervention protocols in place for students.

Expanding:

1. Establish protocols to ensure consistent progress monitoring, data collection, and reporting.
2. Ensure adequate time for planning and implementing interventions.
3. Monitor student movement between T1 and T2.
4. Provide sufficient resources (time, training cost, materials and implementation of interventions).

Sustaining:

1. Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs.
2. Document data points to monitor student response to intervention.
3. Use technology to track and endure the movement of students between T1 and T2 based on response to interventions.
4. Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g. cell phones, texting, email.

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly as stated in "The Why" and "The How" documents.

Needs Assessment Score: Operational

Planning:

1. In addition to everything that occurs at T1 and T2, data teams meet to:
 - Discuss students in T3 who fail to respond to intervention.
 - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance.
 - Verify implementation of proven interventions.
 - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral.

Implementing:

1. Tier3 SST/data teams meet at least every 4 – 6 weeks to discuss student progress based on daily interventions that include a minimum of four data points.

Expanding:

1. Teachers consistently provide research-validated interventions designed to meet individual

student's needs.

2. Data points are documented to monitor student response to intervention.
3. Ensure that T3 includes proven interventions that address behavior.

Sustaining:

1. Continue to ensure that:

- Students move into and out of T2 and T3.
- Data is used to support response to intervention.
- Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole.
- Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way as stated in "The Why" and "The How" documents.

Needs Assessments Score: Fully Operational

Planning:

1. School schedules are developed to ensure least restrictive environment (LRE).
2. Ensure that building and system administrators are familiar with funding formulas affecting students in special programming.
3. Assign a case manager to each student with an IEP so that communication with student and parent is seamless.

Implementing:

1. Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs.
2. Special education, EL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings.

Expanding:

1. IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards.
2. Special education, EL, or gifted case managers meet, plan, and discuss students' progress regularly with general education teachers.

Sustaining:

1. Student data supports the exit of students from T4.
2. A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance.

Building Block 6. Improved Instruction through Professional Learning
<p>A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom as stated in “The How” document. Needs Assessment Score: Operational</p>
<p>Planning:</p> <ol style="list-style-type: none"> 1. Revise teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas. <p>Implementing:</p> <ol style="list-style-type: none"> 1. Enlist support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy. <p>Expanding:</p> <ol style="list-style-type: none"> 1. Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy. <p>Sustaining:</p> <ol style="list-style-type: none"> 1. Continue to monitor and support the integration of disciplinary literacy. 2. Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions.
<p>B. Action: Provide professional learning for in-service personnel as stated in “The How” document. Needs Assessment Score: Emergent</p>
<p>Planning:</p> <ol style="list-style-type: none"> 1. Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lesson, examine student work, and reflect on practice. 2. Use teacher data as well as student data to target professional learning needs. 3. Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs. 4. Provide training in administering and interpreting results of assessments in terms of literacy. <p>Implementing:</p> <ol style="list-style-type: none"> 1. Provide targeted professional learning on the CCGPS based on student and teacher needs. 2. Meet in collaborative teams to support teachers in using literacy strategies effectively 3. Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning. <p>Expanding:</p> <ol style="list-style-type: none"> 1. Revisit and revise professional learning yearly based on student mastery of CCGPS and

classroom observations.

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

Sustaining:

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

Project Plan, Procedures, Goals, Objectives, and Support

a. Project Goals Directly Related to the Identified Needs

b. Project Objectives that relate to implementing the goals identified

j. References research-based practices in “The What” and “The Why” as basis for goals/objectives

Identified Needs	Goals	Objectives	Practices Not in Place or to Be Expanded
Provide additional training in literacy across all content areas.	Goal 1 To optimize literacy instruction across all content areas.	Objective 1 Provide training in literacy skills across content areas. Objective 2 Expand software to access technology tools and software to expand communication with all stakeholders	Building Block 1 D, E, F <input type="checkbox"/> Administrative use of the Georgia Literacy Instruction Observation Checklist <input type="checkbox"/> Provide adequate and appropriate training for all instructional/support staff, K-5 (The Why, pg. 37) <input type="checkbox"/> Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (The Why, pg.37) <input type="checkbox"/> Increase community awareness of the existence and function of the school’s Literacy Team (The Why, pg. 144) <input type="checkbox"/> Fully utilize technology to support stakeholder engagement

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Identified Needs	Goals	Objectives	Practices Not in Place or to Be Expanded
Provide high quality professional development	Goal 2 Provide funding for professional development	Objective 1 Train all teachers/staff on research-based instructional strategies and use of rubrics to improve literacy instruction in all content areas Objective 2 Study research-based strategies and resources found in “The Why” document Objective 3 Purchase and implement a coordinated plan for writing instruction across all subject areas, K-5	Building Block 2 B <input type="checkbox"/> Provide professional learning for teachers/staff to identify and evaluate characteristics of effective literacy instruction (The Why, pg. 37) <input type="checkbox"/> Incorporate a more holistic, authentic, and varied approach to writing (The Why, pg. 44)

Identified Needs	Goals	Objectives	Practices Not in Place or to Be Expanded
Provide professional learning for all pertinent staff on the knowledge of reading processes and reading difficulties	Goal 3 Increase teacher understanding on how to select and implement interventions aligned to student need	Objective 1 Identify/provide interventions in which are aligned to the tiers Objective 2 Train teachers to use data to diagnose student needs, place students accurately in intervention tiers, implement and progress monitor interventions, and determine next steps.	Building Block 3 A, B, C <input type="checkbox"/> Professional learning for all staff to ensure fidelity and consistency of interventions provided <input type="checkbox"/> Increase technology capacity to ensure all aspects of data collection (storing, analyzing, disseminating) is in place <input type="checkbox"/> Purchase and incorporate DIBELS Next and Scholastic Reading Inventory programs to use for common literacy assessment

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Identified Needs	Goals	Objectives	Practices Not in Plice or to Be Expanded
<p>Purchase a writing program and implement a consistent plan for writing instruction for all content areas</p>	<p>Goal 4 Integrate intentional/purposeful literacy strategies, including writing across the curriculum</p>	<p>Objective 1 Design a vertically and horizontally articulated writing plan (The What, pg. 10)</p> <p>Objective 2 Train all subject area teachers to implement best practices in writing</p> <p>Objective 3 Purchase and implement a coordinated plan for writing instruction across all subject areas, K-5</p>	<p>Building Block 4 A, B, C</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrative use of the Georgia Literacy Instruction Observation Checklist <input type="checkbox"/> Implement a vertically and horizontally articulated writing plan consistent with the CCGPS, K-5 <input type="checkbox"/> Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies <p>(The Why, pg.37)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporate a more holistic, authentic, and varied approach to writing (The Why, pg. 44) <input type="checkbox"/> Provide extended, protected time for literacy instruction across language arts and in content area classes

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Identified Needs	Goals	Objectives	Practices Not in Place or to Be Expanded
<p>Ensure adequate time for teachers to plan, monitor, and change interventions</p>	<p>Goal 5 Increase teacher understanding of how to select and implement interventions aligned to student needs and close the achievement gap in SWD, ED, and African American subgroups</p>	<p>Objective 1 Develop protocols for identifying students and matching them to appropriate intervention (The What, pg. 11) Objective 2 Examine student data to determine areas of instruction with greatest need (phonological awareness, fluency, vocabulary, comprehension, and engagement) (The What, pg. 9) Objective 3 Interventions are provided/delivered during a protected time daily by a trained teacher (The What, pg. 12)</p>	<p>Building Block 5 C</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning for teachers on reading processes and reading difficulties and appropriate interventions to be used to target areas of concern(s) <input type="checkbox"/> Ensure adequate time is provided for collaboration of interventions between teachers

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Identified Needs	Goals	Objectives	Practices Not in Place or to Be Expanded
Purchase 21st century technology resources Provide ongoing professional learning for teachers and support staff in literacy instruction	Goal 6 Provide school-wide access to 21st century technology resources	Objective 1 Exhibit a wide range of functional and critical thinking skills through literacy using 21st century science and technology tools (The Why, pg. 56) Objective 2 Utilize technology for production, publishing, and communicating across the curriculum (The What, pg. 10)	Building Block 6 B <input type="checkbox"/> Professional learning and training for staff in analyzing and interpreting assessments in terms of literacy <input type="checkbox"/> Update technology to accommodate online trainings <input type="checkbox"/> Provide ongoing training for teachers and support staff in all aspects of literacy instruction, K-5

c. Measurement of Goals and Objectives

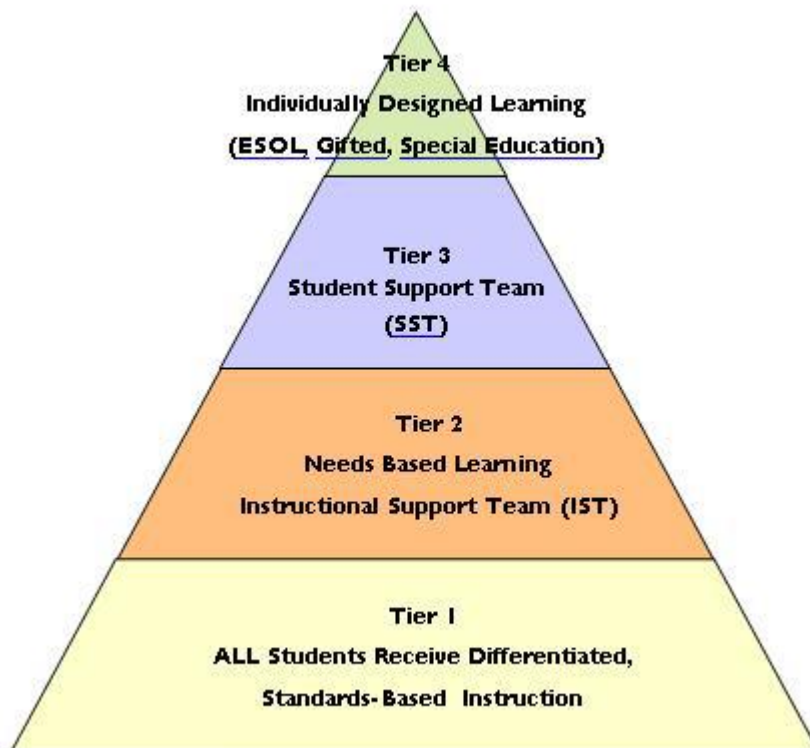
Formative Measures	Summative Measures
Documentation of teachers actively participating in PLCs	Disaggregation of Georgia Milestones results by subject and sub-group
Walkthroughs and observation summaries of teachers implementing standards-based strategies	SLO assessment results
DIBELS Next progress Monitoring results	Analysis of unit tests
Pre-Assessment and Benchmark results	DIBELS Next benchmark data
Analysis of data to place students in appropriate Tiers of Intervention/ Instruction	
Walkthroughs and summaries of teachers utilizing technology to assist literacy instruction	
Literacy Needs Assessment	
Georgia Literacy Instruction Observation Checklist	

d. Students receive at least 90 minutes of tiered instruction

See sample schedule in section i.

e. RTI Model

Creekside adheres to the state/system protocols for implementation of a 4-Tiered instructional model.



f. Application is inclusive of all teachers and students

All teachers and students will be involved in reaching established goals and objectives.

All teachers will:

- participate in Professional Learning
- implement research-based instructional strategies
- utilize technology to assist literacy instruction

All students will:

- have access to high quality instruction
- have access to literacy resources in all content areas
- have viable 21st century technology available

g. Practices already in place at Creekside:

- formative and summative assessments
- PLCs
- Walkthroughs and observations
- Targeted professional learning
- Classroom observations
- Literacy Leadership Team

h. Goals funded with other sources:

Title I, IIA, VI, and local funds currently pay for some teachers and paraprofessionals, remedial materials and supplies, professional development, assessments, mentoring, reduced class size, and maintaining high quality teachers and support personnel, travel expenses, and registration to attend trainings.

i. Sample schedule indicating a tiered instructional schedule with appropriate interventions:

Students in grades K-5 start their day at 8:00 and end at 2:45. Learning takes place in self-contained and departmentalized classrooms, supported by co-teaching with special

education, EIP, and Title 1 teachers in inclusion classrooms, and state approved gifted

model instruction

Teachers will utilize a 90 minute literacy block that uses the instructional framework to support the acquisition of literacy skills. Tiered needs will be identified through screening assessment and addressed through strategic teacher-led instruction (whole group, flexible small groups, one-on-one) and individualized technological interventions. Tiered needs will be met through a daily 30 minute intervention time, this literacy block supported by inclusive teaching, technological tools, and collaboration among teachers concerning student data.

Teacher Schedules

Kindergarten	
<i>7:45-8:00</i>	Morning Work/School Announcements
<i>8:00-8:30</i>	Targeted Literacy Interventions
<i>8:30-10:20</i>	Phonics/Vocabulary/Reading/ Writing (Literacy Block)
<i>10:20-10:55</i>	Lunch
<i>10:55-11:20</i>	Math
<i>11:20-12:10</i>	Exploratory
<i>12:10-12:40</i>	Math (continued)
<i>12:40-1:00</i>	Recess
<i>1:00-1:30</i>	Science
<i>1:30-2:00</i>	Social Studies
<i>2:00-2:30</i>	Snack/ Oral Language
<i>2:30-2:45</i>	Pack up/ prepare for home
First Grade	
<i>7:45-8:00</i>	Morning Work/School Announcements
<i>8:00-8:30</i>	Intervention Targeted Literacy Interventions
<i>8:30-10:20</i>	Phonics/ Reading/ Writing/ Grammar (Literacy Block)
<i>10:20-11:20</i>	Math
<i>11:20-11:50</i>	Lunch
<i>11:50-12:10</i>	Finish Language Arts
<i>12:10-12:55</i>	Exploratory
<i>12:55-1:15</i>	Playground
<i>1:15-2:00</i>	Science
<i>2:00-2:45</i>	Social Studies
Second Grade	
<i>7:45-8:00</i>	Morning Work Morning Work/School Announcements
<i>8:00-8:30</i>	Targeted Literacy Interventions
<i>8:30-9:30</i>	Math
<i>9:30-10:15</i>	Exploratory
<i>10:15-11:00</i>	Phonics
<i>11:00-11:30</i>	Lunch
<i>11:30-1:00</i>	Reading/ Language Arts/ Writing (Literacy Block)
<i>1:00-1:40</i>	Social Studies
<i>1:40-2:00</i>	Recess
<i>2:00-2:40</i>	Science
Third Grade	
<i>7:45-8:00</i>	Morning Work/School Announcements
<i>8:00-8:30</i>	Targeted Literacy Interventions
<i>8:35-9:25</i>	Exploratory

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<i>9:25-10:55</i>	Reading/Writing/ Language Arts (Literacy Block)
<i>10:55-11:50</i>	Math
<i>11:50-12:20</i>	Lunch
<i>12:20-12:40</i>	Recess
<i>12:40-1:25</i>	Science
<i>1:25-2:30</i>	Social Studies
<i>2:30-2:45</i>	Independent Reading & Literature Circles
<i>2:45</i>	Dismissal & Intervention time with late buses and after school children
Fourth Grade	
<i>7:45-8:00</i>	Morning Work/School Announcements
<i>8:00-8:30</i>	Targeted Literacy Interventions
<i>8:30-10:30</i>	Reading/ Language Arts/ Writing (Literacy Block)
<i>10:30-11:30</i>	Math
<i>11:30-12:05</i>	Social Studies
<i>12:05-12:35</i>	Lunch
<i>12:35-12:55</i>	Social Studies
<i>12:55-1:45</i>	Exploratory
<i>1:45-2:40</i>	Science
<i>2:45</i>	Dismissal & Intervention time with late buses and after school children
Fifth Grade	
<i>7:45-8:00</i>	Morning Work/School Announcements
<i>8:00-8:30</i>	Targeted Literacy Interventions
<i>8:30-10:30</i>	Reading/ Language Arts/ Writing (Literacy Block)
<i>10:30-11:30</i>	Math
<i>11:30-12:25</i>	Science/Social Studies
<i>12:25-12:55</i>	Lunch
<i>12:55-1:25</i>	Science/Social Studies
<i>1:25-1:40</i>	Recess
<i>1:45-2:25</i>	Exploratory
<i>2:30-2:45</i>	Independent Reading & Homework Assistance

Assessment/Data Analysis Plan

a. Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
GKIDS	Ongoing Diagnostic	Grade-Level reading/ELA/math skills	Every 8 weeks
SLOs	Outcome	non-state-tested subjects	2 times/year
Common Formative Assessments	Progress Monitoring/ Outcome	ELA, Reading, Math, Science, Social Studies	At completion of each subject's unit
Georgia Milestones	Outcome	writing, ELA, Reading, Math, Science, Social Studies,	1 time/ year
ACCESS for ELLs	Outcome	Language	1 time/ year
W-APT for ELLs	Screener	Language Proficiency	As indicated by HLS
easy CBM Math	Screener	Math	3 times per year
DIBELS NEXT	Screener/Progress Monitoring	Reading, Fluency, Phonemic Awareness	3 times per year
SRI	Screener	Comprehension	4 times per year
EIP checklist	Screener	reading, math	1 time/year

Creekside data analysis protocol allows all students to be screened and identifies any students at risk. After students are identified, strategies are implemented to guide instruction and to help students become successful in the identified areas of concern. If the primary intervention is not

effective, then other research-based interventions are implemented. Growth is examined to find the most effective strategies used for the identified skills.

b. Comparison of current assessment protocol with SRCL assessment plan

Creekside Elementary’s assessment protocol aligns in various ways with the SRCL assessment plan. Both plans emphasize:

- the use of screening to identify underperforming students (**The What, pg.99**) - progress monitoring to ensure skill attainment (**The What, pg.104**)
- formative and summative assessment
- analysis of state assessment data (**The What, pg.110**)

After the 2014-2015 school year the assessment protocol for Creekside will be lacking in the area of diagnostic assessments which provide teachers with early diagnosis of literacy deficits along with strategies to assist interventions. This is a result of the end of the Georgia reading Mentor Program for Primary Grades. Furthermore, Creekside will not have a valid universal screener for early reading or for grades 3-5.

c. How new Assessments will be implemented

Assessment	Frequency	Location
DIBELS Next Benchmarks	3 times/year (Oct., Jan., May)	Classroom
DIBELS Next Progress Monitoring	1 time/week	Classroom
Scholastic Reading Inventory	4 times/year (Aug., Oct., Jan., May)	Computer Lab

d. Current assessments that might be discontinued as a result of SRCL implementation

We are currently using DIBELS Next under the Georgia Reading Mentor Program for Primary Grades as a K-3 universal screener and progress monitoring piece. However, this is our last year of funding.

With the possible implementation of SRCL, funds would be used to continue DIBELS Next as our universal screener and progress monitoring for K-5.

e. Professional learning that teachers will need to implement any new assessments

- DIBELS Next training & disaggregation of data
- Scholastic Reading Inventory professional learning and data interpretation to inform instruction
- Management of small group instruction based on needs identified in assessments
- Best practices professional learning to assist in identifying instructional to meet student needs

f. How data is presented to parents and stakeholders

Data is presented to parents through parent conferences, phone calls, or by written notices.

Creekside shares this information during Literacy/School Improvement Team, School Council, Board of Education, and quarterly PTO meetings. Local media also reports student achievement data.

g. How data will be used to develop instructional strategies as well as determine materials and need

Assessment data will be reviewed, discussed, disaggregated, and analyzed during team meetings.

Instructional decisions will be made based on analysis of the data. Vertical team meetings will facilitate collaboration and formation of instructional plans to meet student needs.

At the end of each year, the Literacy/School Improvement team will meet to conduct a “data dig.”

The team will analyze data from multiple sources to identify trends, strengths, and opportunities.

An implementation plan will be developed and include initiatives, action steps, timeline,

materials and resources needed, persons responsible, and evaluation of implementation of

strategies and impact on student achievement. The revised School Improvement Plan will include

strategic goals, performance indicators and measures are developed for every grade level and department.

h. Who will perform the assessments and how will it be accomplished

Assessment	Grades	Personnel Responsible		Frequency
		Scheduling	Administration	
GKIDS	Kindergarten	Kindergarten Teachers	Kindergarten Teachers	3times/year
SLOs	K-3, Art(4 th), Music (5 th), PE (4 th), gifted(3 rd & 5 th)	System Test Coordinator	Certified Teacher	2 times/year
Common Formative Assessments	K-5	Classroom Teachers	Classroom Teachers	At completion of each subject's unit
Georgia Milestones	3-5	System Test Coordinator	Certified Teachers	1 time/ year
ACCESS for ELLs	EL K-5	EL teacher	EL teacher	1 time/ year
W-APT for ELLs	EL K-5	EL teacher	EL teacher	As indicated by HLS
easy CBM Math	1-5	School administrator	Teacher	3 times per year
DIBELS NEXT	K-3	Georgia Reading Mentor Program	Classroom Teachers	3 times per year
SRI	1-5	School Administrator	Classroom Teachers	4 times per year
EIP checklist	K - 5	Classroom Teachers	Classroom Teachers	1 time/year

Resources, Strategies and Materials

a. Resources needed to implement the literacy plan, including those that foster student engagement:

- Research-based, scientifically evidenced writing program for writing across the curriculum
- Computer-based diagnostic assessment for fluency and comprehension
- Computer-based diagnostic assessment for early literacy (phonological awareness, phonics, etc.)
- 21st Century technology equipment
- Handheld technology devices used to access e-texts and e-readers.
- Print books, fiction/nonfiction, and informational texts for the purpose of updating classroom libraries in all content areas
- Professional learning in the areas of technology integration, literacy/writing instruction, intervention strategies, and assessment strategies

b. Activities that support literacy intervention programs

- Additional time built into schedule to allow for interventions
- Universal screening to identify students who need intensive interventions (Tier 2 and Tier 3)
- Professional learning and coaching on implementation of interventions with fidelity and the 4-tiered response to intervention model.
- Implementation of the 4-tiered Response to Intervention model.
- Research-based, scientifically evidenced intervention materials for K-5
- Adjusting schedules for literacy instruction

c. List of shared resources available

- Media center print resources
- 1 Teacher Computer/2 Student Computer in most classrooms
- 3 laptops (shared by entire K-5 school and SPED department)
- 28 Chromebooks
- Curriculum guides (standards, units, and assessments)
- Student novels/texts/workbooks
- 2 Computer Labs (50 desktop computers between both labs)
- 1 digital camera

d. General list of library resources or a description of the library as equipped

- Fiction/Nonfiction books
- Reference books
- 4 Desktop computers for student use
- 3 desktop computers for teacher use and for locating media center materials
- 5 document cameras

e. List of activities that support classroom practices

- Daily collaborative planning time
- Pacing guide and curriculum map aligned with CCGPS
- Periodic book fairs to support funding for literacy materials
- Professional Learning Communities for collaboration and analysis of standards, student data, and instructional practices
- Teacher use of a variety text that are appropriate based on student Lexile scores and level of text complexity

- Emphasis on teaching academic vocabulary and the language of the standards
- Periodic vertical articulation meetings in each content area
- Bi-Monthly leadership team meetings
- Monthly literacy team meetings

f. Additional strategies needed to support student success

- Technology integration
- Technology capacity for storing and accessing student data
- DIBELS Next benchmark/progress monitoring
- Scholastic Reading Inventory
- Professional learning for evidence-based content literacy best instructional practices
- Professional learning for teachers in selecting/monitoring/assessing identified areas of student concerns

g. Current classroom resources for each classroom in the school

- Curriculum guides (standards, units, curriculum maps, assessments)
- Limited amount of CCGPS ELA-aligned literary and informational texts
- Textbooks (outdated and only used as a resource for supplementing instruction)
- 1 teacher computer/2 student computers
- Limited number of Promethean Boards (11) and LCD projectors

h. Alignment plan for SRCL and other funding

	SRCL funding	Title I	Title 2A	IDEA	Other Funding (State, Local, etc.)
Professional Learning	<ul style="list-style-type: none"> • Instructional content-specific reading/writing strategies • Effective literacy instruction • Ensure fidelity and consistency of interventions • Knowledge of reading processes and difficulties • DIBELS Next training • Scholastic Reading Inventory training 		<ul style="list-style-type: none"> • RESA training 	<ul style="list-style-type: none"> • Writing Assessment • RESA training 	<ul style="list-style-type: none"> • RESA training
Classroom Resources	<ul style="list-style-type: none"> • DIBELS Next • Scholastic Reading Inventory • Content area supplemental texts and materials (subscriptions to magazines, weekly readers, etc.) • Additional books for classroom libraries • Listening centers 	<ul style="list-style-type: none"> • CCGPS Supplemental Texts for Math Frameworks • Supplemental Reading Mastery Program • Supplemental Texts for ELA Units 	NONE	<ul style="list-style-type: none"> • SPED Supplemental texts, novels, and other literacy supports • Contracted Services 	<ul style="list-style-type: none"> • Student Novels • CCGPS Supplemental Texts for ELA Units • Consumable classroom supplies • Media center print/non –print resources
Technology	<ul style="list-style-type: none"> • Software/hardware • technology devices to support literacy instruction • Internet based publishing software • Technology capacity to store and access student data • Computer-based diagnostic assessments • Handheld devices to access E-books, e-readers, and other supportive technology • Technology needed to implement assessments and • RTI • 21st Century technology equipment 	<ul style="list-style-type: none"> • Classroom teacher & students computers • Interactive projectors and laptops 	NONE	<ul style="list-style-type: none"> • Assistive Technology 	<ul style="list-style-type: none"> • Classroom teacher/student computers • Interactive projectors and laptops

i. Proposed technology purchases will support:

RTI

- Tier 2 and 3 students will have access to research-based, scientific evidenced interventions
- Teachers working with Tier 2 and 3 students will be trained in selecting/monitoring/assessing identified areas of student concerns using instructional best practices incorporating technology
- Provide programs that will help track students
- Access additional programs that promote student engagement
- Classroom teachers will have access to computer-based diagnostic assessments to assist in early diagnosis of specific learning deficiencies
- Online intervention programs will allow increased accessibility to diverse learners

Student Engagement

- Access programs, software, activities, and strategies which promote student engagement and individualized instruction/differentiation
- Assist in assessing student mastery of content
- Technology in classroom significantly improves student engagement
- Online access promotes interaction and communication among students and between students and faculty

Instructional Practices

- Provides options for comprehension

- Provides access to online records/tracking allows teachers to plan more effectively and efficiently for instruction
- Provides the teacher with multiple means of instructional materials with the use of various technological supports
- Utilize technology for researching and accessing informational texts across content areas
- Allows teachers to provide daily individualized practice and application in matching the needs of the 21st Century learner
- Interactive technology provides teachers with a vast array of information and instructional resources

Writing

- Software and/or programs to increase the four domains of writing and the various genres
- Individualized practice for student subgroups that require additional support
- Offers teachers access to analyze student writing using online rubrics, record keeping, data storage, etc.
- Creation, editing, revision, publishing, and storage of student writing samples are enhanced
- Immediate access to information that supports student research, writing projects, and motivates students to write

Professional Learning Strategies

a. Past professional learning

b. The % of staff attending

Professional Learning	Number of Hours	Percentage of Certified Staff Attended
Read with Sarah-Alpha Skills Training	8	51%
Academic Rigor	1	100%
Depth of Knowledge	1	100%
Health M Powers	1	100%
New Hire Training	3	5%
Restraint Training	2	100%
Text Talk	1	8%
Think Central Training	1	100%
DIBELS Next Training	8	43%
Literacy Block Training	1	100%
Math Exemplars	8	100%
Rock Eagle Math Conference	8	12%
TKES orientation	2	100%
GAA workdays	8	1%
ELA Collaborative	4	25%
Math Collaborative	4	25%
Science Collaborative	4	25%
Social Studies Collaborative	4	25%
Math in the Fast Lane	8	37%
SLO's-Student Learning Objectives	16	8%

c. Detailed list of ongoing professional learning

Professional Learning Topic	Delivery Method
Content Level Team Meetings	once a week during planning period
Literacy Leadership Team Meeting	twice a month/afterschool
TKES Familiarization Meetings	4 times a year
6 +1 Character Traits of Writing	once a month
FIP-Formative Instructional Practices	online
ELA Collaborative	4 times per year
Math Collaborative	4 times per year
Science Collaborative	4 times per year
Social Studies Collaborative	4 times per year
Math in the Fast Lane	ongoing
New Hire Collaborative	once a month/afterschool

- d. Programmatic professional learning needs identified in the needs assessment**
- f. Professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan**
- g. Method of measuring effectiveness of professional learning**

Identified Professional Learning	Projection Plan Goals/Objectives Addressed	Literacy Plan Building Block Addressed	Measure of Effectiveness
Incorporating technology to support literacy instruction	Goal 1: Objective 2 Goal 3: Objective 1 Goal 6: Objectives 1, 2	Building Block(s): 1, 2, 3, 6	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • Standardized Test results, DIBELS Next, SRI data • Unit plans with documentation of technology • SMART goal(s)
Differentiating literacy instruction	Goal 1: Objective 1 Goal 2: Objective 1, 2 Goal 4: Objective 2	Building Block(s): 1, 6	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • TKES Evaluation • Standardized Test results, DIBELS Next, SRI data • CCGPS Units • SMART goal(s)
Identification/evaluation of effective literacy instruction	Goal 2: Objectives 1, 2, 3 Goal 3: Objectives 1, 2	Building Block(s): 2, 3	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • DIBELS Next, SRI, Standardized Test results • TKES evaluations • SMART goal(s)
Effective use of instructional content-specific reading and writing strategies	Goal 1: Objective 1 Goal 2: Objective 3	Building Block(s): 1, 2	<ul style="list-style-type: none"> • CCGPS Units • Walk-through observations • TKES evaluations • SMART goal(s)
Knowledge of reading processes and difficulties and appropriate interventions to be used to target areas of concern(s)	Goal 3: Objectives 1, 2 Goal 5: Objectives 1, 2, 3	Building Block(s): 3, 5	<ul style="list-style-type: none"> • Analysis of RTI data • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • Standardized Test results, DIBELS Next, SRI data

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			<ul style="list-style-type: none"> • SMART goal(s)
Provide additional training in literacy across all content areas	Goal 1: Objective 1 Goal 2: Objective 1 Goal 4: Objective 2	Building Block(s): 1, 2, 4	<ul style="list-style-type: none"> • PLC documentation and minutes • Walk-through observations • Literacy Team meetings • Analysis of student data • Standardized Test results, DIBELS Next, SRI data • TKES evaluations • SMART goal(s)
Ensuring fidelity and consistency of interventions	Goal 2: Objective 1, 2 Goal 3: Objective 1, 2	Building Block(s): 2, 3	<ul style="list-style-type: none"> • RTI documentation • RTI student data • Walk-through observations • Standardized Test results, DIBELS Next, SRI data • Documentation of collaboration between teachers • SMART goal(s)
Analyzing and interpreting assessments with regard to literacy	Goal 5: Objective 1 Goal 6: Objective 1	Building Block(s): 5, 6	<ul style="list-style-type: none"> • CCGPS Units • Walk-through observations • Standardized Test results, DIBELS Next, SRI data • PLC documentation and minutes • SMART goal(s)

e. Process to determine if professional development was adequate and effective

In order to determine if the professional development was adequate and effective, the following will take place:

- Feedback from teachers regarding professional learning attended
- Set SMART (Specific, Measurable, Attainable, Realistic, Timely) goals for professional learning implementation
- Walkthroughs and observations to record the implementation of professional development learning targets
- PLC meetings with documentation
- Examination of student achievement data
- Evaluation of professional learning activities by teachers, administrator, etc.
- Faculty/staff surveys

- Use of formative assessments aligned to the professional learning objectives/goals

Sustainability Plan

Creekside Elementary School is committed to following through with the proposals this application. The table below provides information on how we will maintain our commitment following the funding period.

	Title 1	Title IIA	IDEA	Other Funding (state, local, community partners)
Extending Assessment Protocols	x	x	x	
Developing Community Partnerships				x
Expanding Lessons Learned	x	x	x	x
Training New System Employees		x	x	
Maintaining Technology	x		x	x
Ongoing Professional Learning		x	x	x
Replacing Print Materials	x		x	x

Maintaining Resources, Strategies, and Materials

a. Extending the assessment protocols beyond the grant period

Creekside Elementary School understands the need to use assessment data to support continuous improvement. Protocols are currently in place; however, assessment instruments need to be used with fidelity. With the continuation of DIBELS Next and Scholastic Reading Inventory, we will have a more complete assessment protocol. The literacy team will organize and manage the administration of our assessment protocol.

b. Plan for developing community partners and/or other sources to assist with funding of initiatives requiring yearly cost commitments

The Baldwin County School System is supported in the community by many local businesses that give freely to assist with educational initiatives, resources, and voluntary support. With the assistance and support from our local business and community partners, we plan to continue to develop community partners and to secure funding for our educational initiatives.

c. Clear, detailed plan discussing sustainability in the following areas:

Areas to be Sustained	Sustainability Plan
c. Expanding lessons learned Extending the assessment protocols Training new system employees Maintaining technology Ongoing professional learning	PLCs are actively in place and meeting regularly. These PLCs will be vital in expanding upon lessons learned through the SRCL period. We feel that the PLCs that are crucial in implementing our literacy plan goals/objectives (during the SRCL grant period) will be equally as fundamental in ensuring the longevity and effectiveness of our literacy plan once the funding is completed. The school administrator and literacy team will carefully monitor the implementation, progress, and extension of the SRCL. Throughout PLCs, all stakeholders will have input in expanding upon lessons learned beyond the life of the grant. The assessment protocols will also be coordinated and monitored by the administration and literacy team. Any additional training needed will be organized by the literacy team and monitored by the media specialist. We will utilize all available resources to assist in these trainings (Georgia College, RESA, etc.) With regard to maintaining technology, and we will persist in funding these initiatives in various ways (technology grants, state/federal/local funds, etc.). As previously mentioned, professional learning will be organized and conducted on an “as-needed” basis, and will be determined by our Literacy team with assistance/input from our school PLCs. Financially speaking, our system is firmly committed to developing, implementing, maintaining, and sustaining the initiatives listed throughout this SRCL application in its entirety. We will use all available funds (Title I, IIA, local/state/federal, future grants, etc.) to support the program and ensure that, once the funding cycle has ended, we succeeded in our goals.

d. How print materials are to be replaced when necessary

The Creekside Literacy team will assist in determining the condition of print materials and the need to replace these materials. Local, state, and federal funds will be used to replace print materials when needed. Furthermore, with the implementation of 21st Century technology equipment and addition of handheld devices to access e-readers/e-texts, we hope to reduce the need to replace, and the amount of money spent replacing print materials.

e. A clear plan for extending the professional learning beyond the grant period and to new staff to the system

Areas to be Sustained	Sustainability Plan
e. Extending professional learning beyond the grant period and to new staff	Local, state, and federal allocations will be used to support professional development to sustain our literacy plan. The literacy team will meet at the end of each year and analyze the school’s needs assessment data. The team will then decide which areas to target with professional learning the following year. Baldwin County School System has a district-wide new teacher orientation program that provides professional learning initiatives at the system and school level. Each new teacher at Creekside Elementary School is also assigned a mentor that provides assistance with instructional initiatives. The administrators and mentors will also provide on-site coaching and training for all teachers to familiarize and/or coach them through the process of becoming competent and effective with the school’s instructional initiatives. Funding for professional learning for new teachers will be provided through system professional learning funds (Title IIA, and local/state/federal funds.)

f. Sustaining technology that was implemented with SRCL funds

The Literacy Team has identified many areas of need as they relate to the integration of technology with literacy, and we are firmly committed to establishing and maintaining

21st Century classrooms. Creekside Elementary School will maintain technology, site licenses, and professional learning through the use of state, local, and federal funds and other applicable funding. Our media specialist assists teachers with technology maintenance and instructional technology training. The system technology team is available to assist with technical issues that arise. The technology director and media specialist will coordinate purchases of hardware and software, obtain bids, initiate purchase orders, and inventory equipment, arrange installation, negotiate site licenses, and organize warranties. The system professional learning coordinator will schedule training on any software or the use of the hardware to staff. Our media specialist will arrange for regular maintenance of the equipment in order to extend the life of the hardware. Additionally, once the SRCL funding period is over, we hope to utilize as much federal funding as is available to sustain the technology that is implemented. We also plan to consider other funding sources such as: technology grants and current technology funding at the local/state level.

g. Clear plan for expanding the lessons learned through the SRCL project with other schools and teachers new to the LEA

Areas to be Sustained	Sustainability Plan
g. Expanding the lessons learned through SRCL project with other schools and teachers new to the LEA	We will continue to expand upon lessons learned through the SRCL project via professional learning communities. PLCs are already established and meet regularly to focus on student learning, instructional best practices, and planning. PLC members will collaborate to share successful literacy practices, analyze student data, and plan lessons that emphasize literacy in all content areas, provide ideas for technology integration, and access the implementation of the SRCL grant and our Literacy Plan. Information from these PLCs will be shared with other schools and teachers new to the LEA.

Budget Summary

Through the SRCL grant writing process, findings indicated an need to strengthen current literacy instruction and add literacy initiatives that would meet the demands of the rigor of the Common Core Georgia Performance Standards (CCGPS) and the Georgia K-12 Literacy Plan. Creekside Elementary School's needs assessment identified weaknesses in RTI interventions, content-specific reading and writing instruction, diagnostic assessments, and technology to support a comprehensive literacy plan. Furthermore, the SRCL grant will allow Creekside Elementary School teachers to receive the proper professional learning so that they are fully equipped to implement our literacy plan. Funds from the SRCL grant will be used to: successfully implement research-based language arts/writing strategies including professional development for teachers, purchase intervention software with universal screeners and diagnostic assessments (DIBELS Next, Scholastic Reading Inventory, etc.), and obtain supplemental literacy resources for ELA and content area teachers (as well as texts for classroom libraries), and to purchase technology to support literacy instruction and assessment. Creekside Elementary School feels that 21st Century technology is needed to fully implement all components of our plan.

Initial grant funds (Year I) will be used to jumpstart literacy instruction. These include:

- Classroom libraries to include informational kits
- Supplemental literacy resources for ELA and content area teachers
- Handheld devices to access e-readers and e-texts
- Interactive projectors
- Universal screener/diagnostic assessments

- Intervention software
- Stipend for the media specialist; extended day and extended year duties to supplement SRCL grant.
- Professional learning will be organized and monitored by the administrator/media specialist with the assistance of the Literacy Team in the following areas:
 - Literacy across all content areas
 - Incorporating technology to support literacy instruction
 - Differentiation
 - Identification/evaluation of effective literacy instruction
 - Diagnosis/intervention of reading difficulties
 - Content-specific reading/writing strategies
 - Analyzing/interpreting literacy assessment data
 - DIBELS Next/Scholastic Reading Inventory

To assist with the initial implementation of the grant and its budgeted activities, the media specialist will be granted a stipend to work additional days beyond her regular contract to implement the grant.

Instructional needs that were not filled in Year I will continue to be budgeted for in the subsequent years of the grant. Maintenance of technology purchased with this grant is crucial in extending the life of the equipment. Professional development costs will continue to be budgeted in the ongoing years of the grant on an as-needed basis. Focus will be put on training new teachers and instructional practices identified in the yearly needs assessment (organized and analyzed by the media specialist and Literacy Team).

Also, additional work days for the media specialist will continue to be budgeted for her assistance in the grant implementation as part of administrative costs.