School Profile

Created Friday, November 21, 2014

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School Information

System Name:	Effingham County
School or Center Name:	South Effingham Elementary
System ID	651
School ID	0186

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Anna Barton
Position:	Principal
Phone:	912-728-3801
Email:	abarton@effingham.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Anna Barton
Position:	Principal
Phone:	912-728-3801
Email:	abarton@effingham.k12.ga.us

Grades represented in the building

 example pre-k to 6

pre-k to 5

Number of Teachers in School

46

FTE Enrollment

766

Grant Assurances

Created Tuesday, December 02, 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

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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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.

    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.

     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. <u>**Remedies for Nondisclosure**</u>
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. <u>**Annual Certification**</u>. 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.   <u>**Disclosure of Conflict of Interest after Agreement Execution**</u>

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.

III.   **Incorporation of Clauses**

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

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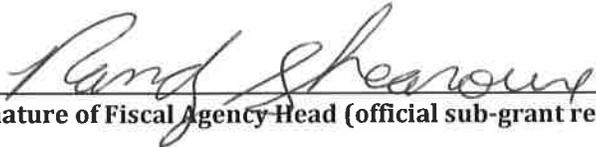
Signature of Fiscal Agency Head (official sub-grant recipient)

Randy Shearouse, Superintendent
Typed Name of Fiscal Agency Head and Position Title

_____11/11/14_____

Date

_____

Signature of Applicant's Authorized Agency Head (required)

Randy Shearouse, Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

_____11/11/14_____

Date

_____

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

_____

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

_____

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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: <u>Judith Shuman</u>

Position/Title of Fiscal Agent's Contact Person: <u>Student & Professional Learning Coordinator</u>

Address: <u>405 N. Ash St.</u>

City: <u>Springfield</u>   Zip: <u>31329</u>

Telephone: <u>(912) 754-5508</u>   Fax: <u>(912)754-5637</u>

E-mail: <u>jshuman@effingham.k12.ga.us</u>

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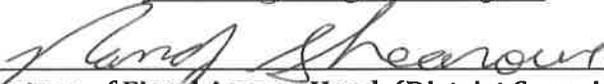
Signature of Fiscal Agency Head **(District Superintendent or Executive Director)**

<u>Randy Shearouse</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____

Date (required)

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately $107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A. Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	$10,000
Smaller Learning Communities	High	2008-2013	$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	$518,820
Effingham College & Career Academy	High	2007	$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B. Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. Sustainability of Past Initiatives

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over $2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. Initiatives Implemented Internally

ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

District Narrative

Brief History of the System

First settled in 1734 by protestant German exiles, Effingham County was established in 1777. With approximately 53, 293 residents, Effingham County has been among the nation's top 100 fastest growing counties prior to the recession. The Effingham County School System is currently the 32nd largest in Georgia. Newcomers are attracted to Effingham County's family-oriented communities and the district's reputation for providing a quality education in safe, state-of-the-art facilities. Annually Effingham spends approximately $700 less per pupil than the state average while maintaining a full 180-day school calendar. The district is currently ranked 133rd out of 180 school districts in the state in terms of the value of local revenue collected relative to the number of students it serves. Despite the inability of the district to generate sufficient tax dollars per child as compared to other systems in the state, the Effingham County School System maintains above average results and provides a robust, engaging, and comprehensive educational program. The Center for American Progress includes Effingham as one of only 20 Georgia school districts that provide the lowest cost and highest achievement.

System Demographics

	Total Students	Black	Hispanic	White	Other
Effingham County High	1836	22%	4%	67%	7%
South Effingham High	1522	9%	4%	82%	5%
Effingham County Middle	811	25%	3%	67%	5%
Ebenezer Middle	796	18%	7%	70%	5%
South Effingham Middle	980	6%	5%	86%	3%
Blandford Elementary	682	19%	10%	64%	7%
Ebenezer Elementary	617	11%	5%	80%	4%
Guyton Elementary	652	16%	4%	73%	7%
Marlow Elementary	679	4%	5%	87%	4%
Rincon Elementary	638	24%	8%	62%	6%
Sandhill Elementary	537	6%	4%	86%	4%
South Effingham Elementary	713	9%	7%	77%	7%

Springfield Elementary	**599**	**28%**	**5%**	**64%**	**3%**
System	**11062**	**15%**	**5%**	**72%**	**8%**

Special Populations:

- Special Education – 16.1%
- ESOL – .8%
- Homeless - .3%

- Gifted – 10.3%
- PreK – 23 Classrooms
- Pre-School (Migrant/Sp Ed) – 52 students

The current overall free and reduced lunch rate for the system is 44.2%. Five of the thirteen schools are Title I eligible. The Effingham College & Career Academy opened in 2010 and serves students from both high schools.

Current Priorities

The Effingham County School District is committed to providing rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post secondary success.

- Increase graduation rates
- Provide opportunities which maximize potential for learning and minimize achievement gaps
- Establish challenging growth targets and provide instruction that enhance, extends or expands student learning
- Use writing as a tool for learning and assessment in all content areas
- Deep understanding and systematic implementation of CCGPS

Strategic Planning

Strategic Planning Goals	
Safe Environment	Provide a safe and nurturing environment for all learners and district employees.
Maintenance of Quality Workforce	Maintain a quality work-force with the goal of all teachers and paraprofessionals obtaining Highly Qualified status.
Facility Strategic Planning	Maintain quality school facilities and insure strategic facility planning to meet the needs of the district's continuing growth
Career and Work-force Readinesss	Continue to improve the graduation rate and enhance opportunities for students in Career Technical Agriculture Education
Improvement of Instruction	Work toward providing subject area specialists in English, Math, Science and Social Studies.
School Improvement	Support schools in maintaining scores above the state average on the College and Career Ready Performance Index (CCRPI)

Current Management Structure

CCSS Superintendent	
Principals	
Elementary	**Middle**

Elementary
- Blandford
- Ebenezer
- Guyton
- Marlow
- Rincon
- Sand Hill
- South Effingham
- Springfield

Middle
- Ebenezer
- Effingham County
- South Effingham

Secondary
- Effingham County
- South Effingham
- Effingham College & Career Academy

Assistant Superintendent of Instruction and Technology
- Student and Professional Learning Coordinator
    - Elementary Curriculum & K-12 Gifted Asst. Coordinator
    - Student Intervention and Support
- Assessment Coordinator
- Information Systems Coordinator
    - Information Systems Asst. Coordinator
- Information Technology Coordinator
- Special Programs Coordinator
- Exceptional Students Coordinator
    - Asst. Coordinator for Exceptional Children
    - IEP/Eligibility Program Manager
- CTAE Coordinator

Past Instructional Initiatives

Initiative	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ELA											
Implementation of CCGPS ELA							▓	▓	▓	▓	▓
ELA 6-12 Language Arts Adoption						▓					▓
iRead adoption (K-2)											▓
Balanced Literacy Block								▓	▓	▓	▓
Reading Recovery (Gr.1)	▓	▓	▓	▓							
Comprehensive Intervention Model									▓	▓	
Georgia Center for Assessment Training - Writing					▓		▓				
Literacy Coaches (# of coaches)						1	1	1	1	.5	
Reading First					▓	▓	▓	▓	▓	▓	▓
Write from the Beginning					▓	▓	▓	▓	▓	▓	▓
Write for the Future						▓	▓	▓	▓	▓	▓
Scholastic Reading 180 & System 44 (Gr 8-6)									▓	▓	▓
Scholastic Reading 180 & System 44 (Gr 9)										▓	▓
Words Their Way										▓	▓
GaDOE Summer Academy										▓	
Reading Rockets for Paraprofessionals										▓	▓

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Guided Reading				■							
Scheduling for Literacy								■	■		
ASSESSMENTS	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Cold Read Assessments										■	■
Benchmark Assessments				■	■	■	■	■	■	■	■
OAS				■	■	■	■	■	■	■	■
LEOCT(high school)	■	■	■	■							
ESOL	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Camp Can Do											
iReady											
ESOL Endorsement	■	■	■	■	■	■	■	■	■	■	■
General	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
High School Academic Coaches					■	■	■	■	■	■	■
Standards Based Classrooms						■	■	■	■	■	■
Smaller Learning Communities (high school)					■	■	■	■	■		
Ken O'Conner Grading Study					■	■	■				
Thinking Maps					■	■	■	■	■	■	■
Six Elements of an Effective Math Lesson	■	■	■	■	■	■	■	■	■	■	■
Gifted Endorsement					■	■	■	■	■	■	■
Co-Teaching and Inclusion			■	■	■	■	■	■	■	■	■
21st Century Classrooms					■	■	■	■	■	■	■
Bring Your Own Technology										■	■
Interactive Notebooks						■	■	■	■	■	■
Literacy Design Collaborative								■	■	■	■
Document Based Questions								■	■	■	■
Literacy Strategies in the Content Areas								■		■	
Using Data to Inform Instruction							■	■	■	■	■
SLDS									■	■	■
SLO Development											■
Implementation of CCGPS Mathematics							■	■	■	■	■
Social Studies Resource Adoption								■			
Science Resource Adoption					■						
Formative Instructional Practices										■	■
TKES/LKES										■	■

Literacy Curriculum

ECSD's literacy curriculum is driven by the CCGPS. Locally developed units are currently being used in ELA classrooms. High schools adopted Pearson's Literature series in 2014 and middle schools adopted Scholastic's Code X series. Elementary schools adopted Scholastic's iRead for grades K-2 as a supplemental resource but are still making a core choice for grades K-5.

Literacy Assessments Used District-wide

	Beginning of Year	Middle of Year	End of Year
K	• GKIDS Baseline • Fry Words (quarterly) • DIBELS 6th Ed.	• GKIDS(quarterly) • Fry Words (quarterly) • DIBELS 6th Ed.	• GKIDS • Fry Words (quarterly) • DIBELS 6th Ed.
K-5	*Words Their Way* Spelling Inventory		*Words Their Way* Spelling Inventory
1-5	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)

Instructional plans are determined based on results from literacy assessments listed above. Teachers choose from various assessments from Reading First resources for Phonological Awareness, Phonics, Fluency, and Comprehension as needed.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of sufficient varied materials to meet the explicit needs all students
- Lack of a reliable and vertically applicable tool to assess reading levels and record growth over time
- Absence of robust professional development
- Weakness in utilization of reliable data to drive instruction

As stated in the Why document (page 26), "Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement." Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistent support of previous instructional initiatives, rising assessment expectations, TKES/LKES, and Georgia Milestones, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the mission for excellence.

District Management Plan and Key Personnel

The decision for the Effingham County School District (ECSD) to apply for Georgia's Striving Reader Comprehensive Literacy Grant was a collaborative one made only after careful consideration and discourse. Through face-to face meetings as well as electronic and document sharing tools, the district and school grant writing teams have already established communication modes that will continue throughout the duration of the grant. As with any initiative that ECSD undertakes, we are committed to implementing and monitoring the grant with an ongoing goal of sustaining all initiatives once funding from the grant has ceased. The office of Student and Professional Learning will supervise the implementation, monitoring, and reporting on goals and objectives for the project at the district level.

The following chart indicates those individuals responsible for grant administration at the district level:

District Department	Individual/Position	Tasks
Curriculum and Instruction	Judith Shuman, Student and Professional Learning Coordinator	Grant Administrator – Oversee implementation/reporting
	Dr. Melodie Fulcher, Asst. Coordinator for K-5 Curriculum & K-12 Gifted Dr. Greg Arnsdorff, Asst. Superintendent for Instruction & Technology Kristie Long, Student Intervention & Support Specialist	Coordination of district-wide initiatives; support for gifted education; support for intervention and ESOL services
Business Services	Ron Wilson, CFO Kathy Morgan, Purchasing Agent	Budget approval Payments
Technology	Jeff Lariscy, Information Technology Coordinator Gregg Miles & Justin Keith, Instructional Technology Specialists	Support for technology
Special Education	Stacy Boyett, Exceptional Students Coordinator	Support for special education

The following individuals will manage day-to-day operations:

Site	Individual/Position
Guyton Elementary School	Charla Connelly, Principal Brenda Barrow, Instructional Supervisor
Marlow Elementary School	Wallace Blackstock, Principal Lori Dasher, Instructional Supervisor
South Effingham Elementary School	Anna Barton, Principal Stacy Bolton, Instructional Supervisor
Effingham County Middle School	William Hughes, Principal Lyn Long, Instructional Supervisor

The decision to apply for the SRCL grant was a collaborative one. District and school personnel learned about requirements together and made the decision to move forward. Just as with the decision to apply and the work throughout the application process, the grant implementation will be a collaborative effort. Although not every school in the district could apply for the grant, each school is committed to the same literacy priorities and as such will bring a complementary perspective to the grant implementation. Teachers at each site have expressed a desire for job-embedded professional learning and are committed to participation. The district key personnel will be leading on-going professional collaboration and discourse among both grant-recipient and non-grant recipient schools in order to promote and sustain district goals. The district and school level literacy teams have made developing and implementing a viable and purposeful literacy plan their priority. ECSD has participated in a wide variety of initiatives in recent years; however, the implementation of a literacy plan is both long over-due and critical for us to continue to provide students with the skills needed to be successful in their post secondary endeavors. ECSD embraces this opportunity.

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately $107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A.   Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	$10,000
Smaller Learning Communities	High	2008-2013	$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	$518,820
Effingham College & Career Academy	High	2007	$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	**Financial Findings**	**Federal Findings**
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B.   Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. Sustainability of Past Initiatives

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over $2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. Initiatives Implemented Internally

 ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

School History

Nestled on the southernmost border of Effingham County lies a school which pioneered the population explosion of the mid 1980's in the area—South Effingham Elementary School (SEES). When it opened its doors in 1986, it was touted as a state-of-the-art school with the latest architectural wonders of the day. The media center was placed at the heart of the school to serve as the heartbeat of the students and staff within its walls. The cafeteria was structured as the gathering place of all things cultural and culinary. SEES is proud to be one of eight elementary schools in the Effingham County School District.

Nearly thirty years later, her walls are still strong and beautiful in spite of wear. The students within her walls, however, have changed over the years. Historically, SEES has had a relatively low free and reduced lunch population. The recent economic downturn affected that population hence having 32% of its students receiving free or reduced lunch during the 2013 fiscal year (FY). The percentage slightly decreased in FY 2014 to 28%, and is currently at 29% . The school has seen an increase in its ethnic population as well as in students with disabilities. The ethnic population increased from 7% to 8% in only one year's time. Notable is the increase in students of Hispanic origin growing from 33 to 46 students in FY 2014. Currently there are 57 students with Hispanic origin, hence earning a full-time ESOL teacher. In addition, the school serves 54 Gifted students between grades 2nd and 5th. The population of students with disabilities has grown, and SEES now has 123 students with active IEP's earning an additional Special Education teacher for FY 2015. SEES now has the largest student population of the eight elementary schools in Effingham County—758 students in grades ranging from Pre-Kindergarten through 5th grade.

At South Effingham Elementary, the shared vision is at the forefront of everything done for children each and every day. The school mission states, "South Effingham Elementary is a safe place where students excel, teachers challenge, friendships form, and bright futures are made." The staff believes that each child is a unique individual worthy of every educational opportunity there is to offer. SEES is known within the community for high student expectations as well as for high academic achievement. Children's emotional and academic successes are at the heart of SEES.

SEES' staff is comprised of 47 certified teachers, 37 of which have graduate degrees. There is a full-time Media Specialist, Guidance Counselor, Art teacher, Music teacher, Technology teacher, Gifted teacher, 1 ½ Physical Education teachers, 2 Reading Recovery teachers, 2 Speech and Language Pathologists, 4 Special Education teachers (one of whom was added this year), and an ESOL teacher that just earned full-time status. The school earns a part-time interventionist and school psychologist. In addition, SEES has 32 classified staff members including paraprofessionals in all Pre-Kindergarten, Kindergarten, and First grade classrooms.

Administrative and Teacher Leadership Team

The administrative team consists of the Principal, Anna Barton; the Assistant Principal, Pat McDaniel; and the instructional supervisor, Stacey Bolton. Although the administrative team is a newly formed team, the principal believes in and promotes shared leadership within the school. All of the administrators stand behind the school's mission and support a strong, safe, and caring learning environment for all students and stakeholders in the community. The administrative team believes that data-driven, differentiated instruction supported by highly effective, collaborative professional learning communities are the keys to furthering our success at SEES. The administrative team is committed to fostering these initiatives along with the help and support of other members of the school's leadership team. The school's leadership team is comprised of representatives from all grade level, content and instructional support areas. The team's primary focus is school improvement and student achievement.

The leadership team meets on the second Monday of every month. The leadership team members are vital links to all teachers and staff members within the school, as well as to community members. With school improvement as the driving- force of the team, some topics addressed include but are not limited to the following: facilitating the School Improvement Plan process, school accreditation, school safety, data analysis, lesson planning, professional (collaborative) learning communities, parent communication, extra-curricular school events, and the like. All teacher leaders serving on the team are entrusted to effectively communicate team decisions and processes to their grade level/content area peers in a timely and comprehensive manner. Redelivery of all items discussed at leadership team meetings are noted in meeting minutes which can be accessed on our school's share drive. In addition, teacher leaders bring forth any concerns or suggestions from their peers to the monthly meetings. In sum, the leadership team operates under a model of a strong work ethic, professionalism, and shared leadership with a unified vision for school improvement at its helm.

Leadership Team Members	Positions
Anna Barton	Principal
Pat McDaniel	Assistant Principal
Stacey Bolton	Instructional Supervisor
Susan Hall	Guidance Counselor
Michelle Taylor	Media Specialist
Melissa Long	Gifted/Talented teacher
Kayla Mullins	Pre-K teacher
Kellie Lee	Kindergarten teacher
Lynn Miller	1st grade teacher
Julie Thompson	2nd grade teacher
Jessica Javo	3rd grade teacher
Ginger Thompson	4th grade teacher
Terresa Brown	5th grade teacher
Cherri Brooks	Speech Language Pathologist (Special Ed.

	Representative)
Jane Brown	Music teacher (Specials area representative)

Past and Current Instructional Initiatives

At SEES, past instructional initiatives (no longer implemented) to address students' needs in the areas of reading and literacy include:

- Daily Oral Language
- Daily Oral Analogies
- Saxon Phonics

Ongoing instructional literacy initiatives at SEES include:

- Renaissance Reading (Accelerated Reader)
- *Daily Grammar Practice*
- County-created ELA units of instruction
- *iRead* (grades K-2nd)
- Balanced Literacy framework
- *Thinking Maps*
- *Write…From the Beginning*
- *Words Their Way*
- differentiated instruction
- Response to Intervention
- *Educational Software for Guiding Instruction* (ESGI)--kindergarten only
- Reading Recovery
- Inclusion model
- Data Notebooks

Professional Learning Needs

Based on the results from the needs assessment survey and current data, professional learning needs include:

- Using data to inform and drive reading instruction
- Reading interventions
- Use of technology to support and extend reading instruction
- All components of a Balanced Literacy model (including time management) in an explicit and systematic sequence of literacy instruction—specifically tailored for each grade level
- Systematic Sequential Phonics instruction
- Guided Reading using leveled readers and running records (K-3rd)

- Literature Circles (3rd -5th)
- Readers'/Writers' workshop models
- Writing across the content areas
- Non-fiction reading and writing strategies
- Differentiated literacy instruction for all 5 reading pillars

<u>Need for a Striving Readers Project</u>

The Striving Readers Comprehensive Literacy grant would be an invaluable tool in moving South Effingham Elementary School's growing population of diverse students forward into the 21st century by empowering our teachers with rich, relevant, and meaningful professional development. Such research-based professional learning opportunities in the area of literacy will surely impact *all* academic areas and will equip the staff with the tools and materials needed to meet the needs of all students at SEES.

Needs Assessment, Concerns, and Root Cause Analysis

A. Needs Assessment Description

The Georgia Literacy Needs Assessment Survey was administered to all certified staff. The data was then compiled and analyzed. The data from this survey, as well as assessment data and Advanced Ed Data was analyzed to determine areas of need.

B. Assessments Used

a. The Georgia Literacy Needs Assessment Survey
b. Longitudinal CRCT data collected from the last three years (third through fifth grade)
c. End of Year Progress Assessments (first and second grade)
d. Fifth grade writing assessment
e. Advanced Ed data

C. Root Cause/Underlying Causes

The Needs Assessment Survey and review of test scores revealed the following root causes.

Building Block 1: Engaged Leadership		
Need Area	Root Cause	Steps Taken
• Literacy Leadership Team • Lack of Professional Learning for administration • Lack of Vertical Planning • Lack of consistency of Literacy Instruction across the grade levels • Minimal Community Involvement	• Lack of focus on literacy • Lack of funding • Lack of protocol for redelivery • Lack of plan to communicate with the community about literacy	• Literacy Team Formed • Professional development money available • No step taken for vertical alignment thus far-future plans to be made for across the grade level collaboration • Maximize literacy instruction time • Family Reading Night • Late Library Night

Building Block 2: Continuity of Instruction		
Need Area	Root Cause	Steps Taken
• Focus on collaborative literacy across grade levels. • Collaboration with out-of-school agencies to support literacy	• Ambiguity of Common Core State Standards leads to multiple interpretations • No collaboration across grade levels due to time constraints • No collaboration with out-of-school agencies due to insufficient funding • Lack of training for all teachers	• No step taken at this time for vertical alignment – future plans to be made • Literacy discussions held across content areas within grade levels. • Mandatory collaborative time each week • Discussion about standards using state guidance documents

Building Block 3: Ongoing Formative/Summative Assessment		
Need Area	Root Cause	Steps Taken
• Limited data for determining students Lexile levels • Proficiency in the use and understanding of evidence based monitoring tools • Limited research-based literacy diagnostic tests for grades k-5	• Lack of diagnostic tools • Lack of professional development to foster teacher understanding of assessment toold • Lack of funding to purchase tools • Lack of funding for quality formative/summative assessments and professional development	• Collaboration with Intervention specialists • A Formative Assessment calendar is utilized based on state and local guidelines to monitor student progress throughout the year • Media Specialist provided training on how to use Renaissance Place STAR testing results • Data workshops hosted by county explaining how to use collected data to drive instruction

Building Block 4: Best Practices in Literacy Instruction		
Need Area	Root Cause	Steps Taken
• Literacy instructional practices are not consistent, explicit, or systematic across grade levels. • Focus on locally developed ELA units, not quality reading instruction • No research-based literacy program in place • Lack of writing instruction across content areas • Unavailable outside funding (EX: Title I) for professional development and resources • Limited Balanced Literacy knowledge • Professional Learning need areas: - literacy and writing - writing across content areas - text selection based on Lexiles - Reading differentiation - Modeling and shared reading - extended response - Balanced Literacy	• Teachers lack knowledge for implementation of programs to be consistent • Lack of funding for professional development and programs • Lack of writing professional development for all content area teachers • New, larger class sizes and a sudden shift in demographics has caused confusion and concern as to how to meet each student's unique needs effectively	• Locally developed ELA units have been created in alignment with Common Core State Standards • Participated in Thinking Maps and Write from the Beginning training • Principal-led differentiation professional development • New full-time ESOL teacher • Writing across content area part of our School Improvement Plan

Building Block 5: System of Tiered Intervention (RTI) for all Students		
Need Area	Root Cause	Steps Taken
• Lack of Literacy Interventions for grades 3-5 • Lack of Writing Interventions for all grades • Intervention resources to better meet specific student needs • Certified, full-time interventionist • Collaboration between interventionist and teacher is nonexistent	• Lack of funding to purchase current research-based intervention tools and diagnostic assessments for reading and writing • Lack of funding for a certified, full-time interventionist	• County- provided professional learning on direct, explicit instructional strategies that build student word identification, fluency, vocabulary, comprehension, and writing skills. • Explanation of screening processes by administration • Administration-lead care team meetings to discuss current students in intervention's needs

D. School Staff Involved in Needs Assessment

The Needs Assessment included all certified teachers at South Effingham Elementary.

E. Disaggregated Data:

South Effingham Elementary School's students perform very well on standardized tests, with our school ranking better than 92.7% of elementary schools in Georgia (School Digger). However, negative trends exist in data with regard to Students with Disabilities in various grade levels, writing in fifth grade, and all content areas in fourth grade as our population continues to grow and change and teachers struggle to keep up with the changes. *Negative trends are noted by a yellow highlight.*

Third Grade Reading CRCT Results		
Third Grade Reading *Meets*		
	2011-2012	2012-2013	2013-2014
All Students	33	21	35
White	30	17	36
Black		42	
Students with Disabilities	37	27	50

Third Grade Reading *Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	64	79	69
White	67	83	62
Black		58	
Students with Disabilities	58	73	50
Third Grade Reading *Meets/Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	97	100	98
White	97	100	98
Black		100	
Students with Disabilities	95	100	100

Third Grade English CRCT Results			
Third Grade English *Meets*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	50	46	39
White	45	40	39
Black		58	
Students with Disabilities	58	53	44
Third Grade English *Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	49	54	61
White	53	58	61
Black		42	
Students with Disabilities	37	47	56
Third Grade English *Meets/Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	98	99	100
White	98	98	100
Black		100	
Students with Disabilities	95	100	100

Fourth Grade Reading CRCT Results			
Fourth Grade Reading *Meets*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	42	39	27

White	42	36	26
Black		46	36
Students with Disabilities	60	55	42
Fourth Grade Reading *Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	56	59	69
White	56	62	71
Black		46	64
Students with Disabilities	40	35	47
Fourth Grade Reading *Meets/Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	98	98	96
White	98	98	97
Black		92	100
Students with Disabilities	100	90	89

Fourth Grade English CRCT Results		
Fourth Grade English *Meets*		
2011-2012	**2012-2013**	**2013-2014**

All Students	48	38	52
White	47	41	54
Black		38	55
Students with Disabilities	57	25	28
Fourth Grade English *Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	50	38	52
White	51	41	54
Black		38	55
Students with Disabilities	36	25	28
Fourth Grade English *Meets/Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	98	100	96
White	98	100	96
Black		100	100
Students with Disabilities	93	100	84

Fifth Grade Reading CRCT Results		
Fifth Grade Reading *Meets*		
	2011-2012	2012-2013	2013-2014
All Students	53	53	45
White	53	50	43
Black	x	x	58
Students with Disabilities	59	53	63
Fifth Grade Reading *Exceeds*		
	2011-2012	2012-2013	2013-2014
All Students	46	44	54
White	47	47	46
Black			42
Students with Disabilities	35	33	37
Fifth Grade Reading *Meets/Exceeds*		
	2011-2012	2012-2013	2013-2014
All Students	99	97	99
White	100	97	99
Black			100
Students with Disabilities	94	86	100

Fifth Grade English CRCT Results		
Fifth Grade English *Meets*		
	2011-2012	2012-2013	2013-2014
All Students	50	53	52
White	52	49	51
Black			54
Students with Disabilities	61	62	62
Fifth Grade English *Exceeds*		
	2011-2012	2012-2013	2013-2014
All Students	50	46	47
White	47	50	48
Black			46
Students with Disabilities	33	31	33

Fifth Grade English *Meets/Exceeds*			
	2011-2012	2012-2013	2013-2014
All Students	99	99	99
White	99	99	99
Black			100
Students with Disabilities	94	93	95

Fifth Grade Writing Assessment Results			
Fifth Grade Writing *Meets*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	76	55	64
White	75	55	60
Black			77
Students with Disabilities	63	53	59
Fifth Grade Writing *Exceeds*			
	2011-2012	**2012-2013**	**2013-2014**
All Students	16	35	28
White	16	35	32
Black			15
Students with Disabilities	5	12	9
Fifth Grade Writing *Meets/Exceeds*			
Meets/Exceeds data unavailable			

Building Block 1. Engaged Leadership

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

Why is it important?
The Georgia Literacy Task Force defines literacy as "The ability to read, write, listen, speak, and view in order to communicate effectively with others, which includes being able to adopt the appropriate register for a variety of audiences" (The Why, p. 31). "Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools" (The Why, p. 157).

What we are currently doing…
- Administrators support professional development opportunities for teachers that are researched based
- Teachers are provided support from administration whenever there is a professional need that will enhance instruction
- Time for teachers to collaborate in all subject areas
- Teachers have dedicated 90-120 minutes daily to a literacy block
- Informal walkthroughs and formative observations are scheduled and positive feedback is provided by the administrators
- Data notebooks utilized by teachers; the data notebooks serve as a tool for teachers to collect and analyze student growth, progress, and needs

Planning:
- Develop a literacy leadership team
- Determine areas of need in classrooms by studying and reflecting upon results of the Georgia Literacy Needs Assessment Survey (administered to all certified staff), CRCT scores, and data collected from Advanced Ed

Implementing:
- Communicate with stakeholders about literacy goals and the expectations of roles as literacy leadership team members
- Provide teachers with professional development opportunities that are research based
- Utilize data notebooks and create a method for collecting and analyzing data to monitor the progress of the literacy plan

Expanding:
- Use student data and needs assessment of the teachers to decide what professional development each teacher needs to improve the quality of planning and instruction and improve student achievement
- Allot funding for literacy resources teachers and students need for enhancing instruction such as a strong phonics program and knowledge of effective writing instruction

Sustaining:

- Continue to monitor and use student data and teacher needs
- Distribute knowledge gained from research-based professional development opportunities by assigning different teachers as onsite trainers who train new teachers and provide refreshers, mentor, and model learning
- Provide funds for teachers to join professional literacy organizations to help provide literacy research of what works in the classroom

(GLP- The What, p. 5) ;(GLP- The How, p.20)

B. Action: Organize a Literacy Leadership Team

Why is it important?
The literacy goal of our school is to create lifelong readers and habitual writers by equipping students with the skills they need while instilling them with a joy for reading and writing. The Georgia Literacy Task Force explained that "According to the National Staff Development Council (NSDC, 2001), substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (The Why, p. 142). The Literacy Leadership Team needs to be equipped with the right professional knowledge tools to lead other teachers so that they can provide quality instruction for the students.

What we are currently doing…

- South Effingham Elementary School (SEES) has at least one teacher from every grade level and support area (Special Education, ESOL) who serves on the Literacy Leadership Team
- Administrators and teachers communicate with one another about differentiating literacy instruction based on individual student needs
- Administration observes all of the classrooms weekly to view what best practices teachers are utilizing in their classrooms, and to share ideas observed with other literacy teachers

Planning:
- Create routine time for the Literacy Leadership Team to meet
- Decide on a shared literacy vision for the school and stakeholders that is in alignment with the state literacy plan
- Develop a Literacy Leadership team by identifying teachers across grade levels
- Create a plan to use Data Notebooks for collection and analysis of student growth, progress, and needs based on current instructional practices

Implementing:
- Identify and prioritize the students who have been placed in the Tiers for intervention
- Inform the stakeholders of the literacy goals and what their roles are in meeting the goals
- Create a method of communication between the Literacy Leadership Team and the stakeholders
- Develop and provide a brochure (paper and electronic) of resources available to families
- Use Data Notebooks for collection and analysis of student growth, progress, and needs in

order to plan instruction for the needs of each student

Expanding:
- Collaborate with AdvanceEd Leadership Team to refocus the goals, objectives, and actions based on student achievement results
- Involve parents in our school's literacy plan by sharing our goals, expectations, and student achievement gains through a Parent Teacher Organization (PTO), school newsletters, school website, and a Family Literacy Night

Sustaining:
- Teachers will continue to read and know what research has to say about teaching reading and writing
- Continue to use Data Notebooks to analyze formative and summative student assessment results

(GLP- The What, p. 5) ;(GLP- The How, p.21)

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

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Why is it important?
The Georgia Literacy Task Force specified that "The CIERA researchers, Taylor, et al., found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction" (The Why, p. 58). Teachers need to have thoughtful collaborative planning in order to provide students with the instruction each individual student needs during their small group rotations.

What we are currently doing…
- SEES School teachers allot 90-120 minutes daily to a Balanced Literacy block for grades K-5
- Small group rotations are incorporated to facilitate differentiation for each student
- Administrators and teachers completed a summer book study about differentiation, and have been mindful of differentiating during small group instruction
- Small groups are flexible, meaning students are moved out of one group and into another based on their progress or needs
- All teachers are considered literacy teachers even if they teach math, science, and social studies
- Teachers provide students with opportunities to read and write across the curriculum
- Teachers have collaborative planning time and review student data weekly during scheduled planning times
- Student assessment data are reviewed and utilized to help teachers inform instruction

Planning:
- Use collaborative planning time wisely to ensure the best teaching practices are in place for diverse students
- Continue to provide a 120 minute Balanced Literacy block for literacy instruction in

grades K-5
- Target areas in which teachers can improve upon reading and writing across the curriculum
- Survey teachers to see if they feel they are managing their schedules in order to effectively implement Balanced Literacy block
- Access professional development opportunities that focus on sustainable literacy instruction as discussed by the Literacy Task Force and professional literacy organizations
- Consider the talents, training, and strengths of current literacy teachers when making teaching assignments

Implementing:
- Use collaborative time wisely by having an agenda and protocol for examining student work as mentioned on the Looking at Student Work website http://www. lasw.org/index.html (GLP- The How, p. 23)
- Maximize collaborative time by discussing effective strategies for teaching components of the Balanced Literacy block, reading about research based strategies and learning how teachers are incorporating the writing process daily

Expanding:
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons
- Video classrooms for self-evaluations, peer observations and share literacy expertise within and among schools

Sustaining:
- Share professional learning at staff meetings
- Maintain anecdotal records and data portfolios to showcase student progress
- Encourage teachers to share success stories of what has worked well with colleagues, parents, and other stakeholders

(GLP- The What, p. 5) ;(GLP- The How, p.22-23)

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

Why is it important?
"The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program. According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing" (The Why, p. 27). Teaching reading and writing across the curriculum is a beneficial way to immerse students in literacy. The CCGPS encourages teachers to use the writing process to help students become more successful writers.

What we are currently doing…

- Effingham County has focused on professional development to help teachers better understand CCGPS
- Math, social studies, and science teachers incorporate reading and writing opportunities in

their instruction
- Student assessment data is reviewed and utilized to help teachers inform instruction
- Reading passage resources are sought after by content reading teachers to align with CCGPS science and social studies standards
- Walk-throughs and formative observations are done consistently to ensure effective instructional practices are consistent

Planning:
- Evaluate the school culture and current practices by surveying strengths and needs for improvement
- Study research-based best practices on disciplinary literacy in content areas
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge, especially for writing instruction

Implementing:
- Utilize all staff to support literacy instruction
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)

Expanding:
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Develop strategies for maintaining momentum and progress of a learning support system
- Enlist literacy learning in outside organizations
- Provide family-focused services and outreach that engage parents and family members in literacy programs and services

Sustaining:
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Define priorities and allocate needed resources to sustain them over time
- Join or form a leadership organization to share successes and profit from others' successes
- Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy

(GLP- The What, p. 6); (GLP- The How, p.24-25)

E. Action: Optimize literacy instruction across all content areas

Why is it important?
"According to the National Council of Teachers of English (NCTE, 2006), reading complex text requires the ability to comprehend information, understand style and structure, dissect vocabulary, and infer implicit ideas…Today, American students must have strong literacy skills in order to compete in the global" (The Why, p. 46).

What we are currently doing…
- Integrating literacy into all content areas in accordance to CCGPS is expected
- Approved writing rubrics are used to establish concise expectations and serve as a guide for evaluating student writing pieces
- Research-based strategies and resources are used to fill in literacy gaps during differentiated instruction (small groups)
- Teachers constantly seek resources to support the enrichment of all students' reading and writing development
- County developed ELA units are followed to address grade level text complexity in alignment with CCGPS

Planning:
- Create a plan to integrate literacy in all subjects as articulated within CCGPS
- Consider the use of videotaping to develop the infrastructure for peer-to-peer coaching,
    - modeling, co-teaching, observing and providing feedback to fellow teachers on the development of disciplinary literacy in all content areas
- Provide professional learning on:
    - Incorporating the use of literature in content areas
    - Writing instruction (narrative, opinion, and informational)in all subject areas
    - 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)
- Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance

Implementing:
- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS
- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS
- Implement a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom
- Require writing as an integral part of every class every day
- Ensure instruction in and opportunities for opinion, informational/explanatory, and narrative text
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

Expanding:
- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency
- Monitor literacy instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, and student work samples
- Ask teachers to identify exemplary samples of student work to model features of quality writing
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day

Sustaining:
- Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama)
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)
- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literacy magazines, classroom and school libraries, etc.)
- Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

(GLP- The What, p. 6) ;(GLP- The How, p.26-27)

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.

Why is it important?
"Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (The Why, p. 31). This goal is true for Effingham County schools as well. The Literacy Task Force stated that, "The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program. According to the National Commission on Writing (2004), "The demands for clear and concise communication, especially writing, in the workplace are increasing" (The Why, p. 27).

What are we currently doing?
- A learning support in the community, YMCA Pryme Tyme, provides afterschool programming
- The school website is used to share promote the literacy goals of the school to the community
- Student successes are publicly celebrated through local traditional media and through the school's website

Planning:
- Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing

scores; rewards for improvement in literacy)
- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming

Implementing:
- Establish a mentoring system from within and outside of the school for every student who needs additional support
- Enlist members of the various participating entities to provide leadership by serving as mentors, speaking to groups of students, publicizing efforts within the community, and visiting classrooms to support teachers and students

Expanding:
- Investigate similar efforts in other communities
- Invite people from other communities to speak to the advisory group
- Utilize social media to communicate and promote the goals of literacy throughout the community at large

Sustaining:
- Celebrate academic successes publically through traditional and online media
- Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives
- Continue to focus proactively on broad issues that may prevent students from learning Pursue additional funding sources for literacy materials

(GLP- The What, p. 6) ;(GLP- The How, p.28)

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.)

Why is it Important?
According to the Georgia Literacy Task Force, "Literacy skills are embedded and emphasized in each content area in all grade levels" and "All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively" (The Why, p. 31).

What we are currently doing…
- Administrators at SEES share the responsibility of teaching literacy across the curriculum
- Teachers have common planning time daily to collaborate and discuss student progress
- Formative and summative assessment data are used to inform instruction

Planning:
- Identify specific, measureable student achievement goals aligned with grade-level expectations to be shared by teachers in all subjects

- Identify team roles, expectations, and protocols for examining student work

Implementing:
- Use protocols to examine students work
- Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible
- Collaboratively plan and implement lessons that address the literacy needs of students

Expanding:
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Collaborate with other team members to conduct peer observations and analyze lessons to improve disciplinary literacy instruction using videotaping where possible
- Study formative student assessment results to continue to adjust instruction

Sustaining:
- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Share professional learning online and at team and staff meetings
- Showcase evidence of student learning success on the school or class websites and through blogs, writing assignments, improved test scores, awards or recognitions

(GLP- The What, p. 7); (GLP- The How, p.29)

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

Why is it important?
The Georgia Literacy Task Force Recommendation 2 stated, "GaDOE will provide a comprehensive, statewide program of targeted professional learning and support strategies in the area of literacy based on requirements of the Common Core Georgia Performance Standards by 2014 and the identified needs of the state and district" The Why, p. 37).

What we are currently doing…
- The CCGPS curriculum has been carefully mapped out with a pacing guide for each marking period of the school year to ensure all concepts and skills are taught
- Teachers have created administration approved writing rubrics by grade level
- A variety of instructional strategies are planned and used to teach literacy based on each student's needs

Planning:
- Provide awareness sessions for faculty to learn about CCGPS for literacy in math (word problems), social studies, science
- Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan
- Study the English language proficiency standards resources, technologies, and accommodations for English learners (ELs)
- Provide professional learning on research-based instructional strategies, especially for

teaching the writing process

Implementing:
- Use research-based strategies and appropriate resources to support student learning of the CCGPS
- Implement appropriate strategies to help ELs meet English language proficiency standards
- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Make the writing process a daily part of instruction through writer's workshop using strategies such as modeling and interactive writing
- Conference with students about writing weekly

Expanding:
- Identify skills needs to be strengthened in lessons for students to reach standards proficiency
- Discuss exemplary samples with students to model features of quality writing
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding
- Integrate appropriate comprehension strategies into instruction in all subject areas

Sustaining:
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS and for ELs
- Stay abreast of effective strategies for literacy instruction through professional organizations
- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, emails, ads, instructions, comics
- Differentiate assignments by offering choice boards
- Celebrate and publish good writing in a variety of formats (e.g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.)

(GLP- The What, p. 7); (GLP- The How, p.30-31)

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

Why is it important?
One research-based way to improve literacy among students is to provide "A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community" (The Why, p. 67).

What we are currently doing…
- Invite parents and other family volunteers to read with students and work in small literacy groups in the classroom
- Welcome donated items from local business to fill treat bags for the 2nd Annual 1 Mile Fun Run and 5K in support of Children's Book Week

Planning:
- Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of-school organizations that support students and families
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Evaluate available funding sources to determine what can be leveraged to support literacy efforts

Implementing:
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
- Design and implement infrastructure to provide guidance and support for students and families
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)

Expanding:
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Provide for professional learning and resources that support literacy learning in outside organizations
- Establish a mentoring system from within and outside the school for students who need additional support
- Provide English language services that extend beyond the classroom
- Provide both online and face-to-face family-focused services that engage parents and family members in literacy programs

Sustaining:
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Galvanize local capacity to support students and families in need
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- Pursue additional funding sources for specialized literacy staff and materials
- Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school and Saturday academies to enhance literacy learning

(GLP- The What, p. 7); (GLP- The How, p.32-33)

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

Why is it important?
"Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback" (The Why, p. 98). "Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement" (The Why, p. 97).

What we are currently doing…
- Common mid-course assessments are available for use across classrooms and include a variety of formats (multiple choice, short answer, constructed response)
- A data collection plan for storing, analyzing, and disseminating assessment results is in place
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed

Planning:
- Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students
- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities
- Identify and purchase assessment and intervention materials aligned with students' needs

Implementing:
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results

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

Sustaining:
- Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students
  (GLP-The What, p.8);(GLP-The How, p. 34-35)

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

Why is it important?
The Why document emphasizes the importance of screening basic literacy skills "multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it"

(The Why, p. 101).

What we are currently doing…
- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
- A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible

Planning:
- Identify literacy skills needed to master CCGPS in each content area
- Research and select effective universal screening to measure literacy competencies for all students across the curriculum
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)

Implementing:
- Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible
- Administer assessments and input data according to the established timeline
- Provide timely, descriptive feedback to students with opportunities to assess their learning (e.g., graphing their progress)

Expanding:
- Analyze student data in teacher teams to develop and adjust instructional plans
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format
- Utilize online options such as Skype and Google+ for collaboration among teachers and parents

Sustaining:
- Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction

- Make data-driven budget decisions aligned with literacy priority

(GLP- The What, p. 8); (GLP- The How, p.36)

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

Why is it important?

"Once the pool of at-risk students is identified, more comprehensive assessments of their reading

ability should be conducted to inform appropriate intervention placements" (The Why, p. 102).

What we are currently doing…

- A protocol is in place for ensuring that students identified by screenings routinely receive diagnostic assessment.

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

Implementing:
- Use results of the diagnostics for student placement within an intervention and to adjust instruction
- Use technology to differentiate learning within content areas

Expanding:
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology to share relevant student progress data with families in an easily interpreted format
- Use technology for communicating data from and to the district literacy leadership team in a timely manner

Sustaining:
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals
(GLP- The What, p. 8-9); (GLP- The How, p.37)

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

Why is it important?

The Why document includes an assessment plan that will "assist educators in learning how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies" (The Why, p. 96).

What we are currently doing…

- Time is devoted in teacher team meetings to review and analyze assessment results to identify needed program and instructional adjustments.
- During teacher team meetings, discussions focus on changes that can be made to improve the instructional program for all students

Planning:
- Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement
- Identify common periodic course assessments (i.e., end-of-unit /benchmarks) that are used to measure progress toward standards
- Study how disciplinary standards are assessed on state and local tests
- Analyze assessment data to identify teachers who need support

Implementing:
- Discuss assessment results with students to set individual goals
- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results
- Administer summative assessments at scheduled intervals
- Include specific times on the school calendar for analyzing summative assessment data
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students

Expanding:
- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Plan lessons, re-teaching, and intervention activities that target areas of need
- Utilize technology tools for collaboration among teachers within the same and different schools on lesson planning

Sustaining:
- 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
  - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

(GLP- The What, p. 9); (GLP- The How, p.37)

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning

Why is it important?
The NCEE made "five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data

use; provide supports that foster data-driven culture within the school; and develop and maintain a district-wide data system" (The Why, p. 120- 121).

What we are currently doing…
- A protocol has been developed and is followed for making decisions to identify the instructional needs of students
- Procedures and expectations for staff to review, analyze, and disseminate assessment results are in place

Planning:
- Identify participants for data team at school and system level
- Define roles and responsibilities for team members
- Schedule collaborative planning time for data meetings
- Establish protocols for team meetings
- Develop a protocol for making decisions to identify the instructional needs of students

Implementing:
- Communicate the expectations for meetings
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
- Provide teachers with the training and time to analyze the data to determine the need for intervention

Expanding:
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

Sustaining:
- Continue to build collaborative data meetings into the monthly calendar
- Continue to train new members of the meetings in the expectations and function of the established protocols
- Ensure that the data storage and retrieval system is effective and efficient

(GLP- The What, p. 9) ;(GLP- The How, p. 38-39)

Building Block 4. Best Practices in Literacy Instruction

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

Why is it Important?
"Literacy is the ability to read, write, listen, speak, and view in order to communicate effectively with others, which includes being able to adopt the appropriate register for a variety of audiences. It also includes thinking and responding critically in a variety of complex settings" (The Why, p. 31). "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (Georgia PreK-12 Literacy Task Force, 2009) (The Why, p. 31).

What we are currently doing…

- Student data is studied in order to plan for and differentiate student instruction as needed
- TKES has been implemented in order for administration to observe, compile data, and provide feedback to teachers regarding best practices for literacy instruction
- South Effingham Elementary School participates in the Accelerated Reader (Supplemental) program in order to encourage independent reading
- County Cold Reads are administered across grade levels and teachers use the data to drive instruction

Planning:
- Research and select literacy resources that will provide continuity based on a locally developed scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Adopt a core curriculum that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational text
- Student data will be analyzed in order to identify specific needs and plan for instruction (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement)

Implementing:
- Using videotaping and peer-to-peer observation and coaching, ensure that teachers receive frequent feedback and coaching
- Ensure a daily balanced literacy block in K-5 that includes whole-group explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.
- Provide redelivery and training for all staff members pertaining to use of core curriculum

Expanding:
- Use of writing as a primary strategy for instruction and assessment in all content areas
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways
- Provide accommodations to special ability population of students according to their needs and talents
- Make families aware of available information and support in order provide differentiation and support for students

Sustaining:
- Continue to provide time for weekly and monthly collaboration between instructors and pertinent staff in which differentiation strategies and obtained data is shared to plan and drive instruction

- Ensure that all new staff is trained and knowledgeable on methods of gathering and using data to guide instruction, differentiation, and use of core program
- Ensure that methods for gathering data remain intact and up to date
- Stay up to date on new findings related to differentiated instruction and data analysis, and make resources available to staff

(GLP-The What, p.9-10); (GLP-The How, p. 40-41)

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

Why is it important?
"According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing. If students are not prepared for these demands, the chances for employment and advancement increase" (The Why, p. 27).

What we are currently doing…
- Writing is implemented through CCGPS ELA units taught during a dedicated literacy block
- Writing is assessed using a state writing rubric
- Students are taught to respond to literature by using textual evidence both when writing to inform and when stating their opinion
- Students are given explicit instruction and time to write narratives according to both personal experience and content area topics

Planning:
- Ensure that a plan for instruction in writing is in place that is consistent with CCGPS
- Develop and implement writing plans across grade levels and for all subject areas
- Create and implement a plan which uses technology for production, publishing, and communication across the curriculum

Implementing:
- Provide professional learning opportunities in writing instruction across the subject areas
- Provide opportunities for students to use technology in order to produce, publish, and communicate in all subject areas
- Develop the programs, protocol, and/or materials necessary to implement the plan at each level
- Implement a coordinated plan for writing instruction across all subject areas

Expanding:
- Increased required writing time in all subject areas that includes using textual evidence in order to develop arguments and respond to literature
- Students will routinely write informational, explanatory, and narrative texts
- Continue to use technology in order to produce, publish, and communicate across the curriculum

Sustaining:
- Ensure that materials and resources remain available and current in order to sustain writing instruction across the curriculum
- Provide ongoing professional development to strengthen skills in writing across the curriculum
- Explore and implement new technology tools to support research, production, publishing, and communication across the curriculum

(GLP-The What, p. 9- 10); (GLP-The How, 42)

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

Why it is important?

"One of the most salient issues raised in *Reading Next* is that of motivation. Though it is listed as one of nine recommendations for improving instruction for adolescents, the Georgia Literacy Team has taken the stance that this is an area that requires unique focus. Two recommendations are contained in that document. The first is to provide students with a certain amount of autonomy in their reading and writing. To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read. A second is to take deliberate steps promote relevancy in what students read and learn" (Biancarosa & Snow, 2004, pp. 16 & 22) (The Why, p. 51).

What we are currently doing…
- SEES participates in the Accelerated Reader incentive program
- Students participate in collaborative learning
- Students are encouraged to make text -to –self connections when reading and to make real life connections to curriculum

Planning:
- Ensure that incentive programs are not tied to grades
- Teachers will continue to use technology in order to promote and encourage literacy across the curriculum
- Provide text according to students' interest and independent reading levels
- Build students' background knowledge through availability of content specific texts
- Provide necessary technology in order to engage students and address curriculum needs

Expanding:
- Implement novel studies that included hands-on learning opportunities
- Provide students with a variety of technology to promote and enhance learning opportunities
- Implement literature circles based on student interest and reading ability
- Ensure that students have access to a wide range of texts and resources according to their interest and Independent Reading Levels

Sustaining:
- Equip students with the ability to monitor and chart their own reading progress and success
- Provide opportunities for members of the community participate in activities and to become involved stakeholders

(GLP-The What, p. 10- 11);(GLP-The How, p. 41)

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

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

Why is it important?
"Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success" (The Why, p. 126). "Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007).

What we are currently doing…
- Appropriate data in analyzed in order to assure that the student is making progress and provide intervention services to those who are not making progress
- Gifted endorsed teachers are available and utilized to deliver both cluster and inclusion models for high achieving students
- The results of formative assessments are analyzed frequently to ensure students are progressing or adjusting instruction to match their needs.
- Teachers at South Effingham Elementary School maintain data notebooks in order to plan instruction and monitor student progress

Planning:
- Review percentage of students currently being served in each tier and at each grade level
- Articulate goals/objectives at building and system level based on identified grade- level and building needs, as well as system needs
- Continue budgeting for recurring costs of data collection, intervention materials, and technology used for implementation
- Refine protocols for identifying students and matching them to the appropriate intervention
- Participate in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS
- Study research-based guidelines, strategies and resources for literacy instruction set   forth in the "The Why" document of the most current iteration of the Georgia Literacy Plan
- Participate in professional learning in literacy leadership in order to support classroom instruction
- Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices

Implementing:
- Analyze data for individuals to identify students in need of intervention according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity
- Monitor results of formative assessment to ensure students are progressing

Expanding:
- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process
- Incorporate decision-making checklist to ensure appropriate student referral to intervention support
- Provide professional development on the use of chosen reading assessment programs
- Provide resources and leveled readers to assist regular education teachers with in-class interventions

Sustaining:
- Adjust protocols for identifying students as needed based on school-wide data
- Maintain and refine protocols for seamless student transition between tiers
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis e.g., videotaping, videoconferencing, online collaboration
- Administration will provide training and support in order to assure that teachers have the needed information and tools necessary in order to properly maintain data on students to assure that all instruction is data driven

(GLP-The What, p. 11); (GLP-The How, p. 43)

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

Why is it important?
In an effective Tier 1 general education classroom, "Teachers routinely address student needs and environmental factors to create the optimal learning environment" (The Why, p. 126). "Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success" (The Why, p. 126).

What we are currently doing…

- Student data is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression)
- Current practice in literacy instruction in each subject area is assessed and monitored by administrators through TKES evaluation system
- Teachers build and maintain data notebooks in order to plan instruction and monitor student progress
- CCGPS Units are used along with data to plan and drive instruction

Planning:
- Examine student data to determine the current percentage of successful students in the

areas of literacy (i.e., reading and writing)
- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- Ensure that data is collected and used to plan and differentiate instruction for Tier 1
- Collaboration and planning with teaches within and across grade levels

If fewer than 80% of students are successful:
- Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)
- Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA or some other instrument)
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Provide continued professional learning as needed on:
  - GA DOE resources for RTI, universal screening (e. g., DIBELS,ORF) balanced literacy and best practices in literacy instruction
  - Team teaching, collaboration 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
  - Tier 1 data-driven, differentiated instruction

Implementing:
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction and debrief on the progress of this instruction in order to make necessary changes
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms
- Analyze school-wide data, including universal screening data, to identify general weaknesses in Tier 1 academics
- Use system-developed classroom-based 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
- Provide professional learning to support balanced literacy and best practices in literacy instruction, either face-to-face or online

Expanding:
- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted)

- Support teachers' effective use of time through use of technology during each stage of the process
- Establish protocols to support professional learning communities and use decision-making model to evaluate effectiveness

Sustaining:
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs
- Continue to ensure that teachers are consistently providing balanced literacy instruction to students at the Tier 1 level
- Ensure that communication between teachers, parents and administrators is ongoing and effective

(GLP-The What, p. 11-12);(GLP-The How, P. 43-45)

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

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Why is it important?
"Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA)" (Brown-Chidsey & Steege, 2005).

What we are currently doing…

- Teachers and interventionist participate in professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Effectiveness of interventions is ensured by the following:
    - Providing sufficient blocks of time in the daily schedule for intervention
    - Providing adequate space in places conducive to learning
    - Providing competent, well-trained teachers and interventionists

Planning:
- Plan and provide professional learning for interventionists on:
    - Appropriate use of supplemental and intervention materials
    - Diagnosis of reading difficulties
    - Direct, explicit instructional strategies to address difficulties
    - Charting data and graphing progress
    - Analyzing data
- Schedule times for collaborative discussion and planning between content area T1 teachers and interventionists
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year

- 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 personnel
  - Ensuring research-based interventions are provided with fidelity

Implementing:
- Analyze data for individual students in order to develop a student intervention plan
- Monitor student progress in Tier 2 intervention through progress monitoring, benchmark data and universal screening

Expanding:
- Refine protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Ensure that that resources are available to include training expenses, materials, and implementation of interventions
- Ensure that instructional technology is available in order to expand media titles for student access to print and increase student engagement

Sustaining:
- Ensure that teachers consistently provide research-validated intervention and strategies designed to meet individual student's needs
- Document and analyze data points to monitor student response to intervention
- Continue to monitor effectiveness of Tier 2 research-validated interventions, strategies and protocols
  (GLP-The What, p.12);(GLP-The How, p. 45-46)

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

Why is it important?
The Why document (pages 134 and 127) emphasizes the importance of the data team confirming the fidelity of implementation of interventions and aggressively monitoring the student's response to these intense interventions.

What we are currently doing…

- Ensure that interventionists have maintained fidelity to intervention protocol prior to referral to SST
- Interventions are delivered during a protected time daily by a trained interventionist

Planning:
- Ensure common understanding for team members of SST process and procedures as outlined in the in the GA DOE manual and guidance

- In addition to everything that occurs at T1 and T2, data teams meet to:
  - Gather all relevant student data for students who fail to respond to intervention
  - Verify the fidelity of the intervention's implementation has been maintained throughout the RTI process
  - Ensure exclusionary factors are not contributing to a student's lack of success

Implementing:
- T3 SST/data teams meet at least once a month to identify and plan alternative instructional interventions and strategies for individual students through a systemic, collaborative problem solving process
- Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist
- T3 SST /data teams must consider if EL's lack of progress is specific to language proficiency or disorder

Expanding:
- Teachers and support personnel consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented and analyzed to monitor student response to daily interventions
- Ensure that T3 includes proven interventions that address behavior

Sustaining:
- Continue to ensure that:
  - Students move into and out of T2 and T3
  - Data is used to support response to intervention
  - All relevant student data is reviewed on a regular basis
  - 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 research-validated interventions
  - Student Support Team processes and procedures as outlined in the GA DOE manual and guidance is reviewed regularly and there is a common understanding of the process and procedures

(GLP-The What, p.12); (GLP-The How, p. 46-47)

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

Why is it important?
"Tier 4 is developed for students needing additional support and meeting eligibility criteria for special program placement, including gifted, ESOL, and special education. A continuum of services should be outlined to meet specific student needs" (The Why, p. 134).

What we are currently doing…

- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs

Planning:
- School schedules are developed to ensure least restrictive environment (LRE)
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming
- Yearly goals will be aligned with state performance targets as outlined in the College and Career Read Performance Index to ensure closing of achievement gaps

Implementing:
- Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings
- Ensure that staff is receives training for leaders in the field of differentiation in instruction

Expanding:
- Case managers regularly participate in open houses, parent conferences and college and career planning activities
- Ensure that resources and training are available to students and staff in order to promote success in literacy across the curriculum

Sustaining:
- Student data supports the exit of students from T4.
- 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

(GLP-The What, p. 13); (GLP-The How, p. 47)

Building Block 6. Improved Instruction through Professional Learning
A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom
Why is it important? "The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom" (IRA, 2007). "The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading" (The Why, p. 150). **What we are currently doing…** • South Effingham Elementary School assigns each new teachers a mentor teacher • South Effingham Elementary School has a partnership with Georgia Southern University in order to provide mentorship and training for pre-service teachers

Planning:
- Provide building level administrators with professional learning on the integration of disciplinary literacy in content areas to inform their hiring practices
- Provide teacher mentors with professional learning on the integration of disciplinary literacy in content areas to support their co-workers

Implementing:
- Through the new teacher induction program, provide new teachers explicit support in meeting system expectations for disciplinary literacy

Expanding:
- Develop protocols for evaluating implementation of the new coursework
- Communicate to pre-service education programs at local universities the expectations for pre-service teachers in terms of integration of disciplinary literacy during internships

Sustaining:
- Continue to monitor and support the integration of disciplinary literacy
- Provide new teachers with professional training opportunities in order to differentiate learning for all students

(GLP-The What, p.13);(GLP-The How, p.48)

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

Why is it important?
"According to the National Staff Development Council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (The Why, p. 142). "Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers" (The Why, p. 144).

What we are currently doing…

- Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations.
- With the implementation of TKES, teachers' instruction is monitored through classroom observations or walkthroughs using a variety of assessment tools tied to professional learning
- Time is set aside for teachers to plan and collaboratively share

Planning:
- Schedule and protect time during the school day and on the annual calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine

student work, and reflect on practice
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Provide training in administering and interpreting results of assessments in terms of literacy
- Provide for teachers to receive literacy training from experts in the field
- Consider the inclusion of some or all of the following in personnel in professional learning opportunities:
  - Paraprofessionals
  - Support staff
  - Interventionists
  - Substitute teachers
  - Pre-service teachers working at the school

Implementing:
- Provide targeted professional learning based on student and teacher needs
- Provide opportunities for teachers to practice techniques in non-threatening situations
- Use checklists/instruments aligned to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning

Expanding:
- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Use a model of blended professional learning , combining online learning with face-to-face support , to provide content and resources to teachers and staff
- Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument)
- Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring
- Ensure that staff has access to an online professional library which includes research-based books, journals, magazines, and videos that teachers can access for professional growth

Sustaining:
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning
- Videotape important professional learning sessions for staff to review and share with

colleagues within and out of the school
- Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations
- Continue to encourage "professional talk" among staff and provide time for discussions

(**GLP-The What, p. 13);(GLP-The How, p. 48-49)**

Student and Teacher Data

According to School Digger, South Effingham Elementary ranks 85th out of 1,172 public elementary schools. *School Digger rankings are based on assessment data from the previous year.*

A. Student Achievement Data

South Effingham Elementary School's overall CRCT scores in 2013 were very strong, with more than 90% of students meeting or exceeding standards in nearly every area. The most notable gaps that have occurred are between Students with Disabilities. Improvement in this area has become part of our school's School Improvement Plan for the year 2014-2015.

South Effingham Elementary School CRCT Data 2013-2014 (Meets/Exceeds)				
Domain	**All Students**	**SWD**	**Black**	**White**
Reading	98	96	100	98
ELA	98	93	100	98
Math	96	89	100	96
Science	96	92	92	97
Social Studies	97	92	96	98

B. Disaggregation of Data by Sub-groups

Percent of On-Track and Commendable Scores Disaggregated Based on 2013-2014 CRCT Data with New Cut Scores and compared to state scores

Third Grade Reading				
	SEE % meets or Exceeds	SEE % On Track or Commendable	STATE % meets or Exceeds	STATE % On Track or Commendable
All	98	88	92	67.4
Regular Education	98	87.9	93	69.6
Students with Disabilities	100	88.9	81	43.8
White	98	88.9	96	80.9

Third Grade ELA				
	SEE % meets or Exceeds	SEE % On Track or Commendable	STATE % meets or Exceeds	STATE % On Track or Commendable
All	100	81.4	88	61
Regular Education	100	83.3	90	63.7
Students with Disabilities	100	72.3	73	34
White	100	83.2	94	73.4

| Fourth Grade Reading				
	SEE % meets or Exceeds	SEE % On Track or Commendable	STATE % meets or Exceeds	STATE % On Track or Commendable
All	96	84.9	93	70.3
Regular Education	97	87.9	95	73.1
Students with Disabilities	89	68.4	82	42.7
Black	100	72.7	89	57.3
White	97	86.2	97	81.3

Fourth Grade ELA				
	SEE % meets or Exceeds	SEE % On Track or Commendable	STATE % meets or Exceeds	STATE % On Track or Commendable
All	96	80	89	62.1
Regular Education	98	82.3	90	65
Students with Disabilities	84	66.7	71	33.7
Black	100	63.6	82	48.1
White	96	83.2	93	74

Fifth Grade Reading				
	SEE % meets or Exceeds	SEE % On Track or Commendable	STATE % meets or Exceeds	STATE % On Track or Commendable
All	99	85	95	68.3
Regular Education	98	86.2	96	71
Students with Disabilities	100	79	85	40.6
Black	100	83.4	92	54.6
White	99	85.3	97	80.6

Fifth Grade ELA				
	SEE % meets or Exceeds	SEE % On Track or Commendable	STATE % meets or Exceeds	STATE % On Track or Commendable
All	99	86.1	95	71.4
Regular Education	100	90.4	96	74.6
Students with Disabilities	95	66.7	82	39.2
Black	100	84.6	91	59.9
White	99	87.6	97	81.2

Fifth Grade Reading CRCT Performance Data
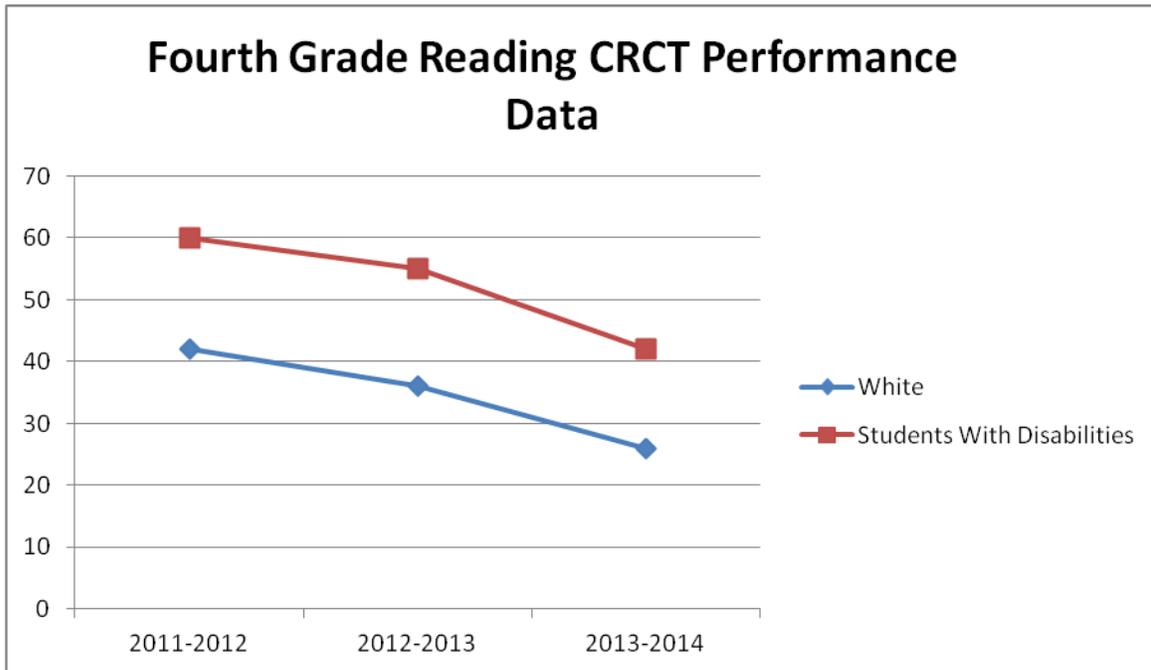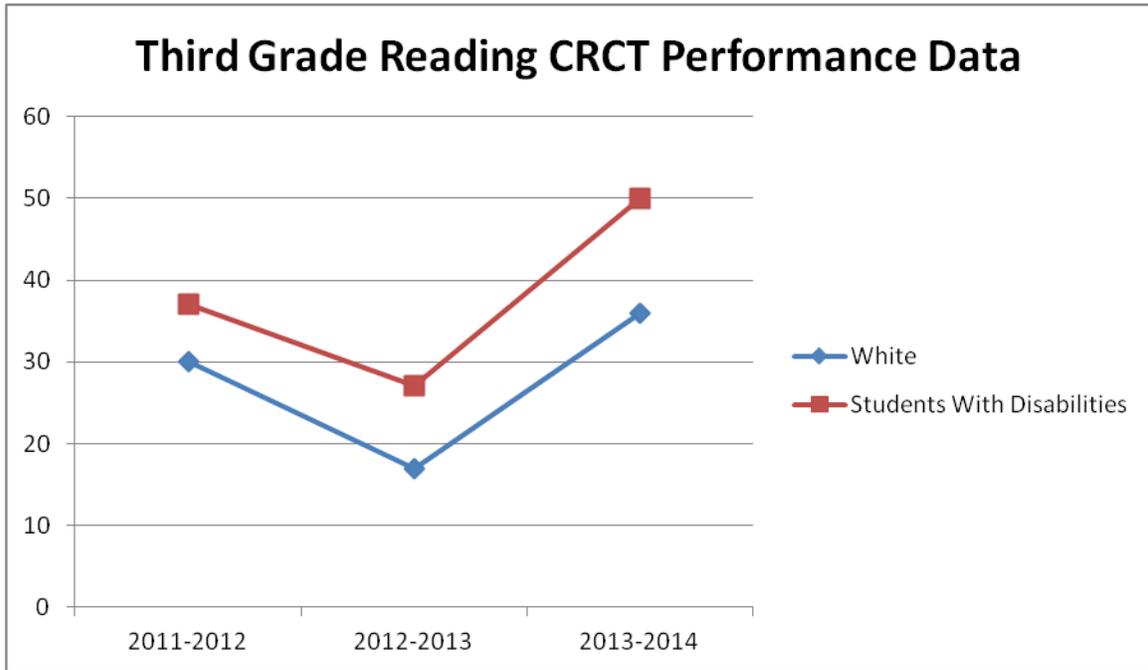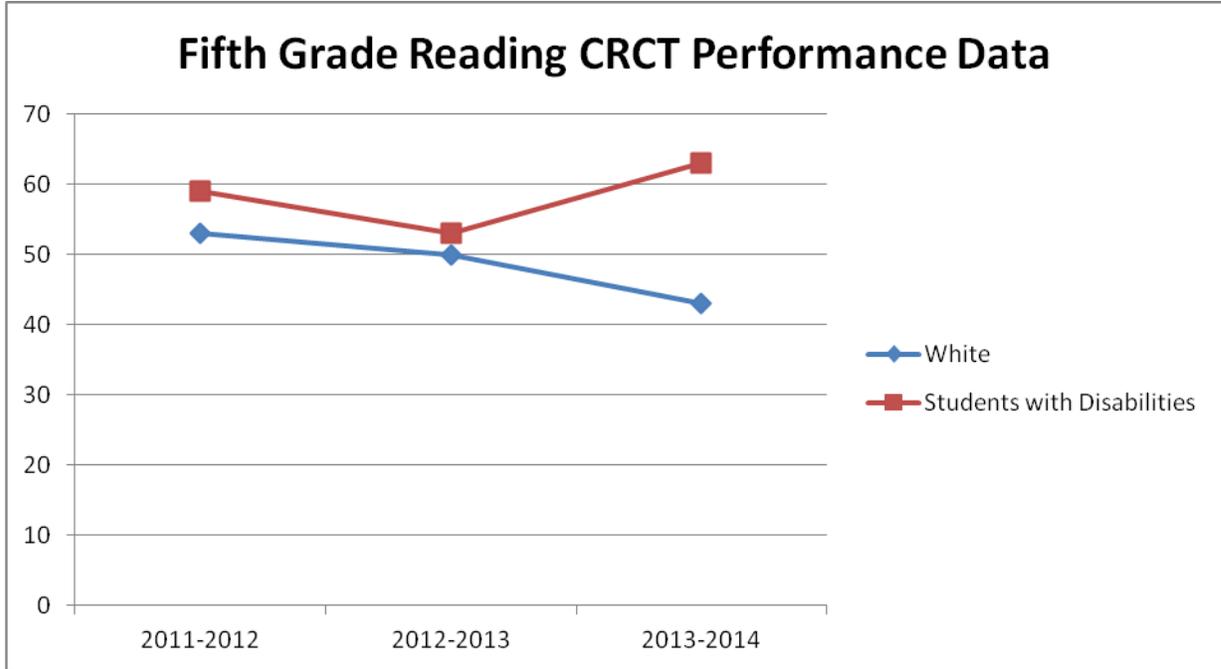
C. **Teacher needs Assessment Survey Results**

South Effingham Elementary's Teacher Needs Assessment Survey			
	Agree	Disagree	Does not apply
Adequate materials for teaching literacy	1	15	4
Adequate materials for differentiation	1	15	4
Adequate materials for language instruction	3	4	13
Adequate materials for teaching writing	3	4	13
Adequate materials for teaching phonics	0	12	8
Adequate materials for grade level foundational skills	4	13	3
Confident in ability to effectively differentiate instruction	9	10	1
Confident in teaching reading comprehension	13	3	4
Confident in ability to craft higher order thinking questions when teaching reading	4	11	5
Confident in ability to use Lexile Levels as a tool	4	13	3
Confident in ability to integrate literacy skills into all content areas and subjects	12	5	3

Confident in ability to effectively use technology			

D. Identifies Strengths and Weaknesses based on prescribed assessments

Strengths	Weaknesses
• Grade 3: Exceeds in ELA for All Students and SWD • Grade 3: Meets/Exceeds ELA • Grade 4: Exceeds in Reading for All Students and White • Grade 5: Exceeds for White in Reading • Grade 5: Exceeds for White and SWD in Social Studies (reading based) • Grade 5: Meets/Exceeds for SWD Social Studies (reading based)	• Grade 3: Exceeds for all students and white decreasing in Social Studies (reading based) • Grade 4: negative trend for meets/exceeds in reading for SWD

E. Data for all teachers including ESOL, Special Education, Gifted, Reading Recovery, and media.

The data included throughout this section represents all teachers at South Effingham Elementary School, including ESOL, Special Education, Gifted, Reading Recovery teachers, and the media specialist. In addition, teacher retention at South Effingham Elementary is very high. Over the past 3 years, nearly all turn-over that has occurred has been due to retirement. In addition to high teacher retention, many of the teachers at South Effingham Elementary hold higher degrees. Currently, 76% of teachers have Master's Degrees or higher. Of the 76%, 84% have Master's Degrees, and 13% hold Specialist's Degrees. In addition, nine of the certified teachers at South Effingham Elementary have Gifted Endorsement certificates. It is truly a faculty comprised of hard-working teachers who are constantly seeking opportunities to become better teachers.

Percentage of teacher retention from previous year	
2014-Now	92%
2013-2014	84%
2012-2013	92%

F. Develops Goals and Objectives based on Formative and Summative Assessments

Below are our School Improvement Goals for the year 2013-2014.
- Improve student achievement for ALL students in the area of Science.
- Improve/maintain the percentage of students who score in the Exceeds/Commendable range in Reading.
- Improve/maintain the percentage of students who score in the Exceeds/Commendable range in Math.

- Improve/maintain the percentage of students who score in the Exceeds/Commendable range in Social Studies
- Improve student achievement for SWD students in Grades 3, 4, and 5 in Reading.
- Improve student achievement for ALL students in Writing

## G. Other School Information

School Digger School Rank

Over the last few years, our school has experienced a steady decline in school ranking (based on testing data. This decline is due to many factors, which include demographic shifts, lack of professional development, and lack of funding for materials.

South Effingham Elementary School State Ranking	
2009	6/1,056
2010	62/ 1097
2011	31/ 1,176
2012	79/1,161
2013	85/1,165
2014	85/1,172

H. Change in school Demographics and Population

Over the last few years, our school demographics and socio-economics have changed substantially. Although there has been a change, we still do not qualify for supplemental funding. Most notably, our Hispanic population has gone from 0.7% to 7.7% over the past 7 years. Currently, we rank third in the county out of all 13 schools for the number of Hispanic students.

Demographic Changes 2012-2014
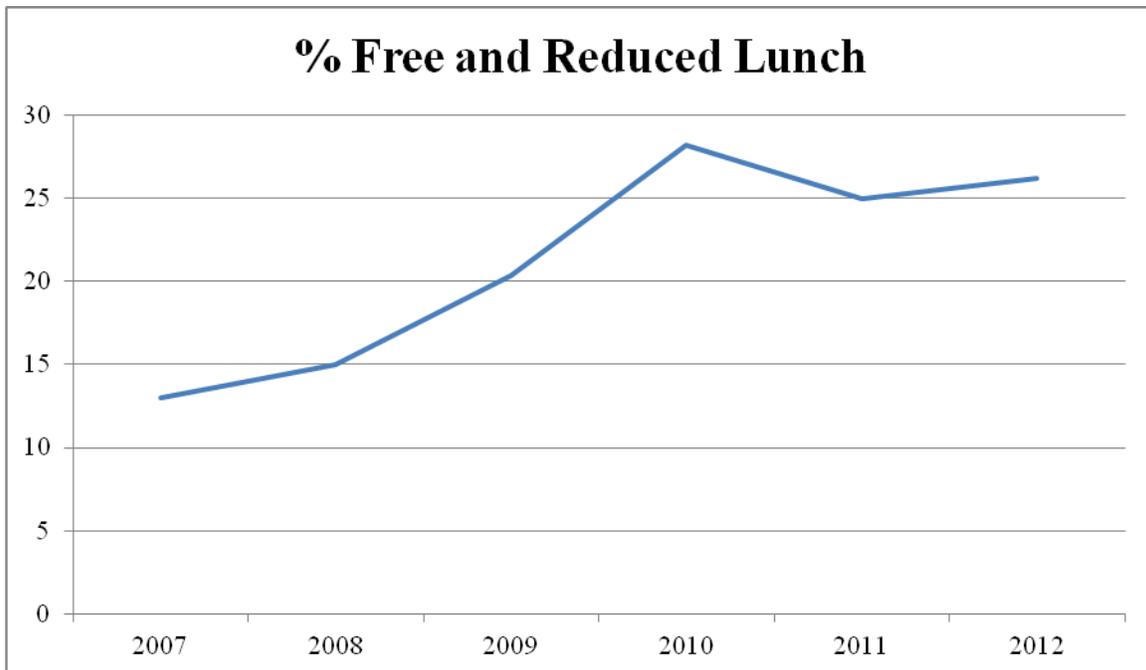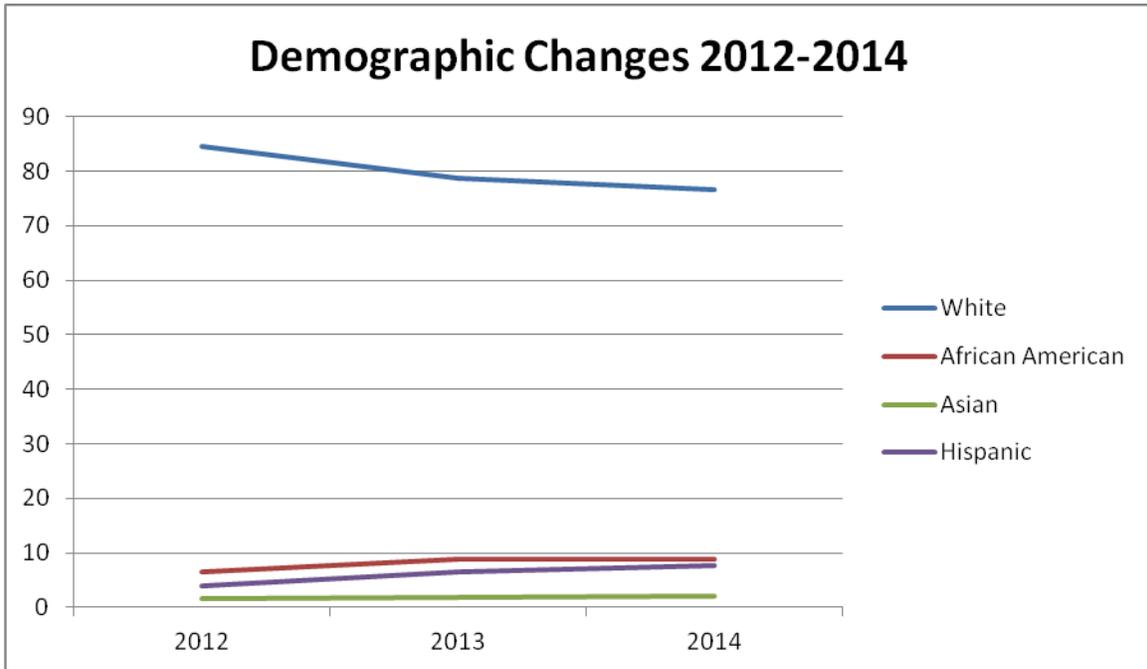
Percentage of Non-white students at South Effingham Elementary	
2012-2013	19.55%
2013-2014	21.23%
2014-2015	23.51%

Project Plan – Procedures, Goals, Objectives & Support

Goals, Objectives, Measurement Tools, Persons Responsible, and Timeline:

*The following people will be responsible for the implementation and monitoring of the project plan: Grant Administrator (GA), School Administrators (SA), System and School Literacy Teams (LT), Approved Consultants (AC), Teachers (Reg Ed, Sp Ed, ESOL, Sp Areas) (T)

Goal 1: Improve student achievement for ALL students in reading: (Building Blocks 1,2,3,4,5,6)			
Current Best Practices: Use of data (spelling inventory, Fry Words, Informal Phonics Inventory, San Diego Quick Assessment) (What, 9), collaborative planning (What, 7), Reading First Differentiation Box training materials, iREAD (Grades K-2)			
Objectives	Timeline	Measure of Effectiveness	Funding Sources
Form and maintain a literacy team that will be expanded to include parent and community representatives (What, 5)	Spring 2015-Ongoing	Agenda Meeting Minutes Sign-in Sheet	NA
Train and implement the expansion of reading skills and strategies such as Guided Reading (What, 11)	Fall 2015-Ongoing	Summative Assessment data, Walk-through Observations	SRCLG Local Funds
Allot 90-120 minutes daily to a Balanced Literacy block for grades K-5 (What, 10)	Fall 2015-Ongoing	Schedule	NA
Invite members of the community and outside agencies to support literacy at SEES (What, 7)	Spring 2015-Ongoing	Agenda PLC collaborative minutes	NA
Provide staff with research based, professional development to include but not limited to Literacy and best practices in writing (Why, 141)	Spring 2015-Ongoing	Observations Formative/ Summative assessments	SRCLG
Purchase needed technology for classroom teacher/support teachers and provide professional learning on the use of technology (What, 8)	Spring 2015-Ongoing	Classroom observations Formative/ Summative assessments Data Notebooks	SRCLG Local Funds
Promote family involvement with school literacy nights and keep them informed through web based and paper newsletters (What, 7)	Fall 2015-Ongoing	Newsletter	SRCLG Local Funds

Purchase informational and literacy texts based on local scope and sequence of skills (What, 6)	Fall 2015-Ongoing	Record of purchase *GA	SRCLG Local Funds
Participate in Professional Development in differentiation and higher-order thinking skills (What, 10)	Fall 2015-Ongoing	Agenda Walk-through Observations Lesson Plans	SRCLG
Assign mentor teachers and ensure that they are fully trained in providing instruction in disciplinary literacy (What, 13)	Fall 2015-Ongoing	Observations PLC collaborative minutes	SRCLG

Goal 2: Improve student achievement for ALL students in writing (Building Blocks 4/5)

Current Best Practices: CCGPS Units, Writing Rubrics, (What, 7) Student Exemplar work, deconstructing standards (What, 19)

Objectives	Timeline	Effectiveness Indicators	Funding Sources
Research and purchase literacy resources to enhance student learning such as a strong phonics program and effective writing instruction (What, 9)	Fall 2015-Ongoing	Record of purchase *GA	SRCLG
Incorporate writing in all subject areas using technology (Why, 56)	Spring 2015-Ongoing	Lesson Plans Observations Walk-through	Local Funds SRCLG
Participate in Professional Development in writing skills and strategies (What, 11)	Spring 2015 On-going	Lesson plans Student Writing samples	SRCLG

Goal 3: Improve student achievement for ALL students in the area of science, social studies, and math: (Building Blocks (3/4)

Current Best Practices: CCGPS Units (What, 7) , Math Units incorporating daily writing¸ Collaboration across Grade Levels

Objectives	Timeline	Effectiveness Indicators	Funding Sources

Purchase content based leveled text in multiple formats (What, 11)	Spring 2015 On-going	Record of purchase *GA Walk-through Observation	SRCLG Local Funds
Develop common formative /summative assessments within content areas with protocol for using data (What, 8)	Fall 2015- On-going	Summative/formative assessments Test Results	NA
Adopt systematic plan for teaching academic vocabulary in all subjects (What, 9)	Fall 2015 On-going	Summative/formative assessments Test Results Lesson Plans Observations	NA
Utilize on-site Thinking Maps trainer to provide staff with higher-order‚effective, and engaging strategies to increase content vocabulary, and writing skills	Fall 2015- On-going	Lesson Plans Walk-through Observations PLC collaborative minutes	SRCLG Local Funds

Goal 4: Design a comprehensive system of tiered interventions for ALL students in the area of reading: (Building Blocks 3,5,6)	
Current Best Practices: School wide assessment calendar (What, 11), study data from diagnostic testing (What, 10), daily intervention, school RT1 committee (What, 12)	

Objectives	Timeline	Effectiveness Indicators	Funding Sources
Purchase and implement effective screening, progress monitoring, and diagnostic tools (How, 15)	Fall 2015- Ongoing	Record of purchase *GA	SRCLG
Utilize online training options and professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses (What, 13)	Fall 2015- Ongoing	Record of Purchase *GA PLC collaborative minutes Agenda	SRCLG
Identify and purchase assessment and intervention materials aligned with students' needs (What, 8)	Fall 2015- Ongoing	Record of Purchase *GA Test results	Local Funds SRCLG Local Funds
Train teachers on how to administer diagnostic classroom assessments (What, 8)	Spring 2015- On-going	Agenda Meeting Minutes Sign-in Sheet Professional Learning Logs	SRCLG Local Funds

Implement interventions to better suit student needs of students in grades 3-5 (What, 8)	Ongoing	-Percent of students showing improvement will increase	SRCLG Local Funds
Collaborate between specialists and regular and special education teachers (What, 12)	Ongoing	-Agenda -Meeting Minutes -Sign-in Sheet -Collaboration folders	NA
Provide professional learning on GA DOE resources for RTI and universal screening (What, 12)	Fall 2015- Ongoing	-Agenda -Meeting Minutes -Sign-in Sheet -Data Notebook	SRCLG Local Funds

RTI Model

Effingham County has implemented a Pyramid of Interventions which helps educators determine if students are progressing as expected or if they need additional help to be successful in school. SEES follows the Pyramid of Interventions, implemented by the county, in an effort to offer early intervention to students when a learning problem is initially detected. This early intervention targets and identifies students who are struggling and provides individuated and intensive interventions and progress monitoring.

Tier 1 provides effective instruction in every classroom for every student based on the CCGPS and GPS. It is not limited to academic content areas, but also includes developmental domains such as speech, behavior, and social development.

Tier 2 provides pre-planned interventions for students who are not successful in Tier 1. The interventions often include small group and computer based instruction. GES maintains an intervention team that works to monitor interventions and student progress.

Tier 3 is guided by a Student Support Team. If students continue to make inadequate progress in Tiers 1 & 2, educators and parents meet to determine more individual and intensive interventions. A limited amount of diagnostic testing may be recommended to target specific weakness and determine appropriate interventions. Students who are still unsuccessful may be referred for special education and related services.

Tier 4 provides specially designed instruction for students who need additional support and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education, and special education. For students with disabilities

needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs.

Tentative Master Schedule

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7:15-8:00-HR/Intervention	7:15-8:00-HR/Intervention	7:15-8:00-HR/Intervention	7:15-8:00-HR/Intervention -	7:15-8:00-HR/Intervention	7:15-8:00-HR/Intervention
8:00-9:00-Math	8:15-8:55-Specials	8:00-9:00-Math	8:00-9:30-Math	8:00-10:25-Literacy Block	8:00-10:00-Literacy Block
9:00-9:35-Specials	8:55-10:50-Literacy Block	9:00-9:40-Literacy Block	9:30-11:00-Literacy Block	10:25-11:05-Specials	10:00-11:15-Science/Social Studies
9:35-10:36-Literacy Block	10:50-11:23-Lunch	9:40-10:20-Specials	11:00-11:33-Recess	11:05-11:45-Science/Social Studies	11:00-11:15-Literacy Block
10:36-11:15-Lunch	11:23-12:00-Literacy Block	10:20-11:07-Literacy Block	11:33-12:03-Lunch	11:45-12:27-Lunch	11:15-11:55-Specials
11:36-11:30-Literacy Block	12:00-12:35-Math	11:07-12:00-Lunch	12:03-12:15-Transition	12:27-1:30-Math	12:02-12:44-Lunch
11:30-12:00-Recess	12:35-1:00-Recess	12:00-12:30-Recess	12:15-12:55-Specials	1:30-2:00-Recess	12:44-1:00-Literacy Block
12:00-1:00-Literacy Block	1:00-1:30-Math	12:30-1:30-Literacy Block	12:55-1:30-Literacy Block	2:00-2:15-Science/Social Studies	1:00-2:00 Math
1:00-2:00-Math	1:30-2:30-Science/Social Studies	1:30-2:30-Science/Social Studies	1:30-2:30-Science/Social Studies	2:15-2:30-Review	2:00-2:25-Recess
2:00-2:35-Review/Activity/Departure	2:30-2:35-Pack Up-Departure	2:30-2:35- Pack Up-Departure	2:30-2:35- Pack Up-Departure	2:30-2:35-Pack Up-Departure	2:30-2:35-Pack Up-Departure

A. Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
GKIDS	K	To provide ongoing diagnostic information about kindergarten students' developing skills	CCGPS	Ongoing throughout the school year
DIBELS	K	To assess the acquisition of early literacy skills and to regularly monitor growth	Initial sound fluency Nonsense word fluency Letter naming Phoneme segmentation	3 x per year
Fry Word Inventory	K	Assess fluency/accuracy of high frequency words	High Frequency Words	4 x per year (9 weeks marking pd.)
ORF	1 - 5	Universal Screener	Oral reading fluency	3 x per year
GA Milestones - EOG	3 - 5	Comprehensive summative assessment program	CCGPS/GPS	1 time per year
ACCESS	K - 5	Screener, Diagnostic	Language	1 time per year
SLO	K – 3	To measure growth	CCGPS ELA	2 x per year
SLO	Pre-K	To measure growth	SWO Literacy	2 x per year
ELA Cold Read Unit Assessment	1 - 5	Preparation for the GA Milestones	Reading comprehension skills and ELA CCGPS	3 x per year
iRead	K - 2	To target and differentiate phonics instruction	Foundational Skills	Screener 1 time a year Weekly Progress Monitoring

B. Comparison of current Assessment Protocol with SRCL Assessment Plan

DIBELS Next

Currently, our district requires administration of DIBELS 6th Edition three times per year in grade K. Furthermore, another requirement of our district is the administration of the ORF for students in grades 1 – 5. Upon receipt of the SRCL grant reward, we will assess using all components of DIBELS Next in grades K – 5 and follow protocols with fidelity; DIBELS Next will replace DIBELS 6th Edition and ORF.

Scholastic Reading Inventory (SRI)

Presently, there are no mandated reading inventories in place as required by our district. Teachers use various tools for determining reading comprehension; funding has not been available for a consistent, across-the-board means of assessing reading comprehension and Lexile levels. With the SRCL grant in place, our school will be given the resources with which to assess reading comprehension in a consistent manner through the implementation of the Scholastic Reading Inventory for grades 3 – 5.

C. Implementation of New Assessments/Discontinuation of Current Assessments

With the implementation of the grant, our school will follow the schedule for literacy assessments as listed below.

Assessment	Grade Level Assessed	Persons Responsible	Frequency
GKIDS	K	K Teachers	Ongoing throughout the school year
~~DIBELS~~	~~K~~	Replace with DIBELS Next	~~3 x per year~~
~~ORF~~	~~1 – 5~~		~~3 x per year~~
DIBELS Next	K – 5	School DIBELS Team	3 x per year
Fry Word Inventory	K	K Teachers	4 x per year (9 weeks marking pd.)
GA Milestones - EOG	3 - 5	Instructional Supervisor and Classroom Teachers	1 time per year
ACCESS	K - 5	ELL Teacher	1 time per year
SLO	K – 3	Instructional Supervisor and Classroom Teachers	2 x per year
Scholastic Reading Inventory	3 – 5	School SRI Team	2 - 3 x per year
ELA Cold Read Unit Assessment	1 - 5	Instructional Supervisor and Classroom Teachers	3 x per year
iRead	K - 2	Instructional Supervisor and Classroom Teachers	Screener 1 time a year Weekly Progress Monitoring

D. Professional Learning Needs for New Assessments

- DIBELS Next Training
- Using diagnostic screeners to plan for differentiated instruction and plan interventions for students, as well as for insurance of fidelity of administration

- Scholastic Reading Inventory (SRI) Training

E. Communication of Data to Parents and Stakeholders

The results of school-wide data reports will be communicated to parents and stakeholders in the following manner:

- Hardcopy reports sent home to parents
- PTO Meetings
- School Report Card (available on Parent Portal or hardcopy)
- School Council, ELA Team, and Leadership Team
- School website or other media

Individual student data will be shared with parents at parent teacher conferences or hardcopy reports sent to parents. We will provide parents with a "parent-friendly" graph of their child's DIBELS Next data, which allows us to "use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format" (How, 3B).

F. Use of Data to Develop Instructional Strategies/Determine Materials and Needs

The use of assessment data is vital to instructional decision-making. Teachers use data in order to set daily, weekly, monthly, and yearly learning goals and in monitoring progress toward these goals (How, 3C). The Student Learning Objectives (SLO) are being implemented this school year in order to measure student academic growth. Presently, our teachers have not set goals for DIBELS 6th Edition nor for the ORF. Upon receipt of the SCRL grant reward, implementation of DIBELS Next and the SRI, along with the data provided, will be used to inform instructional decision-making at all levels.

The results of student assessment data will be used for the following purposes (Why, 96; How, 3C):

- To identify students' strengths and weaknesses, and employing differentiation in order to target instruction
- To establish learning goals for students, monitoring progress toward goals and setting new goals as necessary
- To learn how to interpret and analyze data results to evaluate effectiveness of the instruction in meeting students' goals and adjusting instruction as necessary
- To use student data to determine the purchase of instructional materials
- To determine needs assessment for professional learning opportunities

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement Literacy Plan (including student engagement)

- Professional development-consultant fees, stipends, or release time (subs), and materials
- Travel expenses for conferences
- Leveled library-literary and informational texts for classrooms, teacher resource room, and media center both hard copy and digital
- Take-home libraries
- K-5 manipulative classroom sets
- Reading inventory
- DIBELS Next Data Management
- Grant Administrator
- Site-based instructional specialist
- Consumable materials-notebooks, dividers, paper, toner, markers, poster boards, tabs, flash drives
- Phonics program
- Onsite trainers to train new teachers
- Refresher courses for established teachers
- Programs and resources in order to develop brochure (paper and electronic) of resources available to families
- video equipment to video classrooms for self-evaluation, peer observations, and share literacy expertise
- Funds for teachers and school leaders to join leadership organizations
- Travel expenses for teachers and school leaders to visit other schools that have successfully improved student achievement
- Online access to professional associations, blogs, and newsletters
- Academic supports - tutoring, co-curricular activities, online tutoring programs, and after-school academies to enhance learning
- Assessment and intervention materials aligned with students' needs
- Upgrade technology infrastructure to support assessment administration and dissemination of results
- Progress monitoring tools - phonemic awareness, phonics, oral reading fluency, written expression, vocabulary
- Research-based literacy instructional materials
- Classroom computers
- Networkable printers
- Interactive boards for unequipped classrooms

- Portable lab of interactive tablets/laptops with appropriate applications
- Earbuds
- Wireless connectivity infrastructure
- Projectors/Visual presenters
- Bilingual materials
- ESOL-Rosetta Stone Student Software and teacher training
- WIDA and ACCESS training
- Research-based intervention materials- Differentiation Boxes(Walpole and McKenna), FCCR

Activities that Support Literacy Intervention Programs

- Develop a leadership team
- School Literacy night for students, parents, and community stakeholders
- Incorporate technology to support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)
- Establish a mentoring program for students who need extra support
- Dedicated scheduled time for intervention
- Flexible, needs-based grouping
- DIBELS Next Screening
- Use data to drive instruction
- Parent education through family academic nights

Shared Resources Available

- Pacing guides
- Instructional units and resources on local shared drive
- Teacher/student computers
- Computer Lab
- Media Center resources
- Classroom extended texts sets aligned to CCGPS
- CCGPS document framework
- 3 mobile sets of student tablets
- WFTB (Write from the Beginning) teaching guides
- Teachers that are trained on the use of Thinking Maps
- IREAD K-2
- Read First Box K-3

List of Library Resources

- 14,546 books available
- Reference Materials (Dictionaries, Encyclopedias, Almanacs, Atlases, Globes)
- 16 computers in lab
- DVD's to support curriculum
- 2 printers (1 color/1 black and white)
- 65 Chromebooks
- Portable LCD Projector with laptop
- Periodicals
- Scanner
- 1 portable TV with DVD/VHS player
- Digital cameras
- Teacher resource area (laminator, Ellison Dies, book binder, paper cutter)
- Computer based list of library resources
- Listening stations/ CD players
- 2 Flip Video cameras
- Limited Guided Reading Resources
- Limited Class sets of novels

Activities that Support Classroom Practices

- Use of CCGPS units with resources available on local share drive
- Alignment of county pacing guides to CCGPS
- Research-based instructional strategies
- Differentiated instruction
- Formative and summative assessments
- Collaborative planning among all grade levels
- Reading First Kits
- SRA Early Intervention
- Reading Recovery
- SRA Corrective Decoding
- SRA Corrective Comprehension
- Comprehension Upgrade
- CIM_ Guided Reading Plus (Grades 1-2)
- Language for Thinking
- Language for Learning

Additional Strategies Needed to Support Student Success

- Dibels Next data management system
- Reading Inventory
- Phonics programs and instruction

- Grammar instruction and assessments
- Decodable Text
- Strategies for increasing student engagement
- Professional learning in all components of literacy
- Best practices in all components of literacy –Balanced Literacy
- Best practices of direct instruction on writing across the content areas
- Understanding and leveling of lexile scores
- Webb's Depth of Knowledge
- Strategies for student motivation
- Integrating technology into instruction
- Development and utilization of common formative/summative assessments
- Effective data usage for planning instruction, implementing interventions, and monitoring student progress
- Interventions for RTI
- Refresher training on existing intervention materials
- Training for Paraprofessionals
- Collaborative Team building/Co-Teaching
- Vocabulary Development
- Reading Skills
- Higher Order Thinking Skills
- Differentiation
- Data Analysis

Current Classroom Resources

- Florida Center for Reading Research (FCRR) activities
- Interactive boards (not in every classroom) and projectors
- Printer (only teacher purchased in some classrooms)
- Internet
- Limited teacher/student computer stations
- Limited web-based software through school subscriptions
- Elmos
- Student Response Systems grades 3-5
- Limited intervention resources for Tiers
- WFTB
- Thinking Maps
- iRead
- Technology support
- Phonics/ Spelling inventories
- Reading First Kits

Alignment Plan for SRCLG and Other Funding

Resources, Strategies, and Materials	SRCLG will Provide…	Funding Sources
Professional Learning	Literacy specific-consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	The following funding sources will be utilized as deemed appropriate and available: SPLOST,IDEA SRCLG, eSPLOST Local Funds
Instructional Technology	tablets, printers, cost of technology programs,	
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives , acceleration, leveled readers, supplies	
Family Engagement	Resources for parent education, supplies for make it/take it sessions with families	
Extended Day/Year Activities	Personnel, supplies, transportation	
Field Trips	Admission fees, transportation	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practices, and Writing

Technology is a part of our everyday life and is an essential tool for both educators and students. We live in a rapidly changing, media-driven society driven by technology. "in order to be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy" (The Why, p 56). "New technologies and new job tasks have changed the meaning of what it means to write and write well" (Lenhart, et al, 2008, p. 3). Technology is also a motivator for students and helps to engage them and enhances the learning experience.

Professional Learning Strategies

"Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers." (Why, 144)

Past Professional Learning

The following table depicts professional learning during the 2013-2014 school year. Due to professional learning funding constraints, some professional development sessions could not accommodate all teachers. Therefore, one teacher may have participated in the actual training session(s) and then redelivered to his or her grade level or content area peers. While this method of redelivery is certainly better than no professional development at all, it does not have the same impact as teachers receiving training first hand. In addition, there has been a lack of professional learning follow-up within the classroom and school settings. Because it is expected that teachers implement programs and initiatives as set forth by our district, it is critical that professional learning for all teachers be a primary focus pending the Striving Readers Grant.

Professional Learning Activities (2013-2014)	% of Certified Staff in Attendance
Book Study on Differentiated Instruction	100%
Words Their Way	73%
ELA Unit Revision	73%
Chromebook Training	100%
Student Longitudinal Data System training	100%
ELA Resource Adoption	11%
Gifted Endorsement course	11%
Reading Recovery Continuing Contact	5%
Six Elements of an Effective Math Lesson training	12%
Mathematics Unit redelivery	73%
Thinking Maps	5%

Ongoing Professional Learning

- Teacher Keys Effectiveness System (TKES)
- ELA school-wide/county-wide grade level meetings
- Gifted endorsement
- Math school-wide/county-wide grade level meetings
- 6 Elements of an Effective Math Lesson
- Thinking Maps training/refresher
- iRead training

Programmatic Professional Learning Needs Identified in Needs Assessment

- Using data to drive reading instruction
- Reading interventions
- Use of technology to support and extend reading instruction
- All components of a Balanced Literacy model (including time management) in an explicit and systematic sequence of literacy instruction
- Systematic Sequential Phonics instruction
- Readers'/Writers' workshop
- Writing across content areas
- Non-fiction reading and writing strategies
- Differentiated literacy instruction for all 5 pillars of reading

Process Used to Determine if Professional Development was Adequate and Effective

In order to determine if professional development was implemented with fidelity, the following measures are used to determine effectiveness:

- Analysis of students' writing across content areas
- Formative assessments to determine individual needs
- Evidence of data collected in teachers' data notebooks
- Administrative review of lesson plans
- PLC Collaborative Meeting minutes
- DIBELS Next assessments
- Scholastic Reading Inventory (SRI)
- GKids data analysis
- walkthroughs and formative observations
- Analysis of State Assessment data
- Student Learning Objective (SLO) implementation plan summaries

Professional Learning Plan

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement (Why, 141). Quality professional learning with a strong "follow-up" component is the primary focus for SEES upon receiving the SRCL. Based on the needs assessment and the school improvement plan, SEES has identified specific professional learning needs. The implementation of a strong writing program is crucial to the literacy initiative. Writing instruction, serving as the backbone for the execution of a strong, effective, balanced literacy initiative, is the basis of the literacy plan and at the root of the professional learning plan. There is also a need for professional learning in systematic, sequential phonics instruction and any resources needed that may support the implementation process. (* *indicates areas of emphasis*)

Goal: Improve student achievement for ALL students in Reading			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Research-based professional learning on all components of Effingham County's balanced literacy framework (read aloud, shared reading, *small group differentiated reading, word study, *writing) to meet the needs of learners at ALL levels	Spring 2015, Ongoing	Building Block 1-C, D	Summative Assessment data; PLC collaborative minutes; walk-throughs
Direct and explicit reading strategies to help ALL readers develop phonological awareness, *phonics, fluency, vocabulary, comprehension	Spring 2015, Ongoing	Building Block 1,A	Summative Assessment data; PLC collaborative minutes; walk-throughs
Professional learning opportunities for teachers, parents, and school personnel to identify and evaluate the characteristics of effective literacy instruction (Why, 37)	Spring 2015, Ongoing	Building Block 1-C; Building Block 2-C	PLC collaborative minutes
Complete the online *Comprehensive Reading Solutions* modules	Fall 2015-Spring 2016	Building Block 3-D	Walk-through observations; PLC collaborative minutes

Goal: Improve student achievement for ALL students in Writing			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Require all students to write extensively so they can be comfortable writing extended prose in elementary school as indicated in CCGPS (Why, 44)	Fall 2015, Ongoing	Building Block 1-C, E	writing samples; summative assessment data
Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres (Why, 44)	Fall 2015, Ongoing	Building Block 1-C, E	PLC collaborative minutes; students' writing samples; summative assessment data
Incorporate writing in all subject areas every day (What, 6)	Spring 2015, Ongoing	Building Block 1-C, D, E Building Block 2-B	PLC collaborative minutes; writing samples; summative assessment data

Goal: Improve student achievement for ALL students in the area of Science, Social Studies, and Math.			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Train ALL content teachers to use effective instructional content-specific reading and writing strategies (Why, 37)	Fall 2015, Ongoing	Building Block 1-C, D	Walk-throughs; summative assessment data; students' writing samples; PLC collaborative minutes
Incorporate use of literary texts in content areas as prescribed by CCGPS (What, 6)	Fall 2015, Ongoing	Building Block 1-C, D Building Block 3-B	Walk-throughs; summative assessment data; PLC collaborative minutes
Develop a common, systematic procedure for teaching academic vocabulary in all subjects (What, 6)	Fall 2015, Ongoing	Building Block 1-A, D, E	Walk-throughs; summative assessment data; students' writing samples; PLC collaborative minutes
Utilize on-site *Thinking Maps* trainer to provide staff with higher-order, effective, and engaging strategies to increase content vocabulary and writing skills	Spring 2015, Ongoing	Building Block 1-A, D, E	Walk-throughs; summative assessment data; writing samples; PLC collaborative minutes
Goal: Design a comprehensive system of tiered interventions for ALL students in the area of Reading			
Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Provide credible, targeted intervention strategies and resources for students who are reading and writing below grade level (Why, 38)	Fall 2015, Ongoing	Building Block 3-A,B	Walk-through observations; DIBELS Next; summative assessment data; PLC collaborative minutes
Design and implement a protocol for ensuring that students identified by screenings routinely receive diagnostic assessment (What, 9)	Fall 2015, Ongoing	Building Block 3-A, B, C	Walk-through observations; DIBELS Next; summative assessment data; PLC collaborative minutes
Provide teachers with guidance and opportunities to examine student data regularly to identify areas of	Spring 2015, Ongoing	Building Block 3-B, D	Walk-through observations; DIBELS Next;

instruction with greatest needs			summative assessment data; PLC collaborative minutes
Professional development for co-teaching and inclusion of students with special learning needs (SWD, EL, and Gifted) in the general education setting (What, 12)	Spring 2015, Ongoing	Building Block 3-B	Walk-through observations; summative assessment data; PLC collaborative minutes
Research and select effective universal screeners and progress monitoring tools to measure literacy competencies for all students across the curriculum	Fall 2015, Ongoing	Building Block 3-B	Walk-through observations; DIBELS Next; SRI; summative assessment data; PLC collaborative minutes

Sustainability Plan

Once grant funding expires, South Effingham Elementary School's commitment and focus will be to sustain all programs and best practices initiated through the grant process. Funding will be secured from all available sources including local, state, and federal funds, our Parent Teacher Organization (PTO), as well as the local business community.

Sustainability	• Review expectations of SRCL Grant with staff annually, and incorporate goals into School Improvement Plan • Provide new staff with focused professional learning and assessment protocols outlined within plan • Include administrators in teacher training teachers to ensure implementation of initiatives with fidelity
Expanding and Extending Lessons Learned	• Continue to schedule common planning time for grade levels to collaborate and review data • Continue Professional Learning Communities and sharing of successful literacy practices across all content areas • Create online professional learning library of videos to view as resources to extend best practices • Use data obtained throughout grant to update and strengthen literacy plan • Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to remain current on best practices • Expand professional learning with a library of up-to-date resources for best practices in literacy instruction
Extending the Assessment Protocol	• Form and utilize a Literacy Assessment Training Team through a "Train the Trainer" model to provide professional learning on DIBELS Next, SRI, and assessment protocols to <u>new</u> staff • Annual training of <u>all</u> staff on administration, use, and analysis of assessment protocols and all local and state assessment data • Continue use of assessment instruments to monitor literacy achievement GKIDS, DIBELS Next, SRI, ACCESS, and all system and state assessments • Monitor continuation of assessment protocols required by RTI guidelines • Administration will conduct walk-throughs and formative teacher evaluations to ensure that district assessments and tools attained through the grant are continually administered
Professional Learning	• Form Literacy Team to use a "Train the Trainer" model to orient new staff to the SRCL Grant and to receive training in Balanced Literacy instruction and assessment protocols as outlined in plan • Budget monies for on-site Literacy Team's on-going training in Balanced Literacy

	- Budget for continued training by on-site Thinking Maps Trainer - Assigned mentors trained in all aspects of the SRCL Grant to new staff members - Create a professional learning library of up-to-date resources (texts, journals, videos, and on-line materials) for best practices in literacy instruction - Continue training by GLRS in Collaborative/Co-Teaching models - Annually revise Professional Learning to address needs as determined by student assessment data, input from staff, and classroom observations
Developing Community Partnerships/ Other Funding Sources	- Communicate frequently with stakeholders regarding the importance of literacy across content areas through meetings and literacy initiatives - Strengthen communication between schools and afterschool providers - Begin with the School Council to establish community partnerships - Enlist PTO to designate fundraisers for literacy initiatives and for parent volunteers to provide assistance in classrooms - Continue to host "Late Library Nights" that demonstrate importance of proficiency in literacy
Replacing Print Materials	- Conduct an annual inventory of print materials to determine condition and necessity of replacement - Utilize available funds (system, state, and federal) to replace needed resources
Sustaining Technology	- Conduct annual inventory of SRCL purchased hardware and software - Coordinate purchases of hardware/software obtained with grant funds through the Effingham Technology Department to prevent duplication - Arrange regular maintenance with school and system technology personnel of equipment to extend life of hardware - Budget annual renewals and site license fees from local funds after the life of grant for products deemed effective

Budget Summary

Recognizing the need for improvement in literacy instruction as a result of writing the SRCL Grant, South Effingham Elementary has identified the areas of need which will be funded by the grant. Funds from the grant will be wisely utilized in order to implement a high quality literacy program, involving the use of ongoing formative assessments, research-based literacy instructional materials and technology, and improvement of instruction through the professional development of all staff.

A. Curricular Needs:

- Literacy instructional materials
- Instructional ELA Units
- DIBELS Next
- Scholastic Reading Inventory (SRI)
- Literary and Informational Leveled Texts for classrooms, media center, and teacher resource room
- Writing Instructional Resources

B. Intervention Needs

- Intervention Materials including online resources
- Training on Interventions

C. Professional Learning Needs:

- SRI and training
- DIBELS Next and training
- Balanced Literacy Frameworks – all components, including: Read Aloud, Shared Reading, Guided Reading, and Writing
- Writing skills and strategies in all content areas
- Systematic, sequential literacy instruction and phonics instruction
- Research-based best literacy practices for reading and writing across content areas and grade levels
- Co-teaching/Inclusion/Collaboration
- Differentiated Instruction
- Contract with a Reading/Writing consultant to tailor a program to meet our literacy needs
- On-site Thinking Maps trainer for the purpose of increasing content, vocabulary, and writing skills and organization

C. Stipends:

- On-site Thinking Maps trainer
- Professional Development

D. Miscellaneous Items

- Teacher Resource Center Materials
- Parent Resources for Family Literacy Night
- Teacher Resource Room Creation and Maintenance
- Notebooks, dividers, and other consumables needed for data organization