

ORIGINAL

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 1758 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)			
Total Grant Request: \$3,316,787		System Contact Information: Name: Dr. Mark Tavernier			
Number of schools in system: applying:		Position: Director of Teaching and Learning		Fax: 706-549-0555	
Congressional District: 10		Email: tavernierm@clarkc.k12.ga.us			

Sub-grant Status

- Large District (45,000 or more students)
 Mid-Sized District (10,000 to 44,999 students)
 Small District (0-9,999 students)

Check the **ORIG** 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 1 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 NOT meet standards on the 2011 CRCTs in Reading and Language Arts:

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

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:

	Reading Comprehension	Literary Analysis	Conventions/Writing
Georgia	76	74	82
CCSD	70	69	76
Cedar Shoals HS	69	68	75

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

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	Schools	ELA	Motivation

		to Learn			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 academically. 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							
Grades	% Reading DNM			% Language Arts DNM			
	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 Professional Learning at the School: See school proposals.

II. NEEDS ASSESSMENT

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 <i>Georgia School Keys</i> .
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”	<i>Assessment Strand - Georgia School Keys</i> ; 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	“Historical Data”; “Performance Level Information”; “Subgroup Data”;

Assessment Results”	“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 Improvement Plan	District goals, initiatives, action steps, timelines
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, identifying 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 Coordinator, 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) 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) 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
- 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
- Xernona Thomas, Principal, J.J. Harris Elementary Charter School
- Deborah Haney, Principal, Winterville Elementary 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:

Table 9: Areas of Concern and Solutions	
Areas of Concern	What CCSD Has Done or Has NOT Done to Address the Problem
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 enrollment. 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 comprehensive 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 articulation 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., *FastForward* 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 12 th 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. 2.1 - 2.3	Four-Tier RTI process; targeted professional-learning; "Assessment Calendar" (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 administrators 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 engagement. 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 Components	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 9 th 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,

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.

	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 and district leaders (“What,” pp. 16-17).
8	In CCSD, an area of concern involves <i>transitions</i> , 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 5 th - and 8 th -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	
<i>Age/Grade Levels</i>	<i>Materials</i>
Birth – Five	Infants and Toddlers: <i>1, 2, 3 READ</i> ; HS 3s: <i>Scholastic Early Childhood Program</i> ; All 4s: <i>Opening the World of Learning, Breakthrough To Literacy</i>

Kindergarten	<i>Rigby Literacy; Phonics Lessons</i>
Elementary Schools	<i>StoryTown; Rigby Literacy; Phonics Lessons; Writers Express</i>
Middle Schools	<i>KeyTrain; Nettrekker; Renzulli Learning; Scantron Achievement Series; SOLO; TinkerPlots; FastForWord; Ticket to Read; SuccessMaker; Reading A to Z; Vocabulary A to Z; Destination Reading</i>
High Schools	<i>Nettrekker; Scantron Achievement Series; SOLO</i>

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, III, and IV Instruction			
<i>Grade Levels</i>	<i>Time</i>	<i>Personnel</i>	<i>Strategies</i>
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-prescriptive	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; frequent monitoring of progress; in MS, <i>Voyager</i> 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 district is currently implementing or anticipates implementing. The district’s two key initiatives—International Baccalaureate for secondary schools and a Professional Development Schools Partnership 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.

VII. PROFESSIONAL LEARNING STRATEGIES BASED ON DOCUMENTED NEEDS

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	Dates⁵/ 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	<i>Voyager Passports</i> for ES; <i>Voyager Reading</i> for MS and HS; <i>Read 180</i> 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

⁵ Starting dates; PL continued throughout the school year.

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 attended 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.

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, Technology Integration Specialists, Counselors, Instructional

⁶ Some teachers attended numerous PL sessions and therefore may be counted two or more times.

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.

VIII. ASSESSMENT/DATA ANALYSIS PLAN

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	
<i>Current Assessment Plan:</i>	
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 (monitoring, 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	<i>Read 180</i> ; <i>Voyager</i> , Quarterly Writing Samples
Grades 9-12	<i>Read 180</i> ; literacy assessments throughout year for 9 th grade students; GA High School Writing Test for grades 11 & 12; Literature & Composition, grades 9-11
<i>Striving Readers Assessment Plan:</i>	
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	1 st Quarter Literacy Assessments (reading level)
K-8	3 rd Quarter Literacy Assessment; Reading Level
K-9	Reading Level; 2 nd and 4 th Quarter Literacy Assessments
1-2	Writing samples; Spelling Inventory; Sight Vocabulary; Comprehensive Benchmark Assessments
1-8	Reading Fluency; 2 nd 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; <i>Scholastic Reading Inventory</i> ; <i>Read 180</i> Stage B
9-12	Advanced Placement; End-of-Course Tests, Graduation Test; Graduation Writing Test; PSAT (grade 10); <i>Scholastic Reading Inventory</i> (SRI) (Lexile Scores) for <i>Read 180</i> , Stage C
K-12	ACCESS (for ELL)
9-12	<i>KeyTrain</i> 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.

- | |
|--|
| <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 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 direction of Dr. Norris Price, Associate Superintendent of Instructional Services and School Performance. 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, routinely 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 subsequently 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; supplemental 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 awareness, 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., FastForward, 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 participating 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 pedagogical 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. Tony Price, Cedar Shoals High School
- Dwight Manzy, Coile Middle School

- Dr. Mark Tavernier, Project Director
- Carlyn Maddox, Secondary Literacy Coach
- Alita Anderson, Elementary Literacy Coach
- Linda Sprague, Office of Early Learning Professional Learning Coordinator
- Carolyn Wolpert, Office of Early Learning Early Reading First Coordinator
- Anissa Johnson, Fowler Drive Elementary
- Xernona Thomas, Harris Elementary
- Dr. Ingrid Gilbert, Stroud Elementary
- Debbie Haney, Winterville Elementary
- Tom Guthrie, Director of Business Services
- 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
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)⁷									
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

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

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 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 achievement 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

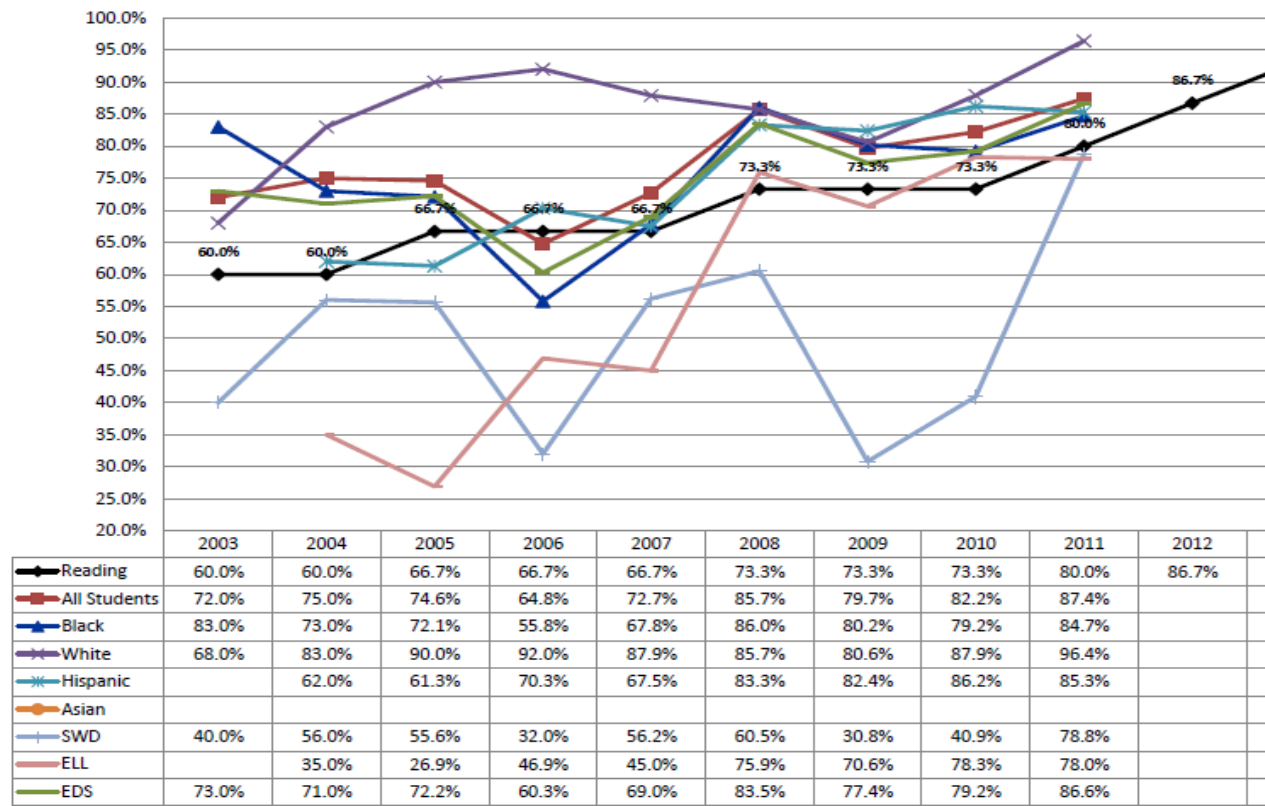
provides K-12 students with access to over 300,000 e-books and audiobook titles that can be downloaded on handheld tablets and computers 24 hours a day, seven days a week. After grant funding ends following Year 3, this virtual library will continue to be available to students with purchased technology 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 GRANT PROPOSAL: Winterville Elementary School

XIII. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA

a. School Student CRCT Data:

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



Winterville Elementary School has made AYP each year since 2003. The data shows significant improvement for all groups in both reading and language arts. The biggest drop in scores was during change from QCC to GPS. A closer look at CRCT reading/ELA domain data, reveals that the areas of comprehension and writing skills are significantly below the AMO of reading/ELA. See Appendix 1.a. for additional CRCT data.

b. NRT Data – Scantron Performance Series – Winterville Fall 2011:

Reading: NPR by grade

Grade 2	Grade 3	Grade 4	Grade 5
52	39	24	41

Language Arts: NPR by grade

Grade 2	Grade 3	Grade 4	Grade 5
53	36	29	30

The average reading percentile ranking for student in grades 3, 4, and 5 is 34.5%, which is shockingly poor performance when compared to the national average of 50%. At the domain level, students scored the lowest in the non-fiction domain, with no grade level (grades 2-5) scoring above 50%. (See domain data in Appendix1.c.)

c. Disaggregation of Data in Subgroups: There is, however, a significant achievement gap between the White student subgroup and all other subgroups. This gap elevates overall scores that misrepresent the actual need and urgency for reading reform efforts at the school level (See Appendix 1.c. for NRT subgroup data. CRCT subgroup data is in section 1.a.).

d. Teacher Retention Data: Of the 41 certified staff members employed at Winterville Elementary during the 2007-2008 school year, 21 remain. Winterville has an extremely low attrition rate.

e. Teacher Participation in PLC or On-Going PL at the School: Whole school professional learning is a response to the needs presented by the action steps in the School Improvement Plan. All other professional learning is embedded in the school day and facilitated by the instructional coach and principal through grade level collaborative planning, data team cycles, observations and modeling.

XIV. NEEDS ASSESSMENT

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

Materials Used for Needs Assessment	
Materials	Contribution to Comprehensive Needs Assessment
Winterville’s annual School Improvement Survey	Results helped to establish teachers’ self-perceived needs
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 3-5 AYP Progress in CRCT Reading/English Language Arts
Literacy Assessment	Percentage of Students at or above Benchmark Reading Level (by quarters);

Results	list of students in grades 1, 2, & 3, reading levels, assessments in spelling, writing, sight words; Percentage of Students at or above Benchmark Reading Level After Quarter 4; writing scores
Preliminary State Assessment Results	CRCT: Historical Data, Performance Level Information, Subgroup Data, Domain Data; Benchmark Data; GKIDS Data; ACCESS; Writing Test Data
Winterville Elementary SIP	School goals, initiatives, action steps, timelines
Winterville Elementary School Title I Addendum	Synopsis of CRCT, writing, and local literacy assessment data
Literacy Survey	Certified staff responses to questions relating to research-based literacy instruction, as described in the GADOE Necessary Building Blocks of the Georgia Literacy Plan to determine gaps in the school Literacy Program
Scantron Series	Fall 2011 Norm-referenced assessment, Reading and Language Arts

b. Description of the Needs Assessment: On June 8, 2011 a CCSD Data Summit was held. The Winterville administration worked with district leadership to examine all student achievement data. On July 28 and 29, the Winterville School Improvement Leadership Team (SILT) met to further analyze the data. From that analysis, a School Improvement Plan was developed with achievement targets, action steps, and a plan for implementation/impact checks. Certified staff completed a Literacy survey based on the Necessary Building Blocks of the Georgia Literacy Plan. A root cause analysis was completed in November to determine gaps in literacy achievement.

c. Listing of Individuals Who Participated in the Needs Assessment: The needs assessment was conducted by a Literacy Team consisting of representatives from each grade level and content area. See Appendix II.c. for a list of individual names.

XV. AREAS OF CONCERN

a. Areas of Concern as They Relate to the “What” Document: The Georgia Department of Education Building Blocks of the Georgia Literacy Plan “What” document, page 1, lists 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:* Winterville's current assessment plan is not specific in the areas of screening, diagnostics and progress monitoring. This results in incomplete or inaccurate data. A complete picture of student strengths and deficits is necessary to plan appropriate tiered instruction. This mismatch precipitates inappropriate instructional response that leads to poor achievement. *Component 4:* Initiating and implementing best practices in literacy instruction is a foundational piece to a successful literacy program. The degree to which these elements and strategies are implemented determines their impact on student outcomes. (See Area of Concern related to Component 7.) Students should engage in literacy activities throughout the instructional day in both ELA and content subjects. We have just begun to integrate the reading, writing, and content standards. We understand the need for increasing the amount of student generated texts as a means to better comprehension, synthesis of new information, and improved responses to text. Teachers continue to need much support in refining meaningful interactions with students in the context of the Writing Workshop. The student achievement data also indicates lack of student motivation and self-directed learning. We have just begun to encourage and support teachers who have self-selected this focus (Marzano, *It's How You Use a Strategy*, Educational Leadership, Dec 2011/Jan2012, V69, N4).

Component 7: Developing and growing high quality teachers are the highest priority for Winterville Elementary School. Without a knowledgeable, skilled teacher, a program is worth nothing. We know that there is a correlation between teacher quality and student outcomes. A root cause analysis of achievement at the teacher level has been conducted. What we learned is that even though teachers are using the same program, student achievement outcomes are very different. Poor student outcomes are directly related to poor teacher quality. *Component 8:* Vertical alignment between grades is also an area of concern. The discrepancy between Winterville's CRCT and local literacy data with that of Norm Referenced Test data suggests that the level of rigor in literacy standards and text level expectations

from grade to grade may not be appropriate, resulting in lower achievement. *Component 9:* Intentional strategies are not fully utilized for developing and maintaining student engagement. Students do not have sufficient opportunities to self-select fiction and research reading materials to increase and maintain motivation to read independently. There is not enough variety in classroom libraries or the media center to give access to texts that students consider interesting. Winterville teachers traditionally operate under the assumption that they should deliver the learning to students. We know that teachers should act as facilitators, increasing opportunities for student collaboration in the reading/learning process and making the student the most vocal component in the classroom. There is also a lack of creative use of technology to encourage engagement and relevance. Our goal is to move away from reactive technology interventions that require limited student response and move toward technology as a tool to engage students in applying new learning and knowledge in novel ways.

b. Specific Age, Grade Levels, or Content Areas in Which the Concern Originates: The concern for the lack of a comprehensive screening, diagnostic, and progress monitoring assessment program originates in kindergarten. This deficit affects all other areas of concern discussed above. The need for systematic phonics instruction originates in kindergarten and first grade, and the need for more sophisticated phonics instruction originates in grades two through five. The other concerns noted are school wide.

c. Areas of Concern and Steps the School Has or Has Not Taken to Address the Problems:

The following are at the beginning stages of implementation:

Area of Concern	Steps Taken to Address the Problem	Proposed Steps to Address the Problem
Lack of literacy assessment plan	Compile local level literacy assessment data to determine student needs	Adopt a comprehensive literacy assessment protocol
Need for pervasive implementation of best practices in	Beginning to investigate ways to integrate literacy into content instruction	Deep professional learning, practice with coaching, refine and expand the learning with the goal of establishing

literacy instruction	Implementation of Isabel Beck's vocabulary Text Talk protocol	expertise in the areas of best practices
Consistent, systematic phonics	Initial school-wide implementation of Word Journeys (Ganske), a word study framework for differentiated, systematic phonics instruction	Continue to practice and expand learning.
Need for adolescent students to self initiate engagement in meaningful literacy activities	Initial implementation of basic elements of Café Reading and Daily Five structures (Boushey and Moser)	Full implementation of Café Reading and Daily Five (Boushey and Moser) helps students identify goals for reading, supports student autonomy and increases social interactions among students relating to reading
Need to develop and grow high quality teachers	Ongoing intensive professional learning, that respects the time needed for deep learning and application	Ongoing intensive professional learning, that respects the time needed for deep learning and application
Absence of vertical alignment of literacy standards		Work across and among grade level teams to articulate a clear vertical alignment of literacy standards
Need for students to develop and maintain interest and engagement in the learning process	Implementation of the Peer Assisted Learning Strategies Recent focused purchase of classroom and media library collections to reflect student interest, rigorous text and content areas	Inclusion of technology to support literacy learning. Continue focus on purchases of appropriate rigorous texts to reflect student interest, and content area needs.

XVI. ROOT CAUSE ANALYSIS

a. **Root or Underlying Causes of the Areas of Concern Found in the Needs Assessment:** After a root cause analysis of the areas of concern noted above, the key features that present themselves are teacher quality and the lack of a systematic literacy program. Teachers have not had in-depth, focused, sustained professional learning in the key literacy components appropriate to grade level and content areas. The journey to proficiency in literacy instruction is just beginning.

b. **Specific Grade Levels That Are Affected:** All grade levels are affected by teacher quality and lack of a systematic literacy program.

- c. **Specific Rationale for the Determination of the Cause:** Poor student performance necessitates a root cause analysis. Without a determination of cause, any decisions made for the development of the Literacy Plan would be without foundation. Solutions that do not match the problem are ineffective.
- d. **What Has Been Done in the Past to Address the Problem:** District and school leaders have just begun to understand that adequate and consistent human resources are more influential than material resources. The change process is lengthy and not always linear. It requires a sustained commitment to deep learning, practice, and development of expertise and transfer of the expertise into student achievement. In the past, instructional leaders purchased a variety of programs that address the needs of specific subgroups of students rather than creating a consistent, systematic literacy program. However, in light of the needs assessment, the Reading Dynamic Team of Winterville Elementary has begun to read the meta-analyses of research about core or Tier I programming in order to put in place a consistent, vertically aligned literacy continuum.
- e. **New Information the Needs Assessment Uncovered:** The conversations that have been held around writing for this grant program have brought a new sense of urgency to the significance of teacher quality and the professional learning necessary to ensure success. Clearly, programmatic changes do not equate to higher student achievement. It is very difficult to ask for increases in student achievement when teachers have not been given the knowledge and practice they need to be able to create a classroom community that engages the students in meaningful literacy learning.

XVII. SCHOOL LITERACY TEAM

- a. **Listing of the Members of the Site-Based Literacy Team:** Winterville Elementary works under a site-based School Improvement Leadership Team (SILT). The SILT team coordinates all data analysis and school improvement initiatives determined by the needs assessment. This team forms dynamic sub-

teams from the staff to work on specific needs. There is a Reading/ Literacy Dynamic Team that is serving as the Site-Based Literacy Team (SLT). See Appendix 5.a. for members and positions.

b. Function of the Site-Based Literacy Team in Terms of the Needs Assessment: The SLT worked to compile a list of data sources pertinent to the Reading/Literacy instruction at Winterville and then analyzed the data for information about achievement. The data sources used are the CRCT, the Scantron Performance Series Norm-referenced assessment, local literacy assessments, and the Literacy Instruction Survey. Root cause analyses were done by the SLT to pinpoint the causes of the concerns. The SLT then proposed a literacy plan.

c. Minutes of the Meeting of the Site-Based Literacy Team: Minutes of the SLT meetings are recorded and disseminated to all staff members. Copies of the minutes are found in the Appendix 5.c.

d. Communication and Inclusion of All Members in the Decision-Making Process: After getting input from the staff and stakeholders through the use of surveys and team meetings, the SLT will make recommendations about the Literacy Plan for Winterville. The entire certified staff will have the opportunity to provide input on the plan. The shared-decision making process allows all stakeholders to have a voice in the completed plan, which will then be communicated in a variety of formats, both face to face and in print.

XVIII. PROJECT GOALS AND OBJECTIVES

a. Clear list of project goals directly related to the identified needs:

Goal 1: Develop and grow highly qualified, effective teachers proficient in implementing

a research-based literacy plan at Winterville Elementary School.

Goal 2: Engage students in literacy activities throughout and beyond the instructional day as a means to enable them to become sustaining, lifelong learners and contributors to their communities and to the global society (p. 28, “Why” document).

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

Goals	Objectives
1	a. Each year during the grant period, teachers will participate in a minimum of 150 hours of professional learning framed by the National Staff Development Council standards: Context, Process, and Content. b. In each of the next five years, teachers new to the school or remaining in Tier 1 or Tier 2 will be required to set literacy goals as part of the goal-setting process for the CCSD evaluation instrument. c. In each of the next five years, teachers who are in Tier III of the CCSD Evaluation process will period will design and implement a literacy project for Winterville Elementary based on previous literacy professional learning.
2	a. Provide after school programs twice a year to enrich/enhance students’ literacy development. b. At the end of the five year grant period, 80% or more of students will achieve grade level mastery as evidenced by a research based literacy assessment, such as DIBELS <i>Next</i> . c. At the end of the five year grant period, a minimum of 75% of students in grades 2-5 will score at the 75 th percentile level on a norm referenced test, such as the Scantron NRT.

c. Research-based practices in the “What and Why” document: The “What and Why” documents from the Georgia Literacy Plan were used extensively to establish goals and objectives. Each area of concern was reviewed from the standpoint of how each related to the nine Necessary Building Blocks the Georgia Literacy Plan. See Section III. All objectives and activities fall under the umbrella of two overarching goals.

d. Considers practices already in place when determining goals and objectives: The goals and objectives were developed with current practices and desired practices in mind. The goals and objectives of the Striving Readers’ Grant allow for refinement of current literacy practices, while also encompassing additional practices that will be added.

e. Goals to be funded with other sources: The activities and procedures of Winterville’s Striving Readers’ Grant proposal will be primarily funded with the Striving Readers’ Grant funds, but Title I and state funding already in place will be used as well. These other sources will predominantly fund personnel which are not funded by Striving Reader’s Grant.

XIX. SCIENTIFIC, EVIDENCE-BASED LITERACY PLAN

a. Plan to Implement the Goals and Objectives Identified: A five-year Striving Readers plan for Winterville Elementary is shown in the graphic below:

Years 3-5: Provide 150 hours of PL to teachers; Collect and report data; Continue to refine implementation of instructional materials and/or strategies; implement grade

Year 2: Provide 150 hours of PL to teachers; Continue to improve classroom and media center collections; Develop transition plans for moving students from one grade level to another; Utilize peer observations to assess level of implementation; Continue to refine use

Year 1: Provide 150 hours of PL to teachers; provide training and support for new assessments that provide screening, diagnostic and progress monitoring of reading skills; Implement *Reading RTI* for all students; Continue to document and monitor student literacy data; Implement the use of instructional materials and/or strategies; Unpack CCGPS literacy standards and map vertical

b. Establishes Who Will Implement: The administrators and instructional coach will provide coordination and oversight of Winterville Elementary Literacy Plan. All certified staff will participate in professional learning and will implement the strategies that address the identified goals and objectives.

c. Clearly Defines What Will Take Place in the Project—“What” Document:

Grant Activities and Their Alignment with Nine Key Components	
Key	Activities

Component	
1	Unpack and implement CCGPS and the college and career readiness anchor standards for reading, writing, language, listening and speaking in grades K-5; provide professional learning for implementation of the foundational skills in literacy; refine the Tier I, or core instructional sequence; see pp. 6-9 in the “What” document.
2	See CCSD’s Early Learning grant proposal.
3	Provide training and support for new assessments that provide screening, diagnostic and progress monitoring of reading skills; use School-wide Assessment Team to support teachers in the administration of assessments; continue to refine making data a part of an ongoing cycle of instructional improvement; Engage students in examining their own data in order to set literacy goals. See pp. 11-12 in the “What” document.
4	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; continue to help teachers engage students in critical and creative thinking; 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; provide literacy instruction beyond the school day. See pp. 12-15 in the “What” document.
5	Use a four-tiered instructional model 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. See pp. 15-16 in the “What” document.
6	Administrators and Instructional coach, and teacher leaders are committed to the new learning associated with the goals and objectives of this plan. Administrators will continue to regularly monitor classrooms and support the Instructional coach. See pp. 16-17 in the “What” document.
7	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. See pp. 17-18 in the “What” document.
8	Construct experiences that engage teachers in a discussion that ensures collaborative planning within and across grade levels to achieve literacy goals. Initiate collaboration with out-of-school organizations to provide literacy learning for parents in an effort to communicate a more consistent and relevant message to students about the importance of literacy. These experiences will encourage an understanding of common outcomes for which the entire school and community are responsible. See p. 18 in the “What” document.
9	Teachers will adopt intentional strategies to develop and maintain engagement as student progresses through school. Funding will used to purchase materials for a K-2 core instructional sequence, K-2 literacy manipulatives, K-5 texts for classrooms and media center, and technology software and hardware to support student engagement. Augment school-based literacy instruction with real-world and cultural experiences. See p. 19 in the “What” document.

d. Details the Current Instructional Schedule: The school day routine begins at 7:40, with Morning

Meeting is held in each classroom from 7:45-8:10. Instruction begins at 8:10. There are 30 minutes for

lunch, 15 minutes for recess and 50 minutes for Art, Music or PE. Tier 3 and \$ instruction takes place from 1:40-2:35 each day.

e. Plan for Tiered Instruction:

Tier I: Tier I instruction takes place within the general education classroom. The Striving Readers' grant will provide funding for whole class and small group instruction that will be designed to create an optimal learning environment, so that 80% or more of the students are successful in mastering the standards. Teachers will be supported through professional learning in order to meet the 80% goal of student mastery, and materials purchased will support heightened engagement in literacy activities.

Tier II: Tier II instruction takes place in the general education classroom, as differentiation. The Striving Readers' funding will allow adoption of a comprehensive literacy assessment program. This data will indicate student mastery on a continuum of literacy skills. Therefore, Tier II interventions will be accurately aligned to student need. Tier II intervention at Winterville will supplement Tier I instruction as a flexible strategy-based structure. The movement between Tier I and Tier II will be dynamic, and students will move in and out as needed.

Tier III: Students not responding to Tiers I and II instruction will be evaluated for Tier III interventions through the RTI process. Tier III intervention at Winterville will be delivered individually or in small groups using research-based strategies or programs. The Striving Readers' grant will provide funding necessary for materials and professional learning.

Tier IV: Tier IV instruction is provided to those who need pervasive, intense intervention. These services address the student needs for either advanced content /gifted pullout or remediation/acceleration. The Striving Readers' grant will provide funding necessary for materials and professional learning.

f. Materials Currently Used for Tier 1 Instruction:

- Rigby Leveled Books
- Word Journeys (Word Study)
- StoryTown (Grades 3-5)
- Writing Workshop Protocol
- Daily 5
- Café Reading
- Materials provided the Florida Center for Reading Research

g. Time, personnel and strategies for Tier II, III and IV instruction: One EIP teacher serves grades K-2, and the other serves grades 3-5 in reading intervention at Tiers II and III. They use both push-in and pullout models as necessary. One ESOL teacher serves grades K-5. Kindergarten is served in a consult model, and grades 1-5 are served in a collaborative model. A Tier III ESOL small group pullout is used in grade four. The Pathways to Success after school program

for grades 3-5 provides Tier III intervention. The literacy intervention used is Peer Assisted Learning Strategy (PALS). Two SPED teachers serve all SPED students. Goals and objectives targeted come from the IEP.

h. Includes a Statement Regarding Conflict with Other Initiatives: There are no literacy initiatives proposed that conflict with the goals and objectives of the Striving Reader Grant goals and objectives. All action plans are based on the “What” document.

XX. 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

- SMARTboard in each classroom
- projector in each classroom
- 2-4 desktops per classroom
- IPEVO document camera in each classroom
- StoryTown Materials, grades 3-5
- Rigby Series Big Books from 2002 adoption
- Writers’ Express, grades 3-5
- Classroom libraries of 20-30 texts

b. Generic List of Shared Resources

- computer lab(s)
- laptop cart(s)
- 3 ipod touch
- audio books
- 3 flip cameras
- 5 video ipods CCSD
- audio books
- microphones CCSD
- 4 digital cameras
- 3 sets SMART response clickers
- 2 SMART document cameras
- Wi-Fi network broadband internet access
- Leveled Reader Room
- StoryTown Strategic Intervention
- Passport Reading
- Small professional learning library

c. General List of Library Resources or a Description of the Library as Equipped: Of the approximately 10,000 holdings (e.g., unique titles, not individual copies of titles) in the library’s collection, 40% were published between 1950-2000. The average date of publication is a respectable 1999, but many content

area materials are significantly older. Almost 76% of the collection related to Life Sciences, for example, is more than 5 years old. Approximately 56% of the Geography, Maps and Atlases section is similarly aged. Another issue is the size of the collection's content holdings. Approximately 17% of the collection is content. The library, while inviting and highly utilized by teachers and students, is not at this point equipped to take best advantage of the newest technologies in teaching and learning. We have only a handful of e-books, and we have no handheld devices (e.g., iPads) that can support the emerging publication formats.

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

- Funding for consultants
- Materials to support Tier I instruction
- Responsive Classroom Training
- Stipend for professional learning
- Subs for release time
- Library collection and materials
- Classroom libraries
- Technology devices for literacy instruction
- Software and hardware to support literacy
- Assessment materials
- Content reading materials
- Individual PL Libraries
- Subscription to periodic resources
- K-2 literacy manipulative sets
- Award Winning Book sets, 3-5
- Supplies to maintain the literacy program
- Materials and supplies needed
- Funding for literacy enrichment experiences

e. Generic List of Activities That Support Classroom Practices:

- Professional learning to develop and grow high quality teachers
- Systematic phonics and word study
- Core grade level literacy instruction for all students
- Increase amount of student generated texts
- Increase minutes for student eyes on text
- Direct vocabulary instruction
- Direct, explicit comprehension instruction
- Instructional principles embedded in content
- Motivation and self-directed learning
- Spiral Reviews and spacing learning over time
- Instruction in the five components of reading
- Combine graphic representations with verbal descriptions
- Connect concrete and abstract representations of a concept.
- Use quizzes to help link learning at all stages of the instructional process.
- Use of technology
- Increase school library collection
- Increase classroom library collections

- Skype author visits

f. Generic List of Activities That Support Literacy Intervention Programs:

- Identification of students' needs with a reliable screening instrument. Follow with formal and informal assessment to isolate individual needs.
- Select a research-based intervention that is specifically designed to provide explicit instruction to meet the determined needs.
- If the instructional need is great, the more intensive the intervention needs to be. If interventions are relatively similar in quality, intensity most often relates to the size of the groups and the amount of time spend on instruction.
- Scheduled time for interventions must be in place, and the time must be protected.

g. Generic List of Additional Strategies Needed to Support Student Success:

- A week of professional learning prior to beginning of school to prepare for the development and preparation for the Literacy Plan.
- Opportunities for teachers to participate in Critical Friends groups to share issues and concerns.

XXI. PROJECT PROCEDURES AND SUPPORT

The chart in Appendix IX.a. shows the grade level schedule as it currently stands. Students receive at least 90 minutes of tiered instruction. In some classrooms literacy activities are integrated into the content area at varying degrees of implementation. 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 in to classrooms, or pull out groups, as the data indicates. The ELT block is a protected Tier IV instructional segment. The proposed schedule may look very similar in terms of instructional blocks. However, the Striving Readers' grant will compel us to be more intentional and strategic about providing tiered instruction and integration of literacy into the content areas. In fourth and fifth grade the ELA and content blocks will merge to form a Literacy and Content Integration block of two – four hours.

XXII. PROFESSIONAL LEARNING STRATEGIES IDENTIFIED - BASED ON NEED

a. Professional learning activities in the past year: District and school Professional Learning has provided initial subject-specific, program specific, and reform oriented professional learning with an emphasis on the following topics; student engagement, StoryTown grades 3-5, Marzano’s High Impact Strategies, word study, building teacher/student relationships, and Writing Workshop. The majority of professional learning is embedded in team level collaboration. This opens opportunity for the professional learning at the school level to be differentiated by team and individual in relationship to student data and teacher identified needs or goals. See Appendix X.a. for table of Professional Learning Activities at Winterville Elementary.

b. The number of hours of professional learning that staff has attended: The teachers of Winterville Elementary have engaged in approximately 300 hours of professional learning each year. Of these hours, two-thirds are utilized in collaborative settings. (See Appendix X.b.)

c. The % of staff attending professional learning: 100% of certified staff participates in Professional Learning. If a teacher misses a scheduled session, the teacher team or instructional coach redelivers the missed material.

d. A detailed list of on-going professional learning:

Writing Workshop: We are in year two of implementation.

- Integrating writing into content areas
- Unpacking writing standards
- Writing workshop components
- Developing rubrics
- Examining state rubrics
- Vertical alignment
- Developing mini-lessons
- Using mentor texts as a model
- Increasing student writing time
- Conferencing
- Using graphic organizers
- Score writing in teams quarterly
- Using student work to inform instruction
- Demonstrating guided writing

- Increasing the time students write

Building Effective Student/Teacher Relationships: The whole staff is working on:

- implementing student-led conferences
- helping students set academic goals
- maintaining and crafting a productive Morning Meeting
- engaging in the book study *Power of Our Words*
- using the four step problem solving model to solve academic and personal problems
- reading articles from Northeast Foundation for Children, Inc.

e. The preferred method of delivery of professional learning: Professional learning is delivered in a variety of methods including district level PL, whole staff PL, team level PL, collaborative planning, consultant, individual teacher conferencing, book study, teacher lead PL, students and teachers together PL. The method selected for delivery depends on where we are in the learning cycle as a staff, team, or individual teacher. (See table in Appendix X.a. for specific implementation formats.)

f. The programmatic professional learning needs identified in the needs assessment:

Professional Learning Needs	Professional Learning Resources and Research
General Qualities of Exemplary Teachers	To be Determined
Comprehension Strategies	<i>Duffy, Cafe Reading: Boushey and Moser</i>
Talking and Writing to Gain Meaning from Text	To be Determined
Integration of Curriculum	To be Determined
Student Motivation and Engagement	<i>Marzano, Reis and Reis, and Northeast Foundation for Children, Inc.</i>
Writing: integrated writing and responsive instruction	To be Determined
Continue - Creative and Critical Thinking	<i>Marzano, Reis and Reis, Talents! and Northeast Foundation for Children, Inc.</i>
Phonemic Awareness	To be Determined
Word Study	<i>Ganske</i>
Continue - Vocabulary Instruction	<i>Beck and Marzano</i>
Fluency	<i>Rasinski</i>

XXIII. ASSESSMENT/DATA ANALYSIS PLAN

h. Detailed Listing of the School's Current Assessment Protocol: Winterville follows the district's current assessment schedule. Local literacy assessments are administered in addition to state-mandated testing. Currently, these literacy assessments do not provide the comprehensive and cohesive data necessary to respond to students' needs in an accurate and timely manner. The Striving Readers' Grant will provide funding for the purchase of a comprehensive and cohesive literacy assessment protocol, such as DIBELS Next. This will allow us to streamline the data collection process. See Appendix XI.a. for the detailed list of the current assessment protocol.

i. Explanation of the Current Data Analysis Protocol: The current data analysis protocol used at Winterville consists of the following:

- Begin with analysis of overall school performance
- Continue with analysis of subgroup performance
- Analysis of performance on specific elements or standards
- Analysis of individual performance for instructional implications

Winterville'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. During the school year, data reports and technical assistance are provided by the district to monitor the implementation of the school improvement plan. An Implementation and Impact check is conducted by the SILT at least twice a year.

j. Comparison of the Current Plan with the Striving Readers Assessment Plan: The components of the current literacy assessment plan do not form a logical relationship. The Striving Readers RFP suggests literacy assessments on which to build a comprehensive plan. At the elementary level, the literacy plan should offer ongoing formative and summative assessment opportunities that will inform

instructional decision-making. The Winterville plan will include an initial universal screener followed by diagnostic, progress monitoring and summative assessments.

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

Winterville Elementary will implement a comprehensive literacy assessment, such as *DIBELS Next*. The screener will be administered three times per year to students in grades K-5. The *DIBELS Next Progress Monitoring Assessments* will be administered to students who are identified as struggling on the Benchmark Assessments. The protocol for the data analysis that will be used is the Cognitive Model (McKenna and Stahl).

l. Current Assessments That Might Be Discontinued as a Result of Striving Readers: Implementation of a comprehensive literacy assessment program such as *DIBELS Next*, would result in elimination of the following: Rigby PM Benchmark, Text Level and Voyager Oral Reading Fluency. Sight word and detailed phonics inventories would be used as diagnostic assessment. Instead of using the Primary Spelling Inventory, Winterville will use the Developmental Spelling Assessment from *Word Journeys* (Ganske).

m. Listing of Training That Teachers Will Need to Implement Any New Assessments: All certified staff will be trained to administer progress monitoring and benchmark assessments.

n. Brief Narrative on How Data Is Presented to Parents and Stakeholders: Overall school level data is presented through handouts and a presentation at the Annual Title I meeting during the fall of each year. In addition, individual data is presented to parents at Parent Conferences which are held in fall and spring of each year.

XXIV. RESOURCES

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

	Striving Readers Funding	Other Funding Sources
Professional	Stipends for off contract professional learning consultant	Title Funds

Learning	fees for program specific training	
Print Materials	Additional books for classroom libraries and Media Center; professional library for teachers	Early Reading First (ERF); Title I, Part A
Literacy Assessment	Comprehensive Literacy Assessment comprised of screener, diagnostic, and progress monitoring	EIP/REP; Extended Year; Title Funds; IDEA
Instructional Technology	Handheld devices, software, hardware that support literacy learning	Title II, Part D; SPLOST IV
Parent/Family Component	Parent Literacy, GED and child care, 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)
Additional Resources	Funding for extended instruction beyond the existing day/year model	Title I

f. List of the Resources Available at Winterville Elementary

Source	School Use
Federal	Pay salaries and benefits for 3 academic interventionists and a full-time Family Engagement Specialist; materials and supplies; positive school climate due to training teachers and paraprofessionals about Positive Behavioral Support Systems; funding district Behavior Specialists; students receive free/reduced lunch and breakfast
State	EIP augmented model reduces the student/teacher ratio for reading and math; Hearing/Vision Screenings; free dental services; after school tutorial and recreation programs
Local	School Supply Assistance/Uniform Assistance; volunteers; teacher appreciation incentives; Eve Carson Award; Books for Library

g. How Striving Readers Will Add Value to the Existing Resources in the Schools: High literacy achievement is essential for our students to become “lifelong learners and contributors to their communities and to the global society” (p. 24, “What” document). As the SLT was writing this grant proposal, it became clear that comprehensive, systematic change is needed. The three areas addressed in this grant proposal are assessment, teacher quality and systematic programming. Winterville teachers have done a superb job reviewing research and initiating the development of a comprehensive literacy plan. This has created an excitement and motivation that is tangible. We look forward to the great opportunities for our students if Winterville Elementary receives funding from the Striving Readers’ Grant.

Appendix**I. ANALYSIS AND IDENTIFICATION OF STUDENT AND TEACHER DATA****a. School and Student CRCT Data**

CRCT Domain Analysis: Reading Elementary Grades % of Items Correct by Domain

	Average of Reading: Literary Comprehension % Correct	Average of Reading: Reading for Information % Correct	Average of Reading: Information & Media Literacy % Correct	Average of Reading: Reading Skills & Vocabulary Acquisition % Correct
Winterville	64%	51%	100%	74%
3	61%	51%		72%
4	70%		100%	75%
5	62%		100%	76%

CRCT Domain Analysis: ELA Elementary Grades % of Items Correct by Domain

	Average of ELA: Grammar & Sentence Construction % Correct	Average of ELA: Research and Writing Process % Correct
Winterville	69%	66%
3	65%	55%
4	78%	72%
5	66%	72%

In addition, Spring 2011 local reading assessments for Winterville show the following:

Grade	Reading Level % M/Exc.	Fluency % M/Exc.	Sight Words % M/Exc.	Spelling Inv. % M/Exc.
K	92.5%			
1	73.5%	82.5%	91%	34.3%
2	77.6%	47.4%	52.5%	24.2%
3	75% %	30.5%		

4	79%	41%		
5	92.5%	64.5%		

The table below shows the Fifth grade State Writing Test achievement for the past five years.

Fifth Grade Georgia Writing Assessment % of students Meeting/Exceeding

	2007	2008	2009	2010	2011	Growth 2010-2011
Winterville	51%	74%	75%	41%	69%	28%

Domain-Level Writing Test Achievement – Measured by Domain Scores on the Georgia State Writing Tests (4.0 Scale)

Mean Domain Score	All Genres Combined				Number of Students
	Ideas (x2)	Organization	Style	Conventions	
Winterville	2.6	2.7	2.8	2.4	54

c. NRT Disaggregation of Data in Domains and Subgroups

Fall 2011 NRT reading by Subgroup

Group	Grade	Item	P o o l i c o u n t	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Vocabulary SIP (%)	Fiction SIP (%)	Nonfiction SIP (%)	Long Passage SIP (%)
All Students	Overall		206	2244						
	Grade 2	Grade 2	55	1987	31	45	52	43	38	41
	Grade 3	Grade 3	50	2174	41	50	58	52	44	47
	Grade 4	Grade 4	54	2331	43	50	61	49	38	47
	Grade 5	Grade 5	47	2521	47	56	61	60	48	54
Black	Overall		107	2233						
	Grade 2	Grade 2	26	2021	46	48	56	47	42	45

	Grade 3	Grade 3	22	2164	70	49	57	51	43	45
	Grade 4	Grade 4	31	2282	44	45	56	44	33	42
	Grade 5	Grade 5	28	2428	58	46	52	50	38	44
EIP	Overall		59	2070						
	Grade 2	Grade 2	15	1813	34	26	33	25	21	23
	Grade 3	Grade 3	12	1982	69	30	38	31	25	27
	Grade 4	Grade 4	24	2191	51	36	47	34	24	33
	Grade 5	Grade 5	8	2317	60	34	41	37	27	32
ELL_LEP	Overall		20	1925						
	Grade 2	Grade 2	8	1792	31	24	31	23	19	21
	Grade 3	Grade 3	4	1928	27	25	32	26	20	22
	Grade 4	Grade 4	4	1839	93	11	17	9	5	8
	Grade 5	Grade 5	4	2275	91	30	37	33	23	28
Gifted	Overall		26	2676						
	Grade 2	Grade 2	5	2327	109	79	83	79	76	78
	Grade 3	Grade 3	7	2602	75	87	90	89	85	86
	Grade 4	Grade 4	3	2757	220	86	90	87	82	85
	Grade 5	Grade 5	11	2860	54	85	86	88	82	85
Hispanic	Overall		54	2184						
	Grade 2	Grade 2	12	1884	54	33	41	32	27	30
	Grade 3	Grade 3	18	2159	50	49	57	50	43	45
	Grade 4	Grade 4	12	2191	114	36	47	34	24	33
	Grade 5	Grade 5	12	2512	76	55	60	59	47	53
Special Ed.	Overall		15	1992						

	Grade 2	Grade 2	4	2068	218	54	61	53	47	50
	Grade 3	Grade 3	4	1844	128	19	25	19	15	16
	Grade 4	Grade 4	4	2080	141	26	36	24	16	23
	Grade 5	Grade 5	3	1973	137	10	14	10	6	8
White	Overall		35	2413						
	Grade 2	Grade 2	13	2025	75	49	57	48	42	45
	Grade 3	Grade 3	7	2351	108	69	75	71	64	66
	Grade 4	Grade 4	8	2664	82	81	86	82	74	79
	Grade 5	Grade 5	7	2908	51	88	89	90	85	87

Fall 2011 NRT ELA by Subgroup

Group	Grade	Item	P	o	o	i	S	t	e	n
			Student Count	Mean Language Arts	SE of Mean Language Arts	Overall SIP (%)	Capitalization SIP (%)	Parts of Speech SIP (%)	Punctuation SIP (%)	Sentence Structure SIP (%)
All Students	Overall		208	2255						
	Grade 2	Grade 2	52	2061	30	36	32	52	43	23
	Grade 3	Grade 3	53	2235	28	49	45	56	50	51
	Grade 4	Grade 4	56	2287	26	43	37	50	40	46
	Grade 5	Grade 5	47	2452	32	53	49	62	46	55
Black	Overall		110	2252						
	Grade 2	Grade 2	25	2093	39	39	35	55	47	26

	Grade 3	Grade 3	25	2221	42	48	44	54	49	50
	Grade 4	Grade 4	32	2273	34	41	36	49	39	45
	Grade 5	Grade 5	28	2399	43	47	44	56	40	50
EIP	Overall		61	2120						
	Grade 2	Grade 2	15	1923	48	23	21	36	28	13
	Grade 3	Grade 3	12	2083	51	34	30	40	35	35
	Grade 4	Grade 4	26	2189	29	33	27	40	31	36
	Grade 5	Grade 5	8	2325	51	39	35	48	32	42
ELL	Overall		20	2055						
	Grade 2	Grade 2	8	1939	59	24	22	38	30	14
	Grade 3	Grade 3	4	2068	63	32	29	38	33	33
	Grade 4	Grade 4	4	2048	54	20	16	26	19	23
	Grade 5	Grade 5	4	2281	68	35	31	44	28	37
Gifted	Overall		26	2561						
	Grade 2	Grade 2	5	2407	93	71	67	84	79	60
	Grade 3	Grade 3	7	2524	43	77	73	82	77	79
	Grade 4	Grade 4	3	2508	75	66	61	73	63	69
	Grade 5	Grade 5	11	2670	24	74	72	80	69	76
Hispanic	Overall		57	2236						
	Grade 2	Grade 2	12	1994	54	29	26	44	36	18
	Grade 3	Grade 3	19	2256	36	51	47	58	52	54
	Grade 4	Grade 4	14	2223	50	36	30	43	34	39
	Grade 5	Grade 5	12	2461	48	54	51	62	47	56
Special Ed.	Overall		15	2047						

	Grade 2	Grade 2	4	2126	215	42	39	59	51	29
	Grade 3	Grade 3	4	1885	45	17	15	21	18	17
	Grade 4	Grade 4	4	2168	71	31	25	37	29	34
	Grade 5	Grade 5	3	1994	160	13	10	18	9	14
White	Overall		32	2311						
	Grade 2	Grade 2	12	2047	88	34	31	50	41	22
	Grade 3	Grade 3	6	2284	121	54	50	61	55	57
	Grade 4	Grade 4	7	2452	56	60	55	68	57	64
	Grade 5	Grade 5	7	2645	51	72	70	78	67	74

II. NEEDS ASSESSMENT**c. List of Individuals Who Participated in the Needs Assessment**

Name	Position
Deborah Haney	Principal
Jerry Stapleton	Assistant Principal
Jennifer Cole	Instructional coach
Dera Weaver	Media Specialist
Bessie Hinton	Counselor
Andrea Pollack	Pre-K
Charisse Cronon	Kindergarten
Lane Davidson	First Grade
Shundra Caldwell	Second Grade
Kasshavin Clemons	Third Grade
Katrina Gaulden	Fourth Grade
Susan Morris	Fifth Grade
Nora Fowler	Special Education
Mona Heinze	Gifted
Melissa Stone	ESOL
Beverly Taylor	EIP
Deborah Browne	Family Engagement Specialist
Brent Blalock	Specials Team Representative

V. SCHOOL LITERACY TEAM**a. Listing of the Members of the Site-Based Literacy Team.**

Name	Position
Deborah Haney	Principal
Jerry Stapleton	Assistant Principal
Jennifer Cole	Instructional coach
Dera Weaver	Media Specialist
Charisse Cronon	Kindergarten Teacher
Kelly Parker	Third Grade Teacher
Natasha Keller	Third Grade Teacher
Mona Heinze	Gifted Teacher
Katrina Gauden	Fourth Grade Teacher
Nora Fowler	SPED Lead Teacher

IX PROJECT PROCEDURES AND SUPPORT

Master Schedule						
	K	1st	2nd	3rd	4th	5th
7:40-7:48						
7:48-8:10						
8:10-9:05	ELA Cronon, Hill and Rehberg Tier 1	Math	ELA Caldwell, Drynd Phillips Tier 1 IV-Payne Tier 2 Gifted-Heinze 8:15-9:00 Tier 4 SPED-Balley-8:10-9:00 Tier 4	ELA Clemens, Keller and Parker Tier 1 IV-Rodriguez Tier 2 ESOL-Stone-8:10-9:05 Tier 4 SPED-Favors-7:45-9:00 Tier 4	Specials	Math
9:05-10:00	ELA Cronon, Hill and Rehberg Tier 1	ELA 9:20-11:30 Recess-9:20-9:40 Alexander, Davidson and Smith Tier 1	ELA Caldwell, Drynd Phillips Tier 1 EIP-Francois-9:55-9:40 Tier 2 IV-Payne Tier 2 SPED-Favors-9:00-10:00 Tier 4	ELA Clemens, Keller and Parker Tier 1 EIP-Taylor-9:05-10:00 Tier 2 Gifted-Heinze 9:05-9:55 Tier 4 SPED-Balley-9:00-10:30 Tier 4	ELA Gaudin and Johnson Tier 1 & Tier 2 (S.O.D.) ESOL-Stone 9:05-9:55 Tier 4 SPED-Fowler-9:00-9:50 Tier 4	Specials
10:00-10:55	Specials	ELA Alexander, Davidson and Smith Tier 1 EIP-Francois-10:00-10:50 Tier 2 ESOL-Stone-10:00-11:30 Tier 4	Science and SS Integrated Curriculum Caldwell, Drynd Phillips Tier 1 IV-Robertson-10:15-10:40 Tier 2 IV-Payne Tier 2	Science and SS Integrated Curriculum Clemens, Keller and Parker Tier 1 IV-Rodriguez Tier 2 SPED-Balley-10:30-11:00 Tier 4	ELA Gaudin and Johnson Tier 1 EIP-Taylor-10:00-10:55 Tier 2 SPED-Fowler-9:50-10:40 Tier 4	Science and SS Integrated Curriculum Campbell and Morris Tier 1 SPED-Favors-10:00-10:30 Tier 4
10:55-11:50	Math	Lunch	Recess/Lunch	Specials	Recess/Lunch	Recess/Lunch
11:50-12:45	Recess/Lunch	Specials	Math	Recess/Lunch	Math	ELA Campbell and Morris Tier 1 Gifted-Heinze 11:35-12:40 Tier 4 SPED-Balley-11:30-12:30 Tier 4
12:45-1:40	ELT Cronon, Hill and Rehberg Tier 2,3 EIP-Francois-12:50-1:45 Tier 2	Science and SS Integrated Curriculum Alexander, Davidson and Smith Tier 1	Specials	Math	Science and SS Integrated Curriculum Gaudin and Johnson Tier 1 Gifted-Heinze 12:55-1:40 Tier 4 SPED-Favors-1:00-1:40 Tier 4 1:00-1:40	ELA Campbell and Morris Tier 1 ESOL-Stone-12:45-1:40 Tier 4 SPED-Balley-12:30-1:40 Tier 4 IV-Robertson-12:50-1:40 Tier 2
1:40-2:40	Science and SS Integrated Curriculum Cronon, Hill and Rehberg Tier 1 1:50-2:35	ELT Alexander, Davidson and Smith Tier 2,3	ELT Caldwell, Drynd Phillips Tier 2,3 EIP-Francois-1:45-2:45 Tier 2 ESOL-Stone Tier 4	ELT Clemens, Keller and Parker Tier 2,3 IV-Rodriguez Tier 2 SPED-Favors-1:00-1:40 Tier 4	ELT Johnson and Gaudin Tier 2,3 Gifted-Heinze-Tier 4 EIP-Taylor-Tier 2 SPED-Fowler-Tier 4	ELT Campbell and Morris Tier 2,3 Gifted-Heinze-4th & 5th Tier 4 SPED-Balley-Tier 4

X. PROFESSIONAL LEARNING STRATEGIES IDENTIFIED ON THE BASIS OF DOCUMENTED NEEDS**a. Table indicating the professional learning that staff have attended in the past year.**

Topic	Format
Independent Reading, Partner Reading	Whole Staff PL, Collaborative Planning
Explicit Teaching of Comprehension Strategies in Small Groups	Whole Staff PL, Collaborative Planning
Vocabulary – Beck: text-talk protocol, Marzano’s: games and strategies for vocabulary development	District Level PL, Whole Staff PL, Collaborative Planning, RESA consultant
Marzano’s High Impact Strategies: Finding Similarities and Differences, Summarizing and Note taking	Chapter Study, Whole Staff PL, Collaborative Planning
Ganske’s <i>Word Journeys</i>	Book Study, Small group professional learning, Consultant
Writing	Whole Staff PL, Collaborative Planning, Book Study
<i>Power of Our Words</i>	Book Study
Talents	Consultant, Whole Staff PL
Math – Unpack standards, Develop pretest, Examine Performance Tasks, Use Vann de Walle, NCTM resources, Math questioning,	Whole Staff PL, Collaborative Planning, Book Study (coach and teacher led)
Morning Meeting	Whole Staff PL (team led)
“Data Do!” – Quarterly examination of grade level student reading data, interventions, instructional plans	Whole Staff PL (teacher led)
Student Led Conferences	Whole staff PL, Teachers and students together collaborative planning
Math Data Teams	Collaborative Planning
PALS (Peer Assisted Learning Strategies)	Collaborative Planning
Integrating Curriculum	½ day planning grade level teams

b. Number of Hours of Professional Learning for Winterville staff

Format		Average Yearly Total
Staff Retreat	Formal Professional Learning	16 hours
Preplanning	Formal Professional Learning	20 hours
District PL days		24 hours
½ day release for grade	4 hours/grade level team 3 times per	72 hours

level planning	year	
Release time for consultants	District and School Level	48 hours
Ongoing weekly whole staff professional learning	Team Level Common Planning	50 hours
Collaborative Planning (Math and Writing)	Team Level Common Planning	36 hours
Other embedded professional learning	Instructional coach conferencing with teams and teachers	~ 40 hours per team
Post-planning	Formal Professional Learning	8 hours
Total		~ 315 hours

XI ASSESSMENT/DATA ANALYSIS PLAN

a. Detailed Listing of the School’s Current Assessment Protocol

CLARKE COUNTY SCHOOL DISTRICT

Assessment Calendar for All Grades for School Year 2011-2012

Month	Assessment	Administration Dates
August	<ul style="list-style-type: none"> Scored Writing Samples: Grades K-2 (beginning of school) 	August 8-19 <i>(enter data into campus by 9/2/11)</i>
	<ul style="list-style-type: none"> Norm-referenced Assessments - Grades 2-8: Reading, Language Arts, Math 	August 22-September 9 <i>(window)</i>
	<ul style="list-style-type: none"> Reading fluency, Math fluency, Diagnostic math assessments (Grades 1-8) 	August 8-19 <i>(enter data into campus by 9/2/11)</i>
September	<ul style="list-style-type: none"> 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 <i>(enter data into campus by 10/17/11)</i>
October	<ul style="list-style-type: none"> Benchmark Assessments First Quarter – Grades 3-8: ELA & Math (Science & Social Studies for grades 6-8) 	October 5 - October 11
	<ul style="list-style-type: none"> GKIDS Assessment Period One Ends – Grade K 	October 10
	<ul style="list-style-type: none"> EOCT Online Mid-Month Testing 	November 14-18

December	<ul style="list-style-type: none"> 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 (<i>enter data into campus by 1/5/12</i>)
	<ul style="list-style-type: none"> Benchmark Assessment Second Quarter - Grades 1-8: ELA & Math, Science for grades 5-8, Social Studies for grades 6-8 	December 12-16(<i>window</i>)
	<ul style="list-style-type: none"> GKIDS Collection Period Two Ends - Grade K 	December 15
February	<ul style="list-style-type: none"> Benchmark Assessment Third Quarter - Grades 3-8: ELA & Math, (Science & So Studies for grades 6-8) 	February 29 - March 6
March	<ul style="list-style-type: none"> Writing Test – Grade 5 	March 7 (<i>Make-up March 8</i>)
	<ul style="list-style-type: none"> 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 (<i>enter data into campus by 3/23/12</i>)
	<i>Spring Break</i>	March 12-16
	<ul style="list-style-type: none"> GKIDS Assessment Period Three Ends - Grade K 	March 19
	<ul style="list-style-type: none"> Writing Test Evaluations- Grade 3 (completed by grade 3 teachers) 	March 19 - 30 (<i>window</i>)
April	<ul style="list-style-type: none"> 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 (<i>data into campus by 5/18/12</i>)
	<ul style="list-style-type: none"> Comprehensive Benchmark Assessments - Grades 1-2: ELA & Math. 	April 23-May 4
	<ul style="list-style-type: none"> CRCT/CRCT-M - Grades 3-8 	April 17-April 27(<i>Make-ups April 20,23,26 & 27</i>)
May	<ul style="list-style-type: none"> GKIDS Final Assessments Completed and Submitted Online to GCA 	May 11
June	<ul style="list-style-type: none"> CRCT Grades 3 and 5 and 8 (retest) 	May 20-21 (<i>At the end of summer school</i>)

