School Profile

Created Tuesday, December 04, 2012

Page 1

School Information

School Information	District Name:	Vidalia City
School Information	School or Center Name:	J.D. Dickerson Primary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal	Name:	Carol Welch
Principal	Position:	Principal
Principal	Phone:	912-537-3421
Principal	Email:	cwelch@vidalia-city.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Kathy Sikes
School contact information	Position:	School Improvement Specialist
School contact information	Phone:	912-537-4755
School contact information	Email:	ksikes@vidalia-city.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-k to 1

Number of Teachers in School

29

FTE Enrollment

554

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: Lucy E. Claroni

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

Address: 301 Adams Street

City: Vidalia, Georgia   Zip: 30474

Telephone: (912) 537-3088   Fax: (912) 538-0938

E-mail: lclaroni@vidalia-city.k12.ga.us

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

Dr. J. Garrett Wilcox, Superintendent

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

December 4, 2012

Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **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. Remedies for Nondisclosure
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

    1. Termination of the Agreement.
    2. Exclusion from subsequent GaDOE grant opportunities.
    3. Other remedial action as may be permitted or provided by law or regulation or by policy or by the terms of the grant agreement.

d. Annual Certification. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

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)

_____
Typed Name of Fiscal Agency Head and Position Title

_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Dr. J. Garrett Wilcox, Superintendent
_____
Typed Name of Applicant's Authorized Agency Head and Position Title

December 4, 2012
_____
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)

Preliminary Application Requirements

Created Tuesday, December 04, 2012

Page 1

Click on the General Application Information link below to assist you in the grant development process.

General Application Information

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

- Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Grant Rubric

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

- Yes

Click on the Assessment Chart link below to assist you in the grant development process.

Assessment Chart

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

- Yes

Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

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

- I Agree

Grant Assurances

Created Tuesday, December 04, 2012

Page 1

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

Page 3

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

VIDALIA CITY SCHOOLS AUDIT FINDINGS

FY07

NUMBER	FINDING	OUTCOME
FS-7931-07-01	Inadequate separation of duties at the central office	VCS is in the process of implementing procedures to resolve this finding. It should be show resolution in FY08. This finding is closed.
FS-7931-07-02	Inadequate internal controls over school activity accounts	VCS states they have implemented procedures to resolve this finding. This finding should show resolution in FY08. This finding is closed.
FS-7931-07-03	Inadequate internal controls over payroll process	VCS is in the process of implementing procedures to resolve this finding. This finding should show resolution in FY08. This finding is closed.
FS-7031-07-04	Inadequate controls over financial reporting	VCS are in the process of implementing procedures to resolve this finding. This finding should show resolution in FY08. This finding is closed.

FY08

NUMBER	FINDING	OUTCOME
FS-7931-08-01	Inadequate internal controls over school activity accounts	VCS has established specific procedures to resolve this finding. These procedures will be established by FY09. This finding is closed.

FY09

NUMBER	FINDING	OUTCOME
FS-7931-09-01	Inadequate internal controls over school activity accounts	VCS has established specific procedures to resolve this finding. These procedures will be established by FY10. This finding is closed.

FY10

NUMBER	FINDING	OUTCOME
FS-7931-10-01	Inadequate internal controls over school activity accounts	VCS is in the process of implementing procedures and updating the School Activities Handbook in order to resolve this finding. This finding will be left to the local board to resolve. This finding is closed.

NUMBER	FINDING	OUTCOME
FS-7931-11-01	Inadequate internal controls over school activity account	VCS is in the process of implementing procedures to resolve this finding. This finding should show resolution in FY12. This finding is closed.

Vidalia City Schools

History and Demographics: Vidalia City Schools, organized in 1906, is a small, rural school system of 2739 students in grades PK-12 located in rural South Georgia. Our district is composed of four schools with no overlapping grades, so that each school feeds into the next grade span school site:

SCHOOL	GRADES	POVERTY
J. D. Dickerson Primary	PK-1	75.43%
Sally D. Meadows Elementary	2-5	69.21%
J. R. Trippe Middle	6-8	63.62%
Vidalia Comprehensive High School	9-12	58.27%

Strategic Planning: We recognize the importance of having a strategic plan to help define our directions in allocating our declining resources to improve instruction. The key components of our plan include our vision, mission, beliefs, directions and goals:

Vision: Building on a tradition of excellence

Mission: Provide the opportunity to acquire a quality education through a variety of challenging academic and extra-curricular experiences

Beliefs:

- High academic and behavioral expectations are essential.
- The home, school and community partnership is vital to success.
- Every student has the responsibility and opportunity to learn.
- Student achievement is maximized in an environment conductive to learning.
- Effective teaching practices optimize students' opportunities to learn.
- All adults have the responsibility to serve as positive role models.
- Extra-curricular activities are an enhancing component of the overall educational program.
- Education is an ever-changing, life-long process.

Directions and Goals:

Improve student achievement:

1. Establish and maintain an upward trend in student academic achievement data as assessed through locally administered assessments.
2. Achieve high rankings among comparable school systems statewide based on student demographics and statewide assessments.
3. Show progress annually on College and Career Readiness Indices, beginning in FY13.

Increase positive student behavior:

1. Establish and maintain a downward trend in data on student disruptive behavior.
2. Annually, expand implementation of Positive Behavior Interventions and Supports (PBIS).

Strengthen staff competency:

1. Annually, increase numbers of teachers, paraprofessionals and administrators engaged in professional learning on high impact practices.
2. Maintain current professional learning communities in each school that focus on high impact practices.
3. Conduct monthly five minute walkthroughs in every classroom, focusing on priority interventions, and determine growth in focus areas over time.

Expand the acquisition and use of technology:

1. Annually, increase support for classroom instruction through the purchase and the use of instructional technology tools.
2. Update system software and hardware to maintain accurate records and manage program data for use in planning and evaluation.
3. Expand website to include lesson plans and other instructional supports.

Strengthen school-community relations:

1. Maintain current level of staff and student presentations to civic groups and organizations.
2. Expand interaction with the economic development community to discuss issues and find solutions to obstacles.

Increase funding:

1. Annually, add business and industry partners which support specific goals or initiatives.
2. Maximize funding through school and system-level scrutiny of FTE reporting.
3. Continue to search and apply for appropriate grant programs.

Current Management Structure: The schools are governed by a five member Board of Education with our Superintendent and are managed on a day to day basis by a Principal and an Assistant Principal. We have the support of three School Improvement Specialists: one for grades K-5, one for grades 6-12, and one for PK-12 special education teachers. Certified central office staff includes a Superintendent who serves in that position and as principal of our high school, an Assistant Superintendent for Curriculum and Instruction, a Special Education Director, a part time School Food Services Director, a part time Psychologist and a part time Pupil Services Coordinator.

Current Priorities: The Vidalia City School System is currently focusing on topics that have shown to be effective in improving the academic growth for all students. These priorities include:

- Measuring student progress over time from K to grade 12 in core academic subjects

- Designing a professional learning program on writing across the curriculum

- Providing a Flexible Learning Program for J. R. Trippe Middle School, designated as a Title I Focus School.

- Increasing the graduation rate

- Providing professional development on the five pillars of reading

- Providing professional development to grades 6-12 teachers on reading in the content areas

- Implementing CCGPS Literacy Standards in grades K-12

- Discovering funding resources to provide supplemental literacy and mathematics instruction after school and during the summer

- Continuing Professional Learning Communities in each of our schools

- Providing staff training on topics dealing with equity and behavior management

- Increasing parental involvement in their student's academic growth

- Using technology to improve classroom instruction

Past Instructional Initiatives:

- Two Direct Instruction Programs: Reading Mastery and Corrective Reading in grades K-5

- Thinkgate – an online benchmark assessment program

- Modern Red Schoolhouse

- Learning Focused Schools

Literacy Curriculum: The system's literacy curriculum is designed around the Literacy Georgia Standards and their frameworks in a standards based classroom setting. Listed below are the resources by grade spans that are used to teach these standards.

Pre-K	Blueprint for Early Literacy Bright from the Start Literacy Standards and related activities
K-5	Harcourt's Trophies basal series System vocabulary plan System writing plan Novel Units
6-8	Houghton Mifflin's Language Arts basal series Read for Real series for REP students Accelerated Reader System vocabulary plan System writing plan Novel Units
9-12	Glenco Literature series Read Naturally series for REP students System vocabulary plan System writing plan Novel Units

This year, two of our schools have been selected to participate this year in the Governor's Initiative to increase the percentage of students that are able to read at the third grade level by completion of third grade. The research on early literacy consistently indicates that the ability to read at grade level by third grade is a strong indicator of future academic success, and early literacy skills often serve as a foundation for future learning across subject areas. A Reading Mentor has been assigned to these schools and is helping the schools by providing training on the latest research based reading assessments, literacy strategies and evaluation techniques.

Literacy Assessments: Vidalia City Schools utilizes both local and state assessments to examine student literacy progress. Local assessments include DIBELS Next, Basic Literacy Test (BLT), Measures of Academic Progress (MAP), and AIMSweb. The state assessments include GKIDS, GAA, ACCESS, CRCT, CRCTM, EOCT, GHSGT, and writing assessments in grades 3, 5, 8 and 11.

Need for a Striving Reader Grant: Because of the current economic conditions, our system has been forced to enact stringent monetary maneuvers that may negatively affect our instructional program. These include ten furlough days for all staff for the last three years, no adoption of student texts in the last six years, the use of professional development funds for local operational needs, and increased class size. Compounding this economic crisis is the fact that our economically disadvantaged subgroup numbers have increased so that our system poverty rate is now at 66.37%. One possible remedy to the socioeconomics gaps is to make sure that children of low income families have access to high quality, age-appropriate books. Having books in the home, combined with parental training on the importance of their work with literacy, facilitates children's reading. K-5 regular, EIP, and special education teachers reported a need to update

training on literacy topics. For teachers in grades 6-12, the needs assessment process showed

training needs in text complexity and teaching literacy skills in the content areas. In the area of

resources, needs reported included e-texts, read aloud software programs and classroom libraries.

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6-8	Houghton Mifflin's Language Arts basal series Read for Real series for REP students Accelerated Reader System vocabulary plan System writing plan Novel Units
9-12	Glenco Literature series Read Naturally series for REP students System vocabulary plan System writing plan Novel Units

This year, two of our schools have been selected to participate this year in the Governor's Initiative to increase the percentage of students that are able to read at the third grade level by completion of third grade. The research on early literacy consistently indicates that the ability to read at grade level by third grade is a strong indicator of future academic success, and early literacy skills often serve as a foundation for future learning across subject areas. A Reading Mentor has been assigned to these schools and is helping the schools by providing training on the latest research based reading assessments, literacy strategies and evaluation techniques.

Literacy Assessments: Vidalia City Schools utilizes both local and state assessments to examine student literacy progress. Local assessments include DIBELS Next, Basic Literacy Test (BLT), Measures of Academic Progress (MAP), and AIMSweb. The state assessments include GKIDS, GAA, ACCESS, CRCT, CRCTM, EOCT, GHSGT, and writing assessments in grades 3, 5, 8 and 11.

Need for a Striving Reader Grant: Because of the current economic conditions, our system has been forced to enact stringent monetary maneuvers that may negatively affect our instructional program. These include ten furlough days for all staff for the last three years, no adoption of student texts in the last six years, the use of professional development funds for local operational needs, and increased class size. Compounding this economic crisis is the fact that our economically disadvantaged subgroup numbers have increased so that our system poverty rate is now at 66.37%. One possible remedy to the socioeconomics gaps is to make sure that children of low income families have access to high quality, age-appropriate books. Having books in the home, combined with parental training on the importance of their work with literacy, facilitates children's reading. K-5 regular, EIP, and special education teachers reported a need to update

training on literacy topics. For teachers in grades 6-12, the needs assessment process showed training needs in text complexity and teaching literacy skills in the content areas. In the area of resources, needs reported included e-texts, read aloud software programs and classroom libraries.

J.D. Dickerson Primary School District Management Plan and Key Personnel

District Management Plan and Key Personnel

Upon being notified of being a grant recipient, the system SRCL coordinator will convene the district literacy team to review responsibilities of each member and to assure that the individuals on the team understand the grant's goals and objectives that are outlined in each school's literacy plan and to coordinate calendars with the implementation timeline.

District Literacy Team and Area of Responsibilities

Area of Responsibility	District Team Member
Purchasing – originate school purchase orders Managing school level SRCL activities with SIS	Carol Welch, Principal of J. D. Dickerson Ginger Morris, Principal of Sally Meadows Gwen Warren, Principal of J.R. Trippe Garret Wilcox, Principal of Vidalia H.S.
Finances – approve SRCL budgets & submit completion reports & SRCL state required reports	Norma Croft, Chief Financial Officer
Accounts Payable – match invoices with packing slips & resolve any discrepancies; process SRCL payments on time; issue travel expense reimbursements for any SRCL trainings	Sandy Seidling, Accounts Payable Clerk
Payroll – issue stipends for any off contract SRCL trainings	Billy Goodwin, Payroll Specialist
Managing school level grant activities with principals and literacy teams	Kathy Sikes, School Improvement Specialist Tammy McFadden, School Improvement Specialist
Managing system level grant activities – coordinate professional learning & assist SIS's with grant activities; approve & process SRCL purchase orders, budgets, assessments	Lucy Claroni, Asst. Superintendent for Curriculum & Instruction
Organizing SRCL technology purchases, installation, maintenance, infrastructure and related trainings	Sabrina Wiggs, Director of Technology
Managing RTI strategies	Sandy Reid – Special Education Coach
Coordinating special education requirements	Katrina Black – Special Education Director

J.D. Dickerson Primary School   District Management Plan and Key Personnel

Implementation Timeline

Feb. – May 2013	Literacy materials will be reviewed and ordered
Feb. – May 2013	Summer literacy intervention sessions will be planned
Feb. – June 2013	Technology orders will be placed and software loaded
June 2013	Annual report sent to DOE
June 2013	Monthly professional learning will be planned for the year
June – July 2013	Technology will be installed in the classrooms
June-July 2013	Content teachers will attend summer SRCL institute
August 2013	Training on new technology will be held
Aug. – Oct. 2013	E texts issued to students and training on their use held
January 2013	Mid-year literacy conference for updates
Jan. – June 2014	Continue monitoring of the literacy plans at each site

The literacy team at JDDPS has been active and involved in the SRLC's needs assessments and literacy plans. The school has met formally with minutes taken and frequent e-mail communications on the grant application have taken place. A literacy team meeting was held on 9/27/12 to discuss the Striving Readers Grant and the needs assessment process. All staff were given ample time to complete their needs assessments using the rubric provided by the

J.D. Dickerson Primary School   District Management Plan and Key Personnel

Striving Readers Grant resource page as well as one on curriculum, technology, and professional learning needs. The team began work on the literacy plan based upon the summary of the different needs assessment summaries. The team met on 10/11/12 to review "The Why", "The What", and "The How" documents and began the literacy plan following the template provided by the Striving Readers Grant in the resource section. The team met with all stakeholders to review the literacy plan and receive feedback. The feedback was discussed and changes were made to the plan and the plan was finalized. Team members began the grant process. During the next team meeting on 11/30/12, the literacy team reviewed the different sections of the grant and compared them to the rubric. Feedback was received and the changes were made to the literacy grant. The literacy team met 12/10/12 to review the final grant. The literacy team will continue to meet twice monthly to work on identified needs.

J.D. Dickerson Primary School
Experience of the Applicant

Over the past several years, the Vidalia City School system has implemented a number of instructional initiatives with the intent to improve student achievement and ultimately graduate students with the skills to be successful in the 21st century. The following table identifies the instructional initiatives, the grade levels it applies to, past or current status and the indication if the initiative was implemented with no outside funding support:

INITIATIVES

INITIATIVE	GRADES	STATUS	OUTSIDE FUNDING
Governor's Office Reading Mentor Program-Read Across Georgia Initiative	PK-3	Current	Yes
Instructional Coaches	K-12	Current	No
Blueprint for Early Literacy	Pre-K	Current	Yes
Direct Instruction: Reading Mastery Plus, Corrective Reading	K-5	Past	Yes
Vocabulary Plan	K-12	Current	No
Writing Plan	K-12	Current	No
Teacher Mentors	PK-12	Current	Yes
Student Mentors	3-12	Current	No
Professional Learning Communities	K-12	Current	No
Career Academy	9-12	Current	Yes
JROTC	9-12	Current	Yes
TESA (Teacher Expectations and Student Achievement)	PK-12	Current	Yes
Parent Academy	K-12	Current	Yes
PRISM (Georgia Partnership for Reform in Science & Math)	K-12	Past	Yes
Flexible Learning Plan	6-8	Current	Yes
Testgate Benchmark Assessments	K-12	Past	Yes
MAP (Measures of Academic Progress) Benchmarks	K-10	Current	Yes
Compass Learning Software	2-8	Current	Yes
Modern Red Schoolhouse	6-8	Past	Yes
Standards Based Classrooms	K-12	Current	No
Technology Literacy Challenge Grants	K-2, 6-8	Past	Yes
CCGPS Unit Building	K-12	Current	No

THREE YEARS OF STATE AUDIT RESULTS

FY09

NUMBER	FINDING	OUTCOME
FS-7931-09-01	Inadequate internal controls over school activity accounts	VCS has established specific procedures to resolve this finding. These procedures will be established by FY10. This finding is closed.

FY10

NUMBER	FINDING	OUTCOME
FS-7931-10-01	Inadequate internal controls over school activity accounts	VCS is in the process of implementing procedures and updating the School Activities Handbook in order to resolve this finding. This finding will be left to the local board to resolve. This finding is closed.

FY11

NUMBER	FINDING	OUTCOME
FS-7931-11-01	Inadequate internal controls over school activity account	VCS is in the process of implementing procedures to resolve this finding. This finding should show resolution in FY12. This finding is closed.

The audit findings of the past three years have indicated a need to more closely monitor school activity accounts. Due to this scrutiny, a school bookkeeper was found to be absconding funds and is currently incarcerated. Procedures are now in place to insure that correct bookkeeping controls over school activity accounts are in place at all four of our schools.

COORDINATION OF RESOURCES AND CONTROL FOR SPENDING

J.D. Dickerson Primary School
Experience of the Applicant

Vidalia City Schools has a long history of successful implementation of multiple federal, state, private grants, and internal initiatives. Both our central office staff and school staffs unite to coordinate responsibilities that deal with implementing large, complex initiatives. Our management teams have extensive experience working across departments and schools as well as with external partners to achieve project goals. Our team memberships may be small as we are a small system and each person wears multiple hats of responsibilities. But, we have used this as an advantage as colleagues are in close communication with each other and confer often for professional advice and assistance. Also, as we are a small, close knit community, our external partners are very familiar with our system's mission and support our projects and are very knowledgeable about our fiscal responsibility.

SUSTAINABILITY OF PAST INITIATIVES

Our system has sustained past initiatives by securing funding from a variety of resources: general operating funds, Title I, Title IIA, Title VI, professional learning, and grants from local organizations. We plan to continue using these resources to continue SRLC initiatives beyond the grant's funding timeline.

J.D. Dickerson Primary School - School Narrative

School History

The front building of JDDPS was erected in 1963-64. Additions have been made to this original building. These additions were built to accommodate the need to house Kindergarten and Pre-Kindergarten on this campus. The school was named for J. D. Dickerson, who was an educator in the fifties and sixties.

JDDPS housed grades Pre-K – Second Grade from the 1988-89 school year through the 2009-10 school year. Prior to the beginning of the 2010-11 school year, our ten second grade classes were moved to Sally D. Meadows Elementary School.

JDDPS currently has seven Pre-Kindergarten classrooms, ten Kindergarten classrooms, ten first grade classrooms, one self-contained Special Education classroom, and a Pre-School Intervention classroom. We have two sessions daily of the Pre-School Intervention class. Our enrollment includes 154 Pre-Kindergarten students, 199 Kindergarten students, 211 first grade students, and 6 Pre-School Intervention students. Our total enrollment is 568 students.

Our current poverty rate is 75.43% based on free/reduced lunch participation. Our demographics are as follows: Males – 295 & Females – 273. The ethnicities are as follows: Asian Pacific Islander – 4; Black – 259; Hispanic – 22; Multi-racial – 15; White – 268.

Administrative and Teacher Leadership Team

JDDPS has two administrators - one principal and one assistant principal. The school also has one counselor. The Literacy Leadership Team consists of both administrators, the counselor, the School Improvement Specialist, one paraprofessional, one pre-kindergarten teacher, one kindergarten teacher, one first grade teacher and one special education teacher. The leadership team represents the school as a whole. After meetings, the representatives go back to their perspective grade level and discuss what was communicated to them during the leadership team meeting. The teachers are given the opportunity to provide feedback which then comes

back to the leadership team so that all teachers have an equal opportunity to participate in decisions made within the school. Shared leadership is important within the school infrastructure.

The school also has a school council. The school council serves as a governing body over the school. The council is comprised of two teachers, the principal, two parents, and two business leaders. School concerns are presented to the school council in addition to the school Literacy Leadership Team for review. Any policies or procedures are then taken to the Board of Education for approval.

Past Instructional Initiatives

JDDPS has successfully implemented many instructional initiatives. Some of the past initiatives included an assessment program called Thinkgate in which students were tested each nine-weeks over material for mastery. The teachers have had a brief training on Lexiles and what the Lexile score means. Teachers of EIP classes were trained and monitored in a Direct Instruction program, Reading Mastery. The teachers created and implemented a locally administered Basic Literacy Test (BLT) In addition, teachers were trained in becoming a Learning Focused School.

Many of the past instructional initiatives have carried on to the current instructional practices. The training occurred in the past, but the initiatives are still in effect. For example,

- Professional Learning Communities (PLC)
- Writing
- Robert Marzano's 6 steps to Effective Vocabulary Instruction
- Standards Based Classroom
- Differentiated Instruction

- Co-teaching strategies

- Accelerated Reader

- Poverty Awareness

- Positive Behavior Intervention Strategies

- Response to Intervention

- Effective Parent Conferencing and Resources

- Increasing Parental Involvement

- Reading Mastery Plus

- Blue Print for Early Literacy

- Measures of Academic Progress Training

- Teacher Expectations and Student Achievement

JDDPS has chosen some effective initiatives and have followed through by offering support and assistance where needed. All initiatives whether past or present are research based.

Current Instructional Initiatives

JDDPS has successfully implemented many instructional initiatives. Most of the instructional initiatives are offered through their PLC meetings or after school. The most current instructional initiative this year is the Measures of Academic Progress (MAP) assessment. This assessment identifies the instructional level of each student and also measures growth. Once teachers know the instructional level of their students, they can provide differentiated instruction and assignments. Differentiated instruction was a previous initiative; however, teachers are continuing to grow in the depth of differentiation strategies used. The MAP assessment program does not test for mastery but for instructional levels and growth in reading and mathematics. The teachers at JDDPS are also going through the first year of implementing CCGPS. Another new

measure the teachers are implementing is DIBELS Next. The teachers are using this program to benchmark all students and progress monitor students at risk. DIBELS Next identifies specific weaknesses needed to become successful readers. This allows teachers to target the students based on need. We have been assigned a mentor from the Govenor's office to assist our staff in the "Read Across Georgia" initiative where all students will be reading on grade level by the third grade. Our mentor has been instrumental in leading our staff on how to use diagnostic assessments to identify students at risk and providing effective literacy standards.

Professional Learning Needs

The needs assessment process identified several professional learning needs at JDDPS. Most of the needs identified involved helping struggling readers and helping students to read complex text on grade level in all content areas. Teachers need tools to support struggling readers as well as assessments on getting to the root of the problem of why students are not reading fluently. Teachers at JDDPS also indicated that they would like help in developing differentiated instruction for all readers, guided reading strategies, pre-reading strategies, building background knowledge and using Lexile scores. The teachers showed interest in learning more interventions in reading accuracy, reading fluency, and reading comprehension – especially in other content areas. Teachers wanted to know how to accommodate non-readers and also how to motivate students to want to learn and to read.

Extended day and year are needed for the School Improvement Specialist to prepare and provide professional learning and to implement the literacy activities from the grant. Funds are also needed to provide stipends for teachers attending professional learning activities off of contract time. Teachers do not feel they have enough time to complete the professional learning

needed during the school day/year. This professional learning would be offered to Head Start, Pre-K, Boys and Girls Club, and K-1 teachers.

Need for a Striving Readers Project

Because of the current economic conditions, our school has been forced to enact stringent monetary maneuvers that may negatively affect our instructional programs. These include ten furlough days for all staff, no adoption of student texts in the last six years, the use of professional development funds for local operational needs, and increased class size. Compounding this economic crisis is the fact that our economically disadvantaged subgroup numbers have increased so that our school poverty rate is now at 75.43%.

We have a large population of students who are weak in phonics and phonemic awareness. The current core program is not strong in these areas. We know we need a systematical approach in reading interventions and we need additional resources and programs to close the gap and to help our students in literacy across all content areas. The grant would provide funding to promote literacy through resources, materials, professional learning and technology to support the literacy plan.

Overall, as a school, it appears that the Striving Reader Grant would provide the necessary training and resources to make an effective, seamless, comprehensive K - 12 literacy program in our system.

J.D. Dickerson Primary School
Literacy Plan 2012-2013

Building Block 1. Engaged Leadership

A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school as documented in "The How" , "The Why", and "The What" Documents

Planning: The administrator will:
1. Study research-based guidelines, strategies and resources for literacy instruction from the research from the "The Why" document such as: The Five Pillars of Reading, The Seven Habits of An Effective Reader, The Literacy Demands for the 21st Century (text complexity, content area reading, and the challenges of accessing varied materials); The Role of Motivation in Student Learning.
2. Schedule protected time for literacy and teacher collaboration.

Implement: The administrator will:
1. Attend and implement professional learning based on student data and teacher needs.
2. Schedule regular literacy observations to monitor the use of the literacy standards chosen from above including student engagement and learning enforcing the consistent use of effective instructional practices.

Expand: The administrator will:
1. Continue to analyze student data and adjust professional learning as identified through the data.

Sustain: The administrator will:
1. Provide professional learning for new staff to receive necessary support on any new literacy initiatives previously learned by the staff.
2. Identify and train leaders to assist and support with this training.

B. Action: Organize a Literacy Leadership Team as stated in "The How" document

Planning: The literacy team led by the administrator will:
1. Identify team members which include all stakeholders (one teacher from each grade level and subject level, non-certified personnel, counselor, school improvement specialist, administrator, community leader, and parent).
2. Create a shared literacy vision for the school and community aligned with the state literacy plan.
3. Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement.
4. Determine what additional data is needed in order to make informed decisions about the next steps.

Implementing: The literacy team led by the administrator will:
1. Identify and prioritize a list of students to be targeted for intervention or support using student assessment data.
2. Ensure use of research-based practices aligned with CCGPS.
3. Provide professional learning and planning days to support the staff in making the transition from GPS to CCGPS.
4. Provide professional learning on Differentiated Reading Instruction within the classroom, the

4 Disciplines of Execution Training, and remediating fluency deficits in the classroom,
5. Utilize technology to maintain communication among team members.
6. Establish a system of communication between out-of-school organizations and teachers (e.g., Boys and Girls Club, afterschool programming).
7. Plan for on-going data collection and analysis to inform program development and improvement.

Expanding: The literacy team led by the administrator will:
1. Revise School Improvement Plan according to student achievement results.
2. Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning as needed.
3. Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, etc.).

Sustaining: The literacy team led by the administrator will:
1. Continue to analyze formative and summative student assessment results and revise literacy goals.
2. Utilize a SWAT team to assist with benchmark testing and to assist with the "Read Across Georgia Initiative" set by the Governor.
3. Work with the Governor's mentor assigned to assist with literacy.
4. Set SMART and WILDLY important goals and objectives on the School Improvement Plan to keep staff motivated, productive, and centered on student achievement to include literacy.
5. Define priorities and allocate needed resources to sustain them over time.
6. Share student achievement gains with School Board members.

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

Planning:
1. Ensure that students receive two to four hours of literacy instruction across language arts and in content area classes.
2. Schedule time for collaborative planning teams within and across the curriculum.

Implementing:
1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled times by attending and participating.
2. Maximize the use of scheduled times for collaborative meetings by preparing agendas and using protocols to examine student work.

Expanding:
1. Maximize the use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing.
2. Study formative student assessment results and use the results to continue to determine what has worked and what instructional needs should be adjusted.

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

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

Planning:
1. Evaluate the school culture and current practices by surveying strengths and needs for improvement.
2. Analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.
3. Participate in state-sponsored webinars and face-to-face sessions to learn about transition to Common Core Georgia Performance Standards (CCGPS).
4. Plan for targeted sustained professional learning for the staff on literacy strategies and deep content knowledge.
5. Identify and prioritize a list of students to be targeted for intervention or support using various assessment data. Study current research on disciplinary literacy in the content areas
6. Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices.
7. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across all content areas.

Implementing:
1. Utilize all staff to support literacy instruction.
2. Provide professional learning to develop the understanding that a comprehensive system of learning supports differ from a case-by-case, fragmented approach.
3. Establish a work group that focuses specifically on how learning supports are used including all major resources (e.g., school counselor, nurse, social worker, attendance, health educators, special education staff, after-school program staff, Title I coordinator, safe and drug free school staff, classroom teachers, non-certified staff) .

Expanding:
1. Develop and maintain infrastructure to support literacy (accountability, data collection and evaluations).
2. Develop strategies for maintaining momentum and progress of a learning support system.

Sustaining:
1. Keep the focus on literacy development.
2. Provide a literacy resource room for parents and caregivers in the school.
3. Provide parents and caregivers with links to websites that provide resources to strengthen literacy.
4. Include academic supports such as tutoring, extended learning opportunities, summer programs, after-school programs.

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

Planning:
1. Identify research based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
2. Create a plan to integrate literacy in all subjects as articulated within CCGPS.
3. Provide professional learning on:
   - Incorporating the use of literature in content areas
   - Use of informational text in language arts classes.
   - Supporting opinions with reasons and information.

- Text complexity that is appropriate to grade level.
- Text complexity that is adjusted to the needs of individual students.

Implementing:

1. Ensure the use of research based strategies and appropriate resources to support student learning of the CCGPS.
2. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
3. 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.
4. Provide teachers with resources to provide a variety and choice in reading materials and writing topics.
5. Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.

Expanding:

1. Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency.
2. Monitor literacy instruction across the curriculum through:
   - Formal and informal observations
   - Lesson plans
   - Walkthroughs
   - Student work samples
3. Share ways for teachers to guide students to focus on their own improvement.
4. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers).

Sustaining:

1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS.
2. Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.
3. Differentiate literacy assignments by offering student choice.

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

Planning:

1. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming).

Implementing:

1. Enlist members of the various participating entities to provide leadership by:
   - Serving as mentors
   - Speaking to groups of students
   - Publicizing efforts within the community
   - Visiting classrooms to support teachers and students
   - Adoption of different schools by civic groups

Expanding:

1. Actively support teachers in their efforts in schools.
2. Evaluate the effectiveness of after-school tutoring programs and partner with community and

faith-based groups to accommodate more students.
3. Utilize social media to communicate and promote the goals of literacy throughout the community at large.

Sustaining:
1. Celebrate academic successes publically through traditional and online media.
2. Continue to focus proactively on broad issues that may prevent students from learning.
3. Ask local businesses to help heighten awareness about reading or literacy topics.
4. Foster relationships among schools, postsecondary education institutions, the workforce families, and communities.

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.) as documented in "The How" and "The Why" documents.

Planning:
1. Administration establishes an expectation of shared responsibility for literacy across the curriculum.
2. Design infrastructure for shared responsibility for development of literacy across the curriculum.

Implementing:
1. Plan and implement lessons that address the literacy needs of students.
2. Meet in disciplinary teams for collaborative planning and examining student data/work.

Expanding:
1. Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction.
2. Study formative student assessment results and use the results to continue to adjust instruction.
3. Assess effectiveness of team actions on student learning.

Sustaining:
1. Utilize online options to provide ongoing professional learning to new and continuing teachers.
2. Share professional learning online and at team and staff meetings.
3. Encourage teachers to share stories of success in the community and through school and teacher websites.

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

Planning:
1. Provide awareness sessions for entire faculty to learn about CCGPS for literacy in all content areas.
2. Identify the concepts and skills students needed to meet expectations in CCGPS.
3. Study research-based strategies and resources found in "The Why" document.
   - Five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension.
   - Acquiring knowledge, enhancing understanding, and constructing meaning.

- Building comprehension skills.
- Motivation, varying degrees of instruction in reading in order to improve their reading abilities.
- Reading Next (Biancarosa & Snow, 2004)

4. Study the text structures most frequently used in texts of each content area.
5. Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area. http://www.myread.org/explicit.htm.
6. Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction.
7. Discuss ways to infuse literacy throughout the day including the use of technology.

Implementing:
1. Use research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS.
3. Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible.
4. Infuse all types of literacy throughout the day (e.g., print, online, wikis, social media)
5. Provide variety and choice in the types, media and genre of both reading and writing assignments.

Expanding:
1. Identify skills or knowledge needed to be strengthened in future lessons for students to reach standards proficiency.
2. Monitor the use of instructional strategies to improve literacy through formal and informal observations.
3. Guide students to focus on their own improvement.
4. Provide opportunities for reading varied genres to improve fluency, confidence, and understanding.
5. Integrate appropriate comprehension strategies into instruction in all subject areas.
6. Share creative ideas to infuse literacy throughout the day.

Sustaining:
1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS.
2. Stay abreast of effective strategies for literacy instruction.
3. Differentiate assignments by offering student choice (http://daretodifferentiate.wikispaces.com/Choice+Boards)
4. Plan a literacy celebration for the entire school.

C. Action: Collaborate with supporting out-of- school agencies and organizations within the community as documented on "The How" document.

Planning:
1. Develop avenues of communication (both virtual and face-to-face) with key personnel in out-of school organizations as well as governmental agencies that support students and families.
2. Appoint a person in a leadership role at the school who will be in charge of transitions for all

students.

3. Articulate what an integrated learning-supports infrastructure should look like at the community level.
4. Ensure that all appropriate stakeholders participate in critical planning and decision-making activities.

Implementing:

1. Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming).
2. Establish a means of communication between teachers and out-of-school providers.
3. Incorporate technologies to more creatively and effectively support stakeholder engagement.
4. Utilize all staff to support literacy instruction.

Expanding:

1. Partner with community and faith-based groups to accommodate more students.
2. Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
3. Evaluate the effectiveness of after-school tutoring programs using pre-and post-testing as well as progress monitoring assessments.
4. Develop strategies for maintaining momentum and progress of a learning support system.
5. Provide for professional learning and resources that support literacy learning in outside organizations.
6. Using technology, translate school documents into other languages to assist parents.
7. Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face.

Sustaining:

1. Keep the focus on literacy development even when faced with competing initiatives.
2. Advocate for new capacity in the community to help students and families.
3. Continue to focus proactively on broad issues that may prevent students from learning.
4. Pursue additional funding sources for specialized literacy staff and materials.
5. Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school academies to enhance literacy learning.
6. Ask local bookstores to donate books to the school.

Building Block 3: Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction as stated in "The How" document.

Planning:

1. Ensure that teachers understand the purpose for and the use of formative assessment and how it differs from summative assessments.

Implementing:

1. Administer assessments, input, and analyze data according to the established timeline.
2. Provide timely, descriptive feedback to students with opportunities to assess their own learning.
3. Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms.
4. Use screening progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI).
5. Upgrade technology infrastructure to support assessment administration and dissemination of results.

Expanding:

1. Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one.
2. Analyze student data in teacher teams to develop and adjust instructional plans.
3. Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format.

Sustaining:

1. Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students.
2. Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments.
3. Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities.
4. Continue to purchase assessment and intervention materials aligned with students' needs.
5. Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording.

B. Action: Use universal screening and progress monitoring for formative assessment as stated in "The How" and "The Why" documents.

Planning:

1. Identify literacy skills needed to master CCGPS in each content area.
2. Research and select effective universal screening to measure literacy competencies for all students across the curriculum.

Implementing:

1. Develop an assessment calendar to include universal screenings, and progress monitoring designating persons responsible.
2. Administer assessments and input data according to the established timeline.

Expanding:

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

Sustaining

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

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

Planning:

1. Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards.
2. Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

Implementing:

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

Expanding:

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

Sustaining

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

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

Planning:

1. Evaluate the capacity of technology infrastructure to support test administration and disseminate results.
2. Analyze assessment data to identify teachers who need support.

Implementing:

1. Discuss assessment results with students to set individual goals.
2. Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results.
3. Administer summative assessments at scheduled intervals.
4. During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students.

Expanding:

1. Offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses.
2. Disaggregate data to ensure the progress of subgroups.
3. Share and analyze student work samples as a way to inform instruction during collaborative planning.
4. Plan lessons, re-teaching, and intervention activities that target areas of need.

Sustaining

1. Based on analysis of summative assessment data:
   - Evaluate the effectiveness of programs and policies
   - Redefine school improvement goals
   - Adjust curriculum alignment to eliminate gaps
   - Ensure that students are appropriately placed in specific programs.
   - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) as stated in "The Why", "The How", and "The What" documents.

Planning:
1. Identify participants for data teams for each building and for specific grade bands.
2. Develop procedures and expectations for staff to review and analyze assessment results.

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

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

Sustaining
1. Continue to build collaborative data meetings into the monthly calendar.
2. Ensure that the data storage and retrieval system is effective and efficient.

Building Block 4. Best Practices in Literacy Instruction

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

Planning:

1. Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.
2. Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension).
3. Plan and provide professional learning on direct, explicit instructional strategies to build students' comprehension within each subject area.
4. Plan and provide professional learning on differentiated instructional options for literacy assignments.

Implementing:

1. Provide training to all pertinent staff in the use of the core program.
2. Provide professional learning on the tenets of explicit instruction:
   - Use of data to inform instructional decisions and explicit teaching.
   - Selection of appropriate text for strategy instruction
   - Telling students specific strategies to be learned and why
   - Modeling of how strategy is used.
   - Guided and independent practice with feedback.
   - Discussion of when and where strategies are to be applied.
3. Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs.

Expanding:

1. Review teacher and student data to improve instruction.
2. Share effective differentiated lessons and differentiation strategies in teacher team meetings.

Sustaining:

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

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

Planning:

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

Implementing:

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

C. Action: Ensure that students receive effective writing instruction across the curriculum as documented in "The Why" and "The How" documents.

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

Implementing:
1. Develop a coordinated plan for writing instruction across all subject areas to include:
   - Explicit instruction
   - Guided practice
   - Independent practice

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

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

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

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.) as documented in "The Why", "The How", "The What" documents.

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

Implementing:
1. Purchase, schedule, train providers and implement data collection.
2. Analyze data for individuals to identify students in need of intervention according to established protocols.
3. Monitor to ensure that interventions are occurring regularly and with fidelity.
4. Monitor results of formative assessment to ensure students are progressing.

Expanding:
1. Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to intervention.
2. Schedule grade-level data-analysis team meetings.
3. Provide support of the process.
4. Develop process monitoring the implementation of research-based interventions at the building level and across the system.

Sustaining:

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

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

Planning:
1. Examine student data to determine the current percentage of successful students in the areas of literacy.
2. Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area.
3. Examine student data to focus on instructional areas of greatest need.
4. Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist
5. Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills.
6. Provide professional learning on DIBELS Next.
7. School-wide understanding of assessment data and anticipated levels of student mastery during the school year.

Implementing:
1. Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction.
2. Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes.
3. Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students.
4. Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools.
5. Provide professional learning to promote literacy.

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

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

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

Planning:
1. 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
- Graphing progress.

2. Schedule times for collaborative discussion and planning between content area Tier 1 teachers and interventionists.
3. Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year.
4. Ensure effectiveness of interventions by:
   - Building sufficient blocks of time into the daily schedule
   - Providing adequate space conducive to learning
   - Ensuring that they are provided by competent, well-trained teachers

Implementing:
1. Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data)

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

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

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

Planning:
1. In addition to everything that occurs at TI and T 2, data teams meet to:
   - Discuss students in T3 who fail to respond to intervention.
   - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance.
   - Verify implementation of proven interventions
   - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral.

Implementing:
1. Tier 2 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points.
2. Interventions are delivered 1:1 – 1:3 during a protected time daily by a trained interventionist.
3. T3 SST/data teams follow established protocol to determine specific nature of lack of progress

Expanding:
1. Teachers consistently provide research-validated interventions designed to meet individual student's needs.
2. Data points are documented to monitor student response to daily intervention.
3. Ensure that T3 includes proven interventions that address behavior.

Sustaining:

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

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

Planning:

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

Implementing:

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

Expanding:

1. IEP teams include key members required to support students' individualized transition plans and/or attainment of College Readiness Anchor Standards.
2. Special Education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS.

Sustaining:

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

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom as stated in "The How" document.

Planning:

1. Revise teacher preparation and training to include disciplinary literacy for pre-service teachers in all subject areas.

Implementing:

1. Enlist support from local colleges to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy.

Expanding:
1. Continue to monitor and support the integration of disciplinary literacy.
2. Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content area in order to help them make informed hiring decisions.

Sustaining:
1. Continue to provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content area in order to help them make informed hiring decisions.

B. Action: Provide professional learning for in-service personnel as stated in "The How" document.

Planning:
1. Use teacher data as well as student data to target professional learning needs.
2. Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs.
3. Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation.
4. Provide training in administering and interpreting results of assessments in terms of literacy.

Implementing:
1. Provide targeted professional learning on the CCGPS based on student and teacher needs.
2. Meet in collaborative teams to support teachers in using literacy strategies effectively.
3. Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning.
4. Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc., that teachers can readily access for professional growth.

Expanding:
1. Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations.
2. Partner experienced teachers with beginning teachers.
3. Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff.
4. Use formal and informal observations to monitor and improve literacy instruction.
5. Continue program-specific professional learning each year for new and experienced teachers.
6. Encourage all teachers to share information learned at professional learning sessions.

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

J. D. Dickerson Primary School
Needs Assessment, Concerns, and Root Cause Analysis

a. Description of the needs assessment process:

JDDPS has a comprehensive needs assessment process that ensures the identification and prioritization of gaps in school performance by grade level and subgroup. Through results of the needs assessment process, we can acquire an accurate, thorough picture of the strengths and weaknesses that can be used in response to literacy needs of all students. Students, parents, teachers, administrators, and other community members are included in the process of gathering and sharing data.

Needs assessment process:

Data Collection - The Literacy Team meets monthly to disaggregate and analyze data by subgroups and grades. Each team member then meets with their grade level to convey findings and provide opportunities for input towards school improvement. The information collected from the faculty is then brought back to the Literacy Team and used to develop plans for school improvement and professional learning. The types of data collected, disaggregated, and analyzed during the needs assessment process are:

- Locally administered assessment data (MAP- Measures of Academic Progress)
- Phonemic Awareness test
- DIBELS Next
- Classroom data
- Classroom observations (specific strategies to be observed)
- State assessment data (GKIDS)
- Local assessment data (practice CRCT 1st grade test
- Surveys from staff, parents, and community members

Examination of Data - The Literacy Team collects, analyzes, and disaggregates data by content area, subgroup and grade level. Then the team conveys findings to faculty and staff members. All faculty and staff are provided the opportunity to develop strategies to

help increase literacy or to ask for professional learning if needed. The findings are also presented to our leadership team and school council. Our school council includes school, parent, and business representatives.

Identification of School Targets and Strategies - The school literacy and improvement plans contain strategies which target specific needs or areas of improvement by subgroups and grade levels.

Professional Learning – Effective professional learning is crucial for the staff to become more successful. The needs assessment process affords teachers and staff the opportunity to determine what is appropriate based on their feedback. Professional learning is provided in a variety of ways. For example:

- PLC

- Face to face trainings provided by: School Improvement Specialist, RESA consultants, and the mentor assigned from the Governor's office

- On-line training (i.e. www.comprehensivereadingsolutions.com or state sponsored webinars, etc.)

Evaluating Literacy and Improvement Plan – JDDPS utilizes the following as a means of evaluating the effectiveness of our literacy and improvement plans.

- Pre and post data results

- Walkthroughs and observations of implementation

- PLC documentation

- Assessment data (state and local)

b. **Description of the types or styles of surveys used in the needs assessment process -** The school's Literacy Team met with their teams and completed the Georgia Literacy

Plan Needs Assessment Rubric provided by the Striving Readers Grant. The rubric was used to provide feedback needed to set goals and objectives for this grant. In addition, all staff was asked to complete a survey to provide additional information as part of the needs assessment process. The survey included three sections in which staff could indicate instructional needs in curriculum, professional learning and technology.

c. **Root or Underlying Causes of the areas of concern found in the needs assessment** - The Literacy Team examined and disaggregated student data along with the needs assessment rubric and survey. The underlying cause of our concern is the lack of a comprehensive literacy curriculum that is consistently and pervasively implemented.

d. **The needs assessment process included all content and ancillary teachers** – All staff were asked to go through the needs assessment process. The following participated:

- ❖ Teachers - 49
  - ▪ Pre-K - 7
  - ▪ Kindergarten - 10
  - ▪ First grade - 10
  - ▪ Special Education- 2
  - ▪ Media- 1
  - ▪ Counselors- 1
  - ▪ Physical Ed.- 3
- ❖ Instructional Paraprofessionals – 12
- ❖ Administrators – 2
- ❖ Nurse - 1

e. **Data is disaggregated and identifies the specific age, grade levels, or content areas in which the concern originates** – Students in Kindergarten are coming to school weak in foundational reading skills, fluency, and comprehension. The teachers expressed a need to learn how to diagnose student weaknesses in reading so that they can meet individual needs and improve literacy. Upon examination and disaggregation of student work

samples and achievement data, the teachers found gaps in student writing as well. Our assessment data show trends through the 1ˢᵗ grade showing some students are not meeting expectations or exceeding expectations. This finding is evidenced through our locally administrated CRCT scores in 1ˢᵗ grade, Basic Literacy Test (BLT) DIBELS Next, GKIDS, MAP and 5ᵗʰ grade writing scores. The gaps primarily are found in our black, economically disadvantaged and students with disabilities subgroups. By implementing a comprehensive literacy plan, our school could provide opportunities to close the gap found in literacy and student achievement.

f. **Areas of Concern related to "The What" document with steps taken or not to address the problem** – As students move from Pre-K or home to the primary school, foundational reading skills are crucial for their success in all content areas. Elementary students need to be able to read fluently by the 3ʳᵈ grade. Upon examination of the "What" document, JDDPS has several areas of concern. Below is a chart of the major areas of concern found within the "What" document.

Area of Concern	Grade(s)	Content Area(s)	"What" Building Block
Whole group explicit instruction in word identification, vocabulary & comprehension	K-1	All	#1, #2, #4
Small groups for differentiation	K-1	All	#1, #2, #4
Motivation & Engagement	K-1	All	#1, #2, #4
Extended time in Literacy Instruction	K-1	LA	#3, #4, #5
Intensive writing across the curriculum	K-1	All	#1, #2, #4
Availability & use of technology	K-1	All	#4, #9
Professional learning	K-1	All	All
Diagnostic Testing	K-1	LA	#3

J. D. Dickerson Primary School
Needs Assessment, Concerns, and Root Cause Analysis

JDDPS has attempted many strategies to build literacy at the school. However, with budget cuts and limited financial resources, the school does not have the resources needed to complete the task. Teachers still struggle to find the root of reading problems and would need additional resources, programs and professional learning identified in the National Reading Panel Report.

In the past, the school implemented a Direct Instruction Program which helped some but not all students. Teachers need to use direct explicit whole group instruction as well as small groups for differentiation. However, they need professional learning in order to understand and give diagnostic tests to find student weaknesses. Teachers would benefit by implementing the 5 pillars of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension into our literacy program. It is imperative to have more text complexity within each classroom in order for better literacy to happen. Each classroom could provide this with a classroom library rich in non-fiction materials.

The school also implemented a writing plan to address student writing needs. Informational writing appears to be a weakness in all content areas. Teachers need more professional learning and resources in order to complete the best practices in writing. Our system implemented a writing plan that was created by a committee of teachers and administrators. The plan was developed to assist in writing instruction appropriate for each grade and content area. The plan has been successful in the LA classrooms but there is much work needed in the other content areas. Therefore, professional learning is crucial to intensive writing strategies in math, science and social studies.

The teachers are implementing the CCGPS and are constantly revising their units and curriculum maps based on student needs. Teachers have added some tiered

instruction and intense interventions for struggling readers; however, more help is needed. Adding extended time within the LA time would afford teachers the opportunity to close gaps in literacy. Teachers are in need of more resources, strategies and professional learning to offer different opportunities to close the gaps in our subgroups. Specifically, our school would like help in literacy with our economically disadvantaged group and our black subgroups.

Increasing the availability and use of technology for both teachers and students is a major concern and obstacle for JDDPS. In order to improve technology literacy resources must be available for teacher and student use. Each classroom needs to be equipped with appropriate technology to ensure that students are engaged and prepared to meet academic standards. Since textbooks have not been adopted in many years, products such as e-texts and other devices would provide resources currently unavailable. Interactive boards and response systems would help increase motivation and engagement. Funds from the Striving Readers Grant would provide much needed resources to have a substantial impact on technology literacy for both teachers and students.

The school has worked very hard on vertical and horizontal alignment of state standards in order to build for transitions between grades and schools. The teachers are constantly meeting and discussing intentional strategies for developing and maintaining engagement. This is accomplished through the teachers PLC time. Once again, more professional learning, resources, and technology are needed, The grant would provide more opportunities to build on the six building blocks identified in the "What" document needed to improve literacy.

a. **School level data &**

b. **Disaggregation of data in subgroups-** Our school is applying for this grant in
kindergarten and 1st grade; however, we have included Pre-K CLASS Summary Report
for Early Learning Readiness because it shows weaknesses in Instructional Support.
Concept Development received seven lows for the degree to which discussions and
activities promote children's higher order thinking skills versus focusing on rote and fact-
based learning. Quality of Feedback scored seven lows on the teachers' provision of
feedback to children focused on expanding learning and understanding, not simply
correctness or the end product. Language Modeling received seven lows in the quality
and amount of teachers' use of language stimulation and language facilitation techniques
during interactions with children. The CLASS instrument is used to observe classrooms,
monitor literacy programs, and used as a professional development tool.

The School Summary Report for Georgia Kindergarten Inventory of Developing
Skills (GKIDS) over the past 2 years show that writing is below the other ELA totals as
indicated in the chart below. The gap between writing and the other ELA subjects causes
great concern and shows a need for improvement. Even though our scores increased,
funding from SRCL would help us continue to improve and close gaps.

Content Area/Strand	Mean % Elements Meets/Exceeds	
	2012	2011
English Language Arts		
Reading	89.4	80.0
Writing	55.8	34.6
Listening/Speaking/Viewing	95.9	92.4
ELA Total	**84.8**	**74.8**
Mathematics		
Numbers and Operations	83.6	71.2

Measurement	97.2	92.6
Geometry	94.6	85.1
Data Analysis	76.8	73.3
Math Total	**90.5**	**81.6**

The CRCT data charts below show identifying data trends. The data represents all teachers including special education. 1st grade CRCT data is based upon a locally given test which was scored using the raw score provided from the state. The teachers used standard CRCT administration procedures and protocols.

	1st Grade CRCT Reading % Passing		
	2012	2011	2010
Overall	91	90	89
SWD	n/a	n/a	n/a
Female	96	96	95
Male	84	83	83
Black	83	83	83
White	97	96	95

	1st Grade CRCT ELA % Passing		
	2012	2011	2010
Overall	80	84	85
SWD	n/a	n/a	n/a
Female	87	89	90
Male	74	78	78
Black	72	75	74
White	90	93	94

	1st Grade CRCT Mathematics % Passing		
	2012	2011	2010
Overall	74	74	74
SWD	n/a	n/a	n/a
Female	81	81	79
Male	67	67	69
Black	60	60	59

White	89	89	88

In reviewing the 2012 5th grade writing test data, the main domain scores were lower than the state averages in all four areas: ideas, organization, style, and conventions. In addition, we saw little growth from 2011. The 5th grade writing data is included because instruction provided by the teachers at JDDPS serves as a foundation for students' reading and writing success as they progress through the elementary grades.

	5th Grade Writing % Passing		
	2012	2011	2010
Overall	77	77	60
SWD	40	37	38
Female	78	82	70
Male	76	73	44
Black	57	63	41
White	91	90	76

The Reading scores indicate gaps between the black and white subgroups. In language arts, the gaps continue to grow as they do in math. Improvement in literacy could help all three areas improve rather than staying stagnant. The need for improvement in literacy is reflected throughout all the data.

c. **Strengths and Weaknesses based on prescribed assessments** - According to GKIDS data, our strengths in kindergarten are Listening/Speaking/Viewing and Measurement. Our weakest area is writing. According to our 1st grade locally administered CRCT data, our lowest achieving groups are male and black subgroups in reading, language arts, and mathematics. Our 5th grade writing scores indicate students with disabilities and black students scored significantly lower than other students.

d. Data for all teachers:

		Administrators	PK-1st Teachers
Positions	Number Average Annual Salary Average Contract Days Average Daily Salary	2.25 $80,635.70 231.11 $348.90	29.89 $48,529.85 190.00 $255.42
Personnel	Full-time Part-time	2 1	28 2
Gender	Male Female	0 3	1 29
Certificate Level	4 Yr Bachelor's 5 Yr Master's 6 Yr Specialist's 7 Yr Doctoral Other *	0 0 2 1 0	14 8 8 0 0
Race/ Ethnicity	Black White Hispanic Asian Native American Multiracial	1 2 0 0 0 0	4 26 0 0 0 0
Years Experience	< 1 1-10 11-20 21-30 > 30 Average	0 1 1 1 0 19.00	1 9 9 7 4 18.10

e. **Teacher retention data** - The teaching staff remains stable, with little turnover. Almost 37% of the staff have been teaching at the school for over 20 years. 63% of teachers have been teaching between 3 and 20 twenty years. The most recent data shows that the annual teacher retention rate is 91%. All teachers are highly qualified and the average teaching experience is 18 years.

f. **Goals and Objectives based on assessments** - Our assessment data has identified a large population of students who are weak in phonics and phonological awareness. The current core program does not address the missing skills, so we need additional programs and resources. Our goals are to decrease the number of struggling students and help our students become more fluent readers.

SMART Goals	Objectives
All students will receive direct explicit instruction in reading.	• Identify students at risk • Drill down to find the root of the problem • Locate and use resources in identified weak areas • Train teachers on effective strategies for each area of identified weakness
All students will receive effective writing instruction across the curriculum.	• Train teachers in all content areas on effective writing instruction • Provide training and resources on how to give effective feedback to students
All students will receive extended time for literacy instruction	• Provide training and assistance with managing time and flexible groups • Provide resources to use during flexible groups

Presently we have been assigned a Governor's Mentor who is providing training and assistance on DIBELS Next and the five pillars of reading instruction. Funding from the SRCL would allow additional resources needed in reading, writing, and literacy in all content areas.

g. **Additional district prescribed data**: universal screeners (DIBELS Next, AIMS web), formative (DIBELS Next progress monitoring, AIMS web progress monitoring, Measures of Academic Progress), summative benchmark data (MAP, locally administered CRCT data), and diagnostic literacy assessment (DIBELS Next) are disaggregated during PLC and Literacy Team meetings to set goals and to determine best strategies to improve literacy for all subgroups and to close gaps.

h. **Teacher participation in PLC** -All teachers and administrators actively participate during PLC. Professional development activities are on-going and are job embedded. Grade levels meet twice a month or more as needed. In addition, teachers have been given release time during the school day to attend professional learning. Some examples

of on-going professional development conducted during PLC time are: parent engagement, how to disaggregate MAP data, parent conferencing, disaggregating DIBELS Next class data, progress monitoring using DIBELS Next, setting WILDLY Important Goals (WIGS) which list specific goals that target at risk subgroups and increase their literacy in the specified area, PBIS strategies, extended learning time strategies, curriculum mapping, and CCGPS. Other professional learning opportunities are available outside of PLC. Our scholl has had training on poverty awareness. Our system also offers Teacher Expectations and Student Achievement (TESA) once each semester. Recently the 1st grade teachers have been involved in professional learning led by RESA on creating engaging lessons with more rigor in mathematics. The teachers are also working under the supervision of the School Improvement Specialist to create more text complexity within their Reading/ELA units. Previously, teachers have been involved in writing training, and horizontal and vertical alignment curriculum trainings. Teachers are provided many opportunities to participate in professional learning via webinars, face-to-face trainings and through PLC.

J.D. Dickerson Primary School
Project Plan, Procedures, Goals, Objectives, and Support

a. Project goals directly related to the identified needs:

Goal 1	All teachers at JDDPS will provide high-quality instruction in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), evaluating individual student problems, and providing interventions/acceleration as needed which will increase literacy achievement for all students in K – 1. In addition, teachers will provide standards-based curriculum including CCGPS with teacher created units rich in literacy and foundational skills of reading in order to close existing gaps.
Goal 2	Teachers at JDDPS will have access to ongoing formative and summative assessments data to inform instructional decisions and to evaluate the effectiveness of strategies used.
Goal 3	JDDPS will provide an abundance of varied, complex texts to include non-fiction (particularly science and social studies), fiction, periodicals, and digital-age literacy devices so that students learn to "read and comprehend complex literary and informational texts independently and proficiently.
Goal 4	Technology application will be crucial and will take the form of presentation tools, e-texts, and assistive technology.
Goal 5	Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by a variety of methods: face-to-face, through webinars, online archives, or other resources. Training will include, but not be limited to: instructional practices and strategies, assessment and data analysis, materials selection, and integration of technology.

b. Project Objectives

1.	The SRCL grant will provide professional learning on the foundation skills in reading.
2.	The SRCL grant and will equip all classrooms with appropriate literacy materials to enhance student success.
3.	The SRCL grant will provide professional learning plans for all faculty and support staff to assist in the implementation of the literacy program.
4.	Administrators and School Improvement Specialists will conduct observations and walkthroughs to monitor curriculum and technology implementation.
5.	The SRCL will provide more technology to classrooms (i.e. interactive boards in classrooms without them) and will increase the amount, availability, and use of technological resources in classrooms to improve student performance and increase the use of technology to reinforce skills and keep students motivated.
6.	Teachers will use a variety of classroom assessments to make instructional adjustments for meeting student needs and evaluating effectiveness of instruction.

7.	Professional learning will be offered through teacher's PLC meetings. Stipends and PLU's will be offered for off contract time on any staff development.
8.	Teachers will participate in professional learning with emphasis on literacy in all content areas.
9.	Interactive boards will be added to all classrooms who do not presently have one.

c. Measurement of Goals and Objectives

The following chart indicates how the SRCL grant goals and objectives are measured:

Formative Measures	Summative Measures
Documentation of teachers actively participating in PLC	Disaggregation of GKIDS and CRCT data by subgroups
Walkthroughs and observation summaries of teachers implementing standards based strategies	Examination of MAP assessment scores for growth
DIBELS Next Progress Monitoring results	5th grade writing test data
Pre-Assessments and Benchmark results	DIBELS Next benchmark data
Analysis of data to place students in different tiers of intervention	
Walkthroughs and observation summaries of teachers use of technology to increase student motivation and active participation	
Literacy Needs Assessment	

d. Students receive at least 90 minutes of tiered instruction

JDDPS ensures that students have at least 90 minutes of tiered instruction. Students receive over 2 hours of reading/language arts instruction including 40 minutes of extended learning time. This can be seen in the sample schedule located in section I. In addition, students receive additional strategies in other content areas.

e. RTI Model

JDDPS follows a RTI model. Throughout the day, there are opportunities to include remediation and support that are utilized for tiered instructional interventions. At the

same time, students are scheduled for enrichment on state standards; some students are

pulled into small flexible groups for remediation and are not missing new instruction.

The following Tier I resources are available at JDDPS:

- CCGPS standards and instructional units
- MAP
- Georgia On Line Assessment System
- Novel units
- System Writing Plan
- System Vocabulary Plan
- Dibels NEXT

J.D. Dickerson Primary School Tiered Intervention Schedule			
	Instructional Time	Personnel	Strategies
Tier II	40 minutes per day	10 Certified Teachers 5 Instructional Paras 2 SPED teachers	Now that we've Dibeled, now what by Neuhouse DIBELS Next Progress Monitoring Nonsense Word Fluency Phonemic Awareness activities Beginning sounds activities
Tier III	40 minutes per day	10 Certified Teachers 5 Instructional Paras 2 SPED teachers	Individual reading interventions DIBELS Next Progress Monitoring
Tier IV	Entire Instructional Day	2 Self Contained SPED teachers 2 Instructional SPED Paras	Individualized Education Plan

f. Application is inclusive of all teachers and students

In order for the successful implementation of the SRCL grant, all teachers and students

should be involved in the process of reaching set goals and objectives. All teachers will

be expected to participate in professional learning and implement research based

strategies that promote student engagement. All students will have access to high

quality instruction as well as resources to help them improve literacy in each content area.

g. Practices already in place:

The following practices are already actively in place at JDDPS
- formative and summative assessments
- PLC
- walk-throughs and observations
- targeted professional learning
- classroom observations
- 4 tiered RTI process
- literacy team

h. Goals funded with other sources:

Title I, IIA, VI and local funds currently pays for some teachers and paraprofessionals, remedial materials and supplies, professional development, assessments, mentoring, reduced class size, maintaining high quality teachers and paraprofessionals, Response to Intervention software and assessments, stipends, travel expenses and registration to attend training.

J.D. Dickerson Primary School
Project Plan, Procedures, Goals, Objectives, and Support

i. **Sample schedule by grade level showing a tiered instructional schedule with appropriate interventions:**

J.D. Dickerson Primary School Sample Schedule			
Kindergarten		First Grade	
8:00 – 9:45	Phonics/Reading	7:50 – 9:00	Reading/ELA
10:00 – 10:50	Math	9:00 – 9:40	PE
11:50 – 12:10	Finish up LA and Math	9:40 – 10:05	Reading/ELA
12:20 – 12:40	Reading ELT(extended learning time)	10:05 – 10:35	Social Studies
12:40 – 1:00	Lunch	10:35 – 11:15	Reading (ELT)
1:05 – 1:25	Reading (ELT)	11:20 – 11:30	Math drill/review
1:30 – 2:20	Science/Social Studies/ Character Education	11:40 – 12:10	Lunch
2:20 – 2:30	Read-A-Loud	12:20 – 12:50	Math (ELT)
		1:20 – 2:00	Math
		2:00 – 2:30	Science

The above grade level schedules represent a tiered instructional schedule for Kindergarten and 1st grade. Students are clearly given more than 90 minutes of tiered instruction with appropriate interventions. The interventions are based on individual student needs.

j. **References the "What" and the "Why" documents:**

JDDPS will implement striving reader goals and objectives by developing strategies that will be used in all classrooms which will be evaluated for effectiveness. This plan will be implemented by district level personnel, school improvement specialists, administrators and classroom teachers. All nine components, as identified in the "Why" and the "What" document, were utilized in the development of the school's literacy goals and objectives. These nine components served as the building blocks of our Literacy Plan.

J.D. Dickerson Primary School
Project Plan, Procedures, Goals, Objectives, and Support

Research-Based Practices	Project Goals	Project Objectives	Reference to "What" Document (Page #)	Reference to "Why" Document (Page #)
Teachers will participate in Professional Learning Communities to collaborate, plan, and align the curriculum horizontally and vertically.	1, 2, 5	1, 3, 2	13	146
Teachers will use direct and explicit comprehension strategies that include motivation and self-directed learning.	1, 3, 4	1, 2, 3, 5	7-10	60, 133
Teachers will provide opportunities for students to participate in text-based collaborative learning.	1, 3, 4, 5	1, 2, 3, 5	7-10	68
Students will be provided frequent opportunities to write in order to extend and reinforce reading in all content areas.	1, 3, 4	1, 2, 3, 4, 5, 6	7-10	46, 58, 89
Include diverse texts, which are texts at a variety of difficulty levels and on a variety of topics.	1, 3, 4, 5	1, 2, 3, 4, 5	7-10	68, 133
Include the use of Lexiles in the classroom and media center to support and enhance literacy instruction.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	9	50, 115, 155
Extended time for reading and literacy instruction will be provided for struggling students after school or during the summer.	1, 2, 3, 4	1, 2, 3, 5, 6	10	161
Diagnostic assessments will be administered to students who are identified with needs during the screening process.	1, 2, 3	1, 6	9	40, 101
Frequent, ongoing progress monitoring of student response to intervention for instruction will be used as formative assessments.	1, 2, 3	1, 6	8-9	98, 127
Make data a part of an ongoing cycle of instructional improvement.	1, 2, 4	1, 2, 6	8-9	26, 30, 36
Administrators will provide and support a clear vision for school wide data use.	1, 2, 3, 4, 5	3, 4	5	122
Teachers utilize differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.	1, 2, 5	1, 2, 4, 6	10	70, 74
Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction.	1, 2	1, 6	8	135
Technology is used for production, publishing, and communication across the curriculum.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	10	77

a. JDDPS Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Four-Year Old (Pre-K)			
Hearing & Vision	Screening	Ability to hear & see	1 x per year
CLASS	Teacher-Student interactions	Classroom	1 x per year
Differential Ability Scales: 2nd Edition	Diagnostic	Cognitive	Initial Placement & every 3 years
Comprehensive Test of Phonological Processing	Diagnostic	Processing	Initial Placement & every 3 years
On-line portfolio	Diagnostic	Pre-K Standards	On-going
K-5			
DIBELS Next	Screener	Letter Sounds Initial Sound Fluency Phonological Awareness; Oral Reading Fluency	Tier 1 - 3 x per year Tier 2 - 1 x every wk Tier 3 – 1 x every wk Tier 4 – 1 x every wk
CRCT	Outcome	Vocabulary; Reading Comprehension	1 x per year
MAP	Screener	Reading and Math	1 x per year
K-1 AIMSweb Early Numeracy	Progress Monitoring	Missing numbers Quantity Discrimination Oral Counting Number Identification	Tier 2 = 1 x every 2 weeks Tier 3 – 1 x every wk Tier 4 – 1 x every wk
K-2 Basic Literacy Test	Progress Monitoring	Word Recognition Independent Reading Level	3 x per year
K-1 Informal Phonemic Awareness Inventory	Diagnostic	Auditory Segment and Blending	1 x a year
Grades 2 – 5 AIMSweb Oral Reading Fluency Probes	Progress Monitoring	Oral Reading Fluency	Tier 2 every 2 weeks Tiers 3 & 4 - 1 x weekly
Grades 2- 5 AIMSweb Math Computation	Progress Monitoring	Math Computation	Tier 2 – every 2 wks. Tiers 3 & 4 – 1 x weekly

Grades 2 – 5 AIMSweb Math Concepts & Application	Progress Monitoring	Math Concepts & Application	Tier 2 – Every 2 wks. Tiers 3 & 4 – 1 x weekly
K-12			
ACCESS for ELs	Screener	Language	1 x per yr.
KBIT-2	Screener	Intelligence	1 x SST referral
KTEA-Brief	Screener	Reading, Math, Writing	1 x SST referral
Vineland	Screener	Adaptive Behavior	1 x SST referral
BASC- Behavior Assessment Children	Screener	Behavior	1 x SST referral
Comprehensive Test of Phonological Processing	Diagnostic	Processing	Every 3 years
Wechsler Intelligence Scale for Children	Diagnostic	Cognitive	Initial placement & every 3 years
Differential Ability Scales: Second Edition	Diagnostic	Cognitive	Initial placement & every 3 years
Kaufman Adolescent and Adult Intelligence Test	Diagnostic	Cognitive	Initial placement & every 3 years
Kaufman Test of Educational Achievement	Diagnostic	Achievement	Initial placement & every 3 years
ACCESS for ELs	Screener	Language	1 x per yr.

JDDPS data analysis protocol allows all children to be screened and identifies any students at risk. After students are identified, strategies are implemented to guide instruction and to help students become successful in the identified weak areas. If the primary intervention is not working, then other research based interventions are implemented. Growth is examined to find the most effective strategies used for the identified skills.

b. In comparison to the SRCL assessment plan, JDDPS needs to increase phonics, phonological awareness, vocabulary, fluency, and reading comprehension – inferential skills to enhance our literacy program. The school also would benefit from an academic Early Literacy

and progress monitoring program in Pre-K. Our Pre-K through third grade would benefit from an universal screener to identify language deficiencies.

c. How new assessments will be implemented –

DIBELS Next Benchmarks	3 times a year (Oct., Jan., May)	Classroom
DIBELS Next Progress Monitoring	1 time weekly	Classroom
MAP testing	2 times a year (Sept. and March)	Computer lab

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

Grade	Assessment	Frequency
2	Basic Literacy Plan	Discontinue
2 – 5	MAP	Change from 3x to 2x per year
2 – 5	AIMS web	Discontinue

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

- DIBELS Next training & disaggregation of data

- Differentiated Instruction with flexible groups based on student needs

- Management of small group instruction based on student needs identified in assessments

- PARCC assessment

- Teacher Keys training

f. How data is presented to parents and stakeholders - Data is presented to parents through parent conferences face to face, through our parent portal, on the phone, or by notes home. Data is also shared at Literacy Team meetings, Leadership Team meetings, School Council meetings and Board of Education meetings, so that all stakeholders are aware of the strengths and weaknesses of the students within the school. All stakeholders are afforded the opportunity to suggest strategies that might be effective. The overall disaggregated summaries for state

assessments are also presented to the Literacy Team as well as School Council, local media, and at Board Meetings.

g. How data will be used to develop instructional strategies as well as determine materials and needs - The Literacy team will examine both formative and summative assessment data to develop instructional strategies as well as determine materials and need. Each teacher will examine their assessment data to look for trends and will share within their PLC. From there the Leadership/Literacy team will meet to discuss any common trends and to identify professional learning needs. Below is the professional learning needs identified through the needs assessment data.

On-going professional development

Topic	Preferred Method of Delivery
Professional Learning Communities	Face-to-Face; Webinars
Effective Writing Strategies	Face-to-Face
TESA	Face-to-Face
MAP	Face-to-Face
Increasing the Rigor and Relevance of Mathematics	Face-to-Face
CCGPS	Face-to-Face; Webinars
Increasing Parental Involvement	Face-to-Face
Differentiation	Face-to-Face; Webinars
Data Disaggregation	Face-to-Face

Additional Professional Learning Needs: The following professional learning needs were identified through the needs assessment survey and the academic data noted below in the data chart at the end of this section.

- Differentiated Instruction and Activities additional training

- Measures of Academic Progress (MAP) additional training

- Helping Struggling Readers training - phonics, phonological awareness, fluency and comprehension training

- Scholastic Reading Inventory & Scholastic Reading 180

- PL360 (KEYS)

- Helping students to read complex text on grade level in all content areas training

- How to use Lexiles additional training

- Standards Based Classrooms additional training

- Response to Intervention (RTI) additional training

- Positive Behavior Intervention Support (PBIS) additional training

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

Assessment	Who will complete the assessment	How will it be accomplished
DIBELS Next benchmark	SWAT team (principal, school improvement specialist, counselor, one teacher from each grade level)	3 times (Oct., Jan., May) Test one class at a time until all LA classes have been tested. School Improvement Specialist will enter data in database
DIBELS Next progress monitoring	Individual LA teachers based on identified student need	1 time each week During small group instruction during the LA block LA teacher will enter data in database School Improvement Specialist and/or counselor, will check the progress monitoring along with the special education facilitator to ensure all documentation is accurate and complete
MAP Testing	LA, Math & Science teachers Computer lab teacher will assist	Twice yearly in the computer labs School Improvement Specialist will provide schedule for testing

		Each subject area teacher will be responsible for taking their class to the assigned computer lab to complete the assessment

The administrators, school improvement specialist and teachers will review and disaggregate the data and will share information through PLC. These assessments will be available if funds are received from this grant.

J.D. Dickerson Primary School
Resources, Strategies and Materials

a. A list of resources needed to implement the literacy plan including student engagement:
- 2 wireless computer labs
- E-texts and e-texts readers
- Interactive boards, projectors and laptops for each classroom not currently equipped
- Student response systems for assessing student progress
- Print books, fiction, nonfiction, and informational texts, in order to update classroom libraries in all content areas
- Print books, fiction, nonfiction, and informational texts, in order to update school wide media center
- Resources for professional learning.
- Parent Tool-Kits for Pre-K and grades K – 1

b. Activities that support literacy intervention programs:
- Teachers will use a universal screening to identify students who need intense interventions using DIBELS Next.
- Schedule extended learning times for struggling students to receive intense interventions through remedial education along with extra support in the classroom.
- Continue implementation of a Response to Intervention 4-tiered model.
- Parent Toolkits to be sent home

c. A list of shared resources available in the school:
- Curriculum guides includes standards, instructional units, and assessments
- Textbooks
- Novels
- Interactive boards (only in a few classrooms)
- One teacher computer
- One student computer (in some classrooms)
- One computer lab shared for entire school
- Laptops (limited availability)
- Science equipment (older materials)
- Student response systems (older model and only a few to share)

d. A general list of library resources or a description of the library as equipped:

The school is currently under remodeling, including the library.

- Fiction and nonfiction books for Accelerated Reader
- Magazines
- Limited trade books

e. A list of activities that support classroom practices:

- Professional Learning Communities for collaboration and lesson planning that demonstrate the use of best practices
- Professional learning for teachers and administrators that support the use of research based practices in their content area (i.e. www.comprehensivereadingsolutions.com)
- Teachers will use a variety of print and non-print forms of media to engage students in meeting standards.
- Teachers will use a variety of texts that are appropriate based on student Lexile scores and level of text complexity.
- Professional learning for teachers and administrators that supports the implementation of technology that support standards based instruction and increases student motivation
- Lessons that promote engagement in literacy in all content areas by the use of technology for text-based collaborative learning, self-directed learning, and intensive writing
- Students will utilize technology in each content area to develop strong research skills that will transfer throughout our school then through high school and college.
- Instructional coaching on a regular basis to provide support structures for teachers as they implement new initiatives, programs, and technology in the classroom.

f. Additional strategies needed to support student success:
- DIBELS Next progress monitoring
- Phonemic Awareness/Segmentation activities
- Extra phonics activities
- First sound fluency activities
- Differentiation strategies, activities and management

g. A general list of current classroom resources for each classroom in the school:
- Curriculum guides includes standards, instructional units, and assessments
- Textbooks (older editions)
- Novels (limited)
- Interactive boards (only in a few classrooms)
- One teacher computer
- One student computer (in some classrooms)

J.D. Dickerson Primary School
Resources, Strategies and Materials

h. Clear alignment plan for SRCL and all other funding:

Alignment areas	Strategies	Funding Sources
1. Classroom resources	• Provide classroom libraries with a variety of text and Lexile levels • Access materials to help targeted students • Plan and provide lessons that promote engagement in literacy in all content areas by the use of technology for text-based collaborative learning, self-directed learning, and intensive writing	SRCL, Title I, Title VI, SPED
2. Professional learning	• Help struggling readers • Differentiate in small groups based on student need • Develop lessons that promote engagement in literacy • Disaggregation of formative and summative data • Utilize technology to assist teachers and increase student motivation	SRCL, Title I, Title II, professional learning money, Title VI, SPED
3. Technology	• Assist with assessment and literacy programs to improve student achievement • Assist teachers with resources available on the web • Provide students with technology access to a variety of resources that promote digital literacy in all content areas • Provide students with the necessary tools to engage in writing by accessing research and informational texts.	SRCL, Title I, Title VI, SPED

J.D. Dickerson Primary School
Resources, Strategies and Materials

i. Proposed technology purchases will support (for example):

RTI

- Access software or programs for remediation of identified weaknesses

- Provide programs which will help track student progress

- Access additional resources that promote student engagement

Student engagement

- Access software, programs, activities, and strategies which promote engagement and individualized instruction

- Assist in assessing students for content mastery

Instructional Practices

- Teachers plan lessons using interactive boards which require students to use apps/resources for learning activities.

- Teachers model and students produce products like a story board or video.

- Assist in literacy assessments and diagnostics for more individualized lessons.

- Utilize technology for researching and accessing informational texts.

Writing

- Provide practice on open ended student responses simulating the PARCC assessment

- Software and/or programs to increase the four domains of writing and the various genre.

By updating and increasing our technology within the school, we will provide many more opportunities for the students and teachers than they presently have.

J.D. Dickerson Primary School
Professional Learning Strategies on the Basis of Documented Needs

a. **Past professional learning at JDDPS**
b. **The % of staff attending**

Topic	Hours	% Staff Attended
Poverty Awareness	8	100%
Teacher Expectations and Student Achievement (TESA)	40	40%
Effective Parent Conferencing	1	100%
Increasing the Rigor and Relevance of Mathematics	24	40%
MAP assessment program	2	100%
Effective Vocabulary Instruction	2	100%
Intensive Writing	4	55%
Common Core GPS	2	90%
Georgia LDS	1	90%
Georgia On-Line Assessment	1	90%
Differentiated Instruction	8	100%
Professional Learning Communities	20	95%
Intensive writing	8	95%

c. **On-going professional development**

Topic	Preferred Method of Delivery
Professional Learning Communities	Face-to-Face; Webinars
Effective Writing Strategies	Face-to-Face; www.comprehensivereadingsolutions.com
TESA	Face-to-Face
MAP	Face-to-Face
Increasing the Rigor and Relevance of Mathematics	Face-to-Face
Common Core GPS	Face-to-Face; Webinars
Increasing Parental Involvement	Face-to-Face
Differentiated Instruction	Face-to-Face; Webinars; www.comprehensivereadingsolutions.com
Data Disaggregation	Face-to-Face; www.comprehensivereadingsolutions.com
Effective vocabulary instruction	Face-to-Face; www.comprehensivereadingsolution.com

d. **Programmatic professional learning needs identified in the needs assessment:**

- Differentiated Instruction: activities, strategies, and management
- Disaggregating MAP and DIBELS Next data
- Direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency and comprehension training

J.D. Dickerson Primary School
Professional Learning Strategies on the Basis of Documented Needs

- Intensive and individualized interventions for struggling readers
- Increased motivation and engagement in literacy learning
- Helping students to read complex text on grade level in all content areas training
- Explicit vocabulary instruction
- Effective writing strategies
- How to use Lexiles
- Response to Intervention (RTI)
- Participation in statewide professional learning webinars, online courses, and conferences that are literacy based
- Walk-through observations and coaching to provide critical feedback and support for literacy
- Strategies to support ELL students including CALLA (Cognitive Academic Language Learning Approach), SIOP model, and SDAIE strategies
- School Improvement Specialist extended day and year to prepare and provide professional learning and implement the literacy activities from the grant.
- Professional learning fees for instructors
- Stipends, travel, substitutes, trainer fees, and registration fees for teachers attending professional learning during off contract time.

e. **Process to Determine if Professional Development was adequate and effective:**

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

- Examination of student achievement data
- PLC meetings with documentation
- Walk-through and observations to collect professional learning implementation
- Provide feedback and summaries of conducted walk-throughs and observations
- Evaluation of professional learning activities

f. **Professional Learning Plan is detailed and targeted to stated goals and objectives outlined in the Literacy Plan &**

g. **There is a method of measuring effectiveness of professional learning that can be tied back to the goals and objectives:**

The following chart contains the JDDPS Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. To develop the plan, JDDPS Literacy Team utilized the school's

J.D. Dickerson Primary School
Professional Learning Strategies on the Basis of Documented Needs

literacy plan as well as the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. The professional learning plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant.

Professional Learning	Location in Literacy Plan	Measures of Effectiveness
Provide PL for new staff to receive necessary support on any new literacy initiatives previously learned by the staff: • CCGPS • Effective Vocabulary Instruction • PLC protocols • MAP • Online Assessment System • Differentiated Instruction • Odyssey Software training • Effective parent conferencing and resources	Pages 1, 3, 9, 11, 15, 17, 18	• PLC documentation/minutes • Walk-through observations of implementation • Literacy Team meeting minutes • Data Team meetings • CRCT, MAP, DIBELS Next
Continue to implement professional learning and support to staff during the transition to CCGPS. This includes state-sponsored webinars and face-to-face workshops.	Pages 1, 3, 5, 6, 9, 12, 17	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency and comprehension training	Pages 2, 5, 6, 11, 12, 14, 15	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Provide professional learning on research-based instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area	Pages 6, 11, 12, 14	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes

J.D. Dickerson Primary School
Professional Learning Strategies on the Basis of Documented Needs

		• CRCT, MAP, DIBELS Next
Provide professional learning on the tenets of explicit instruction: - Use of data to inform instructional decisions and explicit teaching (formative and summative) - Selection of appropriate text for strategy instruction - Telling students specific strategies to be learned and why - Modeling of how strategy is used - Guided and independent practice with feedback - Discussion of when and where strategies are to be applied	Pages 2, 5, 9, 10, 11, 12, 15, 18	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction	Pages 6, 11, 12, 17	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Provide differentiated instruction to include intensive and individualized interventions for struggling readers	Pages 2, 3, 5, 6, 9, 10, 11, 12, 14, 15	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Plan for targeted sustained professional learning for the staff on literacy strategies and deep content knowledge	Pages 3, 5, 6, 11, 12	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Maximize the use of scheduled instructional time by identifying effective strategies for: - Differentiating instruction including student choice - Promoting active engagement	Pages 2, 4, 6, 10, 11, 12, 15	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting

- Teaching key areas of literacy - Teaching key areas of writing		minutes • CRCT, MAP, DIBELS Next
Ensure that collaborative planning time is scheduled and teachers are trained in the use of protocols such as examining student work.	Page 11, 12, 18	• Master schedule • PLC documentation/schedule • Student work samples • CRCT, MAP, DIBELS Next
Provide professional learning on: - Incorporating the use of literature in content areas - Use of informational text in language arts classes - Supporting opinions with reasons and information - Text complexity that is appropriate to grade level - Text complexity that is adjusted to the needs of individualized students - Best practices in writing instruction in all subjects	Pages 4, 6, 11, 12, 13	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Identify research based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (RTI)	Pages 3, 5, 9, 11, 12, 15, 18	• PLC documentation/minutes • CCGPS units • Walkthrough/observations of implementation • Literacy Team meeting minutes • CRCT, MAP, DIBELS Next
Provide training on the use of technology to support literacy instruction and assessments	Pages 7, 10, 12, 18	• PLC documentation/minutes • Walkthrough/observations of implementation • Unit plan with documentation of technology • CRCT and MAP

J.D. Dickerson Primary School
Sustainability Plan

Our system is committed to ensuring the success of the grant after the funding cycle has ended. The plan contains the following components:

a. Continue the use of the following instruments to gather data on literacy achievement with local assessments that include MAP (Measures of Academic Progress), DIBELS Next, AIMSweb, portfolio assessments, and assessments on the five pillars of reading: phonics, phonemic awareness, fluency, vocabulary and comprehension. School Improvement Specialists at each site coordinate and oversee the administration of the various assessments.

b. The Bright Lights Foundation taps the energy, skills, concerns and financial resources of our alumni, businesses, and parents in order to promote excellence and invigorate public support for the Vidalia City Schools. Each year this organization raises private funds to continue worthwhile educational initiatives.

c. Our job embedded professional learning communities that are active in each of our four schools, play an integral part in expanding lessons learned and for extending these teaching and learning practices. In addition, School Improvement Specialists conduct a new teacher mentoring program that is designed to assist new educators in honing newly learned teaching skills that include classroom management techniques, utilizing technology in the classroom, and using assessments to monitor student progress.

d. Required summer professional learning courses for new teachers on direct, explicit instructional strategies has been and will continue to be an important part of our new staff orientation. The requirement to attend these sessions is included in teaching contracts. New teachers meeting the courses requirements receive stipends and PLU's.

e. Literacy teams at each school will assist in determining the condition of print materials and the necessity of their replacement. Replacement requests are to be forwarded to the central office for inclusion in to the appropriate budget.

f. An online schedule of yearly professional learning opportunities is provided each spring to administrators, teachers and paraprofessionals that clearly outlines course descriptions, registration procedures, times, dates, sites, instructors, stipends and PLU's that are being offered. This schedule will include professional learning sessions that are part of the Striving Reader Grant and will extend beyond the grant period with funding sources that include local, state and federal allocations.

g. The system's Technology Specialist, an integral member of the system literacy team, will coordinate purchases of hardware and software obtained with this grant's funds in all four of our schools. Her duties include obtaining bids, initiating purchase orders, inventorying the equipment, arranging installation, negotiating site licenses, organizing warranties, and working with the system's professional development coordinator to provide training on any software or the use of the hardware to both new and veteran staff members. Our Technology Specialist will also arrange for regular maintenance of the equipment in order to extend the life of the hardware beyond the grant funding period.

h. Our established job imbedded professional learning communities are excellent vehicles for providing a means to expand upon lessons learned from the SRCL project with teachers new to our system and for extending classroom practice into the community. Professional Learning Communities in all four of schools provide a supportive environment that allows for the sharing of successful literacy practices where the focus is on learning. The benefits of Professional Learning Communities to educators and

students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Expert Michael Fullan has found that PLC's are necessary, stating "Numerous studies document the fact that Professional Learning Communities or collaborative work cultures at the school and ideally at the district level are critical for the implementation of attempted reforms."

BUDGET SUMMARY FOR J. D. DICKERSON PRIMARY

If awarded, we estimate that the total amount to be awarded to our school will be approximately $202,032.00 ($488.00 per student x 414 students). Our budget plans call for the funds to be allocated over a three to five year period.

Year I: Under Function Code 1000 Instruction, initial grant funds will be used to jumpstart literacy instruction. These include:

- Classroom libraries to include informational texts
- Literacy kits and programs
- E-readers and e-texts
- Response devices
- Whiteboards
- Wireless labs
- Literacy program software for differentiated instruction
- Printers, paper, and toner supplies

Also under Function Code 1000 for Instruction, we plan to offer a summer literacy camp for our K and 1 students so funds will be needed for teacher salaries and benefits and literacy kits to use during the camp.

Assessments for literacy screenings, diagnostics and progress monitoring would be budgeted under Function Code 2100 Pupil Services.

Function Code 2200 Media Services would be used to budget for novels, books, periodicals, technology, and supplies.

A crucial budget item, professional development, Fund Code 2210 Improvement of Instructional Services, cover items for trainers' fees, registration fees, substitute costs, stipends for off contract training hours, travel expenses, and training materials.

To assist with the initial implementation of the grant and its budgeted activities, Fund Code 2210 Improvement of Instructional Services will be coded for the days when the School Improvement Specialist will work beyond her regular contract to implement the grant and this will be considered part of administrative costs.

Parent take- home literacy kits and other reading materials will be budgeted under Fund Code 2900.

Years II-V: Instructional needs that were not filled in Year I will continue to be budgeted for in the subsequent years of the grant. However, after-school literacy programs and their expenses need to be added on to the budgets for these years. Maintenance of technology purchased with the grant is often an item that is overlooked in budgets but is crucial in extending the life of the

equipment. Professional development costs will continue as a budgeted item in the ongoing years of the grant. Focus will be put on training new teachers on the literacy topics that were previously presented to the school staff. Also, additional work days for the School Improvement Specialist will continue to be budgeted for her assistance in the grant implementation as part of administrative costs.