GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Program
LEA Grant Application
System Cover Sheet

Please return to:
Georgia Dept. of Education
Attn:
205 Jessie Hill Jr. Dr
1759 Twin Towers East
Atlanta, GA 30344

DOE Use Only:
Date and Time Received:

DOE Use Only:
Received By:

Name of Applicant:
Clarke County School District

Project Number:
(DOE Assigned)

System Contact Information:

Name: Dr. Mark Tavernier

Position: Director of Teaching and Learning

Total Grant Request:
$3,316,782

Phone: 706-546-7721

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Number of schools in system: / applying: 10

Congressional District: 10

Email: tavernierm@clarke.k12.ga.us

Sub-grant Status

___ Large District (45,000 or more students)

X_ Mid-Sized District (10,000 to 44,999 students)

___ Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

STRIVING READERS

Clarke County School District's Grant Proposal

I. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

a. CRCT Data: *Norm-Referenced Test:* Along with the state's Criterion-Referenced Competency Tests (CRCT) assessments, the Clarke County School District (CCSD) also administers the Scantron Performance Series Norm-Referenced Test each year, an assessment that, when compared to CRCT scores (Table 2), provides a better yardstick to determine how Clarke County students measure up to students across the nation. With the 50th percentile representing the *average* student performance level, CCSD's third-grade students combined scored at the 34th percentile in reading, fifth-grade students

scored at the 40th percentile, and eighth-grade students scored at the 39th percentile—all significantly

below average. Percentile results for the four target elementary schools and target middle school are

shown in Table 1:

Table 1: Nationally Norm-Referenced Reading & ELA Performance Results 2011		
Schools	Reading Percentile Scores	Language Arts Percentile Scores
Fowler Drive Elementary School	34	31
J.J. Harris Elementary Charter School	40	33
H.B. Stroud Elementary School	44	35
Winterville Road Elementary School	35	23
Coile Middle School	47	47

Because the norm-referenced test compares Clarke County students to students nationwide, the gaps

identified in Table I are alarming.

State Writing Test: On Georgia's 2011 Fifth-Grade Writing Assessment, the percentages of students

NOT meeting standards in all four target elementary schools—Fowler Drive Elementary (22%), J.J. Harris

Elementary (32%), Stroud Elementary (43%), and Winterville Elementary (31%)—are too high, despite

the fact that the schools had significantly improved their writing scores last year as compared to the

year before (by 22%, 27%, 22%, and 28%, respectively). Nevertheless, these scores are all still higher

than the state's "Does Not Meet" (DNM) average of 21%. Although fifth-grade writing test results have

improved over the past five years, too many Clarke County students are entering middle school with

significant writing deficits. On the 2011 Eighth-Grade Writing Assessment, improvements were far less

dramatic, but Coile Middle School had the highest DNM score at 34%, as compared to the state average

of 18%. At Coile Middle School, 19.9% of students are enrolled in the Remedial Education Program, and

13.2% are enrolled in special education.

CRCTs in Reading and Language Arts: Table 2 presents the assessment results for all Clarke County students in grades 3, 5, and 8 who did <u>NOT</u> meet standards on the 2011 CRCTs in Reading and Language Arts:

Table 2: 2011 CRCT Results in Reading and Language Arts – Grades 3, 5, and 8[1]						
Schools	% Reading DNM			% Language Arts DNM		
Grades	3	5	8	3	5	8
Alps Road ES & Clarke MS	20.0	25.0	8.1	23.6	18.8	14.9
Barnett Shoals & Hilsman MS	16.2	8.1	5.3	22.1	4.2	10.3
Barrow ES & Clarke MS	7.4	9.6	8.1	10.3	1.9	14.9
Chase Street & Clarke MS	9.4	15.8	8.1	9.4	5.3	14.9
Cleveland Road & BHL MS	12.7	3.8	5.3	16.4	7.5	16.0
Fowler Drive & Coile MS	16.3	9.3	10.3	20.4	3.7	11.4
Gaines ES & Hilsman MS	25.6	10.3	5.3	29.5	13.8	10.3
Harris Charter ES & Coile MS	15.1	18.2	10.3	8.2	14.3	11.4
Oglethorpe ES & BHL MS	15.6	15.5	5.3	20.8	13.1	16.0
Stroud ES & Coile MS	13.0	11.1	10.3	24.1	13.9	11.4
Timothy Road ES & Clarke MS	3.1	11.5	8.1	12.5	7.7	14.9
Whit Davis ES & Hilsman MS	12.0	7.8	5.3	14.1	4.9	10.3
Whitehead Road & BHL MS	6.7	15.2	5.3	9.6	12.1	16.0
Winterville ES & Coile MS	22.0	26.4	10.3	28.8	14.8	11.4

A CRCT Reading Domain Analysis reveals that the percentage of items correct in the Literacy Comprehension Domain was 68% for third-grade students and 67% for fifth-grade students. Furthermore, the percentage of items correct for Reading Skills and Vocabulary Domain was 78% for third-grade students and 79% for fifth-grade students. The district's CRCT ELA Domain Analysis reveals that the percentage of items correct for third-grade students was 68% and 69% for fifth graders in the Grammar & Sentence Construction Domain, while in the Research & Writing Process Domain the number of correct items for third graders was 62% and 76% for fifth-grade students. In the Reading Skills & Vocabulary Acquisition Domain, the number of correct items was 75% for fifth-graders. For the Grammar & Sentence Construction and Research & Writing Process Domains, Coile Middle School is the

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[1] Shaded rows indicate schools targeted for CCSD's Striving Readers project.

district's lowest scoring middle school.[2] At a time when the English/Language Arts Common Core

Georgia Performance Standards are being implemented in Georgia, our schools need to prepare

students for the increased rigor of the new state standards by identifying each student's skill deficits,

designing targeted intervention plans (RTI), and monitoring each student's progress as they master the

reading skills necessary for reading competency at or above their current grade levels. For disaggregated

CRCT results, see Table 7.

   High School Reading and Writing Tests: CCSD does not currently determine Lexile scores for high

school students, but will do so using the Scholastic Reading Inventory with Striving Readers grant

funding. English Language Arts and Writing scores are shown below:

Table 3: Graduation Test Domain Analysis – Meets English Language Arts Standards - 2011			
	Reading Comprehen.	**Literary Analysis**	**Conventions/Writing**
Georgia	76	74	82
CCSD	70	69	76
Cedar Shoals HS	69	68	75

Table 4: Comparison of 2011 Georgia High School Writing Test Pass Results				
Students Tested	**Ideas**	**Organization**	**Style**	**Conventions**
Cedar Shoals High School	3.1	3.0	3.0	2.8
CCSD (3 high schools)	3.1	3.1	3.1	2.9
Georgia	3.2	3.2	3.3	3.2

b. High School Graduation Data:[3]

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[2] This data represents scores prior to summer retests.
[3] CCSD's third high school, Classic City High School, is a small (125 students), alternative, self-paced high school.

Table 5: CCSD's Graduation Data over the Past Five Years					
	2007	**2008**	**2009**	**2010**	**2011**
Cedar Shoals High School	58.1	62.2	61.4	70.4	71.7
Clarke Central High School	63.6	69.3	68.7	71.4	74.1
CCSD Graduation Rates	58.4	63.1	63.3	70.1	70.8
CCSD Targets	65.0	70.0	75.0	80.0	85.0
State of Georgia Graduation Rate	72.3	75.4	78.9	80.8	Not avail.

c. **Early Learning Readiness:** CCSD's Office of Early Learning (Early Head Start, Head

Start, Pre-K, and Early Reading First) administers the Peabody Picture Vocabulary Test (PPVT-IV) twice a

year, in fall and spring, to children ages 3-5. For three-year-olds, the fall 2010 administration revealed

that only 45% of students were on target for language development, while the spring 2011

administration demonstrated that 70% of students were on track—a growth factor of 25 percentage

points. In the fall of 2010, 42% of children entered Clarke County's Pre-K program with significant

language delays. While 58% of Pre-K students demonstrated age-appropriate language development in

the fall, 81% of students did so in the spring—a growth rate of 23 percentage points, indicating that 81%

of our Pre-K students were ready for kindergarten by the end of the school year.

The results of the 2011 Georgia Kindergarten Inventory of Developing Skills (GKIDS)

assessment, shown in Table 6 below, reveal that for Clarke County kindergarten students, the

English/Language Arts scores across the district are slightly better than the state average;

however, the percentage of students with *low motivation to learn* ("Approaches to Learning") is

significantly worse than the state average, especially in two of the target elementary schools,

Stroud and Winterville; target schools are shaded:

Table 6: 2011 GKIDS Results for ELA and Motivation to Learn - % NOT Meeting Standards					
Schools	**ELA**	**Motivation to Learn**	**Schools**	**ELA**	**Motivation to Learn**
Alps Road ES	15.00	33.20	J.J. Harris (C)ES	11.80	15.30
Barnett Shoals ES	11.00	36.90	Oglethorpe ES	31.20	22.40

Barrow ES	13.30	19.50	Stroud ES	19.40	52.00
Chase Street ES	12.80	15.90	Timothy Rd. ES	21.30	41.60
Cleveland Road ES	11.40	18.10	Whit Davis ES	13.40	18.60
Fowler Drive ES	12.30	10.20	Whitehead ES	18.00	28.40
Gaines ES	20.40	37.50	Winterville ES	8.90	40.80
CCSD	16.40	28.50	State of Georgia	18.6	23.70

Clarke County teachers are challenged not only to teach the standards-based curriculum at each grade level but also to draw out of children their natural curiosity to learn and grow academ-ically. Motivation to learn can be a greater predictor of school success than assessment results.

d. Disaggregation of Data in Subgroups: For the 2011-2012 school year, CCSD's federal lunch-program rate is 79.03% (Absolute Priority and Competitive Priority). Table 7 presents CRCT Data for Clarke County subgroups:

Table 7: Disaggregated CRCT Data Grades 3, 5, and 8 – % NOT Meeting Standards						
	% Reading DNM			% Language Arts DNM		
Grades	3	5	8	3	5	8
All Students 2010/2011	37/28	45/34	39/28	56/36	43/32	56/40
Asian Students 2010/2011	0/5	5/5	0/9	6/11	5/11	0/9
Black Students 2010/2011	18/20	21/17	13/9	27/24	17/13	23/16
Hispanic Students 2010/2011	9/8	15/13	6/8	14/14	18/8	16/13
White Students 2010/2011	4/2	8/5	5/1	7/3	5/3	7/2
Economically Disadvantaged 2010/2011	10.00/ 16.33	11.00/ 16.10	9.00/ 8.03	17.00/ 20.39	17.00/ 10.04	21.00/ 14.88
Students with Disabilities 2010/2011	27.00/ 26.50	30.00/ 34.54	32.00/ 32.60	53.00/ 34.49	43.00/ 33.14	55.00/ 41.75
Limited English Proficient 2010/2011	8.00/ 20.55	15.00/ 14.67	10.00/ 24.10	19.00/ 25.11	30.00/ 19.94	31.00/ 35.75

e. Teacher Retention Data: CCSD has 1,150 teachers and typically hires about 100 teachers every year. The current turnover rate for Clarke County teachers is 9.47% with 109 teachers resigning by the end of the 2010-2011 school year. Last summer (2011), CCSD had 99 positions posted for certified teachers. Each year, the school district fills about 30% of its open teacher positions from the pool of new University of Georgia College of Education graduates.

f. Teacher Participation in Professional Learning Communities or Ongoing Profess-

ional Learning at the School: See school proposals.

<div style="background:black;color:white;text-align:center;font-weight:bold;padding:4px">II.   NEEDS ASSESSMENT</div>

Clarke County's Striving Readers needs-assessment process involved brainstorming sessions;

compiling and examining student literacy-assessment data and districtwide survey data; determining the

needs of the teachers; and exploring the capacity and readiness of schools to implement Striving

Readers with fidelity (implementing, monitoring, collecting and reporting data). As a result of the needs

assessment, the cluster identified for the Striving Readers grant is the Cedar Shoals High School/Coile

Middle School cluster, including the four feeder elementary schools and the district's Early Learning

Center.

a. Description of the Materials Used in the Needs Assessment:

Table 8: Materials Used for Needs Assessment	
CCSD Materials	**Contribution to Comprehensive Needs Assessment**
CCSD's annual "School Improvement Survey"	This survey is designed to gather perception data related to each school's implementation of various components of the *Georgia School Keys*.
Annual District Data Notebook	This notebook summarizes current and longitudinal school and district performance results of all national, state, and district assessments.
"Comprehensive District-wide Assessment Plan"	*Assessment Strand - Georgia School Keys*; Assessment Pyramid; list of K-12 district assessments; "Elementary Reading Levels Correlations"; "District Expectations for Using Data Teams"
"Amended AYP Tracking Charts"	"Grades 3-8 AYP Progress in CRCT Reading/English Language Arts"; "AYP Progress in GHSGT English Language Arts"; "AYP Progress in Graduation Rate"
"Literacy Assessment Results"	"Percentage of Students at or above Benchmark Reading Level" (by quarters); list of students' reading levels in grades 1, 2, & 3, assessments in spelling, writing, sight words; "Percentage of Students at or above Benchmark Reading Level After Quarter 4"; writing scores
"Preliminary State Assessment Results"	"Historical Data"; "Performance Level Information"; "Subgroup Data"; "Benchmark Data"; "Domain Data"; "GKIDS Data"; "GAA Data"; "ACCESS Results"; "Writing Test Data"; "EOCT"; "Scantron Predictability Study"; "State/RESA/District Comparison"; "Literacy Assessments & CRCT Comparison"; "Cohort Analysis"; "AYP Tracking Charts"; "District School Improvement Survey Data"
CCSD's District	District goals, initiatives, action steps, timelines

Improvement Plan	
School Improvement Plans	Each school's primary literacy focus and efforts.

b. Description of the Needs Assessment: CCSD is a data-rich school district; therefore, ident-

ifying a school cluster to participate in a Striving Readers grant was based on historical and

recent student-achievement data; AYP trends; SES-usage; the schools' capacity to implement a

rigorous Striving Readers grant with fidelity; and the ability to collect evaluation data over the

next five years. In November, district administrators collected assessment data related to reading,

language arts, graduation rate, and other indicators. The data revealed that the Coile Middle

School quadrant of Clarke County (Cedar Shoals High School, Coile Middle School, and the

four feeder elementary schools) would be the best placement for a state Striving Readers grant,

based on student achievement data, capacity to implement the grant, and individuals located

within that quadrant; Deborah Haney, Principal of Winterville Elementary School, for example,

is on the Georgia Department of Education's Literacy Team, and Dwight Manzy, Principal of

Coile Middle School, implemented the district's only Reading First grant at an elementary

school. In addition, CCSD's centrally located Early Learning Center, which serves children from

birth to five years of age, is included in the proposed implementation plan because the Center

serves all Clarke County schools. Carolyn Wolpert, the district's Early Reading First Coordin-

ator, and Linda Sprague, the Early Learning Center's Professional Learning Coordinator, both

serve on Georgia's Literacy Task Force. Based on the needs identified, the Professional Learning

Plan (see pp. 19-20) was developed, highlighting examination of assessment data, targeted RTI,

reading endorsements, and writing. On November 15, the Striving Readers grant program was

explained to principals and district leaders. On November 22, the principals of the 7 target

schools met with district leaders, including Superintendent Philip Lanoue, to discuss the

requirements of the Striving Readers grant program related to needs assessment, identification of gaps in each school's literacy practices, and proposal writing. Following that meeting, each school formed literacy teams that examined school-specific, relevant student-assessment to determine each school's literacy plan. CCSD conducts a "School Improvement Survey" in the spring of each school year in every school to gather perception data regarding each school's implementation of various components of the *Georgia School Keys*. Each school's certified staff, parents, and students participate in this online survey. In the target Cedar/Coile cluster, the following results indicate a need for additional professional learning in these areas:

(1) The principal and other leaders plan adult learning by utilizing data: Fowler, 46.43%; Harris,19.30%; Stroud, 13.95%; Winterville, 11.11%; Coile, 27.27%; Cedar, 42.11%.
(2) (2) Teams meet to review and study current research to make informed instructional decisions: Fowler, 46.43%; Harris, 21.05%; Stroud, 30.23%; Winterville - 11.11%; Coile, 30.91%; Cedar, 40.58%.
(3) (3): The staff participates in long-term, in-depth professional learning that is aligned with our school: Fowler, 42.86%; Harris, 7.02%; Stroud, 9.30%; Winterville, 8.33%; Coile, 20.00%; Cedar, 33.33%
(4) Professional learning in our school provides opportunities for teachers and administrators to learn: Fowler, 57.14%; Harris, 17.54%; Stroud, 27.91%; Winterville, 19.44%; Coile, 40.00%; Cedar, 42.11%
(5) Our principal and other school administrators utilize multiple types of data to drive and monitor instruction: Fowler, 32.14%; Harris, 8.77%; Stroud, 2.33%; Winterville, 5.56%; Coile, 5.45%; Cedar, 35.09%

With a Striving Readers grant, professional learning will focus on teachers' abilities to analyze student-achievement data and student work related to literacy; enhance CCSD's response-to-intervention literacy program; use data to inform instruction on a day-to-day, student-by-student basis; and increase teacher expertise in reading and writing strategies across content areas.

c. **Listing of Individuals Who Participated in the Needs Assessment:**

- Dr. Noris Price, Associate Superintendent of Instructional Services & School Performance
- Dr. Mark Tavernier, Director of Teaching and Learning and SR Project Director
- Xernona Thomas, Principal, J.J. Harris Elementary Charter School
- Deborah Haney, Principal, Winterville Elementary School

- Tim Jarboe, Director of Assessment
- Dr. Toni Reed, Director of Grants & Research
- Lynn Snelling, Executive Director, Technology Services
- Dr. Tony Price, Principal, Cedar Shoals High School
- Dwight Manzy, Principal, Coile Middle School
- Anissa Johnson, Principal, Fowler Drive Elem. School
- Dr. Ingrid Gilbert, Principal, Stroud Elementary School
- Alita Anderson, Elem. Literacy Coach
- Carlyn Maddox, Secondary Literacy Coach
- School-based Literacy Teams of 5-7 people each

III. AREAS OF CONCERN

a & b. Areas of Concern as They Relate to the Researched-based Practices Found in the "What" Document: DOE's "What" document stresses writing as an important foundation for literacy development beginning with children birth to three years of age (p. 2) and extending through twelfth grade (p. 15). Skills learned during the first five years—including alphabet knowledge, awareness and concepts of print, writing as a means of communication, use of writing tools, and early attempts at writing—provide the foundation for later, more sophisticated reading and writing mastery. Many Clarke County students enter kindergarten without prerequisite oral-language skills and emergent reading and writing skills. For teachers, reading and writing instruction is challenging at every level. As teachers in all content areas learn effective ways of incorporating reading and writing instruction into their daily lessons, student's literacy skills are expected to improve. Across the school district, the most conspicuous areas of concerns are: (1) transitions from Pre-K to kindergarten, K to 1st grade, 5th to 6th, and 8th to 9th; (2) literacy-focused vertical and horizontal alignment; (3) instructional materials for grades K-2; (4) Lexile scores for high school students; (5) strategies for addressing student motivation; and (6) professional-learning on research-based instructional strategies for teaching reading and writing, including across the curriculum.

c. Areas of Concern and Steps Schools Have or Have Not Taken to Address Them:

Areas of Concern	What CCSD Has Done or Has NOT Done to Address the Problem
	Table 9: Areas of Concern and Solutions
1	CCSD has few SBRR services in place to address transitions between these early grades.
2	Vertical alignment has been achieved in K-5 and 6-8, but CCSD has not vertically aligned literacy efforts in transitions from grades 8-9 or in grades 9-12.
3	K-2 does not have a core reading series for this age group.
4	CCSD does not currently determine Lexile scores for high school students.
5	Because students typically are competent users of technology, handheld computing devices, such as iPads or e-readers, increase student motivation to learn; through professional learning opportunities, teachers need to learn additional ways of increasing student motivation to learn.
6	CCSD provides ongoing professional learning and middle and high schools in reading and writing strategies identified in School Improvement Plans, but there has not been a systematic effort K-12 for literacy goals. Teachers need intensive professional learning focused on literacy, especially literacy instruction across the curriculum.

IV. ROOT CAUSE ANALYSIS

a. Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment:

Each July, CCSD provides schools with an "Annual District Data Notebook" that summarizes school and

district performance on all state and district assessments. During pre-planning of each school year, CCSD

provides schools with re-rostered data to match each school's current enroll-ment. During the 2010-

2011 school year, the Instructional Services Division conducted over 2,500 classroom walkthroughs to

assess the implementation of standards-based classrooms. Each school's School Improvement

Leadership Teams use these data to conduct root cause analyses in order to target specific students,

grades levels, and content areas in need of focused effort. During the Striving Readers planning and

grant-writing stage, school-based Literacy Teams examined school-specific literacy data in their attempt

to discover: (1) areas of concern; (2) specific root causes of the identified areas of concern; (3) gaps in

each school's comprehen-sive literacy plan when compared to DOE's "What" document; (4) what each

school's identified needs are as the literacy teams designed a comprehensive literacy plan for the school; and (5) the action steps needed to implement the literacy plan. For specific root-cause analyses results, see each school's grant proposal.

b. Specific Grade Levels Affected: Literacy practices at all grade levels must be improved. Over the past five or six years, only two elementary schools have implemented literacy grants (Reading Excellence Act and Reading First). CCSD's Early Learning Center, however, has implemented two Early Reading First grants (the largest ERF grants in the nation), which include Pre-K programs at all 14 elementary schools. Transitions between grades and vertical articula-tion of teaching practices need to take place throughout the school district. Grades K-2 do not currently have a core reading series, and Lexile scores for high school students are currently not available with current assessments. DIBELS and Scholastic Reading Inventory will be integrated into the current assessment schedule and practices.

c. Specific Rationale for the Determination of the Cause: There has been a lack of intensive, coordinated *districtwide* professional learning—birth through 12th grade—on *how* to teach reading and writing across the curriculum effectively to all students, especially those who struggle with reading and writing.

d. What Has Been Done in the Past to Address the Problem: Professional learning focused on literacy has been offered primarily to early learning and elementary teachers. The district has purchased software programs, e.g., *FastForword* and *READ 180*, to supplement Tier I instruction for students in grades 6-12. CCSD recently purchased *Voyager* for grades 1-8.

e. New Information the Needs Assessment Uncovered: The need for Lexile scores for high school students; the need for additional materials and assessments for RTI Tiers 2, 3, and 4.

V.   PROJECT GOALS AND OBJECTIVES

a. List of Project Goals Directly Related to the Identified Needs:

Table 10: Needs and Goals	
Identified Needs	**Goals**
Reading and writing instruction in all content areas based on specific strategies needed for each discipline; professional learning on content (e.g., grammar) and pedagogy (instructional strategies on RTI Tiers).	**Goal 1**: To increase best practices with teachers of every content area in direct, explicit reading instruction, and writing proficiency.
Professional learning related to formative and summative assessments birth through 12th grade is needed for effective RTI monitoring.	**Goal 2**: To implement frequent screening, diagnostic, progress, and summative assessments so reading and writing proficiency is monitored for all students in Tiers 1-4.
Although ELA standards are vertically and horizontally aligned, teachers' knowledge of standards, skill levels, and practices required for other grades is lacking.	**Goal 3**: To clearly articulate vertically and horizontally common core standards and standards-based practices so that cohesion is experienced between grades and schools.

b. Project Objectives That Relate to Implementing the Goals Identified:

Table 11: Project Objectives	
Goals	**Objectives**
1	**1.1:** All students in Tiers 1-4 will receive direct and explicit reading strategies, including application of strategies for diverse texts, guided practice of strategies appropriate to the difficulty of texts, extended reading time with an instructional focus. **1.2:** All students in Tiers 1-4 will receive explicit vocabulary instruction, including learning new words by multiple exposures in a variety of contexts, and strategies to become independent vocabulary learners (knowledge of word components, use of reference materials). **1.3:** All students in Tiers 1-4 will receive writing strategies in every content area, including writing in all content areas on a daily basis and engaging in the writing process for specific audiences or purposes. **1.4:** Quarterly research-based writing will be required in all content areas.
2	**2.1:** All students will be assessed quarterly on reading comprehension and writing proficiency and will receive strategic instruction through Tier 1 and Tier 2-4 interventions. **2.2:** Teachers will identify Tier 2-4 students and their literacy assets and deficits by domains, and 90% of students will be correctly placed on Tiers 1-4, as appropriate. **2.3:** Teachers will provide interventions appropriate for students on Tiers 2-4, as indicated by ongoing formative assessments and will track student results.
3	**3.1**: Teachers will actively participate in professional-learning communities for multiple grade levels; schools will meet quarterly to examine benchmarks and similar student data as well as RTI data on a student-by-student basis. **3.2:** Professional learning includes comprehensive training and re-delivery of common core training with job embedded follow-up for all teachers by administrators and instructional coaches. **3.3:** During Year 1, Curriculum Teams (early learning, elementary and secondary) will meet to create vertical and horizontal

	articulation documents that teachers will use to plan instruction. **3.4:** All students will receive literacy common core standards and standards-based practices in all content areas.

**c. Research-Based Practices in the "What" and "Why" Document as a Guide for
Establishing Goals and Objectives:**

Table 12: Research-Based Practices that Support Goals & Objectives	
Goals & Obj.	**Research-Based Practices**
Goal 1 Obj. 1.1-1.4	Grade-level or content groups of teachers will focus on student work and data to plan instruction and interventions on a student-by-student basis; provide modeling, classroom observations, and coaching to improve instruction; require all students to write extensively—extended prose in elementary and essays in high school; use functional approaches to teaching the rules of grammar; provide students with opportunities for collaborative writing; study media approaches to writing; use multiple formative assessments that provide students with detailed feedback ("Why," p. 46); have students write about the texts they read, and explicitly teach students the writing skills and processes that go into creating text ("Why," p. 48). Use Mills' list of non-conventional reading skills (i.e., multimodal cueing systems; emergent, screen-based genres; non-linear reading comprehension and navigation skills; computer skills, such as switching between reading and writing; and critical literacy skills ("Why," p. 52).teachers must become proficient in the use of instructional technology; identify consultants to work with CCSD secondary schools on reading and writing for struggling adolescents and reading and writing across the curriculum; let students pick some of their reading material; provide opportunities for teachers, especially at the secondary level, to earn Reading Endorsements.
Goal 2 Obj. 2.1 & 2.3	Non-ELA teachers will participate in intensive PL to learn how to strategically incorporate literacy instruction in all content classes; teachers will design project-based learning assignments that require collaborative research and writing; teach students at all reading levels and all content areas to visualize, question, make connections, predict, infer, determine importance, and synthesize/create; help students to relate content material to their own lives; help students become proficient in three types of texts—argument, informative/explanatory, narrative ("Why," pp. 44-45);
Goal 3 Obj. 3.1 - 3.4	Teachers will use "Lexile Ranges Aligned to CCR Expectations" ("Why," p. 50); update Growth charts following formative assessments; design and deliver lessons and assignments based on Growth Chart groupings.

d. Practices Already in Place When Determining Goals and Objectives:

Table 13: Practices Already in Place That Support Goals & Objectives	
Goals and Obj.	**CCSD's Practices**
Goal 1; Obj. 1.1-1.4	Formative & summative assessments, classroom walkthroughs; data summits; data notebooks; coordinated professional-learning sessions; annual School Improvement Surveys of teachers, students, and parents; school-improvement process
Goal 2; Obj.	Four-Tier RTI process; targeted professional-learning; "Assessment Calendar"

2.1 - 2.3	(see Appendix A)
Goal 3; Obj. 3.1 & 3.4	Limited use of Lexiles; limited use of Reading Growth Charts; Curriculum Renewal Committees

e. Goals to Be Funded with Other Sources: All of the Striving Readers Goals will be

supported with local, state, federal funds and competitive grant funds when available.

VI. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

a. Plan to Implement the Goals and Objectives Identified: Over the past several years,

Clarke County leaders and teachers have implemented some elements of a comprehensive, districtwide

literacy plan, but until the Striving Readers grant opportunity became available, CCSD had never

designed or implemented an evidence-based birth-through-12th-grade literacy plan. During Year 1, CCSD

will provide targeted, differentiated professional learning for admin-istrators and teachers in the six

Striving Readers schools and Early Learning Center; implement reading and writing across the

curriculum; develop Reading Growth Charts that will immediately enable teachers to identify and

respond to students at all performance levels; purchase new instructional materials and diverse texts;

base lesson plans on the Common Core GPS; and implement handheld computing devices in target

grades to increase student engagement. During Year 2, CCSD will provide professional learning and will

develop a scope and sequence for CCGPS ELA Standards. In years 3-5, CCSD will collect and report data

and will continue to administer the Striving Readers Literacy Plan in target schools and expand SR

practices to additional schools. Dr. Mark Tavernier, Director of Teaching and Learning, will serve as

Project Director for the Striving Readers grant. Dr. Tavernier administers CCSD's curriculum and

instruction programs in all content areas, the district's professional-learning program, textbooks, and

state and federal grant projects in the content areas. In addition, he supervises content coaches and

instructional technology specialists. As Project Director, he will facilitate the work of a districtwide

Literacy Team initially composed of leaders and teachers from the six targeted schools and Early

Learning Center. The Literacy Team will ensure that the activities presented in this grant proposal are implemented with fidelity.

All grant activities will support the nine research-based key components that provide the foundation of comprehensive literacy plans ("What," p. 1): (1) standards; (2) components unique to birth-to-five; (3) ongoing formative and summative assessments; (4) response to intervention; (5) best practices in instruction; (6) high-quality teachers; (7) engaged leadership; (8) clearly articulated plan for transitions and alignment; (9) intentional strategies for maintaining engage-ment. All grant activities will be aligned with these nine key components, as follows:

Table 14: Grant Activities and Their Alignment with Nine Key Components	
9 Com-ponents	**Activities**
1	Standards for birth to three; Pre-K; K-5; 6-8; and 9-12, including the Common Core Georgia Performance Standards in ELA.
2	Provide professional-learning activities based on birth-5 standards.[4]
3	Update the birth-5 assessment schedule to fill gaps in data collection; use Work Sampling System to share data with kindergarten teachers; provide transition support for infants moving from infant to toddler, toddler to preschool and preschool to Pre-K programs; Pre-K to K; K to 1; 1 to 2; 2 to 3; 5 to 6; 8 to 9 ("What," pp. 11-12). In January 2012, Cedar Shoals High School will implement a new Rising 9th Grade Transition Program for Coile Middle School students (as well as Cedar's other feeder middle school).
4	See Clarke County's Response to Intervention – Literacy, (see Appendix B); "What," pp. 15-16).
5	Provide professional learning on high-impact, research-based best practices for birth-5, elementary, middle school, and high school teachers; provide best practices for reading and writing instruction across the curriculum ("What," pp. 12-15).
6	Beginning in August 2012, classroom walkthroughs (see Appendix C) will focus on literacy for two years. During the 2011-2012 school year, CCSD is implementing a new CCSD Teacher Evaluation System that replaces the GTEP. The new multi-tiered, rigorous system identifies specific instructional and classroom skills and content knowledge that teachers need to master in order to become highly effective teachers. The new system also provides teachers with a pathway to school leadership.
7	As instructional leaders, principals will monitor the literacy RTI program in their schools, participate in professional-learning sessions focused on literacy (e.g., coaches' training, redelivery of training for teachers). Implementation and impact analysis of the Striving Readers grant will be built into monthly professional-learning communities for principals

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[4] In addition to providing direct services at the district's Early Learning Center, CCSD partners with two community early learning centers to provide birth-to-five educational and developmental services to students based on Early Head Start, Head Start, Pre-K, and Early Reading First standards and requirements.

	and district leaders ("What," pp. 16-17).
8	In CCSD, an area of concern involves *transitions*, particularly between birth-to-three to Pre-K, Pre-K to kindergarten, kindergarten to first grade, fifth grade to sixth grade, and eighth to ninth grade ("What," p. 11). A central feature of the proposed Striving Readers implementation plan, teachers will focus on developmental stages of childhood, vertical alignment of standards, ongoing assessments, and RTI ("What," p. 18).
9	Teachers will adopt A-F action steps ("What," p. 19). As a strategy for maintaining student engagement, grant funding is requested for handheld computing devices for 5th- and 8th-grade students and their teachers, as well as school media centers.

b. Who Will Implement: Dr. Noris Price, Associate Superintendent of Instructional Services and School Performance, will oversee the Striving Readers grant. Dr. Mark Tavernier will serve as Project Director. Each of the schools in the Cedar/Coile cluster—plus the Early Learning Center—will implement its own Striving Readers' Literacy Plan, which have all been coordinated with the overarching district's grant proposal.

c. What Will Take Place in the Project Based on the "What" Document: Early Learning Center: Vertical alignment with kindergarten and first grade (p. 4); improve transitions from one learning environment to another; additional reading materials; 4-Tier model (p. 15-16). Four elementary schools: Adopt DIBELS (pp. 11-12); 90-110 minutes of protected literacy time for grades K-3 and 2-4 hours per day for grades 4-5 (p. 15); vertical alignment with Pre-K and grades K-6; improve transitions from one grade to another (p. 11); additional reading materials. Coile Middle School: Alignment with fifth grade and ninth grade; improve transitions from one grade to another; additional reading materials; 2-4 hours of literacy instruction per day (p. 15); 4-Tier model (p. 15-16). Cedar Shoals High School: Adopt Scholastic Reading Inventory to obtain Lexile scores; focus on college and career readiness (p.7); improve transitions from one grade to another; additional and more complex reading materials (p.7); 2-4 hours of literacy instruction per day (p. 15); 4-Tier model (p. 15-16).

d. Current Instructional Schedule:

Birth-Two: 8:00 a.m. - 3:45 p.m.	
Head Start-3 and Pre-K: 7:40-2:45	
Kindergarten - 5: School hours are 7:40 a.m. – 2:35 p.m.	
Grades 6-8: School hours are 8:25 a.m. – 3:45 p.m.	
Grades 9-12: School hours are 8:25 a.m. – 3:35 p.m. Clarke County high schools are currently on a 4 x 4 block schedule. Credit recovery is available during zero and fifth periods.	

e. Plan for Tiered Instruction:

Tier 1: 100% of students—universal screenings; GPS/CCGPS through a standards-based classroom structure; differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
Tier 2: 10% of students—Tier 1 and standard intervention protocol process for identifying and providing research-based interventions based on need and resources; ongoing progress monitoring to measure RTI and to guide decision making.
Tier 3: 5% of students—Tiers 1 and 2 and SST-driven learning, including intensive, formalized problem solving to identify student needs; targeted research-based interventions tailored to individual needs; frequent progress monitoring and analysis of student RTI.
Tier 4: 2-5% of students—Tiers 1-3 and specialized programs, methodologies or instructional delivery; greater frequency of progress monitoring of student RTI.

f. Materials Currently Used for Tier 1 Instruction: Table 15 lists reading series and

materials for all Clarke County schools. These materials, and others specific to individual schools, are

used for reading/language arts instruction.

Table 15: Literacy Materials Currently Being Used for Tier I (Universal) Instruction	
Age/Grade Levels	*Materials*
Birth – Five	Infants and Toddlers: *1, 2, 3 READ*; HS 3s: *Scholastic Early Childhood Program*; All 4s: *Opening the World of Learning*, *Breakthrough To Literacy*
Kindergarten	*Rigby Literacy*; *Phonics Lessons*
Elementary Schools	*StoryTown*; *Rigby Literacy*; *Phonics Lessons*; *Writers Express*
Middle Schools	*KeyTrain*; *Nettrekker*; *Renzulli Learning*; *Scantron Achievement Series*; *SOLO*; *TinkerPlots*; *FastForWord*; *Ticket to Read*; *SuccessMaker*; *Reading A to Z*; *Vocabulary A to Z*; *Destination Reading*
High Schools	*Nettrekker*; *Scantron Achievement Series*; *SOLO*

g. Time, Personnel and Strategies for Tier II, III, IV, and V Instruction: CCSD uses a

four-tier RTI strategy (see Appendix B). CCSD's RTI plan is shown in Table 16:

Table 16: Literacy Plan for Tiers II, II, and IV Instruction			
Grade Levels	*Time*	*Personnel*	*Strategies*
Birth - 5			
Tier II	Standard instructional time	All classroom & collab. teachers	Differentiation; small group targeted instruction in content areas and language and literacy development.
Tier III	Extended instructional time	All classroom and support personnel	Individualized instruction during cooperative learning work sessions (1:1 or 2:1); extended day/extended year
Tier IV	Extended/pre-scriptive	Classroom & SPED teachers	Special education services delivered according to IEP in the least restrictive environment
Elementary Schools			
Tier II	90-120 min.	All classroom teachers	Universal screeners, benchmark assessments; small group, differentiated support/interventions; extended PL; add'l. engagement/motivational strategies
Tier III	Extended/ prescriptive	Classroom teachers	Individualized or small groups; add'l. monitoring with frequent contacts; explicit vocab; comprehension strategies; add'l. engagement & motivational strategies.
Tier IV	Extended/ Prescriptive based on IEP	Classroom & SPED teachers	Targeted remediation or acceleration instruction; push in, pullout; individualized instruction; explicit use of intervention, motivational and engagement strategies
Middle and High Schools			
Tier II	Standard instructional time	All classroom & collab. teachers	Differentiation; students in smaller groups; fre-quent monitoring of progress; in MS, *Voyager* is used in some small classes with all three RTI Tiers.
Tier III	Longer instructional time	All classroom & collab. teachers	Longer-term intervention; collaborative teaching; more frequent progress monitoring; content instructional materials; SOLO/Read OutLoud; Read 180.
Tier IV	Instructional time; time in labs	All classroom & collab. teachers	Individualized instruction with specialized pro-grams and collaborative teaching processes; course instructional materials; SOLO/Read OutLoud; Read 180

h. Statement Regarding Conflict with Other Initiatives: CCSD's Striving Readers grant implementation plan conflicts with no other CCSD, state, or federal initiative that the school dis-trict is currently implementing or anticipates implementing. The district's two key initiatives—International Baccalaureate for secondary schools and a Professional Development Schools Part-nership with the University of Georgia—will be supported by a Striving Readers grant, providing the same level of rigor, focus, high expectations for teacher and student success.

a. Table Indicating the Professional Learning Activities That Staff Have Attended in the Past Year:

Table 17: Professional-Learning Activities That Staff Have Attended in the Past Year			
PL Activities	**Dates[5]/ Hours**	**Purpose**	**# Teachers**
Early Reading First Summer Institute	7-19-10/130	Routines and procedures; strategies to de-escalate inappropriate student behavior, classroom observations, ELL students;	91
Pre-K & ERF	8-3-10/48	Using GA Content Standards & GA Early Learning Standards	55
ERF	8-13-10/50	For ERF Interventionists; standards, assessments/progress monitoring, CCSD's framework for delivering lessons	12
Literacy Materials	7-28-10/34	*Voyager Passports* for ES; *Voyager Reading* for MS and HS; *Read 180* for HS	78
ESOL Students	8-3-10/110	Elementary ESOL teachers; MS/HS ESOL teachers; curriculum; use of data; instructional strategies based on needs.	42
Gifted Students	8-3-10/170	Human development, individual differences, developing talents, cultural factors	115
Benchmark Institute	5-24-10/40	Review and revise CCSD Benchmark tests; connections to CCSD's "Non-Negotiables" (See Appendix D) and Goals	40

b. Number of Hours of Professional Learning That Staff Have Attended: During the 2010-2011 school year, 1,929 Clarke County school administrators, teachers, and other professionals participated in 2,392 hours of district-provided professional learning (not including school-specific PL sessions). Of those, 458 of the sessions were literacy related and were attend-ed by 407 teachers and others.[6] Topics ranged from specific literacy programs, such as *Read 180*, *Voyager Passports*, *Voyager Reading*, and *Headsprout*, to guided reading, writing data teams, and ESOL methods and materials.

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[5] Starting dates; PL continued throughout the school year.
[6] Some teachers attended numerous PL sessions and therefore may be counted two or more times.

c. The Percentage of Staff Attending Professional Learning: CCSD has approximately 1,100 teachers, which means that about 37% of teachers participated in literacy-related professional-learning sessions last year—indicating a large gap in literacy training across the school district.

d. Detailed List of Ongoing Professional Learning:

- Content-specific curriculum renewal
- School-improvement planning
- Core Curriculum GPS
- PL provided by grants (e.g., Title I, Math & Science Partnership, Early Reading First, 21st Century Community Learning Centers)
- Data/assessment/domain/root-cause analyses
- Special populations (e.g., special education, economically disadvantaged, ESOL)
- New Teacher Orientation/Mentoring
- Special initiatives/special focus (e.g., International Baccalaureate, Professional Development Schools)

e. Preferred Method of Delivery of Professional Learning: CCSD provides a wide range of professional-learning opportunities for teachers and building and district leaders, including face-to-face, small- and large-group sessions with local and nationally known experts; job-embedded instructional coaching in each school; webinars; and monthly professional-learning communities for many groups (e.g., ESOL teachers, Technol-ogy Integration Specialists, Counselors, Instructional Coaches) that incorporate intensive work sessions. In addition, some teachers enroll in graduate programs or endorsement programs.

f. Programmatic Professional Learning Needs Identified in the Needs Assessment: The results of the needs assessments carried out by the six target schools and Early Learning Center indicated a universal need for professional learning for teachers and administrators in the following areas: High-impact, research-based instructional methods of teaching reading and writing from birth through 12th grade; effective strategies for teaching literacy across the curriculum (especially the structure of texts, content vocabulary, and comprehension); reading

endorsements; assessments for high school students that provides Lexile scores; as well as school-by-school literacy needs.

<div style="background:black;color:white;text-align:center;font-weight:bold">VIII.   ASSESSMENT/DATA ANALYSIS PLAN</div>

a.   Detailed Listing of the District's Current Assessment Protocol: CCSD's current assessment protocol is based on the Assessment Strand of the *Georgia School Keys*. Tier 1 provides 100% of students with a standards-based classroom learning environment. Tier 2 provides a needs-based, standard intervention protocol for struggling students. Tier 3 provides intensive, SST-driven learning for approximately 5% of students, and Tier 4 provides, in addition to Tiers 1-3 services, specialized programs and instructional strategies, and a greater frequency of progress monitoring of RTI. For the district's four-tier "CCSD Educator's Guide for Response to Intervention (RTI)" pyramid and "Assessment Calendar" (see Appendix A).

b.   Explanation of the Current Data Analysis Protocol: All CCSD schools implement the district's Data Team Process for grade and subject area teams. The process involves five steps: **Step 1**: Collect/Chart Data Results (develop system for organizing data from a pre-assessment); establish levels of proficiency; prepare a graph/chart to include teacher and student data. **Step 2**: Analyze Data (identify skills and concepts proficient students use and understand by examining actual student work; list obstacles/reasons why students did not achieve a level of proficiency; prioritize the identified skill concept weaknesses to focus teaching). **Step 3**: Set, Review, or Revise Goals (using data from Step 1, generate a number/percentage to serve as a goal or desired outcome). **Step 4**: Design Instructional Strategies; Team agrees on 2-3 strategies to implement during next teaching period; model or demonstrate strategy to group. **Step 5**: Interpret Results Using Common Assessments, Teams will use this process on an ongoing basis with data reviews at least every three weeks. This process is not an add-on to grade-level functions but provides a structure for teacher teams to identify student academic

needs and changes to instructional delivery. Use of the Data Team Process can facilitate the steps of the

RTI actions required during the 2011-2012 school year. For the 2011-2012 Assessment Calendar and

further discussion of CCSD's Data Analysis, see Appendix A.

c. Comparison of the Current Protocol with the Striving Readers Assessment Plan: Table

18 compares the district's current assessment plan with a proposed assessment plan.

Table 18: Comparison of Current and Proposed Assessment Protocols	
Current Assessment Plan:	
Birth to 5	Ages & Stages Questionnaire (ASQ-III) 1 x per year (screening) for ages 0-5 (Early Head Start & Head Start); Developmental Profile (DP-III) 2 x per year Pre-K and 3 x year EHS (progress monitoring and outcome) for ages 0-5 (EHS, HS, Pre-K); BASQ-II 2 x per year (screening & progress monitoring) for ages 2-5 (EHS and HS); GELS Checklist – ongoing (progress monitoring) for ages 0-3; Get it, Got It, Go! – monthly (progress monitoring, outcome) for ages (Pre-K, EHS); Peabody Picture Vocabulary Test (PPVT-IV) 2 x year (3 x if below benchmark) (screening, progress, outcome) for ages 3-5 (Pre-K, HS, Early Reading First); Phonological Awareness Literacy Screening for Preschool (PALS Pre-K) 3 x year (monitoring, outcome) for ages 3-5; Work Sampling System – ongoing (monitor-ing, outcome) for ages 4-5 (Pre-K, HS)
K	GKIDS
K-8	Ongoing diagnostic literacy assessments for grades K-8; scored writing samples quarterly.
Grade 1	Voyager Oral Reading Fluency
Grades 1 & 2	Phonics Test, Sight Word Tests, CCSD Fluency Assessment, Informal Running Record, Rigby Literacy Benchmarks; Scantron Performance Series provides norm-referenced, diagnostic summative ELA data in Dec. and May.
Grades 1-8	ACCESS for ELL students
Grades 2-8	Scantron Performance Series provides norm-referenced, diagnostic ELA data.
Grades 3-8 & 11	Benchmark assessments every 6 weeks; CRCT or CRCT-M, for specific students with disabilities
Grades 3, 5, & 8	State Writing Test annually in grades 3, 5, 8
Grades 6-8	*Read 180*; *Voyager*, Quarterly Writing Samples
Grades 9-12	*Read 180*; literacy assessments throughout year for 9th grade students; GA High School Writing Test for grades 11 & 12; Literature & Composition, grades 9-11
Striving Readers Assessment Plan:	
Grades	**Assessments**
Birth to 2	DP-III, ASQ-III, GELS Checklist
3-Pre-K	WSS/WSO, PPVT-IV, PALS Pre-K or Locally Developed Literacy Measure, GGG
K	GKIDS
K-2	Writing Samples; Sight Vocabulary
K-5	1st Quarter Literacy Assessments (reading level)
K-8	3rd Quarter Literacy Assessment; Reading Level
K-9	Reading Level; 2nd and 4th Quarter Literacy Assessments

1-2	Writing samples; Spelling Inventory; Sight Vocabulary; Comprehensive Benchmark Assessments
1-8	Reading Fluency; 2nd Quarter ELA Benchmarks
2-8	Norm-referenced in Reading and Language Arts
3-8	CRCTs; CRCT-M; Writing Samples; Quarterly Benchmark Assessments
3-8 & 11	Georgia Alternative Assessment
5	Writing Test
8	Writing Test
6-8	CRCTs, GA Eighth-Grade Writing Test; *Scholastic Reading Inventory*; *Read 180* Stage B
9-12	Advanced Placement; End-of-Course Tests, Graduation Test; Graduation Writing Test; PSAT (grade 10); *Scholastic Reading Inventory* (SRI) (Lexile Scores) for *Read 180*, Stage C
K-12	ACCESS (for ELL)
9-12	*KeyTrain* is used primarily in Career and Technical Education classes for literacy enrichment and building ELA skills.

d. How the New Assessments Will Be Implemented into the Current Assessment Schedule:

Elementary schools will incorporate an assessment, such as DIBELS, to identify students having

difficulties with phonemic awareness and phonics. Coile Middle School and Cedar Shoals High

School will adopt an assessment, such as the Scholastic Reading Inventory (SRI), that will

provide student Lexile scores for the first time to track students' RTI plans.

e. Current Assessments That Might Be Discontinued: For high school students, CCSD

currently uses district-based screeners and assessments such as *STEEP MAZE* to identify reading

levels. As a result of Striving Readers, CCSD will discontinue this assessment and use Scholastic

Reading Inventory for all students and other interventional assessments as needed.

f. Listing of Training That Teachers Will Need to Implement Any New Assessments:

Teachers will need to be trained on DIBELS and the Scholastic Reading Inventory.

g. How Data Is Presented to Parents and Stakeholders: CCSD has a districtwide Family

Engagement and Equity Plan for families of Clarke County students with seven components: family

inclusiveness, effective communication, parenting skills, equitable school culture, shared decision-

making, community collaboration, and equity in human resources. Because all CCSD schools are Title I schools, they utilize a "School-Family Partnership Agreement" that clarifies goals, expectations, and shared responsibilities of the school and parents as partners for student learning. The Agreement or compact is signed and dated by the student, parents, and teacher. CCSD's website provides teachers, students, parents, and community with AYP data, CCSD's Strategic Plan with District Performance Measures and aggregate data, "Facts and Figures," "Annual Performance Report," and many other reports of interest to stakeholders. Report cards and parent-teacher conferences provide parents with academic data on their children.

IX.   EXPERIENCE OF THE APPLICANT

a.   Table Describing Other Initiatives with which the LEA Has Been Involved:

Table 19: Other CCSD Initiatives
• CCSD partners with the Georgia DOE and University of Georgia College of Education to develop new model-learning environments with an emphasis on student use of technology embedded into everyday learning. DOE will provide instructional technology consultation, technical assistance, access to Georgia Virtual online content, professional learning, assistance with funding formulas and waivers, and statewide purchasing. UGA will assist with teacher preparation, professional learning, and research related to instructional design, student learning, and teacher practices.

- CCSD partners UGA's College of Education to develop and implement Professional Development Schools (PDS). Several schools are at various stages of implementing PDSs. Harris Elementary was the first PDS school. A Professor-in-Residence and many UGA faculty and students are in classrooms throughout the day.
- CCSD partners with the UGA College of Education and Franklin College of Arts & Sciences to implement eight years of state Math and Science Partnership grants.
- CCSD partnered with Athens Technical College to construct and implement the Athens Community Career Academy, a charter program that opened in August 2011.

b. Initiatives the LEA Has Implemented Internally with No Outside Funding Support:

1) Professional-Learning Communities for school and district leaders meet each month to engage in data analysis and professional growth as leaders.

2) International Baccalaureate Middle Years Programme (grades 6-10).

3) Orchestra programs at Coile Middle School and another middle school and afterschool orchestra and band programs for several elementary schools.

4) CCSD's Advanced Placement Fee Program pays for one AP exam for students.

c. Description of the LEA's Capacity to Coordinate Resources in the Past: CCSD Coordinates millions of dollars worth of formula and competitive grants each year under the dir-ection of Dr. Noris Price, Associate Superintendent of Instructional Services and School Per-formance. Dr. Price and district directors in charge of Title I, Title II, Title III, Title VI, Head Start, Early Head Start as well as competitive grants, such as Math and Science Partnership grants, 21st Century Community Learning Centers grants, and Early Reading First grants, rou-tinely coordinate grant budgets with other federal, state, and local fiscal resources.

d. Description of the Sustainability of Initiatives Implemented by the LEA: Following the implementation of several state Math and Science Partnership grants, many of the instructional strategies for teaching math and science in grades 3-12 have been institutionalized in the Clarke County School District. The same is true of a Georgia Department of Human Services

afterschool and summer contract and four 21st Century Community Learning Centers (21st CCLC) grants. The original philosophy and instructional approaches (relevant, engaging, hands-on, project-based academic enrichment) that defined the district's first 21st CCLC were sub-sequently adopted by all of the district's out-of-school programs.

X. RESOURCES

a. Clear Alignment Plan for Striving Readers and All Other Funding:

Table 20: Alignment of Funding Sources		
	Striving Readers Funding	**Other Funding Sources**
Professional Learning	Intensive, aligned PL for all Striving Readers teachers	Title II, Part A; Title I, Part A; GA Staff Development Funds; QBE; Title III (ESL); Title VI, Part B; IDEA Pre-School
Print Materials	Additional books for all 7 Media Centers	Early Reading First (ERF); Title I, Part A;
Tier I Literacy Materials	Universal screener/progress monitoring; classroom libraries (K-5); core SBRR program for K-2; supple-mental SBRR materials for small groups; technology	ERF; Early Intervention Program (EIP); QBE; Extended-Year
Tier II Literacy Materials	Supplemental SBRR intervention materials; high interest/low level trade books; technological resources	ERF; EIP/REP
Tier III Literacy Materials	Supplemental interventions materials; technological resources	ERF; EIP/REP
Tier IV Literacy Materials	Targeted classroom libraries; technological resources	ERF; EIP/REP
Formative and Summative Assessments	Additional assessments: Informal reading inventory, phonemic aware-ness, phonics, fluency screener; (DIBELS; Scholastic – SRI)	EIP/REP; Extended Year; Title I, Part A; Title II, Part A; Title III; Title VI, Part B; IDEA, Part B (SWDs); IDEA Pre-School (SWDs)
Instructional Technology	Handheld computing devices	SPLOST IV
Parent/Family Communication	Striving Readers updates to parents/ families via website, Channel 16 (school district TV channel), school newsletters, newspaper articles	QBE; Title I, Part A; Title III; Title IV, Part B; IDEA, Part B (SWDs)

b. List of the Resources Available at Each Building:

- SmartBoards & overhead projectors

- Electronic student-response systems
- Media Center with fiction and non-fiction books
- Document cameras
- Literacy software programs (e.g., FastForword, SuccessMaker)

c. Plan to Ensure That No Supplanting Takes Place: During the grant-writing phase, as well as at the beginning of Years 1-3 of the performance period, all budget items in the partici-pating school budgets will be examined by the Associate Superintendent of Instructional Services as well as the district-based Directors of Teaching and Learning, Special Education, Career and Technical Education, Title I, Assessment and Accountability, Gifted and ESOL Services, Grants and Research, Technology Services, and Business Services to ensure that supplanting will not take place, except as allowed by federal Striving Readers rules.

d. Detail How Striving Readers Will Add Value to Existing Resources in Schools: A Striving Readers grant will provide intensive professional learning for teachers in six cluster

schools and the district's Early Learning Center. Training will focus on emergent literacy skills, how children become proficient readers and writers, how to teach reading and writing across the curriculum, and how to identify and assist readers at all performance levels. A grant would also provide an opportunity for teachers and students in the target schools to explore the capabilities of handheld computing devices, such as iPads, to facilitate group writing projects, group research assignments, and communication and collaboration between teachers and their students and between and among the students themselves. For the first time, a Striving Readers grant would provide Clarke County teachers of students from birth through 12th grade with developmentally targeted, literacy-focused professional learning designed to facilitate the adoption of research-based, high-impact practices in every classroom within the six schools and Early Learning Center. In addition, technology purchased with grant funds will provide students with access to thousands of books, other materials in print, and online subscriptions to

which they would not otherwise have access. Handheld technology for students will also allow them to access educational apps and resources for the first time. Many students who do not typically read books would be far more likely to read the same books using e-readers. Striving Readers will offer these schools opportunities to instill 21st century literacy skills into all curricular areas and prepare students for college and career success.

XI.   MANAGEMENT PLAN AND KEY PERSONNEL

a. Plan for Management of the Grant Implementation: Dr. Mark Tavernier, Project Director, supervises the district's content specialists, including elementary and secondary literacy coaches; four instructional technology specialists; and two budget assistants. Tavernier's staff will be available to carry out grant activities, such as coordinating, scheduling, and, at times, providing professional-learning; training teachers on new formative and summative assessments; purchasing and distributing print materials; and training teachers on the peda-gogical uses of mobile technology. The principals of the Striving Readers' schools will oversee grant-focused literacy activities in their schools as part of a long-term strategy to institutionalize high-impact instructional practices. CCSD's Business Office has the capacity to drawdown Striving Readers grant funds as it currently does for numerous state and federal grant programs. Under the direction of Dr. Tavernier, a part-time Budget Assistant (paid for with indirect funds) will enter and process purchase orders, timecards, and other time sensitive records; and will receive, inventory, and distribute purchased items and services.

b. List of Individuals Responsible for the Day-to-Day Grant Operations:

- Dr. Noris Price, Associate Superintendent for Instructional Services
- Dr. Mark Tavernier, Project Director
- Carlyn Maddox, Secondary Literacy Coach
- Alita Anderson, Elementary Literacy Coach
- Linda Sprague, Office of Early Learning Professional Learning Coordinator
- Dr. Tony Price, Cedar Shoals High School
- Dwight Manzy, Coile Middle School
- Anissa Johnson, Fowler Drive Elementary
- Xernona Thomas, Harris Elementary
- Dr. Ingrid Gilbert, Stroud Elementary
- Debbie Haney, Winterville Elementary
- Tom Guthrie, Director of Business Services

- Carolyn Wolpert, Office of Early Learning Early Reading First Coordinator
- Kim Seabolt, Purchasing Coordinator
- Budget Assistant

c. Responsibilities of the People Involved with the Grant Implementation:

Table 21: Timeline of Grant Activities and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
Grant Activities (Persons Responsible)[7]	1	2	3	4	1	2	3	4	
Announce SR grant to CCSD and the community. (PD, PR)	x	x			x	x			x
Convene District Literacy Team for overview/planning.(PD)	x		x		x		x		x
Convene school Literacy Teams for overview/planning. (P)	x	x	x		x	x	x		x
Purchase new assessments. (BA)	x				x				x
Purchase and distribute instructional materials and instructional technology. (PD, BA)	x	x			x	x			x
Plan/implement professional-learning focused on literacy (curriculum, assessments, RTI, etc.) (PD, LC)	x	x	x	x	x	x	x	x	x
Teachers enroll in Reading Endorsement Programs. (PD)	x	x	x	x	x	x	x	x	
Extend early learning instructional days from 164 days to 180. (EL)			x				x		x
Extended literacy time (afterschool/summer). (PD, P, LC)	x	x	x	x	x	x	x	x	x
Drawdown funds. (BO)	x	x	x	x	x	x	x	x	?
Write and submit end-of-year reports (5 years). (PD, LC, E)				x				x	x

d. Individuals Listed Understand the Goals, Objectives, and Implementation Plan: All

of the administrators, teachers, literacy coaches, and instructional technology specialists involved in

implementing the Striving Readers grant program as described in this grant proposal will have an

orientation session focused on the details of CCSD's Striving Readers implementation plan, as well as

DOE's "What" and "Why" documents (and the "How" document when it becomes available). At the

orientation session, all CCSD personnel will sign a commitment statement pledging to work towards

accomplishing the project's goals and objectives and grant activities described in the district's grant

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[7] PD = Project Director; DL = District Literacy Team; SL = School Literacy Teams; P = Principals; BA = Budget Assistant; LC = Literacy Coaches; EL = Early Learning Literacy Team; ELA = ELA Teachers; CT = Content Teachers; PR = CCSD's Public Relations; BO = Business Office

proposal, combined with each school's Striving Readers grant proposal/implementation plan with fidelity.

XII. SUSTAINABILITY PLAN

a. Plan for Expanding the Lessons Learned through the Striving Readers Project with Other Schools and New Teachers to the LEA: During New Teacher Orientation every August, a summary of the Striving Readers Implementation Plan will be given to all new teachers. At the six target schools and Early Learning Center, a discussion of the grant program will be far more extensive, and all new teachers will be given a copy of this grant proposal that lists the instructional strategies, materials, and assessments that all teachers in the school will use in their classes, including teachers in other content areas, such as science, math, and social studies. Because the target schools in the Cedar/Coile cluster will serve as a pilot project for the entire district, CCSD intends to institutionalize the best literacy practices throughout the entire school district, as appropriate. Once CCSD's Striving Readers Literacy Plan is completed, using Georgia's Literacy Plan as a model, SR practices will be institutionalized in the school district.

To ensure sustainability of evidence-based, high-impact practices, the district-level Striving Readers Literacy Team compiled a list of no-cost activities that may be used during and beyond the grant-performance period. A partial list is provided below:

- Require 90 minutes per day of protected, uninterrupted reading time in elementary schools and two to four hours per day for middle and high school students
- Transition strategies horizontally and vertically across grade levels
- Knowing standards of grades before and after each teacher's grade
- Create Reading Growth Wall in every school that tracks student growth.
- Use DOE's Lexile Map to match reading materials to students' current lexile levels.
- Provide data summits to examine literacy assessment results at the domain and element levels
- Provide intensive in-house professional learning on literacy for struggling readers and RTI

- Facilitate reading and writing across the curriculum

These activities and others will sustain Clarke County's Striving Readers Literacy Plan well beyond the grant period.

b. Plan for Extending the Assessments Protocol beyond the Grant Period: Because CCSD expects the Striving Readers assessment protocol to result in increased student achieve-ment in the area of literacy due to ongoing, monitored formative and summative assessments, the assessment protocol will be sustained in the target schools. As the results are shared with other schools, additional schools will adopt the Striving Readers assessment protocol, which is based on high-impact practices for raising student-academic achievement.

c. Plan for Extending the Professional Learning Practices beyond the Grant Period and to New Staff to the System: Assessment data is useful only if teachers actually use it to make instructional decisions and adjustments. Therefore, teachers will be shown through on-going professional-learning sessions how to use screening, diagnostic, and progress assessment data to guide instruction. Principals will ensure that grade-level and content-specific teacher groups understand and use student-achievement data at the domain level for designing lessons and student tasks.

d. Plan for Sustaining Technology That Was Implemented with the SR Funds: The technology and site licenses funded by a Striving Readers grant will include handheld computing devices for students, their teachers, and Media Centers. The Clarke County Regional Library provides K-12 students with access to over 300,000 e-books and audiobook titles that can be downloaded on handheld tablets and computers 24 hours a day, seven days a week. After grant funding ends following Year 3, this virtual library will continue to be available to students with purchased technology as well as with classroom and media center computers already in place. To sustain CCSD's investment in technology made possible with Striving Readers funding, CCSD's

SPLOST IV, approved by voters in November 2011, will provide significant funding to expand the reach of handheld computing devices into all schools and to refresh the mobile technology in the six target Striving Readers schools and Early Learning Center.

STRIVING READERS

Fowler Drive Elementary School Grant Proposal

XIII.   ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

d. School Student CRCT data

Chart A

Fowler Drive Elementary School - Grades 3, 4, 5 AYP Progress in CRCT Reading/English Language Arts

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	60.0%	60.0%	66.7%	66.7%	66.7%	73.3%	73.3%	73.3%	80.0%	86.7%	93.3%	100%
All Students	52.0%	68.0%	67.2%	52.2%	67.1%	82.6%	83.2%	84.1%	84.0%			
Black	56.0%	66.0%	62.7%	49.2%	62.9%	82.0%	79.5%	83.3%	77.8%			
White		83.0%	75.0%									
Hispanic	33.0%	66.0%	72.2%	55.3%	71.9%	82.7%	86.5%	83.6%	91.8%			
Asian												
SWD	8.0%	38.0%	45.7%	21.7%	26.9%	56.9%	57.1%	67.5%	64.3%			
ELL			50.0%	31.0%	50.0%	79.7%	83.7%	78.6%	83.9%			
EDS	50.0%	68.0%	66.6%	50.8%	64.8%	81.3%	82.1%	83.9%	84.4%			

Fowler Drive Elementary School has made AYP each year since 2005. The chart and table above present the disaggregated, historical CRCT assessment results in the area of Reading/English Language Arts. 16% of third graders, 38% of fourth graders, and 9% of fifth graders did not meet standards on the 2010 Criterion-Referenced Competency Test (CRCT) in reading. Additionally, 20% of third graders, 33 % of

fourth graders and 4% of fifth graders did not meet standards in Language Arts as shown above: **See Chart A**. Students in grades 3– 5 scored below the school district average on the reading and language arts portions of the spring 2011 CRCT. Although Fowler Drive has met AYP, approximately one fourth of the students in grades 3-5 did not meet reading or language arts standards. **Chart A** above illustrates this data as well as performances by the following subgroups: Blacks, Hispanics, students with disabilities (SWD), English language learners (ELL), and economically disadvantaged students (EDS) as determined by qualification for free or reduced lunch.

e. 2011 NRT Scantron Performance Series Norm Referenced Test

2011 Reading**:** National Percentile Rankings by Grade   **Table 1**

	Grade 2	Grade 3	Grade 4	Grade 5
Fowler Drive Elementary	44	32	30	30

2011Language Arts: National Percentile Rankings by Grade   **Table 2**

	Grade 2	Grade 3	Grade 4	Grade 5
Fowler Drive Elementary	53	34	34	35

On the 2011 Scantron Performance Series Norm Referenced Test all student groups in grades 2-5

scored below the 50th percentile ranking, as shown in the above Tables 1 and 2.

f.   Disaggregation of Data in Subgroups – On the reading portion of the Spring 2011 CRCT, 53% of our students with disabilities (SWD) did not meet standards. Further analysis shows that 42% of SWD third graders did not meet standards, 78% of SWD fourth graders did not meet standards, and 43% of SWD fifth graders did not meet standards in reading.

g. Teacher Retention Data - Fowler Drive Elementary School has 39 certified staff in which 79% were retained from the previous school year.

h. Teacher Participation in PLC or On-Going Professional Learning at the School

All teachers participate in professional learning communities on a weekly basis where teachers unpack standards, develop common formative assessments, and discuss best instructional practices. The data team process is also conducted weekly which enable teams to analyze grade-level and classroom data to inform instruction. The weekly professional learning is facilitated by the Instructional Coach and Principal. The details of professional learning are outlined in section X, Professional Learning Strategies Identified on the Basis of Documented Need.

XIV.   NEEDS ASSESSMENT

d. Description of the Materials Used in the Needs Assessment

See **Appendix A**, **Section II** for the Materials Used for Needs Assessment Table

e. Description of the Needs Assessment – Fowler's needs assessment began June 8, 2011 at the CCSD Data Summit. At the summit, Fowler administration worked with district leadership to look at and analyze all student achievement data. On July 28 and 29, the Fowler Drive Leadership Team (SILT) participated in a data summit. The SILT team established the Literacy Team in November 2011 to further assess literacy needs. A literacy survey was sent December 1, 2011 to teachers and also a survey was sent to parents to identify gaps in literacy instruction (See Appendix B Section II for surveys). A root cause analysis was completed in early December to determine gaps in literacy achievement. The SILT team, merged into the Literacy Team, which met to synthesize the school data and make recommendations for the Literacy Plan to the Fowler Drive faculty.

c. Listing of Individuals Who Participated in the Needs Assessment – Members of the School Leadership Team, The Literacy Team, and all staff participated in the needs assessment Fowler Drive. See Appendix C, Section II for list of participants.

a. **Areas of Concern as They Relate to the Researched-based Practices:** The nine elements of the Georgia Department of Education "What" document, page 1 describes the components of a successful research-based literacy plan. A thorough review of these components in light of the data analysis shows several areas of concern. *Component 3:* Fowler Drive's teachers need a comprehensive K-5 assessment program to screen, diagnose, and progress monitor student achievement. 31% of the staff surveyed indicated that both screening and diagnostic assessments are not adequate. Teachers also expressed a desire in learning how to use the information gathered to inform instructional decisions for students in Tiers I, II, III, and IV. *Component 4:* Direct and explicit reading strategies need to be embedded in reading K-5 across all the content areas. The writing process and strategies taught will include daily writing to learn and school-wide emphasis on writing across the curriculum. Vocabulary instruction needs to be explicitly taught and embedded in context with more non-linguistic representations and multiple uses in varied contexts. *Component 9:* Teacher survey results as well as student achievement data indicates a lack of student motivation and self-directed learning. We have just begun to integrate Eric Jensen's brain-based strategies into the instructional practices. In grades 4 and 5, teachers have begun to use student goal setting, and more student choice. However, teachers need more support and professional learning on this topic. Teachers lack the knowledge, training, and resources to use technology creatively to boost student engagement. 94% of teachers indicated on the Literacy Survey that they would like professional learning on how to better use technology to enhance student engagement. Teachers also indicated that their classroom libraries do not contain trade books that reflect the diverse backgrounds of the students we serve at Fowler Drive. Teachers also indicated on the survey that students do not have enough opportunities to self-select interesting texts and to interact/collaborate with others. The increased access to technology will provide students with opportunities to act on information and demonstrate understanding in multiple ways. With increased

access to a range of applications, students can engage in digital storytelling, create podcasts, video

journals, animations, web sites, interactive posters and even design their own games and apps. Allowing

student choice will increase engagement and improve learning outcomes. Another advantage of a

technology rich environment is the ability to connect to and collaborate with others in the school, the

community, and the around the world. Students can video chat with other learners, as well as university

professors and students, authors, artists, and other content experts. Students can also connect with

others through discussion boards, blogs, and electronic pen pals.

f. **Specific Age, Grade Levels, or Content Areas in Which the Concern Originates**

Concerns are found with students in grades K-5 in all content areas with students identified as

needing Tier II, III, or IV instruction. See **Appendix D, Section III**.

g. **Areas of Concern and Steps the Schools Have or Have Not Taken to Address the**

Problems: As a result of data analysis and response to teacher needs, the following are at the

beginning stages of implementation.

Table 3: Areas of Concern and Actions Taken or Not Taken at Fowler Drive Elementary	
Areas of Concern	**What Fowler Drive Has Done or Has Not Done to Address the Problem**
Teachers need a comprehensive ongoing monitoring process in place to identify struggling students in order to intervene with instructional practices and intervention resources.	Fowler Drive **has** implemented the data team process for K-5 students and addresses instructional gaps and needs for all students. A systematic and ongoing progress monitoring of all students K-5 in the 5 components of reading **is not** present at Fowler Drive
Students need reading comprehension strategies taught across content areas as evidenced in running record data, CRCT data, and Scantron Norm Reference Test Data.	Fowler Drive **has not** provided professional learning on a school-wide level that provides teacher with necessary reading strategies to increase comprehension. Fowler Drive **has a** reading program 3-5 and **does not** have a reading program for K-2.
Students need explicit vocabulary instruction taught across content areas as evidenced in Scantron Norm Referenced Test Data	Fowler Drive **has** provided professional learning to some teachers on vocabulary instruction strategies. Fowler Drive **has not** implemented school with intensive professional learning or training that provides

	all teachers with explicit vocabulary strategies.
Students need the writing process and writing strategies taught across content areas.	Fowler Drive **has** provided professional learning for grades 3-5 in the writing genres. Fowler Drive **has not** vertically aligned the writing standards, nor looked vertically at student writing. Teachers are **just beginning** to use writing journals in math, science, and reading.
Motivation and engagement. Parent and teacher surveys indicate a lack of student motivation.	Fowler Drive has recently begun a SILT team book study of *Teaching with Poverty in Mind*. Fowler Drive is in the **beginning stages** of implementing Eric Jensen's brain based strategies for learning. Literature circles **have not** been implemented in grades 3-5. Classroom libraries **have not** been funded K-5.

IV.   ROOT CAUSE ANALYSIS

a. Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment

Root causes related to assessment materials in literacy are: current assessments are not comprehensive, lack variety in reading material across grade levels and are not available past the 5th grade level; assessments don't always match or guide instructional practices (sight vocab-ulary, grammar, phonics); current assessments do not assess all five components of reading; there has not been ongoing training for teachers to give the assessment reliability. Underlying causes related to strategies for developing and maintaining engagement as students progress into the intermediate grades are: lack of high interest reading materials, programs and activities for struggling readers; lack of teacher training to implement reader's workshop where students are self-directed learners; lack of interdisciplinary resources to promote reading interest (reading across the curriculum); lack of teacher confidence to incorporate technology due to lack of training; lack of parental literacy involvement; lack of homes with print rich environment.

The root causes of the lack of systematic, explicit instruction in the areas of phonics, phonemic awareness and vocabulary in K-2 are: teachers lack training in the use of the current K-2 phonics

resource. K-2 does not have a reading program for instruction in all 5 reading components. Students lack of real world experience to expand vocabulary that builds background knowledge in and out of the classroom to increase reading comprehension. According to Fowler Drive running record data, most of our students are struggling readers. Lack of access to summer reading programs have also impacted student achievement. Over the past two summers, 46% of fifth graders, 39% of fourth graders, and 66% of third graders regressed on the running record instrument.

b. Specific Grade Levels That Are Affected

Grades K-2 are affected by concerns 1 and 3; grades 3-5 are affected by concerns 1 and 2.

c. Specific Rationale for the Determination of the Cause

The literacy team convened to discuss the root causes of the concerns. There is inconsistency in the literacy assessments conducted and the ability to progress monitor the effectiveness of instruction. The current K-2 literacy resources are fragmented. By the time students reach the intermediate grades, many are behind and lack the motivation to succeed. 97% of our students receive free lunch, and many are also from homes that lack a print-rich or strong literacy environment. These causes and the lack of teacher expertise in teaching reading comprehension and writing strategies also factor into many of our students' struggle with reading on grade level.

d. What Has Been Done in the Past to Address the Problem

Within the past five years, the CCSD, become aware of the research that supports professional development as a means to systemic change in teacher quality. Each elementary school has a full-time Instructional Coach that offers on-site job embedded professional learning. In the past, district and school instructional leaders purchased a variety of programs that address the needs of some subgroups of students rather than creating a consistent, systematic literacy program. A K-5 comprehensive literacy assessment option is desirable.

e. New Information the Needs Assessment Uncovered: The staff at Fowler Drive identified areas of need as 5 components of reading, a summer reading program, experiences to build background knowledge and vocabulary. The staff also noted needs for integrating technology to enhance instruction, such as one to one computing, and constructing knowledge through writing and the use of hand held devices. Fowler teachers are interested in using technology as a way to motivate and engage students in their learning.

V. SCHOOL LITERACY TEAM

a. Listing of the Members of the Site-Based Literacy Team –

Anissa Johnson, Principal	Donna Spangler, Gifted teacher
Melanie James, Assistant Principal	Harriett Harvin, ESOL teacher
Lisa Stanzi, Instructional Coach	Vicki Ussery, EIP teacher
Cheryl Sewell, School Counselor	Ann Benedek, Kindergarten teacher
Susan Henderson, Media Specialist	Dawn Smith, 1st grade teacher
Tracey Spidle, Administrative Assistant	Debbie Clark, 2nd grade teacher
Cyndy Piha, Art teacher	Richard Woodward, 3rd grade teacher
Carolyn Dalusky, Special Education teacher	Kristen Olmsted, 4th grade teachers
Grace Staniszewski, 5th grade teacher	Beth Tolley, Professor in Residence, UGA

b. Function of the Site-Based Literacy Team in Terms of the Needs Assessment: The Site-based Literacy Team will provide ongoing and support of literacy initiatives in reading, writing progress of K-5 students of Fowler Drive Elementary School. Through collaboration and cooperation, the team will review materials, engage in data analysis of students' reading and writing progress, and reflect

upon progress of goals targeted in the Striving Readers Grant. The team will support all K-5 teachers in increasing literacy achievement and proficiency with all students.

c. Minutes of the Meeting of the Site-Based Literacy Team See **Appendix E, Section V** for minutes.

d. How the Site-Based Literacy Team Communicates and Includes All Members of the Staff in the Decision-Making Process The Literacy Team conducted a literacy survey to receive feedback from all participating staff members, and shares all SILT and literacy team minutes with all staff while asking for feedback. Decision about the Striving Readers Grant will be communicated through faculty meetings, team meetings, SILT meetings, Literacy Team meetings, and all staff.

VI.   PROJECT GOALS AND OBJECTIVES

a. Project goals directly related to the identified needs:

Goal 1: Identify at-risk students and provide appropriate interventions by implementing a comprehensive assessment tool for K-5 literacy screening and diagnostic assessment. (Georgia Literacy Plan, The Why, 5.A.5)

Goal 2: Provide a variety of resources, intentional strategies and opportunities to motivate students to read and write in the content areas. (Georgia Literacy Plan, The Why, 3.C.2)

Goal 3: Implement an early literacy program that provides the five essential components of effective early reading instruction in order to ensure students are reading on grade level by the end of grade three. (Georgia Literacy Plan, The Why, 3.B)

Goal 4: Provide on-going professional learning for all staff in process and content standards to determine learning priorities, to apply research best practices, to use learning strategies including

technology, to deepen content knowledge, to provide research-based instructional strategies, to prepare teachers to use various types of assessments appropriately, and to provide skills to involve families appropriately. (Georgia Literacy Plan, The Why, 7.B 2 & 3)

b. List of project objectives that relate to implementing the goals identified:

Goal 1 objectives: Routinely screen K-5 students in skills critical to literacy; administer diagnostic assessment to students demonstrating problems during screening to guide instruction. (Georgia Literacy Plan, The Why, 5.A.5 c & d)

Goal 2 objectives: Increase motivation in adolescents, a component of reading associated with improved outcomes. Provide direct, explicit comprehension instruction; embed content; build motivation to read; involve students in collaborative learning involving interacting with one another; provide diverse texts, intensive writing (Georgia Literacy Plan, The Why, 2.C), and a technology component. (Georgia Literacy Plan, The Why, 3.C 1 & 2; Necessary Building Blocks of Literacy Plan, The What, section 8.A p 18)

Goal 3 objectives: Provide a high quality early literacy experience that is systematic and explicit to prevent reading difficulties and lay the foundation for future academic success, including hands on experiences to increase background knowledge and vocabulary. (Necessary Building Blocks of Literacy Plan, The What, section 1 p 6, section 4 A, section 9 p 19)

Goal 4 objectives: All teachers will participate in professional learning in the use of scientifically research-based programs, assessments, technology, and instructional strategies.

c. Research-based practices in the "what and the why" document as a guide for establishing goals and objectives:

Goal 1 Research: Universal screeners are necessary to identify which students need assistance and should accurately identify at-risk students, should not be expensive or time-consuming to implement, and must result in timely and effective interventions. Kindergarten screeners should include phonological awareness, alphabet knowledge, concept of word, and letter-sound correspondence. First grade screeners should include word identification fluency (WIF) and grade two should add oral reading fluency (ORF) to the WIF. Grade 3 should include ORF, as well as grades four and five, which should also add a comprehension screener. Following the screener, more comprehensive diagnostic assessments should be conducted to identify specific student-by-student skill weaknesses. (Georgia Literacy Plan, The Why, 5.A.5 b, c, d)

Goal 2 Research: Provide students with a quality learning environment. Students need a variety of reading materials, time to read self-selected texts with an awareness of Lexile levels, and opportunities to discuss. Teachers need to use research-based literacy strategies, provide literacy rich content-area reading, provide frequent assessment, and quality instruction. (Necessary Building Blocks of Literacy Plan, The What, section 4 C, section 9 A-F; Georgia Literacy Plan, The Why, 3 C 1 & 2)

Goal 3 Research: Early, high quality instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension must be provided. (Georgia Literacy Plan, The Why, 3 B)

Goal 4 Research: Substantiated academic growth will occur when professionals receive ongoing, targeted professional learning. (Georgia Literacy Plan, The Why, 7 B) Professional Learning that enables teachers to: study student work and data to plan for instruction and intervention on an individual student level; build knowledge of key literacy components; and deliver engaging instruction that promotes active learning. (Necessary Building Blocks of Literacy Plan, The What, section 7 B)

d. Practices already in place when determining goals and objectives.

Universal screeners and diagnostic assessments are in place but further professional learning on the goal and use of each assessment is needed. The reader's workshop framework is in place in grades one and two. Teachers are beginning to provide direct, explicit comprehension instruction in 3rd-5th grade with the implementation of the textbook adoption of 2010.

e. **Goals to be funded with other sources** – 1) Collaborative scoring of quarterly writing assessments; 2) Teacher analysis of comprehensive reading data to determine appropriate interventions; 3) ELA data team training

VII. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

i. **Proposes a Plan to Implement the Goals and Objectives Identified:** A five year Striving Readers plan for Fowler Drive is shown below.

Year 1: Provide training and support for new assessments; Implement the use of instructional materials and or strategies; Unpack CCGPS literacy standards and map vertical alignment; improve classroom and media collections; PL on integrating technology into classroom instruction; PL on vocabulary instruction; PL on literature circles; PL on student motivation and engagement strategies. Offer family engagement library access to parents and begin summer reading program.
Year 2: Provide PL to teachers; develop grade to grade plans for moving students in a seamless transition; continue implementation of instructional materials and/or strategies; collect and report student literacy data; offer staff reading endorsement opportunity; continue to build upon PL begun in year 1. Offer literacy classes for parents. Continue summer reading program.
Years 3-5: Provide PL to teachers; refine the implementation of programs begun in Years 1 and 2. Continue PL on use of materials and instructional strategies. Partner with community agencies to continue family engagement opportunities.

j. **Clearly Defines What Will Take Place in the Project Based on the "What" Document:**

Components from the "What" document p. 1	Activities to Take Place
1. Students will learn and apply Common Core	Unpack and implement CCGPS in grades K-5, the foundational skills in literacy, and the college and career readiness anchor

standards.	standards for reading, writing, language, listening, and speaking.
2. Literacy at Fowler Drive will incorporate components unique to the birth to five population.	See Early Learning Proposal for CCSD.
3. Teachers will use ongoing formative and summative assessments to target students for interventions.	Provide training and support for new assessments that provide screening, diagnostic and progress monitoring of reading skills; Use school-wide SILT team to support teachers in the administration of assessments; continue to refine making data part of an on-going cycle of instructional improvement; Engage students in examining their own data in order to set literacy goals.
4. Teachers will implement best practices in instruction.	Continue to use a variety of professional learning models to support teacher growth and progress in implementation of the key elements of Best Practices in literacy instruction and whole child development. Purchase professional learning libraries that support these key elements. Schedule a protected block of time for literacy instruction for all grades. Continue to integrate literacy skills into content areas.

5. Teachers will use the four-tiered response model to target instructional needs.	A four-tiered instructional model will be used at each grade level to provide for core instruction, strategic intervention, intensive intervention, and a targeted and individualized intervention. Each tier will build on the previous tier.
6. Leadership will facilitate all parts of implementation.	Leaders will attend all professional learning and redelivery of training; leaders will commit to monitoring processes and support of teachers and coach.
7. High quality teachers and coaches will implement the plan.	Design and implement a clearly articulated professional learning framework using a variety of PL strategies to build teacher knowledge of key literacy components appropriate to grade level and content area.
8. Fowler Drive's Literacy plan will be articulated vertically and horizontally across grades and schools.	Establish collaborative planning vertically and horizontally and plan experiences that engage teachers in a discussion that ensures collaborative planning within and across grade levels to achieve literacy goals. These experiences will encourage an understanding of common outcomes for which the entire school is responsible.
9. Intentional strategies and practices will be used to promote engagement.	Teachers will increase opportunities for students to self-select reading materials, and access texts that are interesting; collaborate with peers and use technology in ways to construct meaning and connect with peers.

k. Details the Current Instructional Schedule: The school day begins at 7:40, with morning announcements. The instructional blocks begin at 8:10 after school-wide morning meetings. Each class is given 30 minutes for lunch, and 15 minutes recess time. Grades 1-5 are given 50 minutes of Specials segment, consisting of Art, Music, or P.E. Kindergarten has 30 minutes of Specials segments. Extended learning time is 45 minutes after Language Arts 60 minutes and Math 60 minutes. Extended learning time is the scheduled time for Tier 3 and Tier 4 instruction. See the current instructional schedule in **Appendix F, Section VII**.

l. Details a Plan for Tiered Instruction:

Tier I: Tier I instruction takes place in the general education classrooms at Fowler Drive. Whole class and small group instruction is designed to create an optimal learning environment, so that 80% or more of the students are successful in mastering the standards. Grouping is flexible and lesson frameworks, pacing and assessments are used to respond to students' needs. A research-based lesson format including an activator, a mini-lesson, a work session and a summarizing activity is used in all lessons. Teachers at Fowler Drive provide small group differentiated instruction based on data

collected from screeners, formative and summative assessments, such as the district benchmarks.

Tier II: If Fowler Drive students are not performing at expected levels based on district benchmarks and/or the screening process, additional assessments in reading/ELA may be required. Tier II interventions are determined based on student need, and supplement Tier I instruction. Tier II intervention at Fowler Drive is usually strategy-based, and lasts from 8 – 12 weeks. Movement between Tier I and Tier II is flexible, and students move in and out as needed. In addition to the classroom teachers, there are two EIP teachers, two ESOL teachers, and 5 paraprofessionals (Grades K and 1). These personnel are used to provide Tier II instruction. With the Striving Readers Literacy Grant we will address our literacy needs by focusing on students in Tier II or Tier III of the RTI process. Grade level teams together with the RTI team write intervention plans for these students. Current interventions include Early Intervention Program and other small group and one-on-one assistance using research based programs such as Voyager, Successmaker and StoryTown.

Tier III: Students not responding to Tier I and II instruction are evaluated for Tier III interventions through the RTI process. Tier III intervention at Fowler is delivered individually or in small groups. Fowler Drive has three SPED teachers that work with students at this tier. Some of the current Tier III literacy interventions are Voyager Passport, StoryTown Strategic Intervention, and Fast ForWord.

Tier IV: Tier IV instruction is provided to those who need pervasive, intense intervention. These services address the needs the student needs for either advanced content/gifted pullout or remediation/acceleration with support of two SPED teachers. In addition, the ESOL teacher provides Tier IV instruction as needed. Advanced content or gifted interventions may include Renzulli's Type III projects, and advanced content literacy learning. SPED interventions include instructional strategies that address the students' IEP goals and objectives. The Pathways to Success Program is an afterschool is an additional opportunity for Tier III/Tier IV instruction.

m. Materials Currently Used for Tier 1 Instruction: Materials currently used; Rigby Leveled Books, StoryTown (grades 3-5), Fast ForWord, Ticket to Read (grades 1-5).

n. List the Time, Personnel and Strategies for Tier II, III, and IV Instruction

Table 4: Literacy Materials used for Strategies for Tiers I, II, III, and IV instruction & Literacy Plan for Tiers I, II, III, and IV Instruction				
K – 5	Materials	Time	Personnel	Strategies
Tier I	Content area instructional materials	Standard instructional time	All classroom teachers	Differentiation/Flexible grouping/Progress monitoring
Tier II	Content area instructional materials	Instructional time; collaborative teaching process	All homeroom teachers/collaborative teachers	Students in smaller groups; frequent monitoring of progress
Tier III	Content area	Instructional	All homeroom	Longer term

	instructional materials; Fast ForWord; SuccessMaker	time; collaborative teaching processes; time in labs	teachers, collaborative teachers, EIP teachers	intervention; more frequent progress monitoring
Tier IV	Course instructional materials; Fast ForWord; Voyager; Head sprout	Instructional time; collaborative teaching processes, time in labs, direct instruction	All homeroom teachers, collaborative teachers	Individualized instruction w/ specialized programs

o. Includes a Statement Regarding Conflict with Other Initiatives: Fowler Drive sees no conflict with the literacy initiatives proposed that conflict with the Striving Reader Grant goals and objectives.

VIII. STRATEGIES AND MATERIALS (EXISTING AND PROPOSED) INCLUDING TECHNOLOGY TO SUPPORT THE LITERACY PLAN

a. General List of Current Classroom Resources for Each Classroom in the School – Grades K-5:	Generic List of Shared Resources	General List of Library Resources or a Description of the Library as Equipped –
SMARTboard with Projector 2-4 desktop computers per classroom 3rd-5th StoryTown literacy resources Limited and outdated classroom K-5 libraries – averaging 4 titles per pupil	2 computer labs of 25 desktop computers; 2 laptop carts with 14 laptops in each 2 iPod touches;15 document cameras; 2 video cameras;14 digital cameras Leveled reader book room 4 other computer labs that can be accessed by all staff.	Media Center Collection - 16,000 items Professional Collection - 1,750 books Bookroom - 10,000 paperback books (outdated – copyright prior to 2003) The average age of the library collection at Fowler Drive is 15 years old. Since August of 2011, 8,000 books have been circulated.

b. List of Resources Needed to Implement the Literacy Plan Including Student Engagement:

Trade books in the content areas	Professional books and materials
Spelling/Writing resources	Substitutes for release time for PL
Literacy Consultants	PL 5 components of Reading
Scientifically based reading program K-2	Socratic Questioning
Student motivation/Engagement strategies	Phonics K-2 program
Tier II and III interventions	Hand held devices
Stipends to cover PL	Library and classroom materials
Software and Hardware to support electronic literacy materials	Hand held device cart, accessories for hand-held devices, applications for hand-held devices, and headphones for hand-held
Digital/interactive texts	Document cameras
Experiences – real and virtual to build background knowledge and vocabulary	Parent literacy library
Summer Reading opportunities	Stipend for summer reading program - staff

c. See Appendix G Section VIII, for e.,f.,g. a Generic List of Activities that Support

Classroom Practices, a Generic List of Activities that Support Literacy Intervention Programs

and a Generic List of Additional Strategies Needed to Support Student Success.

IX. PROJECT PROCEDURES AND SUPPORT

a.,b.,c.   Details a Sample Schedule by Grade Level Indicating a Tiered Instructional Schedule, RTI

schedule and a schedule addressing student needs reflected in Table.

The sample master schedule, see **Appendix E, section VII** reflects a Tiered Instructional Schedule.

Students receive at least 90 minutes of tiered instruction. The content areas are also integrated into the

literacy block. This schedule is designed for Response to Intervention, and students may be moved into

or out of tiers, according to the data and student need. Support personnel providing tiered instruction

may collaborate or push into classrooms, or pull out groups, as the data indicates.

X. PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEEDS

g.   Table Indicating the P.L. Activities That Staff Have Attended in the Past Year

In the 2010-2011 school year, Professional Learning Activities such as; Looking at Student Work, Data Team Meetings, Student engagement strategies, Vocabulary Instruction in the Content Areas, Cognitively Guided Instruction, Using Data to Drive Instruction, Developing Questioning Skills, Teacher Feedback on Student Work, Goal Setting with Students, Weekly Grade level Planning sessions, and Weekly Grade Level Data Team Meetings, Clarke County School District's Monthly Professional Learning Meetings. These professional learning activities were on-going throughout the school year.

h. Number of Hours of Professional Learning That Staff Have Attended: Fowler Drive had 80 hours of professional learning during the 2010-2011 school year.

i. The Percentage of Staff Attending Professional Learning: 100% of Fowler Drive Certified Staff participated in relevant Professional Learning.

j. Detailed List of On-Going Professional Learning: See Appendix H Section X for list of on-going Professional Learning.

k. Preferred Method of Delivery of Professional Learning: Professional Learning is delivered in whole group and small group settings. Fowler's teachers prefer to meet in professional learning communities which regularly get together and study student work and use data to plan for instruction and intervention on an individual student level.

l. Programmatic Professional Learning Needs Identified in the Needs Assessment

Identified Needs	Professional Learning and Resources (proposed)
5 Components of Reading	To be determined
7 Habits of Effective Readers	To be determined
Integrating Technology into Classroom Instruction to enhance engagement and motivation	To be determined
Student Engagement and Motivation Strategies	*Jo Robinson, Eric Jensen; Teaching with Poverty in Mind, Marzano*
Word Study	To be determined
Vocabulary Instruction	*Isabel Beck*

Journal writing in the content areas	To be determined
Integrating reading into the content areas	To be determined
Reading Endorsement	Partner with RESA
Comprehension Strategies	To be determined
K-5 Literacy Assessment	*DIBELS, Next*
Literature Circles/Book Club/Socratic Questioning	To be determined

XI. ASSESSMENT/DATA ANALYSIS PLAN

h. Detailed Listing of the School's Current Assessment Protocol

August, December, May	Scored Writing Samples (K-2)
August	Norm Referenced ELA assessment (2-5)
August, December, May	Reading Fluency (1-5)
September, December, March, May	Quarterly Literacy Assessments: reading level (K-5), writing sample (3-5), sight words (1-2), spelling inventory (1-2)
October, December, March, May	Quarterly ELA Benchmark (3-5)
October, December, March, May	Quarterly GKIDS (K)
December, April	Comprehensive ELA benchmark (1-2)
January	ACCESS testing for ELL's
March	Writing Test (3, 5)
April	CRCT (3-5)

See Appendix I, Section XI for the complete district assessment schedule.

i.   Explanation of the Current Data Analysis Protocol: The Clarke County School District requires that all schools conduct a comprehensive needs assessment for all subject areas prior to the beginning of each school year. The comprehensive needs assessment is conducted by Fowler's school improvement leadership team (SILT) through participation in a school

improvement workshop. The current protocol used consists of: analysis of overall school performance; analysis of subgroup performance; analysis of grade level performance; analysis of data by standard and element; and, analysis of individual performance. Stroud's school improvement plan serves as the foundation for all ongoing school improvement efforts and is based on the results of the comprehensive needs assessment. An Implementation and Impact check is conducted by the SILT at least twice a year.

j. Comparison of the Current Protocol with the Striving Readers Assessment Plan: The current protocol does not allow for a seamless assessment protocol between grade levels. There is also not an intentional progress monitoring program in place for struggling readers. The Striving Readers assessment plan contains a universal screener and diagnostic assessments for connected progression across grade levels.

k. Brief Narrative Detailing How the New Assessments Will Be Implemented into the Current Assessment Schedule: Fowler will implement a comprehensive literacy assessment, such as *DIBELS Next*. New assessment tools will replace similar district assessments already in place and will be scheduled according to the district plan as outlined in Section XI a**.**

e. Narrative Listing Current Assessments That Might Be Discontinued as a Result of the Implementation of Striving Readers - Our literacy team believes that a new comprehensive literacy assessment tool in the essential components of reading will measure the same components as the current district assessments but will be contained in one assessment tool instead of across several different tools. We will not be discontinuing any assessments that are currently in place, but will use a different tool.

f. Listing of Training That Teachers Will Need to Implement Any New Assessments:

Teachers will need training in the use of the new assessment tool for K-5 literacy.

m. Brief Narrative on How Data Is Presented to Parents and Stakeholders: Data reports are shared with the school staff, parents, and the Board of Education at the beginning of the school year via Annual Title I meetings, school council meetings, and family engagement events. During these meetings, feedback is sought from parents regarding instructional priorities for the school.

XII.   RESOURCES

See Appendix J, Section XII for Striving Readers and all other Funding

a. Plan to Ensure that No Supplanting Take Place: During Years 1 and 2 of the performance period, all of Fowler Drive's budget items will examined by the School Leadership team as well as Clarke County District personnel and Business Services to ensure that no supplanting of materials or resources will take place.

b. Detail how Striving Readers Will Add Value to the Existing Resources in the School:

Striving Reader funding will allow Fowler Drive to include K-5 resources, materials, and additional components of professional development that otherwise could not be possible. The funding will allow us to provide a smooth Common Core GPS implementation, additional interventions, and a strong K-2 early literacy program. Students will have access to technology which will engage and motivate them in ways we currently cannot. Having access to technology will also provide students increased opportunities to act on information and demonstrate understanding in multiple ways. Students would have universal access to graphic organizing, word prediction and text-to-speech tools while writing; auditory and organizing supports while researching; and a range of tools to create multimedia projects. With increased access to a range of applications, students can engage in digital storytelling, create podcasts, video journals, animations, and web sites. Allowing student choice will increase engagement and

improve learning outcomes. Offering parents and families access to the family engagement library and

access to the Fowler Drive Library in the summer will afford Fowler Drive to maintain and sustain a

comprehensive literacy program embracing all stakeholders in the community.

Appendix A

Section II: Needs Assessment: Materials Used for Needs Assessment

Materials Used for Needs Assessment	
CCSD Materials	Contribution to Comprehensive Needs Assessment
CCSD's annual School Improvement Survey	Assessment Strand – Georgia School Keys; Assessment Pyramid; list of K-12 district assessments; Elementary Reading Levels Correlations; District Expectations for Using Data Teams
Amended AYP Tracking Charts	Grades 3-5AYP Progress in CRCT Reading/English Language Arts
Literacy Assessment Results	Quarterly percentage of students at or above Benchmark Reading Level; list of students in grades 1, 2, and 3 reading levels, assessments in spelling, writing, sight words; Quarterly percentage of students at or above Benchmark Reading Level at the end of the year
Preliminary State Assessment Results	Historical Data, performance level information; subgroup data; benchmark data, domain data, GKIDS data, GAA data, ACCESS results, writing test data, Literacy Assessments and CRCT Comparison, AYP Tracking Charts, District School Improvement Survey Data
Fowler Elementary's School Improvement Plan	School goals, initiatives, action steps, timelines
Fowler Elementary's School Title I Addendum	Review CRCT scores, writing and local literacy assessment data
Scantron Series	Fall, 2011 Norm-referenced assessment, Reading and Language Arts

Section II: Needs Assessment: Description of the Needs Assessment

Teacher Literacy Survey

32 responses

Summary See complete responses

1. Grade Level

|		
K	2	6%
1	3	9%
2	3	9%
3	4	13%
4	2	6%
5	4	13%
Other	14	44%
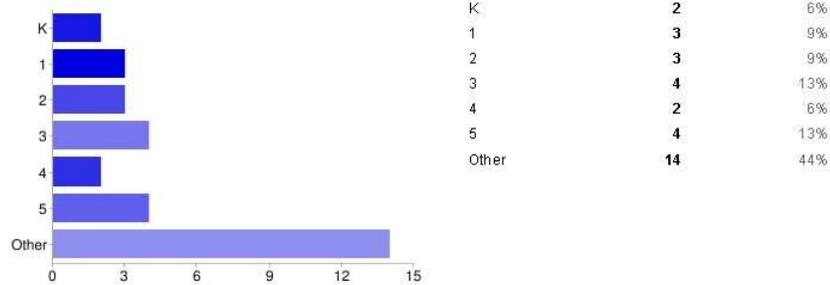
2. How many years of teaching experience do you currently have?

24 21 8 3 6 15 22 5 20 10 5 7 22 7 4 16 3 4 2 1.5 1.5 16 4 7 27 1 17 7 4 20 24 14

### 3. Please check any of the following endorsements/certifications that you currently hold:

Reading	6	19%
Math	12	38%
Science	5	16%
ELL	5	16%
Gifted	3	9%
NA	6	19%
National Board Certified	1	3%
Other	7	22%

People may select more than one checkbox, so percentages may add up to more than 100%.
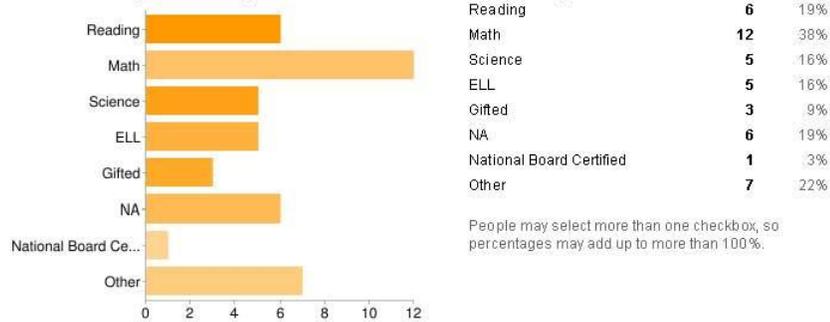
4. I am interested in obtaining a reading endorsement.

Yes	21	66%
No	11	34%

1
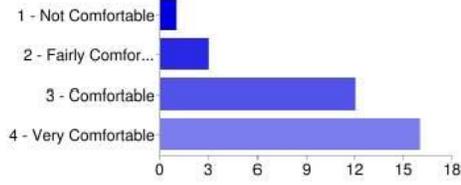
5. How comfortable are you teaching the 7 Habits of Effective Readers? - Inferring
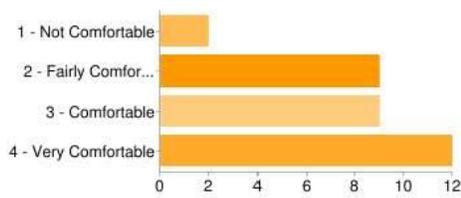
1 - Not Comfortable	2	6%
2 - Fairly Comfortable	9	28%
3 - Comfortable	9	28%
4 - Very Comfortable	12	38%

5. How comfortable are you teaching the 7 Habits of Effective Readers? - Determining importance
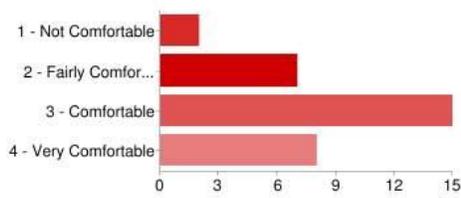
1 - Not Comfortable	2	6%
2 - Fairly Comfortable	7	22%
3 - Comfortable	15	47%
4 - Very Comfortable	8	25%

5. How comfortable are you teaching the 7 Habits of Effective Readers? - Synthesizing/Creating
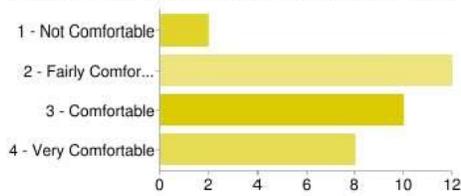

1 - Not Comfortable	2	6%
2 - Fairly Comfortable	12	38%
3 - Comfortable	10	31%
4 - Very Comfortable	8	25%

6. How comfortable are you teaching the 5-Components of Reading? - Phonological awareness

1 - Not Comfortable	8	25%
2 - Fairly Comfortable	6	19%
3 - Comfortable	10	31%
4 - Very Comfortable	8	25%

2
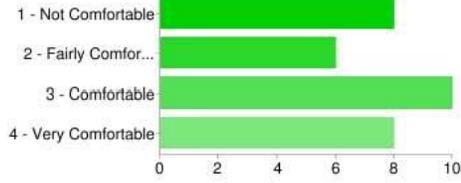
6. How comfortable are you teaching the 5-Components of Reading? - Vocabulary acquisition
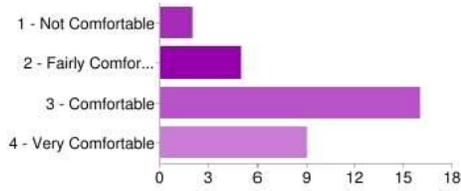

1 - Not Comfortable	2	6%
2 - Fairly Comfortable	5	16%
3 - Comfortable	16	50%
4 - Very Comfortable	9	28%

6. How comfortable are you teaching the 5-Components of Reading? - Comprehension
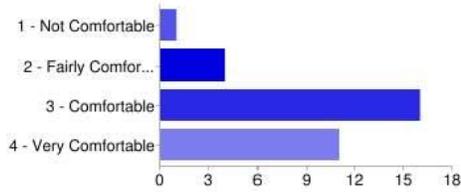
1 - Not Comfortable	1	3%
2 - Fairly Comfortable	4	13%
3 - Comfortable	16	50%
4 - Very Comfortable	11	34%

6. How comfortable are you teaching the 5-Components of Reading? - Fluency
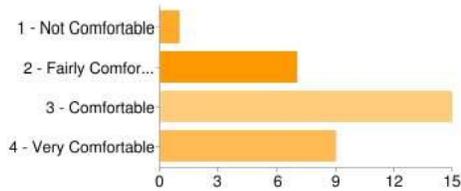
1 - Not Comfortable	1	3%
2 - Fairly Comfortable	7	22%
3 - Comfortable	15	47%
4 - Very Comfortable	9	28%

6. How comfortable are you teaching the 5-Components of Reading? - Phonics

1 - Not Comfortable	4	13%
2 - Fairly Comfortable	11	34%
3 - Comfortable	9	28%
4 - Very Comfortable	8	25%

3

1 - Not Comfortable
2 - Fairly Comfor...
3 - Comfortable
4 - Very Comfortable
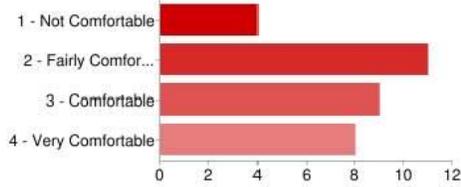
7. My students are able to read and comprehend complex texts?
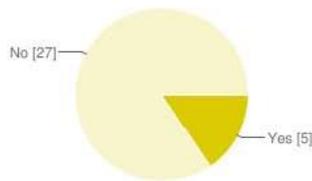
No [27]

Yes [5]

Yes	**5**	16%
No	**27**	84%

8. Please elaborate on why you feel students are/are not able to read and comprehend complex texts.

My students are typically below grade level in reading so as they move up grades the text is too complex for them to read so they can't understand.   My students face challenges with decoding words. This impedes them from reading and comprehending complex texts because the majority of their focus is on decoding words. Time is often limited too.   They might not be able to connect to reading, they don't have reading as a model in their household, extreme poverty, illiterate parents, not a priority.   The biggest weakness that our students face is a lack of vocabulary skills and background knowled   ...

**9. How often do you allow students to choose what books they read?**

Students always go

ooks they read. [20]

Students never get
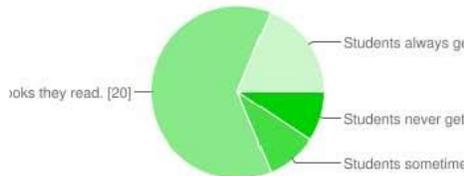
Students sometime

Students never get a choice about what books they read.	**3**	9
Students sometimes get a choice about what books they read.	**3**	9
Students often get a choice about what books they read.	**20**	63
Students always get a choice about what books they read.	**6**	19

10. Please elaborate about student choice of books.

 Informational books, graphic novels, books I've read to them   I love for my students to chose books, although there are often not enough books on their reading level with the appropriate grade level material and age-appropriate.   Students choose books for literature circles and independent reading.   Students have a choice of text to read, but they would benefit from more text to choose from and more books that are related to their interests.   It is important to provide both required reading and books of choice to students; however, I think providing modeled oral reading of high interest novels is   ...

11. I have a rich classroom library that supports all content areas?

Yes	**7**	22%

4

No   25   78%

No [25]

Yes [7]
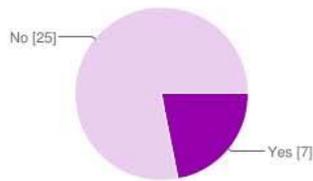
12. I have a rich classroom library that reflects the cultures and demographics represented within my classroom?

|		
Yes	8	25%
No	24	75%
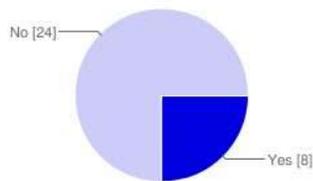
No [24]

Yes [8]

13. Please elaborate on your classroom library.

I have the knowledge of the books needed in a classroom library, but not the funds.   Most books in my classroom library do not reflect the culture and demographic of my students. Although I have many books that are of high quality, the characters may not represent someone like my students.   My classroom library is mostly made up of books that I have acquired through yard sales and hand-me-downs. It is neither standards' nor interest based.   It is small.   My classroom library needs more current books and more books that appeal to boys. I also feel like there is not enough diverse books that repre   ...

## 14. What programs/tools would increase engagement of our readers?

Boys/Girls Reading Clubs	19	59%
Field Trips (virtual and real life)	29	91%
Author Visits and/or Skype sessions	25	78%
Graphic Novels & Comic Books	24	75%
Content Area Classroom Libraries	27	84%
Outdoor Reading Spaces	17	53%
Read to Rover (reading dog program)	18	56%
Extended library hours during school year	16	50%
Open library during weekends and summer	18	56%
Family Engagement Parent Lending Library	24	75%
eBooks	23	72%
Digital Storytelling	19	59%
Other	1	3%

People may select more than one checkbox, so percentages may add up to more than 100%.

Boys/Girls Readin...
Field Trips (virt...
Author Visits and...
Graphic Novels & ...
Content Area Clas...
Outdoor Reading S...
Read to Rover (re...
Extended library ...
Open library duri...
Family Engagement...
eBooks
Digital Storytelling
Other

0   6   12   18   24   30

5

15. Please elaborate on what you think would help engage our readers.

I would love electronic text so my students can participate in Battle of the Book and be a part of books that their peers can read.   More time to explore.   Students are so technologically driven, that if given the opportunity to read eBooks, this would probably increase their interest in reading. Also, being able to interact would deepen their connection with the text   Many of our students experience a dramatic decrease in their reading levels over the winter and summer break. I think that it is important that they have access to highly engaging text year round. I also think that increasing the   ...

---

16. How comfortable are you teaching Writer's Workshop?

Never heard of itI am a Writer's Workshop ninja!
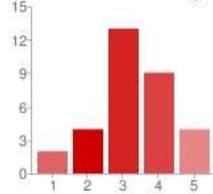
|			
1 -	Never heard of it	**2**	6%
2		**4**	13%
3		**13**	41%
4		**9**	28%
5 -	I am a Writer's Workshop ninja!	**4**	13%

17. How comfortable are you teaching students how to respond to a text where students write personal reactions, analyze and interpret the text?

I would rather walk on hot coalsI could do this in my sleep
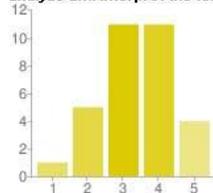
1 -	I would rather walk on hot coals	**1**	3%
2		**5**	16%
3		**11**	34%
4		**11**	34%
5 -	I could do this in my sleep	**4**	13%

18. I regularly teach each student how to write notes about a text?
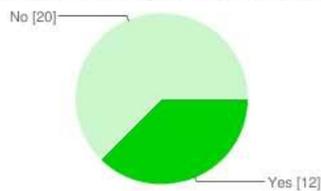
|		
Yes	**12**	38%
No	**20**	63%

19. Please add more information about teaching students how to write notes about a text.

We do not do this often, but we do occasionally takes notes from social studies texts.   We level nouns before we write.   They are encouraged to write a response to every book read.   I don't do much of this because I teach more in the lower gradees.

6

Our students do very well with creating graphic organizers about a text. However, they struggle with writing "notes." They are often able to verbally tell you their reactions/responses, but have trouble writing it down.   Our students would have trouble with writing notes about a text. Students are able to verbally tell about a text but not write about   ...

**20. Do you feel Fowler Elementary needs a spelling program?**
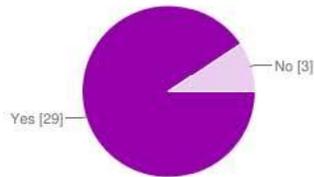
Yes	29	91%
No	3	9%

21. Please elaborate on why you feel we need/do not need a spelling program.

Many students struggle with spelling. I believe it would help them progress in their writing and reading.   Our students struggle greatly at each level with spelling. They often leave 5th grade with many spelling gaps.   I don't know if a spelling program is the answer --- maybe a stronger word work/phonics program.   Our students should be able to spell with greater accuracy than they do now. A major area in the writing test is ideas, and conventions are not highly scored, but students need to spell correctly in the real world. In order to be viewed as literate by a future employer, they should   ...

22. I implement writing in every core subject that I teach.
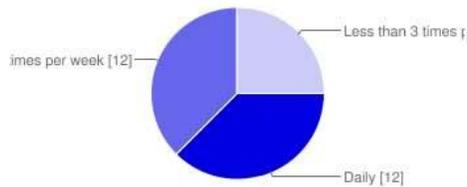
Daily	12	38%
3-5 times per week	12	38%
Less than 3 times per week	8	25%

23. I give students an opportunity to speak in front of the class.
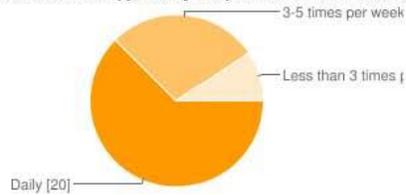
Daily	20	63%
3-5 times per week	9	28%
Less than 3 times per week	3	9%

24. I allow my students to work with peers?

Daily	26	81%
3-5 times per week	5	16%
Less than 3 times per week	1	3%

7

Daily [26]

3-5 times per week

Less than 3 times
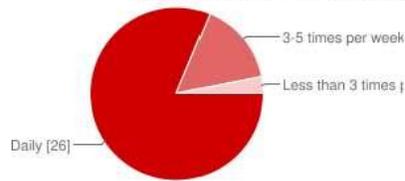
25. Please elaborate on how students work with peers in your classroom.

        Students work with peers during literature circles, partner reading, brainstorming during writing, and during work time.   Students have the opportunity to either plan work or discuss results with others.   There are partner reading and partner writing in language lesson. Students often work together in math time. Basically, I encourge students all the time to communicate with peers. Ones tells twos in activating strategies on in summarizing is one of example.   It provides students who are struggling ideas to grow on. It also gives them language that they might now have on their own. In my classr   ...

26. How often do students use a computer in your classroom?

5 times a week [11]

More than 5 times

2 times a week [18]

0-2 times a week	**18**	56%
3-5 times a week	**11**	34%
More than 5 times a week	**3**	9%

27. Select the ways your students access the computers at Fowler.

Classroom desktop computers	**26**	81%
Computer lab	**24**	75%
Library computers	**7**	22%
Laptop carts	**13**	41%
Other	**1**	3%

People may select more than one checkbox, so percentages may add up to more than 100%.
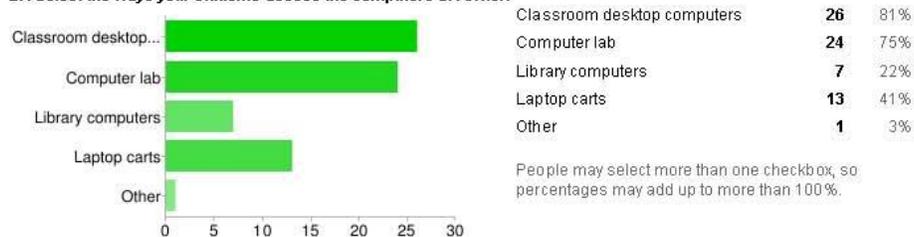
28. I regularly use hyperlinks that provide needed background support, define unknown words, embedded video and animations, and use technology that reads texts aloud for students?

Yes	**21**	66%
No	**11**	34%

8

No [11]

Yes [21]
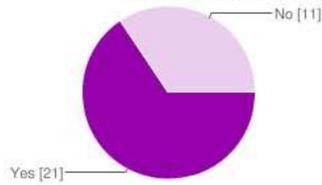
29. I use technology that allows students to interact with others in their classroom, school, county, and world?
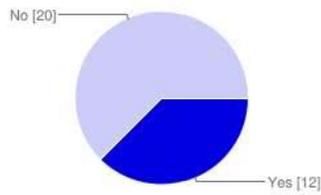
No [20]

Yes [12]

Yes	**12**	38%
No	**20**	63%

30. Do you think a technology lounge with a range of tools would motivate and engage our students in learning?

Yes [31]

No [1]
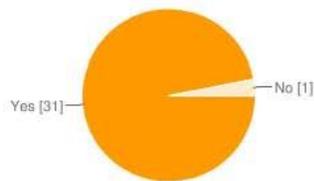
Yes	**31**	97%
No	**1**	3%

31. I could benefit from professional learning on how to better use technology to enhance classroom instruction.

Yes [30]

No [2]
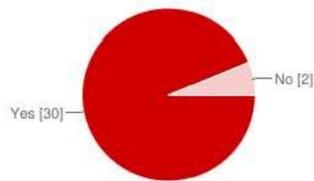
Yes	**30**	94%
No	**2**	6%

32. What technological devices/apps do you think would be useful to better teach reading and writing?

ipad use   faster classroom computers   MP3 players, more laptop computers, ebooks   story boarding   Interactive eBooks   I-pad   I want to learn how to make more creative smart board presentation, quickly   IPADS E-books editing programs and devices   sticking to programs begun   Proper program for young children   Elmos for modeling   more desktops and laptops inthe cart (I have more students than the cart and my desktops combined)   ipads with writng programs   More desktop computers!!!! I only have two.   More 1 to 1. My classroom computers are outdated and slow. I sign up for the computer lab as often as I can, but I wish th ...

9

33. Do you feel the formative assessments that you currently use help you identify students' strengths and weaknesses and help you determine which fundamental content-based literacy skills are lacking?

Yes	22	69%
No	10	31%

No [10]

Yes [22]
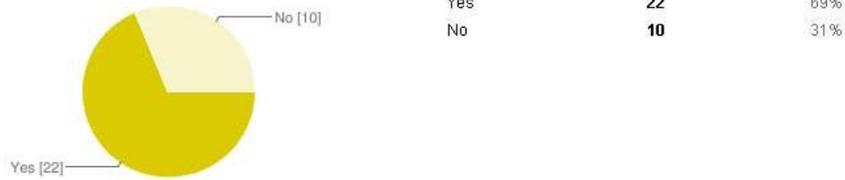
34. Please elaborate on your thoughts about the formative assessments you currently use.

I could always use more help in this area to make sure I am doing the best I can.   I do feel that we could have more specific formative assessments.   I don't think the running records program we use now can always give an accurate level of my students. So many of the passages require background information that my students just don't have. I believe this lack of vocabulary that deals with the subject of the text affects their comprehension of the text.   County benchmarks are aligned to GPS and are good indicators of how students will perform on the CRCT. It would be beneficial if they were mor   ...

35. Do you feel the student data you gather is easily accessible for use in making instructional decisions?

Yes	28	88%
No	4	13%

No [4]

Yes [28]

36. Please elaborate on your thoughts about data.

I do feel that we could have more specific formative assessments.   Data is crucial for determining the lesson plans.   Without data how can you guide instruction?   Our data is easily accessible through student checklists, and excel spreadsheets.   We also have our data as a team when planning. We also have checklists that assist in our planning and teaching.   From our assessments we know which students need support and which students need extensions.   I would say yes and no... the data I gather helps me see who needs more help and who is ready to move on. The data that we put on the computer is hard   ...

37. Do you feel having a parent literacy program would increase parent involvement?

Yes	32	100%
No	0	0%

10

Yes [32] ——— ——— No [0]
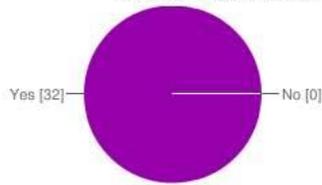
38. Select the types of programs you feel would increase parent involvement.

GED Program	
Conversational En...	
Conversational Sp...	
Health Programs (...	
Uniform Swap	
Extended library ...	
Family Engagement...	
Technology classes	
Finance classes	
Other	

GED Program	24	75%
Conversational English	30	94%
Conversational Spanish	19	59%
Health Programs (dental bus, flu shot clinic, etc.)	22	69%
Uniform Swap	19	59%
Extended library hours	23	72%
Family Engagement parent lending library	26	81%
Technology classes	26	81%
Finance classes	17	53%
Other	5	16%

People may select more than one checkbox, so percentages may add up to more than 100%.

39. Please elaborate on ways you feel we could increase parent engagement and involvement.
Adult English classes   We can offer classes or workshops to help improve parent literacy. I also think that it is important that we offer classes to empower parents to help students with their homework and vocabulary aquisition.   Parent should be aware what curriculum students are learning. We can summarize the goals of learning. Parents should participate in students' learning.   Have many opportunities for parents to be involved. I think having classes to help them learn how to help their child is valuable. I also love the idea of them being able to go to a library on this side of town with the   ...

40. Please elaborate on your professional learning needs in writing, ELA, or integrating the content areas in teaching literacy.
How to integrate technology into the curriculum   A spelling program would be great.   I would love any ideas on conducting writing workshops and how to engage students in writing. I would love more Rigby reader type books that match our standards in science and social studies so we can combine curriculums as we teach to reinforce.   I would love more strategies to teach reading to struggling readers, especially with our crunched time schedules.   I would like to learn more about motivating writers that are hesitant because they are not strong readers.   I could use professional learning in reading and   ...

Number of daily responses

36

12
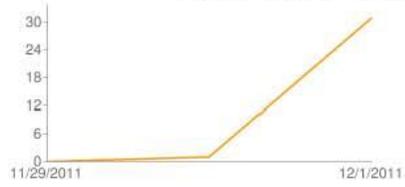
Parents, the school is applying for a grant that could provide resources to help improve our student's literacy and to make resources available to you as well. Please complete this brief survey and return to the school tomorrow by your child. <u>Students who return the survey tomorrow will receive a free popsicle at lunch</u>. Circle one choice for each question below. Thanks!

1.   Do you consider yourself a good reader?

        A. Yes   B. No

2.   What's your highest level of education?

        A. None

B. Elementary School

        C. Middle School

        D. High School

        E. Technical School

        F. College/undergraduate

        G. College/graduate

3.   How many books do you read a year?

        A. 0   B. 1 – 3   C. More than three

4.   Do you read either or both of the following on a regular basis (3 to 4 days a week)? (Circle all that apply.)

        A. Newspapers or news on the internet   B. Magazines

5.   Please check all of the following that you have in your home:

        A. Books

        B. Magazines

        C. Newspapers

        D. Computer

        E. None of these

6.   Do you read with your children daily?

        A. Yes   B. No

7.   Are you able to help your child with his or her homework at night?

        A. Yes   B. No

8.   Do you consider yourself a good writer?

        A. Yes   B. No

9.   If the school offered a small library for parents, would you take advantage of it?

        A. Yes   B. No

10.   If the school offered a GED course, would you take advantage of it?

        A. Yes   B. No

11.   If the school offered an English course, would you take advantage of it?

        A. Yes   B. No

12.   Would you use a computer at the school if it were open at least one night a week?

        A. Yes   B. No

13.   Do you have a library card?

        A. Yes   B. No

Do you have any questions, comments, or suggestions to add about literacy needs? If so, please write

them below.

Appendix C

Section II: Need Assessment: List of Participants

Anissa Johnson, Principal	Donna Spangler, Gifted teacher
Melanie James, Assistant Principal	Harriett Harvin, ESOL teacher
Lisa Stanzi, Instructional Coach	Vicki Ussery, EIP teacher
Cheryl Sewell, School Counselor	Ann Benedek, Kindergarten teacher
Susan Henderson, Media Specialist	Dawn Smith, 1st grade teacher
Tracey Spidle, Administrative Assistant	Debbie Clark, 2nd grade teacher
Cyndy Piha, Art teacher	Richard Woodward, 3rd grade teacher
Carolyn Dalusky, Special Education teacher	Kristen Olmsted, 4th grade teacher
Grace Staniszewski, 5th grade teacher	Beth Tolley, Professor in Residence, UGA

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Section III: Areas of Concern: Specific Age, Grade Levels, or Content Areas in Which the Concern

Originates

Grade	Area of Concern	Reason for Concern
K	English/Language Arts	About 12% of our kindergarten students from the 2010-2011 school year did not meet standards on the English/Language Arts component of GKIDS. Lack of a comprehensive screening, diagnostic and progress monitoring assessment program. Lack of a systematic phonics instruction.
1, 2	Spelling	Only 20.3% of our last year first graders and 18.8% of our second graders met or exceeded standards on the end-of-year spelling inventor . Lack of a comprehensive screening, diagnostic and progress monitoring assessment program. Lack of a systematic phonics/word study/spelling instruction.
3-5	Spelling	Lack of spelling/word study program. Student writing samples lack basic spelling skills and makes writing difficult to read and understand. Only Put in 2010 writing data
1, 2	Grade Level Sight Word Inventory	The results of the first and second grade literacy assessments for 2010-2011 clearly show that our students are not performing on grade level. In first grade, 63.5% of the students met or exceeded standards on the end-of-year grade level sight word assessment. In second grade, 67.2% of the students met or exceeded standards on the end-of-year grade level sight word assessment. Lack of a systematic word/spelling program.

3- 4	Writing	During the fourth quarter of the 2010-2011 school year, on the Third Grade Writing Assessment, 39% of the students did not meet standards. 64% percent of the fourth graders did not meet standards. Students score low in ideas and style.
5	Writing	Twenty-two percent of fifth graders in 2010-2011 did not pass the Fifth Grade Writing Test. Not many students exceeded standards. Put in figure
1 – 2	Reading Levels	On the 2010-2011 first and second grade running record assessment, only 76.5% of first graders were reading on or above reading level and only 65.2% of second graders.
2 - 5	Reading	On the reading portion of the Fall 2011 Scantron norm-referenced test, the mean percentile score for our second graders was 46%, for our third graders was 33%, for our fourth graders was 30%, and for our fifth graders was 30%.
3-5	English/Language Arts	On the 2011 Scantron Performance Series Norm Referenced Test, 68% of third graders, 70% of fourth graders, and 70% of fifth graders did not meet standards in reading, as shown in the chart above. School performance on the Norm Referenced Test fell below the district average.

Appendix E

Section V: School Literacy Team: Minutes of the Meeting of the Site-Based Literacy Team

Notes for the November 18, 2011 SILT/FDES Literacy Team

1. Overview of Grant Proposal
2. Time-line
3. Ideas
4. Scheduling of additional meetings 11/28 and 11/29 after school

Ideas:

Parent literacy library

Borrowing library – books questions to ask students about their reading

Parent classes re: reading with your student, important literacy skills, etc.

Family Engagement open weekends to encourage borrowing books

Teacher book club

Capstone publishers for hight interest texts also interactive texts

Journals/bags/pens/book bag for weekend literacy journals

Core reading program – K-2

Interventions for K-2 and 3-5

Classroom lending libraries

Books that support 6 plus one traits of writing mini-lessons

Novel sets to support book club in 3-5 classrooms

PL book clubs 3-5 teachers

I-pads for students and teachers

Skype

Skype with authors, artists, important figures

Reading – text to speech feature important for our learners

Technology

~~Digital cameras~~

e-Readers (Handhelds)

Like an i-pod touch

Like i-pads for all teachers and students 468 students + all teachers = (600 pads X 500.)

Like I-pad carts – Bretford 2,599 1 per classroom

Laptops – 2 more carts and laptops

Leave money to by apps

Software:

Word processing

I-movie

Music maker software

Apps
geometers sketch pad – sketch explorer

Math games   pearl diver and net diver

Lego robotics/mind storms – upper grades

Lego we do

Check out app shopper and app minor

Word processing

Toontastic

Show-me

i-movie

comic book maker

e-books ($ to buy them) interactive in nature appeals to wide range of learners

Other stuff:

Projector connector – 29.

Questions

Do we have to spend the money of the grant the same way all the years of the grant?

Can we bring in authors/plays/musicians – literacy to real world

-field trips and experiences

No personnel??? – literacy tech specialist per school? Full time family engagement specialist???

How much would Storytown cost for K-2? 4 of each?

Need to Do

Create literacy survey

       Professional learning

       Comfort level domains of reading

       Comprehension strategies

Notes for the November 28, 2011 SILT/FDES Literacy Team

Members present: Henderson, Stanzi, James, Ingalls, Anderson, Ussery, Spangler, Harvin, Pizarek, Olmsted, Gay, D. Smith, Piha, Woodward.

Detached Duty: December 1st and 2nd. We might not need everyone for both days. Substitutes will be secured thanks to Tracey Spidle.

Stanzi and Johnson will attend an additional meeting at Fowler tomorrow for more information. We will receive the data from the district.

We reviewed the email sent from Mrs. Johnson on 11/22/11

Stanzi introduced the "What Document" and how we are going to determine our needs.

SILT team: Reviewed the "What Document" to determine what questions we should ask the faculty on the literacy survey.

The members that were present signed up for the following roles that they would be interested in:

- Brainstormers: James, Piha, Ussery, Spangler, Woodward, Harvin
- Writers: Olmsted, Ingalls
- Editors: James, Woodward, Spangler
- Readers: Woodward, Ussery, Spangler

The survey will include...

- Endorsements
- Teaching Experiences
- Needs from teachers
- Professional Development
- Questions: (see below)

1. Classroom Library: diversity, levels, content

2. Need for field trips

3. What field trips would help with literacy?

4. Technology (How do you use it? How could you make it better? What do we need?)

5. What do you want to be able to do in order to better teach literacy?

6. Professional Development on Guided Reading and Guided Writing (K-2, 3-5 Differentiation)

7. IPAD-how can they be used to help with literacy?

       Bulk Purchase

       Grant Account per school on ITunes

        Apps discussed: Rosetta Stone, E-Reader, books,

8. Parent involvement component:

       Parenting classes on reading at home?

       Parent literacy skills

       Family Engagement library for parents to check out books? (parenting books, books on tape, Spanish books,

       Parent to child reading classes with books that are on their child's reading level.

       Literacy night: guest speakers, illustrators, story tellers,

9. Assistive Technology

10. Story town provided for K-2?? (Maybe for year 2, once the materials are aligned to the CCGPS)

11. Ready-made centers that are strongly aligned with CCGPS that could be used during ELT.

12. How can we better engage our male students with reading? Graphic novels, comic books, boys book clubs,

13. More leveled books that align with social studies and science standards

14. Author visits? Carmen Deedy, Children's Literature Conference

15. Community Involvement: Get Lowes or Home Depot to help families with building a book shelf to keep.

16. How important are special programs for literacy development? What kind of programs would like to have your students' experience? Literacy Day or week: Stations of a variety of activities, Read-a-thon, storybook parade

17. Professional Learning on using technology in teaching writing.

18. Word Work, Phonemic/Phonological Awareness

19. Do you think that I- studio could help promote our literacy with our kids?

Questions and statements from the SILT team:

I implement writing in every core subject that I teach.

- Daily
- 3-5 times per week
- Less than 3 times per week

I give students an opportunity to speak in front of the class.

- Daily
- 3-5 times per week
- Less than 3 times per week

I could benefit from professional learning on how to better use technology in teaching writing.

What technological devices/apps do you think would be useful to you to better teach reading and writing?

How often do your students get to use a computer in your room?

Would your students benefit from more technology in the classroom? (laptops, iPads, desktops, leapfrog)

Would you be interested in obtaining a reading endorsement?

Is there a need for more books to connect literacy with math, SS, and science?

What is the greatest literacy weakness present in your students?

What technology needs does your literacy block need?

Notes for the November 29, 2011 SILT/FDES Literacy Team

Members present: Henderson, Stanzi, James, Spangler, Harvin, Farley, Olmsted, Crenshaw, D. Smith, Piha, Woodward, Sewell, Johnson, Benedek,

- Team members will go through the new template tonight (1-7) Think back to our Data Summit in July and what were our look-fors for our school improvement plan as well as out Title 1 Addendum
- Friday: We will receive all of our data from the district.
- Our Writing Days will now be November 30 (probably K-2) and December 2 (probably 3-5)
- Our new deadline is Monday December 5
- When thinking about the template: Find trend scores, ESOL data, and data analysis or people who would have the data to contribute
- We need everyone's input to find and analyze data and trend scores.
- Needs based survey will be released tomorrow for faculty to complete ASAP!!
- We will receive the template this afternoon to review and decide which section team members would feel comfortable with contributing data and providing narratives for the
- grant.

Minutes for Fowler Drive Literacy Team Meeting

November 30, 2011

The team met at 8:30 in Room 612. Those in attendance were Lisa Stanzi, Donna Spangler Harriett Harvin, Susan Henderson, Cheryl Sewell, Carolyn Dalusky, Melanie James, Anissa Johnson, Amy Ingalls, and Alita Anderson.

Members continued writing the various components of the grant using the "What" and "Why" documents. Members also discussed our current literacy resources and what materials we could use to supplement what we already have.

Dr. James drafted a parent literacy survey, which Mrs. Johnson and Mrs. Stanzi proofread and okayed. Dr. James will have the document translated into Spanish and sent home to parents in students' Wednesday folders.

The team collected and reviewed data of the past five years for various summative and formative assessments such as the CRCT, Scantron Norm-referenced test, GKIDS, running records, and classroom literacy assessments. Data was entered into the grant application document.

The team discussed various ways we could use technology to improve literacy. We researched and discussed various types of technological devices and software, how they can be used, and how much they cost.

The meeting ended at 3:00 p.m.

Minutes for Fowler Drive Literacy Team Meeting

December 1, 2011

The meeting began at 8:30 a.m. in Room 612. The roster of those individuals who attended is attached.

Dawn Smith and Debbie Clark collected the parent literacy surveys and tabulated the results. Other members of the team continued to write various parts of the grant, sharing what they had written using Google Documents. Team members reviewed each other's sections and made revisions as necessary.

The meeting ended at 3:30 p.m.

Minutes for Fowler Drive Literacy Team Meeting

December 2, 2011

The meeting began at 8:30 a.m. in the Room 612. Those in attendance were Lisa Stanzi, Donna

Spangler, Frannie Gay, Grace Staniszewski, Cassie Crenshaw, Melanie James, Hariot Bryant, Beth Tolley, and Anissa Johnson.

Cassie Crenshaw and Hariot Bryant continued to work on the parent survey. Frannie Gay and Grace Staniszewski compiled the data from the teacher literacy survey. We reviewed assessment data, looking at trends, especially among our subgroups. Other members of the team continued to write various parts of the grant, sharing what they had written using Google Documents. Team members reviewed each other's sections and made revisions as necessary.

The results of the parent literacy survey and the teacher literacy survey were shared with the rest of the team members. That data was entered into the application. Using that data, we determined our needs and how to focus our resources.

The meeting ended at 4:05 p.m.

Minutes for Fowler Drive Literacy Team Meeting

December 5, 2011

The meeting began at 8:30 a.m. in Room 612. Those in attendance were Anissa Johnson, Lisa Stanzi, Grace Staniszewski, Frannie Gay, Amy Ingalls, Marie Babcock, Melanie James, and Alita Anderson.

The team worked to finalize the grant application, with most of the focus on the literacy plan. More results from various assessments were entered into tables. The requested resources were added.

Appendix F

Section VII : Scientific, Evidence-based Literacy Plan: Details the Current Instructional Schedule

Section VII : Scientific, Evidence-based Literacy Plan: Sample Master Schedule

Kindergarten	7:40-8:00 Morning Meeting	8:00-8:55 Reading	8:55-9:50 ELA/ELT	9:50-10:45 Math	10:45-11:15 Specials	11:19-11:49 Lunch	11:50-1:30 ELT/Fast Forword	1:30-2:20 Science/Social Studies	2:20-2:35 Wrap up
1st Grade	7:40-8:00 Morning Meeting	8:00-8:55 Math	8:55-9:50 ELT	9:50-10:45 Science/Social Studies	10:50-11:20 Lunch	11:25-12:05 Specials	12:05-1:30 Reading	1:30-2:30 ELA/ELT	
2nd Grade	7:40-8:00 Morning Meeting	8:00-9:00 Math	9:00-9:45 ELT	10:00-11:00 Reader's Workshop	11:30-11:30 ELT/ELA	11:30-12:10 Writer's Workshop	12:10-12:40 Lunch	12:45-1:30 Specials	1:30-2:00 Science/Social Studies	2:00-2:30 Skills
3rd Grade	7:40-8:00 Morning Meeting	8:00-8:55 Math	8:55-9:50 ELT	9:50-10:45 Reading	10:45-11:45 Writing	11:45-12:15 Lunch	12:15-12:45 ELT	12:45-1:40 Science/Social Studies	1:40-2:25 Specials	
4th Grade	7:40-8:00 Morning Meeting	8:00-9:00 Math	9:00-9:50 ELA/ELT	9:50-10:35 Specials	10:50-12:00 Reading	12:00-12:40 Science/Social Studies	12:40-1:10 Lunch	1:10-1:30 ELT	1:30-2:30 Writing	
5th Grade	7:40-8:00	8:10-8:55	8:55-9:50	9:50-10:45 ELT	10:45-11:40	11:40-12:10	12:10-1:10	1:10-2:30 ELA/ELT		

	Morning Meeting	Specials	Math		Science/ Social Studies	Lunch	Reading	

Appendix G

Section X: Professional Learning Strategies Identified on the Basis of Document Needs: Detailed List of On-Going Professional Learning

Fowler Drive Professional Learning 2011-2012 School Year			
Topic/Focus/Purpose	Participants	Facilitator/ Provider	Delivery Format
Effective Teacher Commentary	K – 5 Teachers	Instructional Coach	Planning Meetings
Implementing the Data Team Process	ALL	Instructional Coach, and Administrators	Professional Learning Day
Jo Robinson Strategies/Engaging Every Learner	K – 5 Teachers	Instructional Coach	Planning Meetings
Cognitively Guided Instruction	New Teachers	NEGA RESA Specialist, Instructional Coach	Planning Meetings
Teaching With Poverty in Mind	ALL	District Behavior Specialist	Professional Learning Day

Writing Instruction Narrative, Persuasive and Response to Literature	K, 3, 5	Writing Consultant	Planning Meetings
Weekly Grade Level Planning	K-5 teachers and collaborative teachers	Instructional Coach	Grade Level planning meetings
Weekly grade level Data Team	K-5 teachers and collaborative teachers	Instructional Coach	Grade Level planning meetings
Professional Learning Marzano's Strategies	K-5 teachers	Instructional Coach	Grade Level planning meetings
School Wide Enrichment Model (SEM)	All certified staff	CCSD District Personnel	Professional Learning Day
District Level Monthly Meetings	Various Staff	CCSD District Personnel	After-school
Fowler Drive Faculty Meetings	All certified staff	Fowler Drive Administration	After-school

Fowler Drive School Improvement Team/Fowler Drive Literacy Team	Team Meetings	Teacher Leaders	After-school
Georgia Common Core Implementation	All certified staff	District and school level coach	During grade level planning and after-school

X1: Assessment/Data Analysis Plan: Detailed Listing of the School's Current Assessment Protocol

Month	Assessment	Administration Dates
August	• Scored Writing Samples: Grades K-2 (beginning of school)	August 8-19 *(enter data into ca by 9/2/11)*
	• Norm-referenced Assessments - Grades 2-8: Reading, Language Arts, Math	August 22-September 9 *(wind*
	• Reading fluency, Math fluency, Diagnostic math assessments (Grades 1-8)	August 8-19 *(enter data into ca by 9/2/11)*
	• GAA Portfolio Collection Begins	September 6-March 30 *(wind*
	• 1st Quarter Literacy Assessments: Reading Level (grades K-5), Sight Vocabulary (Grades 1-2), Scored Writing Samples (Grades 3-8), Math Performance Tasks (Grades 3-8)	September 26-October 11 *(er data into campus by 10/17/11)*
October	• Benchmark Assessments First Quarter – Grades 3-8: ELA & Math (Science & Social Studies for grades 6-8)	October 5 - October 11
	• GKIDS Assessment Period One Ends – Grade K	October 10
December	• 2nd Quarter Literacy Assessments: Reading Level (grades K-9), Sight Vocabulary (Grades 1-2), Spelling inventory (Grades 1-2), Scored Writing Samples (Grades 3-8), Reading & Math Fluency (Grades 1-8), Math Performance Tasks (Grades 3-8)	November 28- December 16 *data into campus by 1/5/12)*
	• GKIDS Collection Period Two Ends - Grade K	December 15
	• ACCESS for ELL's	January 17 - March 2 (*windo*
	Month Assessment	Administration Dates
	• Benchmark Assessment Third Quarter - Grades 3-8: ELA & Math, (Science & So Studies for grades 6-8)	February 29 - March 6
	March Writing Test – Grade 5	March 7 (Make-up March 8)
	• 3rd Quarter Literacy Assessments: Reading Level (grades K-8), Sight Vocabulary, Spelling Inventory (Grades 1-2), Scored Writing Samples (Grades K, 3-8), Math Performance Tasks (Grades 3-8)	March 5-March 23 (enter da into campus by 3/23

	Spring Break	March 12-16
•	GKIDS Assessment Period Three Ends - Grade K	March 19
•	Writing Test Evaluations- Grade 3 (completed by grade 3 teachers)	March 19 - 30 (window)
•	GAA Window Closes	March 30
•	CRCT/CRCT-M - Grades 3-8	April 17-April 27(Make-ups 20,23,26 & 27)
•	4th Quarter Literacy Assessments: Reading Level (grades K-9), Sight Vocabulary (Grades 1-2), Spelling inventory (Grades 1-2), Scored Writing Samples (Grades 3-8), Reading & Math Fluency (Grades 1-8), Math Performance Tasks (Grades 3-8)	April 23-May 16 (data into campus by 5/18/12)
•	Comprehensive Benchmark Assessments - Grades 1-2: ELA & Math.	April 23-May 4
•	GKIDS Final Assessments Completed and Submitted Online to GCA	May 11
June CRCT Grades 3 and 5 and 8 (retest)		May 20-21 (At the end of sur school)

Appendix J, Section XII

- **Clear alignment plan for Striving Readers and All Other Funding**

	Striving Readers Funding	Other Funding Sources
Professional Learning	Stipends for off contract professional learning, consultants, technology integration, student motivation and engagement strategies, best practices in reading and writing	Title II, Part A; Title I, Part A; GA Staff Development Funds; QBE; Title III (ESL); Title VI, Part B; IDEA Pre-School

Print Materials	Additional books for classroom libraries and Media Center; Professional books for book studies; Periodical or Online subscriptions for teacher learning	Title I, Part A
Tier I Literacy Materials	Materials that provide lessons and strategies for the foundational literacy component	Early Intervention Program (EIP); QBE; Extended-Year
Tier II Literacy Materials	Materials that support teachers' differentiating lessons based on Tier II needs	EIP/REP

Tier III Literacy Materials	Materials that provide focused, intense remediation and /or acceleration	EIP/REP
Tier IV Literacy Materials	Materials focused on enrichment and/or intense remediation	EIP/REP
Literacy Assessment Protocol	Comprehensive Literacy Assessment comprised of screener, diagnostic and progress monitoring	EIP/REP; Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B (SWDs); IDEA Pre-School (SWDs)
Instructional Technology	Handheld devices, software, hardware that support literacy learning	Title II, Part D; SPLOST IV
Parent/Family Engagement	Parent Literacy, GED and child care; books for family library, hand-held devices, staff for extended library hours, Striving Readers updates to parents/families via website, Channel 16 (school district TV channel), school newsletters,	QBE; Title I, Part A; Title III; Title IV, Part B, IDEA, Part B (SWDs)

	newspaper articles	