School Profile

Created Friday, December 13, 2013

Page 1

School Information

School Information	District Name:	Crisp County School System
School Information	School or Center Name:	Crisp County Primary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal	Name:	Cindy Hughes
Principal	Position:	Principal
Principal	Phone:	229-276-3410
Principal	Email:	chughes@crispschools.org

School contact information

(the persons with rights to work on the application)

School contact information	Name:	April Garner
School contact information	Position:	Assistant Superintendent
School contact information	Phone:	229-938-0186
School contact information	Email:	agarner@crispschools.org

Grades represented in the building

 example pre-k to 6

K-3

Number of Teachers in School

73

FTE Enrollment

1355

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

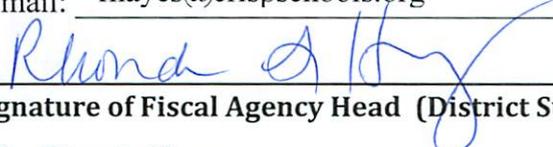Name of **Fiscal Agent's** Contact Person: ___Dr. Rhonda Hayes___

Position/Title of Fiscal Agent's Contact Person: ___District Superintendent___

Address: ___201 South 7th Street___

City: ___Cordele, GA___   Zip: ___31015___

Telephone: (_229_) _276-3400_   Fax: (_229_) _276-3406_

E-mail: ___rhayes@crispschools.org___

Rhonda A Hay

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

Dr. Rhonda Hayes

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

October 11, 2013

Date (required)

Preliminary Application Requirements

Created Friday, December 13, 2013

Page 1

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

- I Agree

Grant Assurances

Created Friday, December 13, 2013

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. **Organizational Conflicts of Interest**.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

1. Disqualify the Applicant, or
2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. **Employee Relationships**

i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

1. The names of all Subject Individuals who:
   a. Participated in preparation of proposals for award; or
   b. Are planned to be used during performance; or
   c. Are used during performance; and

ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

1. The award; or
2. Their retention by the Applicant; and
3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

     iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

     v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

III.   **Incorporation of Clauses**

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

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

____Dr. Rhonda Hayes - Superintendent____
Typed Name of Fiscal Agency Head and Position Title

____December 4, 2013_____
Date

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

____Dr. April Garner - Assistant Superintendent____
Typed Name of Applicant's Authorized Agency Head and Position Title

____December 4, 2013_____
Date

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

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

____December 4, 2013_____
Date (if applicable)

District Narrative

<u>Community Demographics</u>

Crisp County, Georgia is located in south-central Georgia on the I-75 Corridor about 80 miles north of Valdosta and about sixty miles south of Macon. Cordele, which has its origin as a humble railroad hub, serves as the county seat and the largest city in Crisp County. The population of Crisp County is approximately 23,182. Approximately 4,360 residents are school-aged children who currently attend one of the Crisp County School System's seven public schools. Demographically, Crisp County's population is comprised of 52.2% white persons, 43.4% African-American persons, 3.0% Hispanic persons, 1.1% Asian and 0.3% other persons, including bi-racial persons. Children under the age of 18 comprise approximately 27% of the population.

The annual median personal income is $29,960 for those employed in the community compared to a national median of $51,914. According to the 2011 Kid Count, forty-six percent of Crisp County's school age children are living in poverty with Fifty-three percent of those children living more than 150 percent below the poverty level. This number is almost twice the Georgia average. Seventy-seven percent of the children in Crisp County qualify for free/reduced lunches. The teen birth rate is 36.4% compared to a state level of 19.7%. Crisp County ranks 155th out of 159 counties for its percentage of children living in families where no parent is in the labor force, and it ranks 158th out of Georgia's 159 counties for children living in poverty.

The family composition in Crisp County is largely non-tradition. A single parent raises forty-two percent of Crisp County's children, with only two other Georgia counties having a higher percentage of single parent families. Crisp County's teen birth rate is among the top ten counties

in the state, a significant challenge to the stability of the community's families. High

unemployment rates, high poverty rates, high teenage pregnancy rates, and a high percentage of

non-traditional families create a challenge. The award of this grant will allow us to provide much

needed resources and support to children that are most at-risk of dropping out of school.

Currently the drop out rate in Crisp County is 39%.

Statement of Need:

Leaders of Crisp County School System would like to request SRCL Grant funding to improve

outcomes for all students. School leaders applied for this grant last year and missed funding by

.10. We were disappointed, however; we learned a great deal about the literacy needs of our

students, teachers, and parents. Needs assessments completed by teachers, parents, students and

staff, literacy surveys, and community and school data analysis provided the district with a sense

of urgency that could not be ignored and the development of the Community Literacy Council

aligned our mission with Georgia's Literacy Plan. This application represents a strategic

comprehensive school improvement plan focused on implementing "The How" with fidelity for

students aged birth-to 12. We have already begun to implement many of the school literacy

improvement initiatives outlined in last years grant with the realignment of State, Title I, Title

IIA, and Title IVB monies. Some of our most important changes include:

- Implementing formative and summative assessments,

- hiring critical staff to promote literacy (District Literacy Trainer, Speech-language
  specialist for Pre-K, Parent Engagement Specialists for schools),

- attending professional development focused on literacy,

- and school site-visits to highly effective districts implementing the SRG.

- developed collaborative partnership with our local RESA for contract services for weekly professional development to establish a learning management system to improve learning outcomes and develop a vehicle for communication for students, parents, staff, community and schools.

- trained all teachers and have identified Edmodo as our learning platform. We will work this entire year to implement this initiative.

- reprioritized funds to purchase much needed technology outlined in each school grant.

- developed a prioritized list of literacy and technology to be purchased if awarded this grant that fully aligns to Georgia's Literacy Plan.

District Organization

The district is going through some much needed reorganization that will reduce the number of schools from 7 schools to 5 schools. This restructure will allow us to improve efficiency, focus resources, and reduce student transfers that interfere with student achievement. Competition between grade-ban schools will be eliminated and equity will be possible. This grant will allow us to align literacy and technology to support each student. We want to catch kids up and engage them to become successful students graduating college and career ready.

The reorganization will not affect the Crisp County Pre-K Center currently housing all Pre-K students in the district at O'Neal Elementary. Crisp County Pre-K has been identified as community strength with 82.3% of our students attending Pre-K. Our system has a longstanding cooperative working relationship with all other day care providers and Head Start in the area. This commitment was strengthened last year with the organization of the Community Literacy Council. Grant funding would be used to enhance this working relationship to better plan instructional alignment, resources and transition from services for all children birth-12th grade.

We know that a strong partnership among community members, institutions of higher learning, local businesses, schools, teachers, parents, and students is vital for sustained school improvement. We have developed a team, however, this grant will assist us to focus, align, and strengthen the work.

We will reorganize the district primary and elementary schools. Students in grades K-2 currently attending J.S. Pate or Blackshear Trail will be served in the new Crisp County Primary School, which will result in the closure of J.S. Pate and Blackshear Trail Elementary schools. The new facility will also house students in grades 3 currently attending A.S. Clark Elementary School and Southwestern Elementary School. A.S. Clark that currently serves students in grades 3-5, will be closed and students will be served at Southwestern that will then become Crisp County Elementary School. Middle school students in the county will continue to attend Crisp County Middle School. High School students will continue to be educated at Crisp County High School.

Grant Leadership

If awarded this grant, the grant would be administered under the direction of Dr. Rhonda Hayes, Superintendent of Crisp County Schools. The office of Teaching and Learning will spear head the work in conjunction with the District Literacy Trainer, principals, directors, school academic coaches, and other key leaders. Dr. Hayes has deep roots in literacy and a deep commitment understanding of the importance of literacy and the comprehensive planning involved real school improvement. The district has a long history of sound financial stewardship and the team under the direction of the Director of Finance will strive to provide teachers, students, parents, and our community to unite with a shared vision.

District Leadership Team

Dr. Rhonda Hayes	Superintendent	Crisp County School District
Dr. April Garner	Associate Superintendent of Curriculum and Instruction	Crisp County School District
Alisa Daniel	District Literacy Trainer	Crisp County School District
Monica Warren	Director of Early Learning	Crisp County School District/CCPre-K
Cindy Hughes	Principal Crisp County Primary	Crisp County School District/CCPS
Suzi Gianonni	Principal of Crisp County Elementary	Crisp County School District/CCES
Brandon Williams	Principal of Crisp County Middle School	Crisp County School District/ CCMS
Dr. Rusty Sowell	Principal of CCHS	Crisp County School District
Lisa Simpson	Director of Social Services	Crisp County School District
Tyciee Faison	Director of Afterschool Programs	Crisp County School District
Christa Cannon	ESOL Director	Crisp County School District
Katherine Harris	Director of Special Education	Crisp County School District
Donna Beavers	Director of Finance	Crisp County School District
Andrea Bickhause	Migrant Coordinator	Crisp County School District

District Management Plan and Key Personnel

Administration of grant will be under the direction of Dr. Rhonda Hayes,

Superintendent, The office of Teaching and Learning in conjunction with the District

Literacy Trainer (DLT), Principals, Directors, School Academic Coaches (AC), and

other key leaders (see district narrative) to implement our plan.

The office of Finance, district leaders, and SRG grant coordinator, Dr. April Garner

will facilitate the implementation details to meet compliance protocols. She directs

Federal and State Programs and will coordinate resources, protocols and develop

sustainability of initiatives upon the completion of the 5-year funding cycle.

<p align="center">Implementation Plan According to "The How"</p>

District Team will provide support to the school through engaged leadership:

- Develop:

    o   an identifying process of key leaders in the new school configurations;

    o   a SRG "boot-camp" explaining implementation expectations, for district
        and school level SRG recipients;

    o   a pipeline of leaders by identifying and training leaders for succession

- Participate in PL from both the State and local

-

- Schedule and conduct monthly observations to monitor use of literacy strategies,
  student engagement, and effective classroom instruction.

Key Leaders(KL): Superintendent, Assistant Superintendent(AS), DLT, Principals

Organize the District and School Literacy Leadership Team:

- Create a district literacy vision aligned to Georgia's State Literacy Plan.

- Ensure that all stakeholders understand the literacy goals and their roles in meeting these goals through a SRG "boot-camp", on-going training, site-visits, walkthroughs and monthly accountability meetings.

- Participate in School Leadership Teams.

- Identify and allocate additional funding sources to support and sustain literacy.

- Analyze multiple student assessment results and refocus district goals based on CCGPS and share achievement gains with the BOE

- Use social media to involve parents and community members(involved and not currently involved) in the literacy efforts to pursue external funding

KL: AS, DLT, Principals

IC. Maximize the use of time and personnel

- Develop calendars, schedules and training ensuring stakeholders' time is utilized efficiently and effectively.

- Maximizing the use of times for collaborative district and school-level meetings

- Using technology to provide PL to all teachers.

- Lead learning, utilize talents, and continually assess assessment results to make adjustments.

- Work toward effective differentiated instruction, promoting engagement, and assessments of literacy and writing instruction.

KL: AS, DLT, Principals, Director of Technology, School Literacy Teams

ID. Create a district culture in which teachers across the curriculum are responsible for literacy instruction

- Analyzing multiple forms of data, participate in state-sponsored training, and plan

for sustained PL for district, school, and community on literacy strategies and deep content knowledge.

- Designing and implementing an infrastructure that will provide guidance and support for children and families birth-to-12th grade.

- Assisting schools in the incorporation of technologies to more creatively and effectively support stakeholder engagement.

KL: AS, DLT, Instructional Technology Coordinator, and Principals

1E. Optimize literacy instruction across all content areas

- Requiring academic vocabulary, writing, and choice in developing instructional units.

- Implement a system-wide policy of using technology to coach, model, co-teach, observe, and give feedback

- Provide on-going PL opportunities for teachers and staff through a variety of mediums.

- Develop district writing rubrics aligned to the CCPGS and set clear expectations of performance goals.

KL: Superintendent, AS, DLT, Directors, Principals, and AC

Enlist the community support in the development of college-and-career ready students

- Create a shared vision for literacy between community, parents, and schools.

- Develop a continuous improvement of effectiveness of strategies through multiple means

- Broaden and expand local business participation to heighten awareness of literacy

- Foster relationships among schools, postsecondary educational institutions, the

workforce, families, and communities.

KL: Superintendent, AS, Director of Social Services, Directors, Principals, Parent Engagement Specialists, Community Literacy Council

Developing a system of Tiered Intervention (RTI) for All Students:

- Aligning school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring procedures

- Ensure ongoing communication between the district and school

- Ensure fidelity of implementation and progress of student subgroups.

- Provide PL to all system staff on RTI procedures.

KL: AS, Directors, Principals, RTI Coordinators

Crisp County Experience of Applicant

The Crisp County Board of Education and Crisp County Leadership Team have been good financial stewards of both State and Federal monies and have never been issued a finding. The system has operated 21st Century Grants for the last 8 years and has always been compliant. Under the direction of the Superintendent, Dr. Rhonda Hayes, this grant will be administered by the Office of Teaching and Learning. Dr. April Garner will be the SRG administrator and will work closely with Director of Finance to develop expectations, roles and responsibilities of the administration of this grant.

If awarded, the grant will be adopted by the Crisp County BOE. The grant will be administered in accordance with all applicable laws and regulations. Dr. Garner will serve as the organizational representative and point of contact for all business management aspects of the award agreement. Management controls will be established according to the Responsibilities of the Fiscal Agent (SRG Cohort 3 application packet, p 13). The system has a budget analyst that will assist with the monitoring of the budget and an accounts payable clerk that will assist with the ordering and resource management of the grant.

The district staff will work closely with the school leadership team to assist and support with the process. All appropriate staff will receive training on the grant administration. The SRG administrator will prepare necessary reports and keep the GaDOE and public aware and informed about the grant progress. Together will the Director of Finance, the district will prepare for audits, record retention, and completion reports outlined in this grant.

 Past initiatives supported by community leaders include:

   1. Retired teacher organizations which have provided inexpensive books for students

2. Local media reports school news, parent involvement opportunities, and does service announcements on literacy

3. Working with the recreation department and sports organizations, making sure they understand and promote literacy as well as athletics

4. Working with local businesses toward improving citywide literacy

Past Initiatives	Years of support
Learning Focused Schools	15 years
Common Benchmarks for literacy	3 years
Collaborate Planning	5 years
Better Seeking Teams	5 years
Team Maze (Career Development)	6 years
21st Century Afterschool Programs at 3-8	8 years
High School Community Collaborative (Farm Day, Focus on Technology, etc.)	8 years

Sustainability of Past Initiatives:

The system is fortunate to have highly qualified staff working collaboratively through professional learning communities. Learning Focused practices are still redelivered and refreshed through professional learning communities and collaboratives lead by the system Academic Coaches. The hiring of the District Literacy Trainer will also ensure that we build a pipeline of leaders that understand best practices.

The teacher retention rate is very high. Thus allowing us to retain the knowledge and skills learned throughout this grant. The Assistant Superintendent of Teaching and Learning has reallocated funds and organized budgets to provide for professional learning and the purchase of limited technology. Throughout this grant process, the SRG administrator will work to identify funding sources, write grants, and allocate resources for sustainability.

LEA Initiatives implemented internally with no outside funding support include:

- 2013-2014 Hiring of the District Literacy Trainer

- 2013-2014 Hiring of Parent Engagement Specialists for each school

- Speech Language Pathologist for CCPK

- Technology upgrades outlined in this grant

- Academic Coaches at each school

- Professional learning opportunities (trade-book purchase, site-visits to schools, conferences, professional learning communities, Summer Literacy Academies)

Crisp County Primary School

Administrative and Teacher Leadership Team

In the fall of 2014, Crisp County's two primary schools, J.S. Pate (JSP) and Blackshear Trail (BT) Elementary, will be consolidated at a new location and include grade 3 students from the county. The school will be called Crisp County Primary School (CCPS). This merge will provide unity among the staff and community as home to all K-3 students in Crisp County.

Steps have been taken to ensure a successful merge. Principal, Cindy Hughes, and Assistant Principal, Jared Worthy, travel between JSP and BT, and both faculties meet together on a regular basis to share and collaborate. Additional administration includes Assistant Principals, Kinney Coleman (JSP) and Angela Smith (BT), as well as Academic Coaches, Stephanie Payne (JSP) and Hank Hobby (BT). Strong teacher leadership teams have been created to inform, guide, and support staff.

CCPS will be home to approximately 1,362 heterogeneously grouped K-3 students. Our mission is to encourage lifelong learning and guide every child in meeting his/her greatest potential. As students enter the school, they are being prepared for future graduation. The school mantra is "Inside every Cougar (our system's mascot) is a graduate."

Demographics

CCPS is located in a high-poverty area with 100% of our students receive free lunch.

	Black	White	Hispanic	Asian	Multi-racial	Am. Ind.
Student Population	61.4%	29.4%	5%	1%	3%	.2%

	Students with Disabilities	Receive EIP Services	Gifted
Student Population	16%	46%	2%

School History

In 1995, Crisp County's school library media program was moved from fixed to flexible scheduling, allowing media personnel to be available to teachers and students at the point-of-need. Our open-door policy and flexible scheduling encourages teacher/media specialist collaboration and allows provision for on-site technical support to all staff.

Past Accomplishments

Staff members from the merging schools have led their schools in achieving many accomplishments. Together these schools have earned recognition as National Title I Schools of Distinction, a National Blue Ribbon School, and a Georgia School of Excellence in 2009 and 2012. The State of Georgia Governor's Office of Student Achievement awarded J.S. Pate Silver and Platinum awards in 2005, Silver again in 2006 and 2008, Bronze in 2007, 2010-2011and Gold in 2009.

Over the past several years, budget cuts have limited opportunities for professional learning, resources, and technology. Our number of accomplishments has been reduced as a result of limited funding and professional learning opportunities. This grant will afford much needed money for professional learning, resources, and technology.

Past Instructional Initiatives

Past instructional initiatives include: Reading First, Learning-Focused Schools, Writing to Win, RTI, Flexible Grouping, Technology Integration, AR, Tiered Interventions, and implementation of CCGPS.

Reduced teacher-student ratios in early 2000 allowed greater focus on individual student needs, and our past instructional initiatives proved successful. However, with budget cuts, there has been an increase in student/teacher ratio. We are no longer able to provide the individual attention and personalized learning environments to ensure all students' success. This is

evidenced in slightly declining test scores over the past three years. To overcome this, we have purchased high-quality, literacy-based software that screens children, differentiates instruction, and produces valid and reliable data to guide instruction. Now we need to purchase additional tablets for intervention as well as providing high-quality professional development to meet the identified needs of our teachers.

Current Instructional Initiatives

Collaboration

This year, teachers began participating in grade level meetings weekly, as well as collaborative meetings with merging staff members monthly to discuss current needs/concerns and on a quarterly basis to review data and discuss curriculum. Until this year, professional development had almost become obsolete in our system. Our new superintendent is working vigorously to bring our staff up-to-date with current, research-based trends and practices.

Literacy

Our school is in the process of moving from scripted lesson plans to curriculum mapping. We are also transitioning from using the basal as an integral part of the curriculum. Teachers are beginning to integrate standards-based literacy boxes featuring leveled texts, vocabulary cards, and guiding questions to support the texts. We are also transitioning to the use of a standards-based report card (K-2) and focusing on student progress toward mastery of standards.

The school district has hired a District Literacy Trainer (DLT) who is working with Academic Coaches and teachers to incorporate literacy throughout the content areas. Week long Literacy Academies will begin during the summer of 2014 for teachers and administration followed with continuity meetings throughout the year, classroom modeling, and feedback. The DLT will provide training on direct instruction and scaffolding of writing across all content areas including

writing to learn, writing to demonstrate learning, and writing to publish. The DLT will enable us to reach our goal of integrating reading and writing across the content areas and move toward a more project-based, student-centered instruction.

This year licenses for Lexia Core5 and Track My Progress have been purchased with the goal of eliminating retention and increasing instructional opportunities. These interventions/progress monitoring techniques help identify students who will benefit from newly implemented Extended Day and Summer School opportunities.

Technology

Currently, students visit both the computer and iPad labs approximately once per week to work on programs such as Lexia Core5 (weekly) and Track My Progress (quarterly).

All classrooms at CCPS will be equipped with ceiling-mounted projectors, interactive whiteboards, digital presenters, and four computers along with two computer labs featuring 30 work stations each. Sixteen mobile iPad carts will be available for student use. However, additional technology resources are needed to promote project-based learning and ensure teachers have the resources needed to adequately prepare our learners for the 21st Century workplace.

Instruction

Classes are heterogeneously grouped; however, within the classroom students are grouped based on instructional need according to informal assessments including teacher observations. Elements from both past and current initiatives continue as we implement CCGPS and work to better integrate technology into our instruction. We are also in the process of researching and establishing a learning management system.

Community and Parental Involvement

Community volunteers read with students developed by our media specialist. Our system's parent coordinator conducts quarterly parent workshop based on surveys distributed at the beginning of the year. We are currently building a Community Literacy Board to help bridge the gap between our schools and community. Our local television station features educators and community members reading to children. Our local civic clubs donate books, dictionaries, and thesauruses annually. Helena Chemicals provides an annual monetary donation to purchase awards for our AR programs.

Professional Learning Needs

According to a recent teacher survey, professional development opportunities are needed in the areas of:

- Phonics
- Vocabulary
- Reading comprehension
- Critical thinking
- Writing across the curriculum
- Technology (Project-based learning)
- Interpreting/using data
- Differentiating learning

We envision sustained opportunities for teacher engagement and collaboration which will allow mastery of pedagogy and teaching skills. Trainings will be recorded for references and "walk-thrus" will be used to ensure that best practices are incorporated in classroom instruction.

Need for a Striving Readers Project

Our schools have worked diligently to accomplish goals established last year. We are continuing to seek SRCL funds to achieve new goals. As you read through our application, you will notice "**in progress**" or "**achieved**" by goals established in last year's application. These goals are being achieved despite lack of grand funding. SRCL grant funding will provide professional learning, resources, and technology necessary to ensure student success. The construction of this document has enabled us to pinpoint strengths, weaknesses, and needs in our literacy program as well as inspire collaboration within schools as well as throughout the community.

Building Block 1. Engaged Leadership

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

According to our survey, Crisp County Primary School (CCPS) is operational in this area.

Since the writing of the last grant, district leadership has changed. The first change was the retirement of the former superintendent and the hiring of Dr. Rhonda Hayes as Crisp County Superintendent. Dr. Hayes has deep roots in literacy and has worked as a Reading Recovery Teacher, Literacy Coach, Director of Pre-K, District Curriculum Director, and Assistant Superintendent. She has a deep commitment and understanding of the importance of literacy and the comprehensive planning involved in real school improvement. Under her leadership, we are building a close collaborative spirit of school improvement involving all key leaders focused on ensuring that student achievement improves and all students' graduate College and Career Ready. This grant will allow us to provide district and school leaders with sustainability to support the goals outlined in this grant ("The How" p 1).

Principal Cindy Hughes has been working with the system for the past two years and is working with the district literacy team to create a shared literacy vision for the school and the community aligned to Georgia's Literacy Plan ("The How" p 21). She has protected the 90-minute uninterrupted reading block ("The What" p 5) and regularly monitors instruction through formal observations, informal walkthroughs, spot-checking student work, and assessing student data. Our writing of this grant has brought us to the realization that success in literacy is going to take team work.

As a result, CCPS Leadership Team was born and our system hired a District Literacy Trainer(DLT). CCPS Leadership Team is comprised of our principal, assistant principals, academic coaches, media specialists, counselor, and designated lead teachers. This group has the key role of ensuring that the

literacy culture is thriving. Members have a true passion for our initiative. The CCPS administrators and teachers are required to participate in state-sponsored Webinars and face-to-face sessions to learn about the transition to CCGPS ("The What" p 5). They study literacy research and best practices, attend conferences and workshops, and share findings through redelivering and modeling activities during grade-level collaboratives and faculty meetings ("The How" p 20). The Leadership Team will follow up the trainings with peer mentoring and coaching. Literacy walkthroughs will be used to monitor the use of literacy strategies, student engagement, and learning.

Under the guidance of our new DLT, CCPS is committed to learning and supporting evidence-based literacy instruction ("The How" p 1). We acknowledge that children from poverty stricken homes have deficits in vocabulary and background knowledge and that these deficits severely impact their comprehension. Professional development will provide our teachers with strategies and interventions to reduce existing gaps.

Strong leadership is essential to the success of an effective literacy program ("The What" p 5). However, the real sustainability comes from common beliefs and values that motivate staff members to strive for literacy excellence on a daily basis. Mrs. Hughes is committed to seeking out and providing research-based professional development opportunities for lead teachers, and providing a pipeline of leaders by identifying and training leaders for succession ("The How" p 20). The "teacher trains the teachers" model will be used as a means for offering redelivery of training to the entire staff. New teachers are paired with mentors in an effort to ensure support and sustainability.

To bring CCPS to a fully operational stage, Mrs. Hughes plans to implement "Teamwork Tuesday" every week that school is in session. This strategy will provide a scope and sequence for the professional learning outlined in this grant. (Staff development that improves the learning of all students uses disaggregated data to determine adult learning priorities, monitors progress, and helps

sustain continuous improvement ("The Why" p 143). The first Tuesday will be reserved for a professional learning faculty meeting based on staff literacy needs identified through surveys. The second Tuesday will be for the Leadership Team to focus on curriculum and instruction, integration of technology, professional learning needs of teachers, and alignment of curriculum and instruction to the CCGPS. The third Tuesday will entail grade level collaborations with the focus on implementation of the literacy plan. The fourth Tuesday will involve individual team meetings.

Our DLT is making plans for summer Literacy Academies where teachers and administrators will come together and work on the advancement of literacy in all content areas to ensure horizontal and vertical alignment ("The How" p 1). The Literacy Academies will provide time for teams to collaborate, research best practices, model effective strategies, study data, and develop a plan for implementing rigorous reading and writing across all content areas ("The How" p 20). In addition, CCPS Curriculum Teams (comprised of academic coaches, lead teachers, and administrators) will meet to further discuss interdisciplinary integration of content and develop curriculum maps and assessments. Specific emphasis will be placed on identifying and publishing academic vocabulary, providing multiple exposures through interdisciplinary integration, and developing higher-order thinking performance tasks ("The Why" p 26).

The plan:

- Develop a continuous school improvement process that includes district and school leadership teams analyzing program assessment data and determining programmatic alignments aligned to Georgia's Literacy Plan ("The How" p 20).

- Plan for ongoing data collection and analysis to inform program development and improvement ("The How" p 20).

- Determine priorities and allocate needed resources to sustain them over time ("The How" p

21).

- The district and school leadership teams will provide professional learning and support for staff in making the transition to the CCGPS as well as meeting the goals identifies in the SRG ("The How" p 21).

B. Action: Organize a Literacy Leadership Team

Before working on the 2012 Striving Reader Grant Application, no literacy team existed within our school. We only had a reading leadership team consisting of one teacher from each grade level. Mrs. Hughes has now organized a literacy team comprised of teachers, parents, community leaders, academic coaches, paraprofessionals, and our district literacy trainer thus creating an atmosphere of shared leadership. This team will meet quarterly to examine research, assess data, facilitate literacy-based discussions, identify needs, and assist with the continued development of the research-based literacy plan that is moving our school forward. ("The How" p 21). Mrs. Hughes' support and encouragement has motivated teachers to share their ideas and build an environment that is conducive to change.

The Plan:

- Continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS("The What" p 5; "The How" p 21).

- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement ("The How" p 21).

- Utilize the Literacy Instruction Checklist when making observations and doing walkthroughs to determine strengths in literacy instruction and to identify needs for improvement ("The How" p 21).

- Determine priorities and allocating needed resources to sustain them over time("The How" p

21).

- Collaborate with other schools that have successfully improved student achievement to gain valuable insights and innovative ideas.

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

Our schedules currently provide daily, 90-minute protected literacy blocks and additional daily, 45-minute extended learning time (ELT). Our administrators work diligently to utilize research-based guidelines, strategies, and resources for literacy instruction incorporated into all practices and instruction ("The What" p 5; "The Why" p 43, 68). Teachers have been awarded daily, common, collaborative planning time by grade level. The administrators have restructured schedules and require teachers to be prepared to teach "bell to bell" in order to utilize every minute of the day. They have made an intentional effort to identify and eliminate inefficient use of student and faculty time within the schedule ("The How" p 24; "The Why" p 148).

In order to become fully operational, the Leadership Team and Curriculum Team need to collaborate in creating a rigorous, integrated curriculum based on common core that provides explicit literacy instruction across the curriculum ("The What" p 7). This will ensure adequate instructional time to help all students perform at their optimal levels. For this optimal literacy instruction to occur, we recognize the need for continued teacher training in learning to incorporate writing in all subject areas ("The What" p 6). Our DLT will provide training on "The How" to create and implement this integration through modeling and mentoring thus helping us to attain this goal ("The How" p 23). The students will use writing to learn, writing to demonstrate knowledge, and writing to publish across all content areas.

Our teachers work together toward the common goal of increasing student achievement. We

recognize the need to set aside time during grade level and faculty meetings to reflect upon, examine, and refine teaching practices so that all students are learning ("The How" p 23). We must provide time for teachers to examine and share student work samples. This year, our teachers have benefited from horizontal planning ("The How" p 23). A goal for next year is to create a vertical planning schedule for grades K-3 teachers to collaborate and discuss "The How" to progressively move students along a continuum. We are developing standards-based report cards that will reflect student performance. Because the standards-based report cards are a new concept for teachers, parents, and the community, we have begun having conferences to help communicate the new report card format, but we need to develop additional ways to educate all stakeholders.

It is not enough to simply have data. Our teachers need to understand the data and use it to drive instruction. This grant will allow us to implement a sense of hope and security for our community and will greatly increase the efficient and effective use of personnel, time, and resources. Teachers can quickly target student learning needs and determine individual student growth over time.

The Plan:

- Continue to assess the talents and training of all current staff in the area of literacy instruction before making teaching assignments ("The How" p23).

- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times ("The How" p 23).

- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction ("The How" p 22-23).

- Maximize use of collaborative meeting: prepare agenda and action summaries for all

meetings, use protocols to examine student work ("The How" p 23).
D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards

Science and social studies instruction has not been a focus at CCPS. Although surveys indicate that 41% of CCPS teachers believe that science and social studies is supported and optimized in all content areas, data assessment systems do not exist to determine the effectiveness of these content instructions. In the 2012 writing of this grant, the Leadership Team identified the need for seamlessly integrating science and social studies standards into curriculum maps. The media specialist and clerk have begun this work by aligning texts from the school book room with CCGPS and creating nonfiction, literacy libraries for grades K-3. There is a need for purchasing additional science and social studies trade texts aligned to the CCGPS to support this content instruction.

These will aid in building students' knowledge levels, increasing their vocabulary, and bridging existing learning gaps. Authentic nonfiction trade books with a variety of text structures will enable students to make real-world connections and see "The How" the content is interrelated, as well as "The How" it relates to their lives. Extensive research establishes need for college and career ready students to be proficient in reading complex, motivational texts independently in a variety of content areas ("The Why" p 27). This year we have also developed extended learning opportunities for students in collaboration with Title I funding. At-risk students are provided afterschool tutoring, transportation, and support in an effort to increase progress toward Georgia Literacy Performance Standards ("The How" p 24).

To become fully operational we need professional learning in "The How" to integrate disciplinary literacy across the content areas. Funds from this grant will allow us to build professional development communities while providing experiences and activities that address **all** student needs.

Given the disparity in oral language and reading experiences between students from families with differing financial resources, our literacy program must be sustained, intense and span multiple years in order to be effective.

Our birth-to-five team has reiterated the importance of ensuring that students have the background knowledge to be successful across the content areas. CCSS has made a significant step forward this year with the hiring of Monica Warren, our new Director of Early Learning. Mrs. Warren's team has a plan for educating and involving parents as well as for providing early screenings to meet the needs of the children in our community ("The How" p 24). The CCPK Literacy Leadership team is collaborating with the CCPS Leadership team to align goals for children and family support. Family-focused services and outreach that engage parents and family members in literacy programs and services will be provided. The birth-to-five team is also proposing a literacy center that will pave the way to educational success by providing our early learners with a wide variety of texts and resources for authentic knowledge building ("The How" p 24).

In addition, our county will add a literacy page for parents on our school website that will provide parents and caregivers with links to websites that provide resources to strengthen literacy ("The How" p 24). We will also continue "Lunchtime Learning" (parent workshops) sessions to engage parents in activities that demonstrate the importance of proficiency in literacy ("The How" p 27). Crisp County has established a Pinterest page in which teachers can share instructional ideas http://www.pinterest.com/crispcountyscho/. Opportunities for students to write, speak, and listen are provided through participation in contests, publishing on the Crisp County Facebook page (https://www.facebook.com/crispcountyschools), and debates (The How, p 24).

The Plan:

- Continue to identify ways of communication with parents and community

- Research and develop a plan for implementing and evaluating writing across all subjects

- Develop and maintain infrastructure to support literacy (accountability, data collection, and evaluation across organizations) ("The How" p 24).

- Provide professional learning to develop the understanding that a comprehensive system of learning supports differs from a case-by-case fragmented approach and to enhance motivation and capability of the critical mass of stakeholders ("The How" p 25).

- Develop and use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans ("The How" p 24).

E. Action: Optimize literacy instruction across all content areas

In order to optimize literacy instruction across all content areas, we need to go beyond the 5 key foundational skills (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) ("The Why" p 64). As we teach students "The How" to read informational texts, we must provide a variety of opportunities for students to "think with a pencil/keyboard." 61% of teachers state that they do not consistently incorporate the teaching of the following: academic vocabulary, narrative, informational/argumentative writing, and the use of discipline-specific text structures. Since writing the SRLC, we realize that we must move away from a scripted writing program and begin integrating authentic writing across the curriculum. As the technology becomes available, students will be given the opportunity/encouragement to problem solve, produce, and publish their work in various digital formats. Technology will be used for production, publishing, and communication across the curriculum ("The What" p 10) resulting in meaningful opportunities for students to teach one another while sharing "The What" they have learned.

Literacy instruction will be monitored across the curriculum through: formal and informal observations, lesson plans, walkthroughs, and student work samples. Teachers will use exemplar samples of student work as models of quality work. Teachers will also develop rubrics to determine strengths and needs within the classroom and adapt instruction accordingly ("The How" p 26). After the writing of this grant, all content teachers will collaborate bi-weekly with the academic coach to review CCGPS lesson plans, devise instructional strategies, and create writing topics to optimize literacy instruction. Although writing is required in all classes, not all teachers are trained in the teaching and assessing of writing. By working together, teachers can share strategies and support each other in their efforts to implement the CCGPS. The school agrees upon the necessity of having a plan to integrate literacy in all subjects articulated within CCGPS ("The How" p 26; "The Why" p 44, 48).

The school district has hired a District Literacy Trainer (DLT) who will work with the Academic Coaches and teachers to incorporate literacy throughout the content areas. Week long Literacy Academies will begin during the summer for teachers and administration followed with continuity meetings throughout the year, classroom modeling, and feedback. The DLT will provide training on direct instruction and scaffolding of writing across all content areas including writing to learn, writing to demonstrate learning, and writing to publish. The DLT will enable us to reach our goal of integrating reading and writing across the content areas and move toward a more project-based, student-centered instruction.

The Leadership Team monitors literacy instruction across the curriculum through formal and informal observations, lesson plans, walkthroughs, and by observing student work samples ("The How" p 26). The knowledge gained by the team is used to formulate methods for identifying needs for professional learning opportunities needed to strengthen the instruction in the classroom.

Opportunities for students to write, speak, and listen are provided through participation in contests, publishing on the Crisp County Facebook page (https://www.facebook.com/crispcountyschools), and debates (The How, p 26). As more instructional strategies are being delivered to the teachers, students are expanding the types of writing across the subject areas. Students are expressing themselves through songs, poetry, and personal writing.

The Plan:

- Differentiate literacy assignments by offering student choice (http://daretodifferentiage.wikispaces.com/Choices+Boards)("How" p 26).

- Monitor literacy instruction through formal and informal observations, lesson plan, walkthroughs, and student work samples and technology projects to ensure that quality instruction is being presented to students("The How" p 26).

- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks("The What" p 6; "The Why" p 68; "The How" p 26). We are investigating the "Odyssey of the Mind" program to provide opportunities for students to think more critically.

- Develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf) ("The How" p 26; "The Why" p 131).

- Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS("The How" p 26)

- Require writing as an integral part of every class every day("The How" p 26; "The What" p 6; "The Why" p 87) The DLT will help the Academic Coach to redeliver strategies that work to

all content area teachers. Follow up meetings during grade level meetings will allow teachers

to discuss alternative instructional strategies or modifications that may be better suited to

promoting student learning of the CCGPS (and for ELs, English language proficiency

standards) ("The How" p26).

- Develop and use results of evaluations of professional development to make adjustments and

  determine next steps and use observation and walkthrough data to determine additional

  support needed by staff and to adjust professional development plans ("The How" p 26).

F. Action: Enlist the community at large to support schools and teachers in the development of

college-and-career-ready students as articulated in the Common Core Georgia Performance

Standards.

Many of our children are products of generational poverty. Their young parents often do not have the

knowledge or the financial ability to engage them in text. As a result, our family coordinator has held

meetings to educate, guide, support, and encourage parents in the area of literacy development. In

January of 2012, Crisp County Primary School staff began a successful recruitment of community

volunteers to listen to children read. We currently have the support of parents, PTO, retired teachers,

and First Baptist Church.

Communication to parents is done through phone calls, written communication in student agendas,

and with the extended parent conference night ("The How" p 24).

Our literacy efforts are promoted through joint efforts between our media specialist, our local

television station and newspaper, as well as through our newly created CCSS Facebook page.

Teachers and students communicate with the public and showcase important events happening across

the school system("The How" p 24). The *Cordele Dispatch* post upcoming school events and

celebrate with us by printing pictures and articles related to student success stories, school awards, and

special events. These events are also periodically highlighted on our school website as well as our system Facebook page. Our local television station airs community members reading to students three times each week. Through the writings of this grant, additional relationships have been developed and fostered among schools and with community providers ("The How" p28). Crisp County High School students have begun visiting on a regular basis and reading their favorite stories to our young children. They also come during celebration to give our children "high-fives" and congratulate them on their successes. We are in the process of fostering a stronger relationship with our Community Council. With the creation of the Council's Early Learning and Education subgroup, it is our hope is that members will begin visiting our classrooms, and helping us to publicize our literacy efforts within the community as they continue to support and encourage our teachers and students.

The Plan:

- Continue to identify key members of the community, governmental and civic leaders, business leaders and parents to serve as members of a community advisory board and continue to foster stronger relationships("How" p 28).
- Continue to focus proactively on broad issues that may prevent students from learning ("How" p 28).

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.)

According to our survey, CCPS is in the operational stage for continuity of instruction.

To ensure a consistent literacy focus, our academic coach works with teachers to share professional learning at team and staff meetings. This year we began using online tools to provide ongoing professional learning to new and veteran teachers ("The How" p 29). The consensus from our

Literacy Needs Assessment is that 70% of teachers see focused, ongoing professional learning as a need. With the creation and implementation of the work of our Leadership Team, Curriculum Team, and soon to come Data Teams, literacy instruction will be a consistent focus across the curriculum. Our goal is to do a better job of scaffolding from direct instruction in recognizing, using, and understanding the various features of informational texts (table of contents, glossary, bold/italicized print, charts/graphs/tables) to help students navigate these texts independently ("The How" p 23). We know that the use of direct, explicit instruction in comprehension strategies advances both subject-area learning and literacy development; however, our teachers have requested training in questioning strategies that spark curiosity and creative problem solving while teaching comprehension strategies. We need professional development that models these strategies, guides teachers in using them, and affords teachers opportunities to implement these strategies into lessons across all grades and content areas ("The What" p 6; "The Why" p 68). Teachers must participate in ongoing professional learning in direct, explicit, instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills ("The What" p 11). Teachers can benefit from observing each other's classroom instruction, (both vertically and horizontally). Administration will provide time for teachers to observe peers who are demonstrating best practices. Identification of good practices will be identified by the leadership of the school during formal and informal evaluations.

Our Plan:

- Administration will establish an expectation of shared responsibility for literacy across the curriculum("The How" p 29).

- Teachers will conduct peer observations of other teachers who demonstrate high effectiveness in student achievement and analyze lessons to improve disciplinary literacy instruction("The How" p 29).

- Provide time for horizontal and vertical team collaboration to address concerns and ensure that there is consistency throughout the grade levels("The How" p 29).

- Plan and implement lessons that address the literacy needs of students("The How" p 29).

- Alter teaching teams and schedules as necessary to ensure optimal effectiveness("The How" p 29).

- Provide professional learning in incorporating writing across the curriculum as aligned to the CCGPS("The How" p 26).

- Develop and use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans("The How" p 17).

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

In order to support our teachers in providing literacy instruction across the curriculum, we need to provide a wide variety of relevant and motivating materials on a broad range of topics that fit our students' growing reading capabilities and interests("The What" p 7). Our staff needs more frequent opportunities to stay abreast of effective strategies for reading and writing instruction("The How" p 30). Through the needs assessment process, the Leadership Team has begun working on a plan that will ensure intentional planning and organization of professional development that not only gives teachers ideas for expanding meaningful opportunities for students to write, speak, and listen but also helps them put these ideas into practice. This will include incorporating opportunities for student choice through differentiating assignments.

A subsequent goal is to maximize literacy development through teaching, modeling, and using appropriate literacy strategies that enhance understanding of concepts, skills, and content. If awarded the grant, we will have the funds to provide the training our Curriculum Team needs to effectively integrate instruction in these skills within the CCGPS-aligned curriculum maps that are being

developed. Training will be provided and will involve instruction in integrating reading and writing in all content areas. We will need to plan for targeted, sustained professional learning for the staff on literacy strategies to promote deeper content knowledge ("The How" p 24; "The Why" p 46-49, 154-155). Initial training will be followed by collaborative practice as we begin adding high-quality resources and meaningful, performance-based outcomes to our curriculum maps. Follow-up meetings with the DLT will provide a time for presenting lessons, engaging in collaborative discussions, and making needed changes to ensure high-quality instruction for all students.

The Plan:

- Provide teachers with professional development in how to teach children of poverty. (www.countyhealthrankings.org/#app/georgia/2012/crisp/county/1/overall)

- Provide content-area teachers with professional development in how to teach the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, writing, speaking, listening and motivation ("Why" p 26).

- Provide teachers with research-based material on their CCGPS Standards that address the reading levels and interests of the students as well as the standards that are taught("The How" p 30).

- Develop a school-wide writing rubric that is aligned with CCGPS to set clear expectations and goals for performance ("The How" p 31).

- Develop and use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans ("The How" p 31).

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

CCPS has a School Council comprised of teachers, parents, and business leaders from the community. They meet with administrators quarterly to discuss school data, achievement, successes and concerns, as well as other pertinent information. McDonald's, Pizza Hut, and Helena Chemicals continue to support our school by providing incentives to promote literacy while encouraging every student to come to school all day every day. CCPS is working to develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders("The Why" p 51).

Our county is fortunate to have a Community Council that has been established for twenty-one years. The council members represent out-of-school agencies and organizations within our community who actively support our system. Recently, the council has hired a new Executive Director who is in the process of refocusing a sub-group to support Early Learning and Education. The council consists of 66 active members who represent 46 out-of-school agencies and other community organizations. The commitment of the members of this council allows us to better align and connect services within the community for the benefit of children and families("The How" p 32).

With the reorganization of the schools in the CCSS a new transition team will be established to target transitions from school to school. The streamlining of schools and processes as addressed in the LEA will ensure successful and smooth transitions ("The How" p 32). The team will consist of a key leader from each school and parent representatives who have the best interests of children as their focus.

Through a new partnership with WSST, Channel 55 TV in Cordele, we are reaching thousands of households to promote literacy and reading to young children. We have a film crew that films members of our community at large reading to children in our schools. Targeted business owners, community leaders and county officials to take the lead in this project. The film is then aired three times weekly in featured spots and key times when families would be watching television. The name of this initiative is "On Track For Literacy" ("The How" p 32).

The local KIWANIS club has partnered with Pre-K, HeadStart and Kindergarten to distribute books to all children three times annually. Local members come to each school and stress the importance of reading and get children excited about taking a book home with the purpose of providing homes with a library of books.

Crisp County Schools are proactively identifying children who may benefit from early intervention screenings and services. We currently have partnerships with the Middle Flint Behavior Services, the local Health Department and several pediatricians to ensure that children begin school ready to learn and that after entering school, services can be coordinated and supported by the local school system ("The How" p 32).

One Title 1 goals is to support literacy and learning both within and outside of school organizations. We are planning workshops to be held in the local housing authorities where we will present information to parents about the importance of reading aloud to children, and then we will leave a book for each family that attends ("The How" p 33).

The Plan:

- Provide technology equipment and professional development in technology to support our teachers in their efforts to involve the students in sharing our school experiences with community organizations("The How" p 33).

- Utilize all staff to support literacy instruction(assign non-academic duties to personnel not engaged in literacy instruction("The How" p 33).

- Design and implement infrastructure to provide guidance and support for students and families ("The How" p32).

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for, and the intensity of, interventions and to evaluate the effectiveness of instruction

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

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

According to our survey, CCPS is in the operational stage for this building block.

Third grade students participate in a state-mandated summative assessment. Kindergarten students are given GKIDS, and we have been giving the local CRCT annually to our first and second grade students. In addition, we use the Peabody Picture Vocabulary Test (PPVT) to inform grouping decisions within kindergarten classrooms. Track My Progress is administered to all students quarterly to monitor progress. We currently have a comprehensive assessment system in place; however, the system is not without fault. The Leadership Team recognizes the need for: **1.** an updated screener, **2**.specific diagnostic measures that can be implemented by members of our staff and provide in-depth information useful in planning targeted instruction ("The Why" p 94-95), **3.** staff training in test administration and data interpretation, and **4.** pacing changes that will allow us to use the data to plan for and implement remediation/acceleration.

With this being said, our goal is to develop a school-level data management plan that will establish a clear vision for school-wide data use. Such a plan is essential if we are to make data part of an ongoing cycle of instructional improvement. Georgia's Literacy Plan promotes the use of ongoing, frequent, multiple measures that will be used as diagnostic and monitoring tools to plan for instruction ("The Why" p 95).

This will be achieved by:

1. hiring an expert to guide us in the development of the data plan and providing professional development that will create a staff that is data assessment literate. For years our teachers have been dependent upon administration to interpret and use data to make instructional improvement decisions; However, these administrators are no longer serving our school. Best practice is to follow a clearly articulated strategy for using data to improve teaching and learning ("The What" p 9).

2. implementing screeners and assessment tools outlined by the SRG to give teachers a better idea of norm-based student achievement. Teachers and administrators will ensure continued fidelity to all formative assessment procedures and timelines beyond year one ("The How", pg. 34) providing ongoing professional development to all staff who administers the assessments. Training combined with administrative monitoring will help to ensure standardized procedures and accurate data recording.

In addition, standards-based formative assessments will be created and analyzed, and results will be posted. Data teams will identify curriculum weaknesses and student remediation needs. The Curriculum Team will develop remediation/acceleration strategies to ensure optimal student success. Creation of a data room will provide staff with a visual of literacy gains and progress across the building. It will serve as an acknowledgement of staff's efforts to improve their use of assessment data to inform instruction.

Leadership Team members will research summative assessments and determine an effective practice to guide end-of-year decisions. The data will be used to make literacy-aligned budget decisions, to evaluate the effectiveness of programs, to adjust the curriculum alignment that eliminates gaps, to ensure students are placed appropriately in specific programs, and to redefine school improvement goals("The How" p 36). Finally, staff members will analyze student data in collaborative teams to develop and adjust instructional plans.

3. developing a protocol through the use of DIBELSNext and IPI that will help us to identify students who are in need of specific interventions. The results of the diagnostics will be used by teachers and administration for student placement within intervention groups on a quarterly basis (at minimum). Data from Lexia Core5, a recently purchased technology-based literacy program that includes diagnostic assessment and multiple-entry points will continue to help us identify individual needs and provide specific interventions. This program differentiates instruction to meet the needs of individual learners and provides relevant data in easily interpreted formats. Daily analysis of data by newly trained interventionists allows for timely monitoring of student progress. Our interventionists use the data to create and pull flexible groups during Extended Learning Time(ELT). Groups change on a daily basis depending upon identified needs. Data is shared with families and used by teachers and students in setting individualized learning goals and monitoring progress toward those goals. Charts and certificates are used to recognize and celebrate individual student's incremental improvements toward reaching literacy goals("The How" p 37).

Our Plan

- All students who have been identified as having weaknesses in academics will receive remediation/intervention so that they will be able to master the literacy standards. The teachers will be able to group students with common errors into remediation groups for reteaching the skills needed for mastery("The How" 37).

- Have enough computers and personnel to continue with research based software programs and upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results ("The How" p 37-38).

- Use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff

and to adjust professional development plans ("The How" p 37).

- Analyze assessment data to identify teachers who need support and provide time for collaboration("The How" p 38).

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

For the past several years, our summative assessments have been the CRCT for 3rd grade, LCRCT for 1st and 2nd grade, GKIDS for kindergarten. While we have many areas of needs improvement in the area of formative assessments, we are doing a much better job with using data from summative assessments. Summative data is reviewed and analyzed by various teams, first by administration at the LEA, then by administration at the school, then by the Curriculum Team, then grade level teams, and finally by individual teachers. The data is disaggregated at the school level, grade level, and classroom levels to ensure the progress of subgroups. During the summer, teacher teams review assessment results to identify program and instructional adjustments as needed. Teams discuss changes that can be made to improve the instructional program for all students, and lessons are tweaked to allow for these adjustments("The What" p 9).

We still need to apply protocols for assessing student writings and evaluating progress. There is a need to gather, share, and analyze student work samples as a way to inform instruction during collaborative planning. Rubrics will be developed to evaluate progress, and teachers will meet in collaborative teams to evaluate student writings. This procedure will provide greater consistency in assessments. Our teams will continue to plan lessons, teaching and re-teaching strategies, and intervention activities that target areas of need across the literacy curriculum ("The How" p 37-38).

The Plan:

- Develop and apply protocols for analyzing data and planning next lessons ("The How" p 38).

- Develop and use results of evaluations of professional development to make adjustments and determine next steps and use observation and walkthrough data to determine additional support needed by staff and to adjust professional development plans ("The How" p 38).

- Provide professional learning on the administration, assessment and analysis of formative and summative assessments("The How" p 38).

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

When we began our 2012 writing of this grant, our data was not organized and we did not have a clearly articulated strategy for using data to improve teaching and learning. Crisp County Primary School has begun implementing the following programs: Lexia Core 5 and Track My Progress. As we have discussed the importance of using this data along with data from the PPVI, CRCT and LCRCT in identifying and defining problems, in directing activities, targeting interventions and allocating resources, we have developed a sense of urgency in getting this initiative off the ground. Funds from the Striving Reader Grant will allow us to provide the training to build viable data teams. Continuous use of data, strategic and targeted instruction, and/or intervention will improve the language abilities of our learners("The Why" p 32).

The Leadership Team plans to identify participants for our school data teams. The teams will be comprised of our academic coaches, counselor, and designated teachers as well as all administrators (principal and assistant principals). Our current data storage/retrieval system for LCRCT is Edusoft. Our academic coaches pull data from the other programs and organize it onto a spreadsheet quarterly. The CCSS will contract with a data expert to work alongside our newly hired DLT to guide and support Data Teams as they identify responsibilities of team members, establish protocols for team meetings, establish protocols for making decisions about and identifying instructional needs for students, and develop procedures and expectations for staff to review and analyze assessment results.

Collaborative data meetings will take place on the fourth Tuesday of each month. At the beginning of each meeting, protocols will be reviewed and the process for using data to ensure that it continues to meet the needs of students will be evaluated("The How" p 39-40).

The Plan:

- Provide training for teachers to use decision-making protocol to identify the student instructional needs("The How" p 39).

- Build in collaborative data meetings into the school calendar so that the process for reviewing data will continue to meet the needs of the teachers and students("The How" pp39-40).

- Upgrade the capacity of technology infrastructure, if necessary, to support administration of assessments and the dissemination of results("The How" p 39).

- Provide planning time for teachers to meet to review assessment results, identify programs and instructional adjustments, and focus on discussions on changes that can be made to improve the instructional programs for all students("The How" p 39).

Building Block 4. Best Practices in Literacy Instruction

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

According to our survey, we are in the operational stage for best practices in literacy instruction. Our work in formative and summative assessment administration and data interpretation will help to ensure sustainability in best practices in literacy instruction. We will continue to share effective differentiated lessons and strategies in teacher team meetings. At monthly meetings, our Data Teams will analyze data to determine the impact of teaching strategies on student achievement. The Leadership Team will ensure that all teachers are engaged in meaningful literacy professional development based on formative and summative teacher evaluations. Teacher effectiveness data will

be gathered through a variety of sources including test data, self-report, formal and informal observations, and anecdotal notes from peer teacher observations. Ongoing training in differentiating instruction and connecting reading and writing across all content areas will be provided to all pertinent and new staff. A library of professional books, journals, and online sources will be developed to help teachers stay abreast of current research and new findings related to differentiated instruction. We will encourage teachers to participate in online professional communities to share ideas, questions, and lesson plans ("The How" p 40-41).

The Plan:

- Identify, research, and purchase new literacy materials to enhance instruction ("The How" p 40).

- Compile and examine classroom observation data using checklist to gauge current practice in literacy instruction ("The How" p 40).

- Plan and provide professional learning on differentiated instructional options for literacy assignments ("The How" p 41).

4C. Action IS SWITCHED WITH 4B BELOW: Ensure that students receive effective writing instruction across the curriculum

Our DLT is working with academic coaches and teachers to develop a coordinated plan for literacy instruction across all subject areas ("The How" p 42). Reading, writing, and speaking are explicitly connected in the day-to-day instruction of students. Our system District Literacy Trainer will provide training for teachers through week-long Literacy Academies in the summer followed by continuity meetings during the year to ensure that our teachers are prepared to provide our students with the best-practices strategies and CCGPS related instruction ("The How" p 42).

The teachers will ensure that students receive continued, scaffolded support to accomplish increasingly difficult writing tasks involving cross curricular writing to learn, writing to demonstrate learning, and writing to publish. Peer collaboration and literature circles will be implemented to encourage and support reluctant readers and writers.

Poverty research indicates that students need explicit organizational tools and process development to organize thoughts. To improve motivation and encourage independence, we will begin offering students opportunities to respond to self-selected texts through writing. (Students need opportunities to select materials and topics to research as well as time during the school day to read ("The Why" p 51). This will not only improve motivation, but it will also provide opportunities for students to share new and different information, adding meaning and authenticity to our current practices.

CCPS's Leadership Team and Curriculum Team will build intentional opportunities for student writing across the content. In support of this effort, the media committee will extend teacher classroom libraries by locating and purchasing additional leveled, high-interests, nonfiction classroom libraries that are aligned with CCGPS in science and social studies for all grade levels, K-3. These libraries will be used on a daily basis and as springboards for self-selected writing topics. The libraries will be rotated among classes on a monthly basis to increase access to texts that students consider appealing. (Our ultimate goal is to purchase enough books for every teacher to use in the classroom without having to rotate the literacy boxes.) We also plan to purchase class sets of texts for use in the classroom.

The Plan:

- Develop a coordinated plan for literacy and writing instructions across all subject areas to include: explicit instruction, guided practice, and independent practice. ("The How" p 42).

- Provide professional learning on best practices in writing instruction in all subject areas that

extends both horizontally and vertically ("The How" p 42).

- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum ("The How" p. 42).

4B. Action: Teachers work to develop and maintain interest and engagement as students progress through school.

CCPS teachers use manipulatives, peer tutoring, interest inventories, and technology to cultivate, support, and maintain student motivation/engagement. Still, we recognize the need for using new and existing technology to better motivate and engage our learners.

While we do not currently have a clear plan for students to use technology to produce, publish, and communicate across the curriculum ("The How" p 42), our system has taken the first step by contracting with our local RESA to provide site-based professional learning for a pilot group of teachers. Our DLT will work alongside our RESA trainer to create a plan that describes "The How" technology will be used for production, publishing, and communication across the curriculum ("The How" p 42). We will then be better able to incorporate technology into outcome-based learning projects that offer student choice and foster independence. Best practice includes engagement, motivation, and support of self-direction through digital formats ("The Why" p 67). Eight of our teachers have begun using Edmodo (a learning management system) to organize their lessons, differentiate their lessons, promote communication, and provide students with a place to store their work digitally. Our goal is to inspire others and eventually develop rubrics that will guide students in demonstrating their knowledge as they use devices, programs, and apps of their choice to create unique outcome-based learning projects. Leveraging the creative use of technology within the learning process will promote engagement and relevance as students transfer their learning into digital formats ("The What" p 10). Through these strategies, we will also be building confidence and self-efficacy by

scaffolding students' background knowledge and competency ("The How" p 41).

The Plan:

- Purchase additional technology to engage and motivate students in order to leverage through the creative use of technology ("The How" p 41).

- Design incentive programs and ensure that they are voluntary and not required and that they are used with students who are unmotivated to read rather than with those who are already excited about reading("The How" p 41).

Building Block 5. System of Tiered Intervention (RTI) for All Students THE FORMATING ON THIS SECTION IS OFF. ALL OF THE PARTS ARE IN ONE CELL. WEIRD!

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

According to our survey, CCPS is in the operational stage of this building block.

The District is currently working to develop a comprehensive RTI process that will meet the needs of children birth-to-12th grade. The award of this grant will allow us to fully implement a more comprehensive approach that is both horizontally and vertically aligned and provides all students the opportunity to become College and Career Ready.

The District Plan: ("The How" p 43-47)

- Aligning all school RTI plans to the system plan, develop protocols, interventions, assessments, and monitoring plans to ensure fidelity of implementation and progress of student subgroups.

- Ensure that communication between the district, administration, and teachers is ongoing and effective.

- Develop process monitoring the implementation of research-based interventions Birth-to-12th Grade.

- Develop schedules to ensure that students have intervention time built into the school day. Develop opportunities for students to receive instruction through extended learning, extended day, afterschool and/or summer school.

- Monitor the planning, delivery and assessment for students with special learning needs.

- Use technology to track and ensure the movement of students between tiers of intervention.

- Provide opportunities for professional learning to all system staff on new procedures, assessments, and protocols for RTI.

Existing Action for School:

Student achievement is monitored frequently through a tiered process. Grade level teachers meet with academic coaches and administrators at the end of each month. Available data is compiled and analyzed for all students in the grade level. Groups of students are selected based upon trends in data and they are provided remediation, practice, and enrichment in literacy as needed. Groups are flexible and fluid, as appropriate, to meet student needs. Our system has recently developed an after-school program as well as a summer program to meet the needs of struggling students. Students receive invitations to the programs based upon identified needs. Our goal is to increase achievement and reduce retention.

Unfortunately, our methods of targeting students early are not very consistent due to the lack of an up-to-date universal screener. With the addition of the screeners identified in this grant, we will be able to better identify students at-risk and provide immediate intervention ("The Why", p 32). In addition, CCPS has plans for building school-based Data Teams. Information developed from these teams will

be analyzed frequently to ensure that RTI levels are correct and that students are progressing or that

instruction is being adjusted to match the needs ("The What", p 11).

The School Plan:

- Effectively interpret the four Tiers of RTI and research strategies in how to identify and implement interventions.

- Monitor to ensure that interventions are occurring regularly and with fidelity ("How" p 43).

- Provide building and system-level support of the process ("How" p 43).

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

Instruction is provided in a standards-based classroom, guided by CCGPS. Developmentally

appropriate instruction, flexible grouping, and formative assessments are all being used. Trained

interventionists work together with the classroom teachers to meet the needs of Tier 1 students.

Teachers have common planning time among grade levels, allowing time for collaboration on lesson

planning, assessments, and any changes they may deem necessary to curriculum to meet the needs of

all students. However, due to time and personnel constraints, data is not analyzed effectively,

discussed with vigor, nor are lessons being modified adequately to meet the needs of students who

may need a little more assistance in an identified area. Professional development is needed to ensure

school-wide understanding of assessment data and anticipated levels of student mastery ("The How pp

44-45) and to ensure that teachers consistently provide explicit instruction designed to meet the

individual students' needs. (The How, p 43). This will help ensure that all students within the regular

classroom setting reach their academic peak. Administration meets several times per year to monitor

the delivery and assessment for students with special learning needs.

The Plan:

- Examine student data to determine the current percentage of successful students in the areas of literacy (i.e. reading and writing). ("How" p 43).

- Develop a plan to strengthen Tier 1 instruction of disciplinary literacy in each component area. ("How" p 43).

- Provide professional learning on:

- GA DOE resources for RTI, universal screening (e.g., GRASP, Aimsweb, DIBELS, STEEP, etc.)

- Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting

- School-wide understanding of assessment data and anticipated levels of student mastery during the school year ("How" pp. 44-45).

- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs. ("How" pp. 43-44).

- Provide professional learning to support literacy, either face-to-face or online ("How" pp. 44-45).

- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs. ("How" p 43)

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

Tier 2 students receive interventions at least 10 minutes a day at least 2 times a week above and beyond the regular classroom instruction. Interventions may occur before school, after school, or during other parts of the day when core instruction is not taking place and is delivered by support

teachers, paraprofessionals, and classroom teachers. Strategies are based on specific student needs. Some of these strategies include additional guided reading instruction, targeted phonics and word work, fluency strategies, and peer partnering. Professional learning for our staff will enhance teacher effectiveness. Our goal is to plan and provide professional learning in appropriately diagnosing reading difficulties, matching instructional strategies to address difficulties, and appropriately using supplemental/intervention materials("The How" p 45).

Progress is monitored at mid-term and at the end of the quarter to determine the effectiveness of interventions.

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

Tier 3 students receive interventions 15-25 minutes a day, three days a week. Interventions may occur before school, after school, or during other parts of the day when core instruction is not taking place. Interventionists, paraprofessionals, and classroom teachers all provide these interventions. Progress is monitored at least every other week. All strategies are based on specific student need. Some of these strategies include one-on-one reading instruction, intense phonics/word study instruction, and other individualized instruction that targets the deficit area.

Unfortunately, many teachers have had little to no training on how to differentiate classroom instruction to meet the individual requirements for Tier 3 students. Professional development in this area is of great importance. There is also a need for administrators to verify implementation of proven interventions and ensure that interventionists have maintained fidelity to intervention protocol prior to a referral ("The How" p 46).

E. **Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional strategies based upon students' inability to access the CCGPS any other way**

Tier 4 is designed specifically for students who need additional educational support and who meet eligibility criteria for special education placement. These students' schedules must be altered to accommodate their individualized needs. Administration works diligently to develop schedules that are conducive to the least restrictive environment (LRE). Experienced teachers are teamed with special education teachers to effectively deliver instruction for special education students. We recognize the need for special education, ESOL, and gifted teachers to participate in professional learning communities to ensure strict alignment with delivery of CCGPS (The How" p 47). . Funds from Striving Reader will allow us to purchase a universal screener, provide professional development that will help teachers develop the skills and knowledge to make data-informed RTI decisions and better plan techniques for differentiating instruction to meet the needs of all learners. Funds will also be used to build a professional library that houses a 'bank' of research-based intervention strategies that are consistent with identified needs at all Tier levels.

6A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom

Most of this action is dealt with at the district level. CCPS principals do not meet with representatives from the Professional Standards Commission to enlist support to ensure that pre-service teachers receive coursework in disciplinary literacy within content areas.

We are close to Georgia Southwestern State University and receive many student teachers and students who do field and clinical experience at CCPS. The Opening School Experience is an initial component of the student teaching practicum for GSWSU student teachers. During Opening School

Experience the student teacher must attend all preplanning days and the entire first week of school at the site of his/her fall or spring student teaching placement. The purpose is to provide the student teacher with procedures, rules, and organizational tips to prepare for a successful school year. Our classroom teachers provide the student teacher with a mentored environment to improve upon knowledge, skills, and dispositions essential for the teaching profession. We correspond with GSWU and provide feedback about the placements. Many of the student teachers have not received enough instruction in disciplinary literacy.

The district level provides a training session for all teachers new to our system prior to preplanning for the year. Efforts are made to be focus on academic growth to improve the literacy culture within our schools. Scheduled trainings include coursework in disciplinary literacy for pre-service teachers in all subject areas.

The Plan:

- Encourage the school leaders to meet with representative from Professional Standards Commission to enlist support for ensuring that preservice teachers receive coursework in disciplinary literacy within content areas ("The How" p 48).
- Develop revised evaluation instruments for preservice teachers ("The How" p 48).
- Develop protocols for evaluating implementation of the new coursework ("The How" p 48).

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

Teachers and staff have received training on the new standards, school improvement initiatives, and content related CCGPS literacy training and continue to participate in ongoing professional learning opportunities in literacy skills.

We have a protected time for teachers to meet collaboratively to plan lessons, analyze data, and reflect

on literacy issues. The academic coach provides training during collaborative planning on research-based instructional strategies and methods for improving student achievement. Anyone working with students is provided program-specific training in intervention programs before the beginning of the year to prepare for implementation ("The How" p 49). Each year substitute teachers are provided training on instructional expectations. Teachers and paraprofessionals work together to plan lessons and to ensure differentiation during classroom instruction. Our school is in the process of developing a professional library that includes print text and on-line sources that teachers and staff can access ("The How" p 49).

Teachers are required to redeliver information after attending staff development or conferences. This provides opportunities for all teachers and staff to practice specific techniques in non-threatening situations ("The How" p 49). The administration insists that teachers and staff be aware of how comments might be perceived by the community at large and keep to "professional talk".

The Plan:

- Include protected time in the school calendar for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work and reflect on practice ("The What" p 13).
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs ("The How" p 49).
- The leadership team will use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning ("The How" p 49).
- Continue to encourage "professional talk" among staff and provide time for discussions ("The

How" p 49).

Crisp County Primary School Needs Assessment

While there has been a slight decline in recent summative test scores, our merging schools have historically been known for outstanding student achievement. With budget cuts and the roll out of CCGPS, we must persevere with rigor to ensure continued success.

Individuals involved in the Needs Assessment Process:

- ALL Teachers (including: special education, EL)

- Administrators

- Paraprofessionals

- Media Specialist/Clerks

- Counselor

- Graduation coach

- Academic coach

Needs assessment process and tools:

Crisp County Primary's needs-assessment process involved brainstorming sessions, compiling and examining assessment data, CCRPI and past AYP results, assessment of technology budgets and needs, TITLE I parent survey, Survey Monkey questionnaire, and Georgia Literacy Plan Needs Assessment for Literacy K-12. Data was collected and analyzed by literacy team members. Based upon analysis of data and survey responses, the Literacy Team identified the following needs:

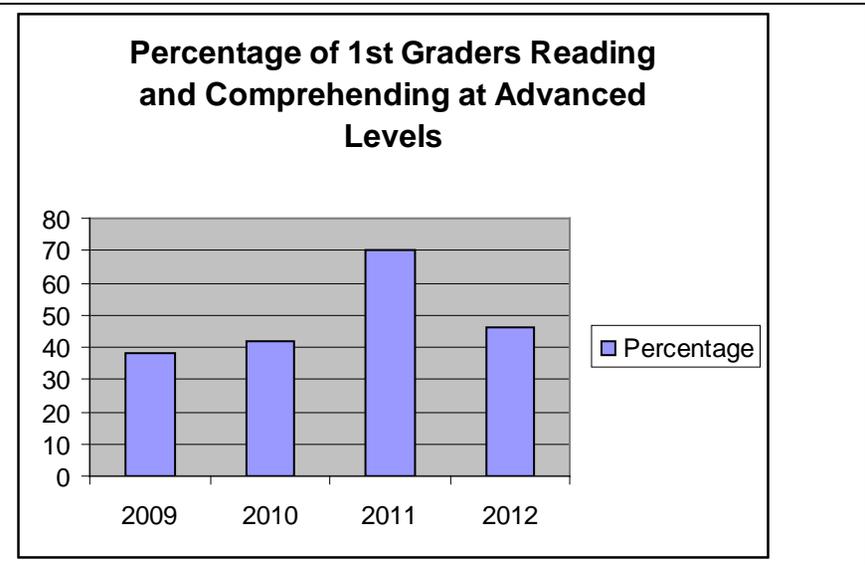| Identified Need	Evidenced By	WHAT
Using formative and summative data to inform/guide instruction and tiered interventions (in progress) Establishing protocols for using data to inform/evaluate instruction (in progress)	The survey shows 57% of teachers stated a need for assistance in accessing data and making data-based instructional decisions	Best practice is to: • use summative data to make programming decisions and monitor student progress (What, p9) • use data to inform RTI process (What, p11) Best practice is to follow a clearly articulated strategy for using data to improve teaching and learning (What, p9) Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve language abilities of all learners (Why, p32)
Intensifying phonics instruction and using cross-curricular higher-order thinking skills	20% of students entering 1st grade in Fall 2013 had not mastered all kindergarten phonics standards	Direct, explicit comprehension instruction has been identified as a critical element in improving literacy achievement (Why, p66) Data pertaining to specific phonics skills has been examined and explicit phonics instruction has been identified as an area of great need. (What, p9)
Integrating technology throughout instruction	Number one professional need reported by teachers: learning to seamlessly implement technology integrated lessons across the curriculum	Technology should be used for production, publishing, and communication across the curriculum (What, p10).
Updating existing technology (**in progress**)	All but four computers in our building were manufactured between 2003 and 2007	Technology infrastructure must be adequate to support administration and storage of assessments as well as dissemination of results (What, p8).
Motivating and engaging students	48% of teachers see the need for strategies to motivate and engage students	Leverage creative use of technology within the learning process to promote engagement and relevance (What, p11).
Acquire and integrate digital, evidence-based tools that assess, diagnose, and differentiate instruction (**Achieved**)	53% of teachers reported that literacy screenings and diagnostic assessments are rarely (or never) used to guide	Best practice is to regularly examine student data to identify areas of instruction with greatest needs (What, p9).

	placement and inform instruction	
Optimizing literacy instruction in all content areas (in progress)	53% of teachers reported professional learning needs in disciplinary literacy across content areas	Provide training in research-based practices that will increase literacy outcomes by providing teachers with knowledge and skills needed to provide effective instruction and practice in subject-specific reading and writing skills (Why, p66)
Providing engaging instruction that motivates students to achieve their personal best	48% of teachers reported that they had not sought out strategies for developing and maintaining student interest and engagement	Motivation and self-direction while providing students with instruction and supports needed for independent learning they will face after graduation is a key component of improving literacy achievement (Why, p66).
Revamping teacher training to include: • using data to inform/evaluate instruction (in progress)	In a collaborative brainstorming session, staff identified top professional learning needs.	Best practice is to ensure in-service personnel are participating in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in content areas (What, p13). In order to improve instruction, teachers participate in professional learning in CCGPS based on needs revealed by student data (What, p13).
• incorporating higher order thinking skills in lessons and assessments • seamlessly integrating technology into instruction/assessments • providing systematic phonics instruction across grade levels	Staff rated the need for training in implementing technology-integrated lessons across the curriculum as their top professional development need.	To ensure that all students receive direct, explicit instruction in reading, teachers must participate in professional learning on: • using data to inform instructional decisions and explicit teaching • modeling specific strategies while providing independent practice and feedback (What, p10) To ensure tier I instruction is provided to all students, teachers must participate in ongoing professional learning in direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills (What, p11).

• using technology to develop and maintain student interest and engagement	48% of teachers reported that they had not sought out strategies for developing and maintaining student interest and engagement	Technology should be used for production, publishing, and communication across curriculum (What, p10) and teachers should be intentional in efforts to develop and maintain interest and engagement as students progress through school (What, p11).
• writing across content areas (in progress)	61% of teachers report that they do not consistently incorporate informational writing in the content.	In order to optimize literacy instruction, teachers must learn to incorporate writing in all subject areas (What, p6).

Data to support concerns:

Percentage of Kindergarteners Reading and Comprehending at an Advanced Level
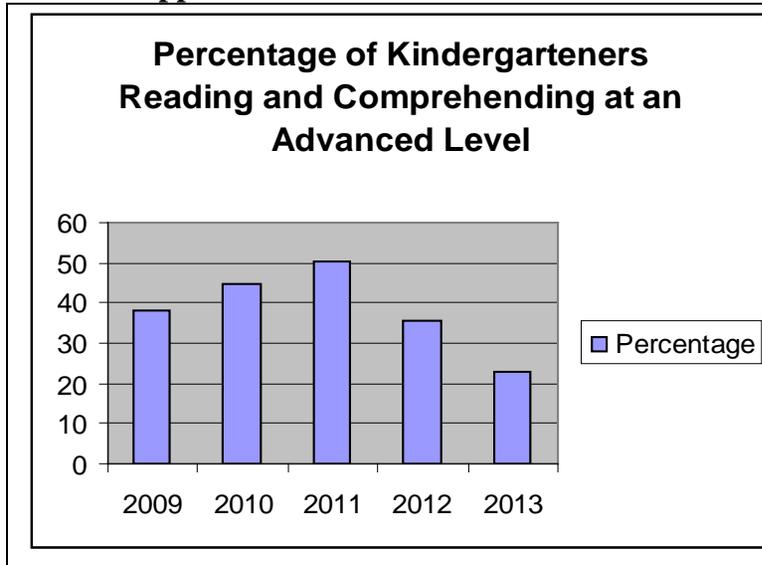
(Disaggregated data not available)

Percentage of 1st Graders Reading and Comprehending at Advanced Levels

(No 2013 data available)

Crisp County Primary School
4

In the last two year, the percentage of students in kindergarten and first grade reading and comprehending at advanced levels has decreased significantly. No data is available for second grade. This led us to our identified need for acquiring and integrating digital, evidence-based tools that assess, diagnose, and differentiate instruction.

Concerns:

Due to our high level of poverty, many students enter our school lacking prerequisite literacy skills (awareness/concept of print, writing to communicate, using writing tools, listening, etc.). Associated with these deficits is the challenge of involving reluctant parents. A strong literacy foundation paves the way to college and career readiness. We must provide our staff with resources and skills to bridge existing gaps. We have begun providing our teachers with hardware, software, and training that puts data at their fingertips, making it feasible for them to readily use pertinent information to make critical instructional decisions despite limited resources.

High-quality, research-based professional development is needed to provide our teachers with the skills and knowledge necessary to help our children develop the various complex cognitive skills needed to master the CCGPS. In addition, our instruction and assessments must be adjusted to guide students in using reflective thought, analysis, problem solving, and evaluation. When combined with core knowledge and skills, our students will be on the path to college and career readiness.

Root Cause Analysis:

Budget cuts and changes in state requirements for professional learning units have inadvertently led to a learning lull. We noticed last year that teachers were no longer attending literacy conferences or receiving training that provided them with skills and knowledge to

meet the needs of all learners. We have identified and prioritized staff needs, but to ensure success, we must first provide the training, then ensure implementation of the training, and finally hold everyone accountable for integrating the new skills and knowledge in a way that enhances instruction for every child. Walkthroughs and/or observation checklists will ensure consistency of effective instructional practices (What, p6).

During last year's preparation of this grant, we came to realize that our lack of organized data had crippled our efforts to improve instruction. We spent hours searching through paperwork to create much of the data provided in the grant documents. We must continue working to put into place a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results. Furthermore, we must continue our work in training data teams to support teachers in using data to guide instruction and drive the RTI process (What, p8).

Action Steps:

After the writing of this grant, the district has made some changes including hired a District Literacy Trainer, hired a parent engagement specialist, invested in universal screening tools, reallocated funds to support professional development in the area of literacy, allocated funding for technology. The district and schools have developed literacy leadership team that have begun to study research-based guidelines, strategies and resources for literacy instruction set forth in the "The Why" document of the Georgia Literacy Plan.

Crisp County Primary School
Analysis and Identification of Student and Teacher Data

Student Achievement Needs

Crisp County Primary School utilizes the following assessments to measure student achievement in Reading and Language Arts.

Grade	Past Assessment	Present Assessments			
	LexiaCRT (fall and spring)	GKIDS (quarterly)	Track My Progress (quarterly)	LCRCT (annually)	CRCT (annually)
K	X	X	X		
1st			X	X	
2nd			X	X	
3rd			X		X

- Because the test was outdated and technical assistance was no longer available, we have discontinued use of Lexia CRT.
- Daily progress monitoring for all students is achieved in part through daily assessments of Lexia Core5 data.

No comparative Track My Progress data is available at this time.

GKIDS Results

	Percentage Passing
	ELA
2011	80%
2012	82%
2013	81%

(Disaggregated data unavailable)

GKIDS percent passed results have consistently been 80% or above. Our goal is to achieve and maintain a 90% pass rate.

LexiaCRT Results

Percentage of Kindergarteners Reading and Comprehending at an Advanced Level	
2011	51%
2012	35%
2013	23%

The number of kindergarteners performing at higher reading levels has declined significantly. Contributing factors included increased class size from budget cuts and lack of time and resources for professional development in literacy instruction.
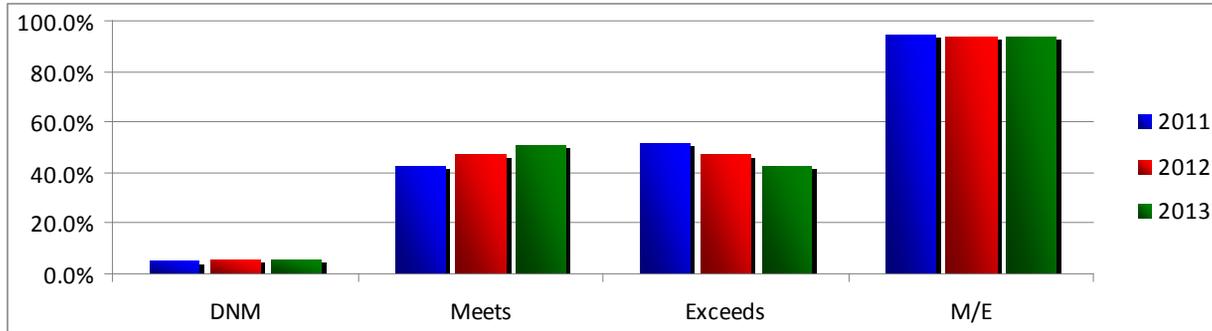
## 1st Grade LCRCT Reading
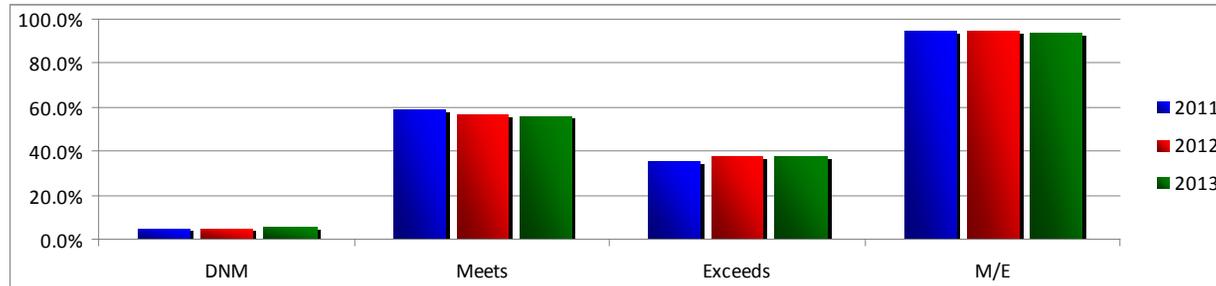
1st Grade LCRCT Language Arts
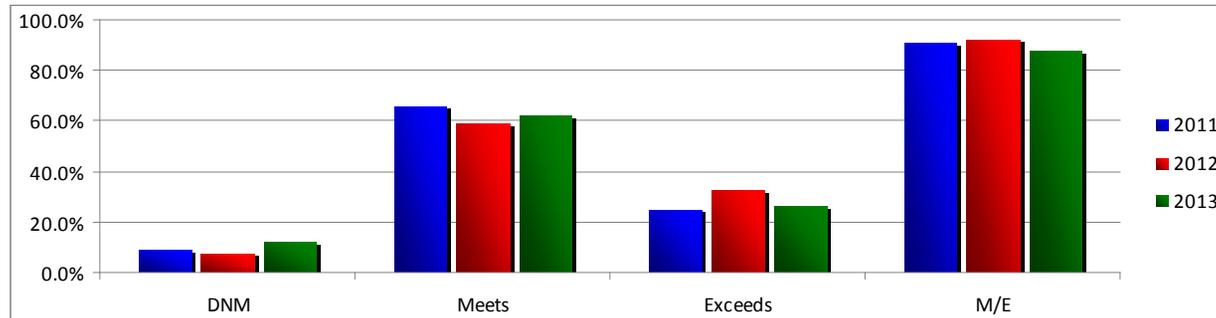
There has been a slight increase in the number of first grade students exceeding Reading standards. However, Language Arts data is very inconsistent. We need to assess data by strands, identify weaknesses in instruction, enhance instruction, and increase the percentage exceeding in this area.

Second Grade LCRCT Reading

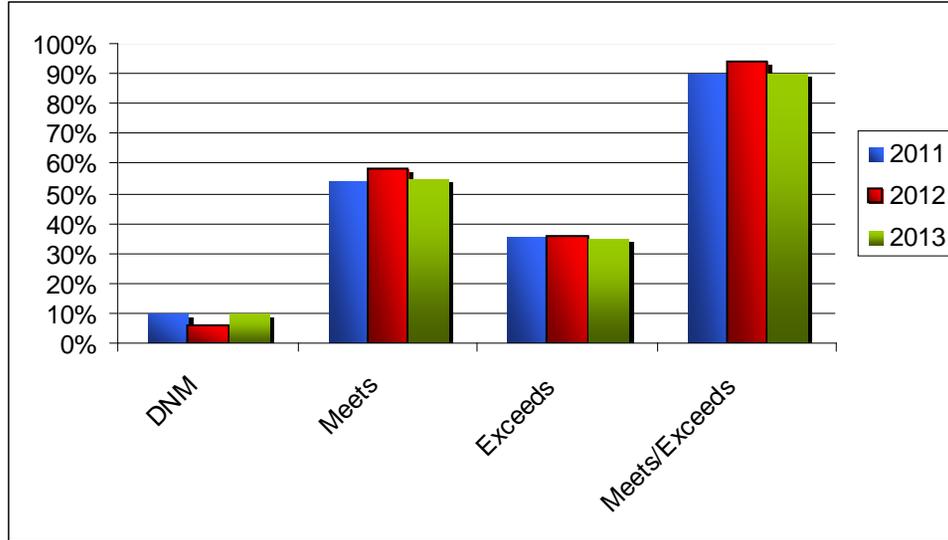
Second Grade LCRCT Language Arts
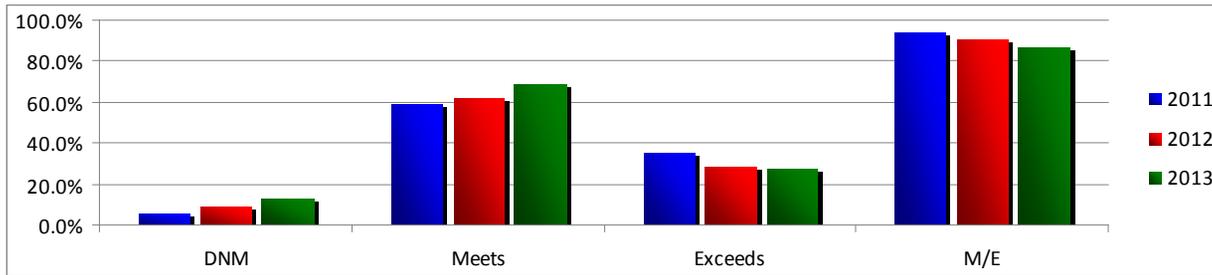
While the percentage of second grade students who meet Reading and Language Arts standards has consistently increased, unfortunately, the percentage exceeding these standards has consistently decreased. Differentiation of instruction is essential for all students to reach their highest potential.

Third Grade CRCT Reading


Third Grade CRCT Language Arts
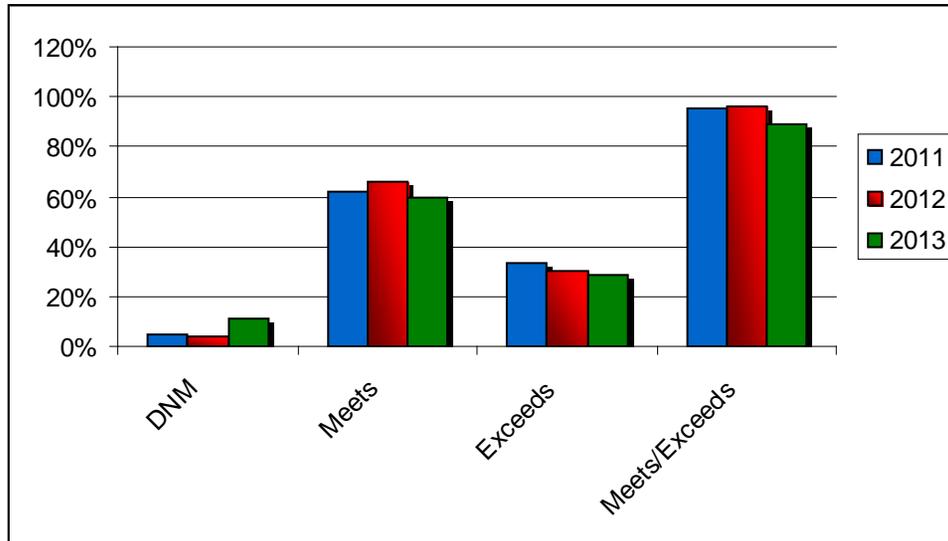
In 2013 there was a slight decline in the percentage meeting/exceeding standards in both Reading and Language Arts. Our goal is to decrease the percentage who do not meet standards and increase the percentage of those who exceed at all grade levels in both reading and language arts.

LCRCT/CRCT Results by Subgroup
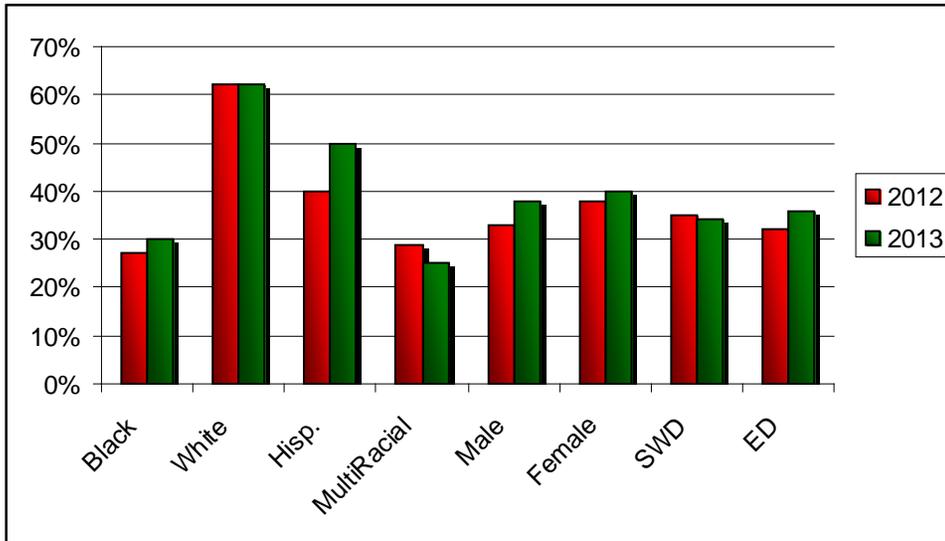## 1st Grade Reading
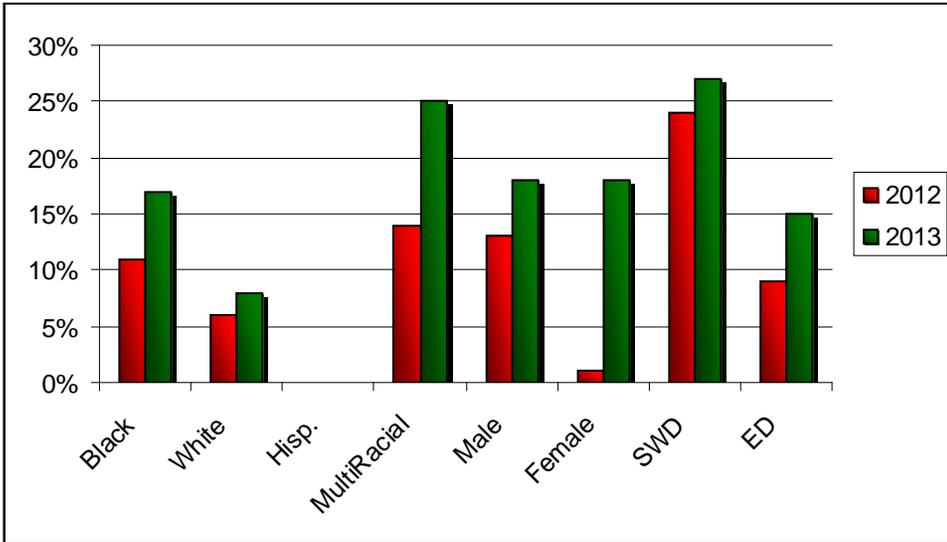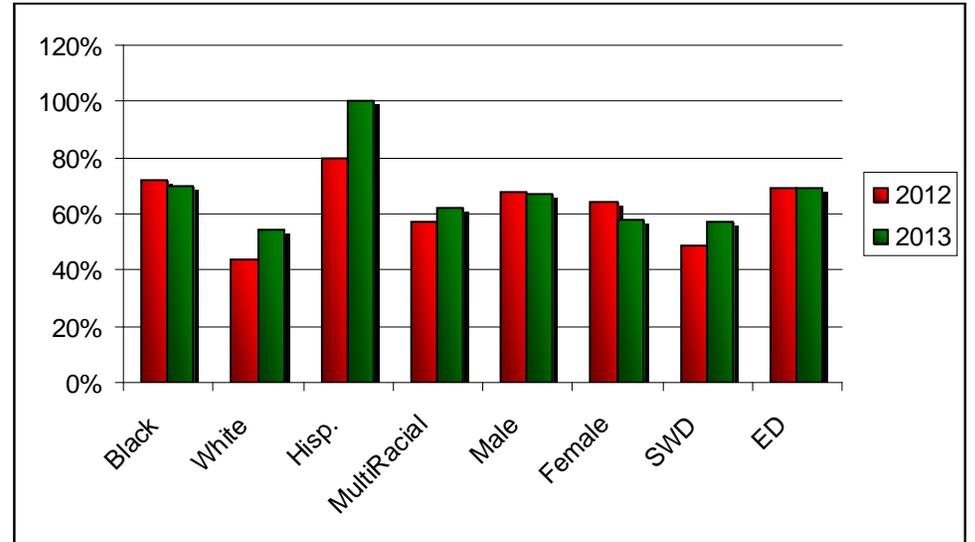
Does Not Meet
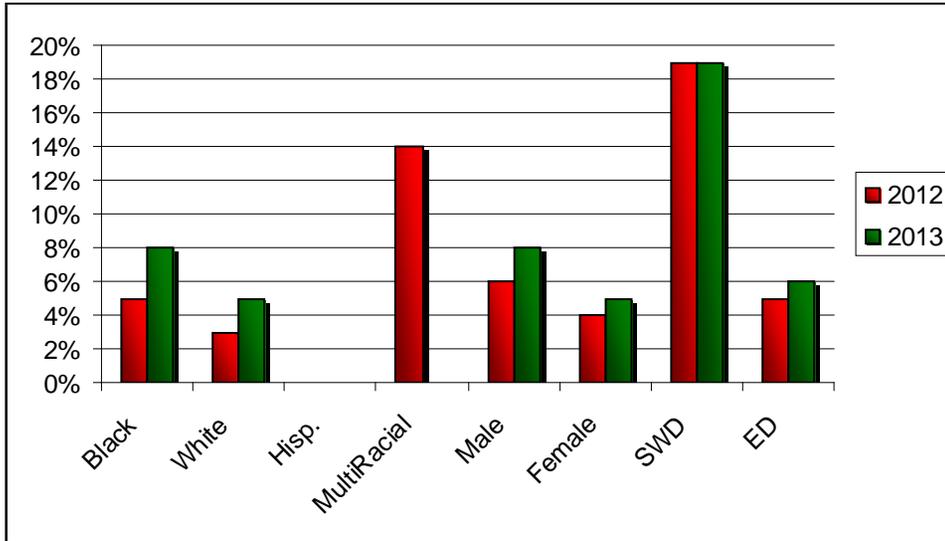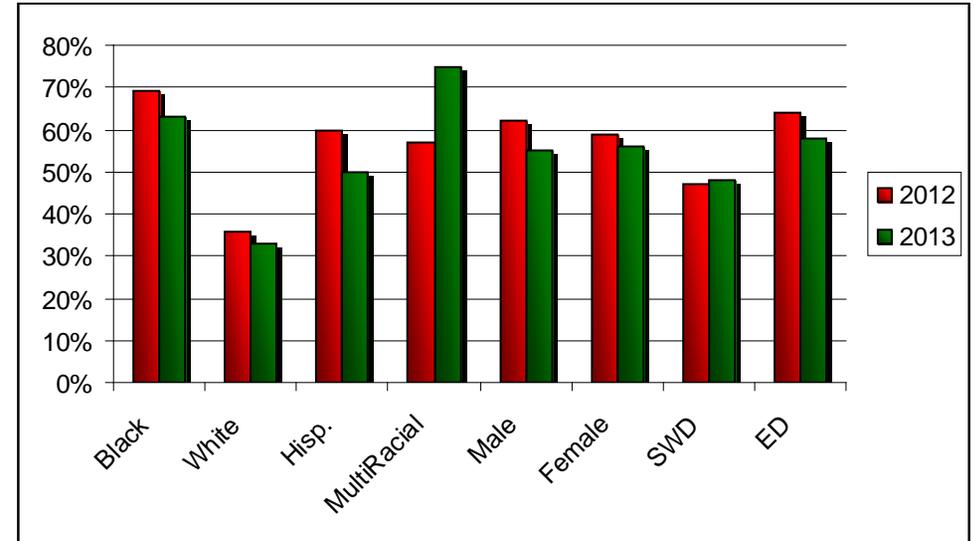
Meets

Exceeds

While there is an increase in students who did not meet standards in five of the eight subgroups, there is also an increase in the percentage who exceeded standards in five of the eight subgroups.

1st Grade Language Arts

Does Not Meet

Legend: 2012 (red), 2013 (green)

Categories: Black, White, Hisp., MultiRacial, Male, Female, SWD, ED

Meets

Legend: 2012 (red), 2013 (green)

Categories: Black, White, Hisp., MultiRacial, Male, Female, SWD, ED

Exceeds

Legend: 2012 (red), 2013 (green)

Categories: Black, White, Hisp., MultiRacial, Male, Female, SWD, ED
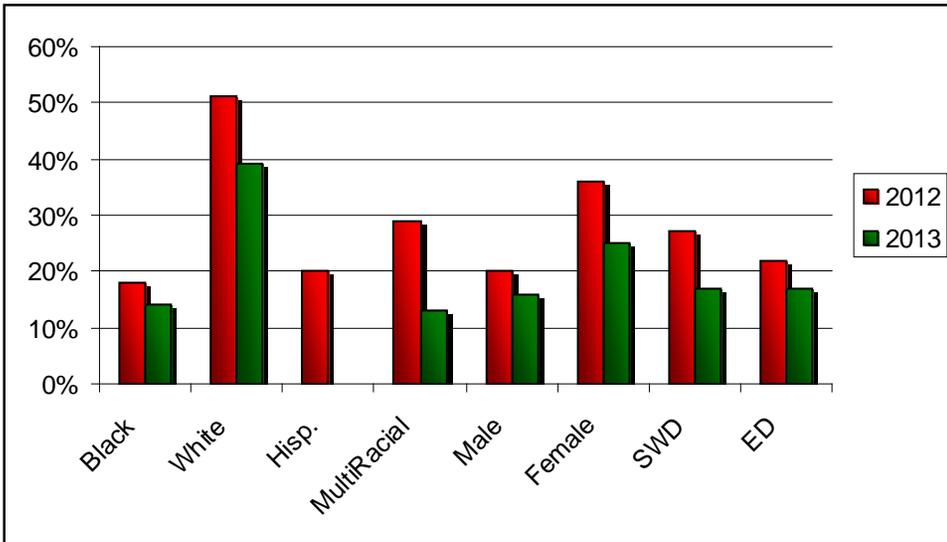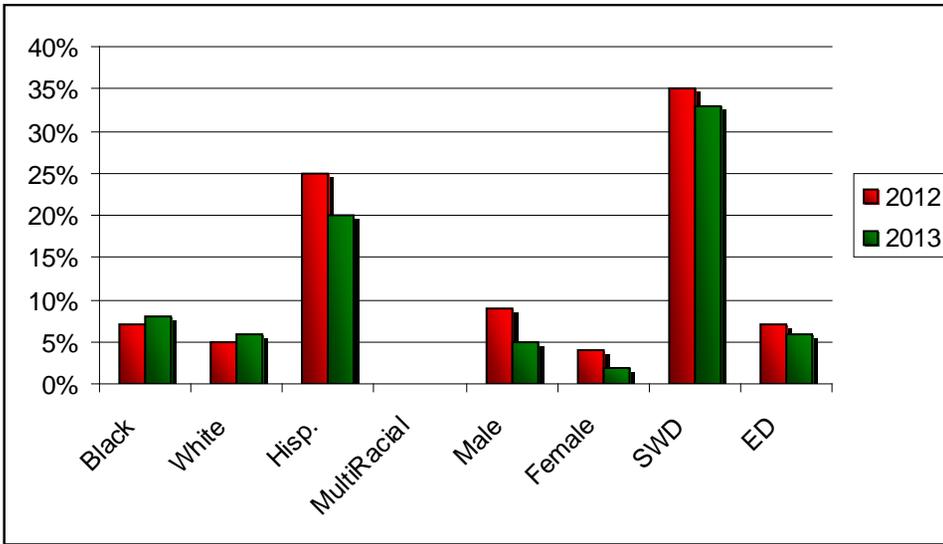
The percentage exceeding standards decreased in all subgroups. Unfortunately, the percentage not meeting standards increased in all subgroups.

2nd Grade Reading

Does Not Meet
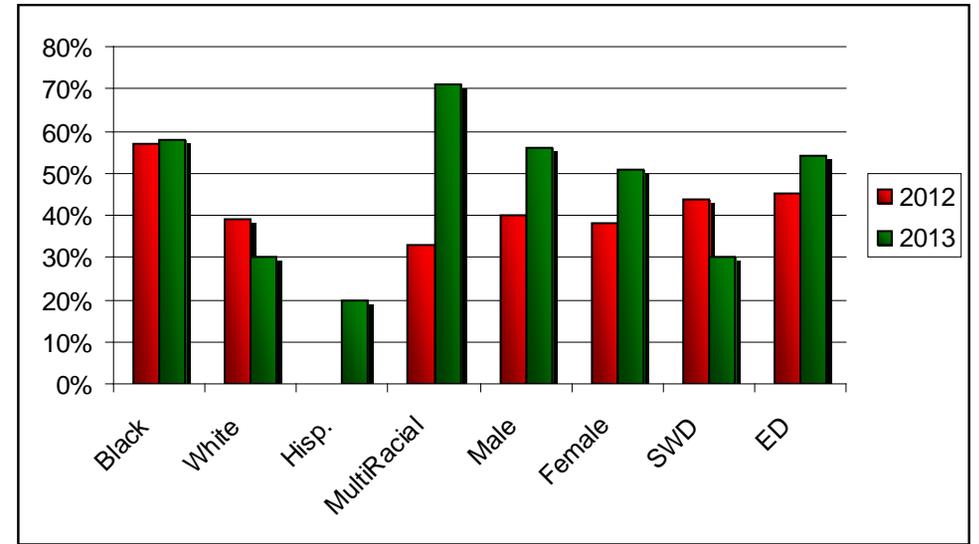
Meets

Exceeds

The percentage who met standards increased in all subgroups except White and SWD. However, the percentage who exceeded standards increased in both of these subgroups.

2nd Grade Language Arts
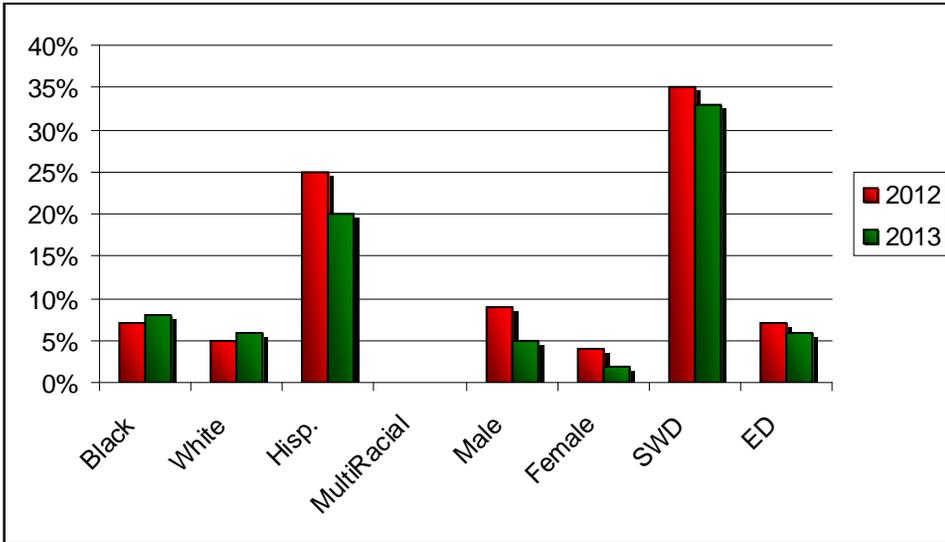
Does Not Meet
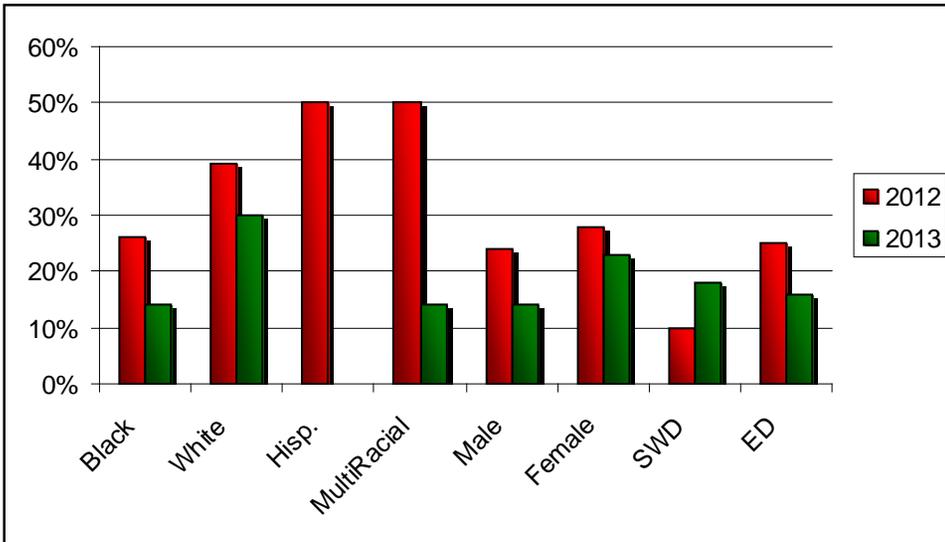
Meets

Exceeds

While there was an increase in the percentage who met standards in all subgroups, there was a significant decline in the percentage who exceeded standards in all second grade subgroups except SWD.

3rd Grade Reading
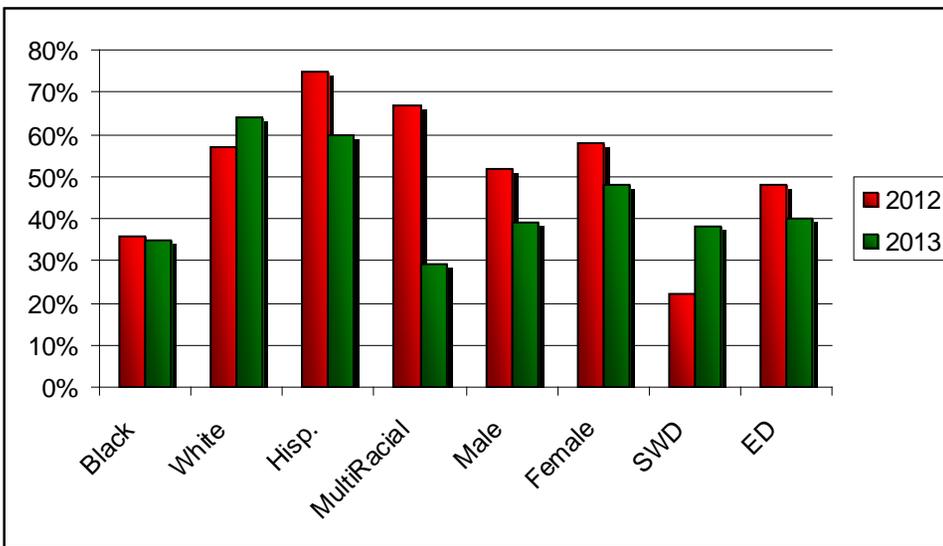
Does Not Meet
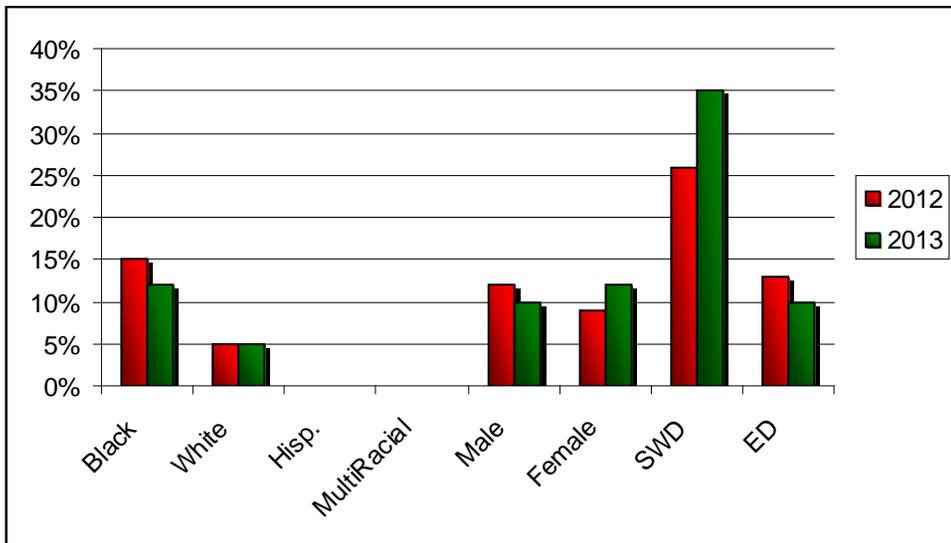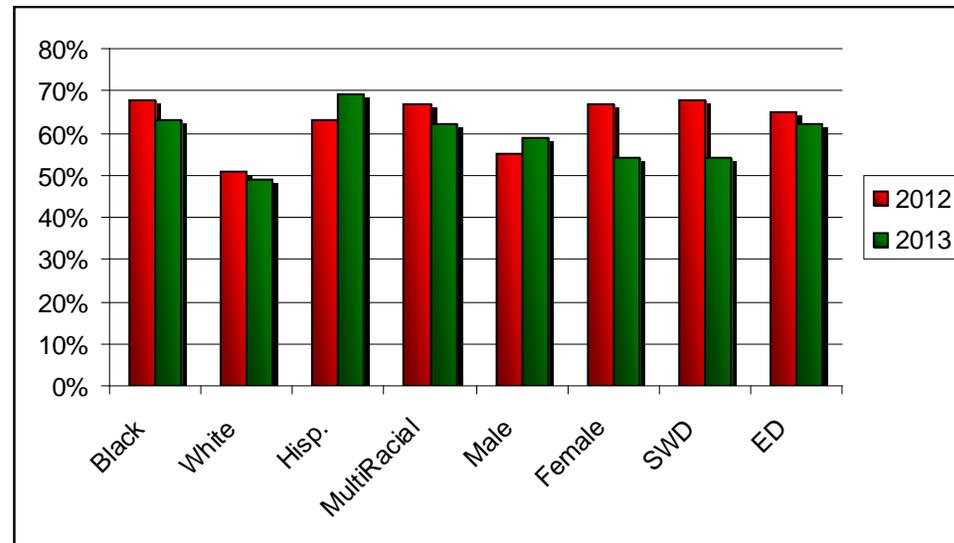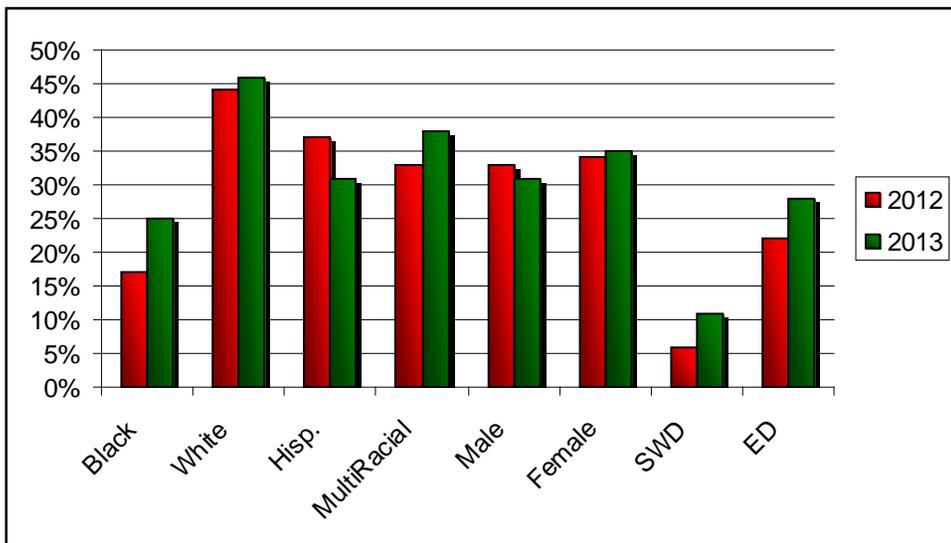
Meets

Exceeds

The percentage who met standards decreased in all subgroups except Hispanic and male. The percentage exceeding standards increased in all subgroups except Hispanic and male.

3rd Grade Language Arts

Does Not Meet
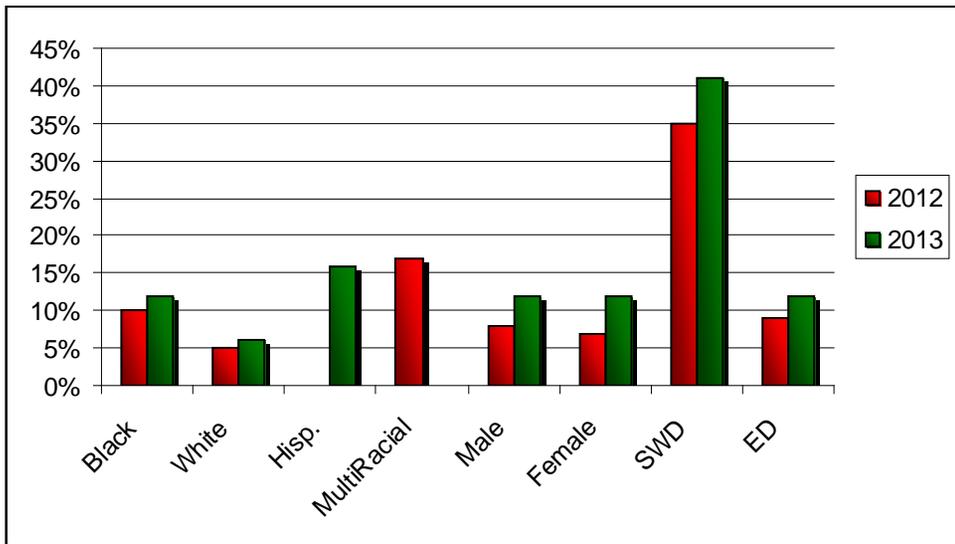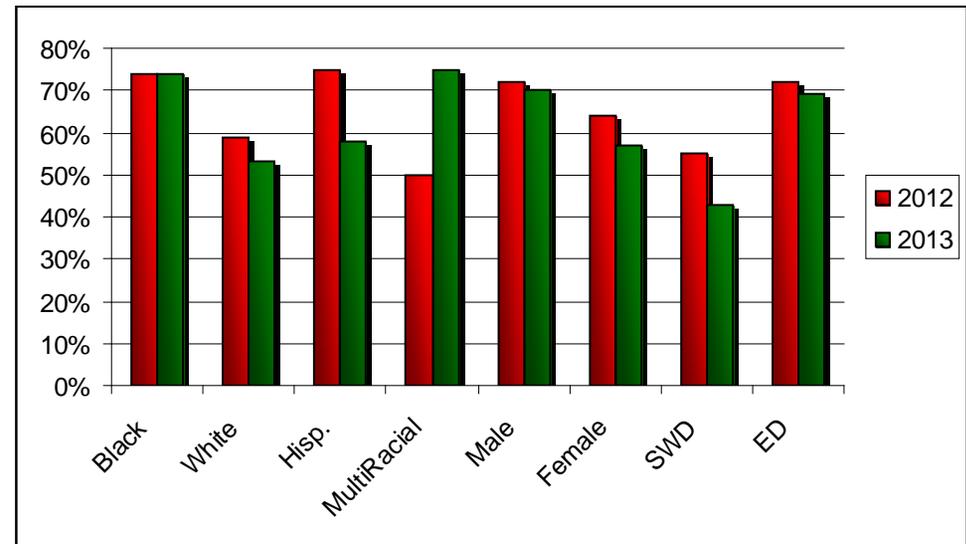
Meets

Exceeds
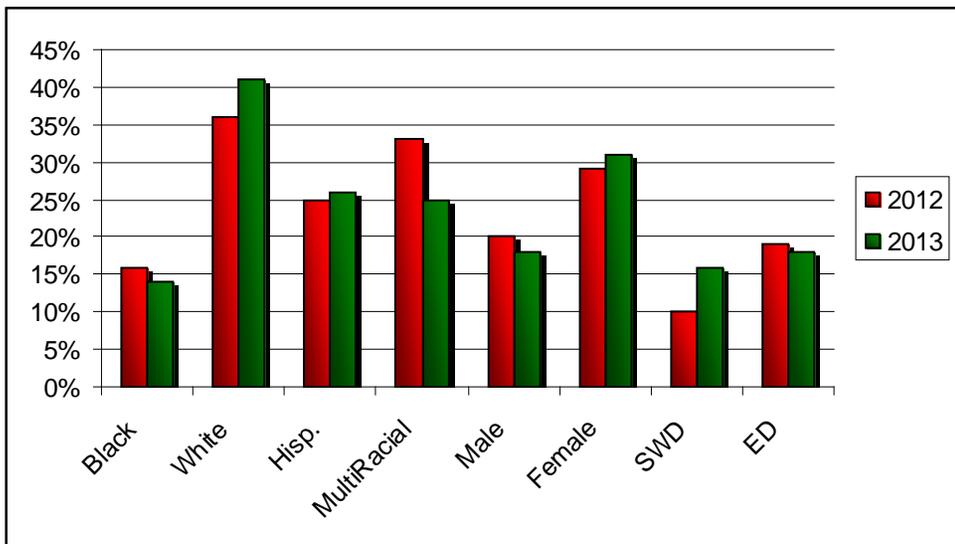
The percent who did not meet standards increased in all subgroups except SWD and females. SWD remains the largest subgroup not meeting standards.

Retentions by Subgroup

The graph below summarizes the percentage each subgroup represented in our total retained population.
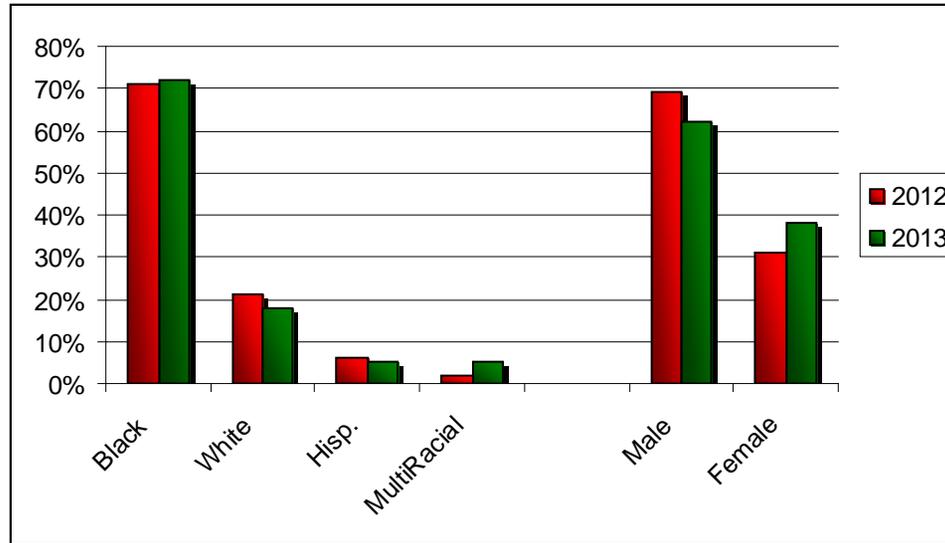
The number of students retained increased from 48 to 60 this past year. Our goal is to significantly decrease the number of students retained each year, particularly our African American students who represent over 70% of retainees.

Goals and Objectives Based on Formative/Summative Assessment Data:
Analysis of the above data reveals that we are not meeting the individualized needs of all learners. Significant gaps exist within our subgroups. An analysis of the above data reveals very little consistency among our subgroups. This supports the need for data teams and professional development in differentiating learning to meet the needs of all learners.

In order to reverse these negative trends, we will use Striving Reader funds to:
1. Acquire and implement screeners
2. Provide high-quality, research-based literacy training that meets the immediate needs of our teachers (and thus, our students)
   o phonics/vocabulary/comprehension
   o differentiated instruction
   o integrating digital technology into literacy instruction to motivate/engage all learners
   o analyze/use data to individualize instruction (in progress)
3. Purchase/implement technology hardware/software that will provide ongoing, readily available, easy-to-read data (achieved)
4. Develop/train data teams to drive the RTI process
5. Train teachers to use data to differentiate instruction (in progress)

6. Research/develop a summative assessment that will provide a performance predictor based on nationally-normed data correlated to CCGPS
7. Provide daily opportunities for all students to self-select leveled informational text correlated to the CCGPS in order to build academic vocabulary and independent learning

These goals will help us better provide individualized, engaging instruction for all learners. Data-driven instruction, high-quality, research-based professional learning, and engaging 21st century technology will help us close existing achievement gaps and ensure that all students excel in literacy.

Teacher Data
Teacher Certification

Level	Number of Teachers
T-4	34
T-5	34
T-6	21

62% of our teachers have advanced degrees.

Participation in Professional Learning Communities

Grade Level Team Collaboratives	Weekly	Grade level teams and Academic Coaches	Groups plan horizontally, discuss student needs, share successful teaching strategies, and brainstorm differentiation strategies for lesson redelivery.
Grade Level Collaboratives	Quarterly	All grade level teachers, Academic Coaches, Administrators, and Media Specialists	Members horizontally plan and discuss scheduling and content delivery to ensure that classroom instruction is consistent and pervasive across the grade level.
Academic Coach Collaboratives	Monthly	Academic coaches (system-wide), Assistant Superintendent, Technology Coordinator	Members discuss disaggregated data. This form of vertical planning helps the schools identify what can be done from school to school to improve student success.
Key Leaders Collaboratives	Monthly	Principals (system-wide), Superintendent, Assistant Superintendents, Directors of School Nutrition, Special Education, Human Resources, Social Services, and Early Learning	This form of vertical planning promotes system consistency and pervasiveness in the planning and implementation of administrative duties to improve student success.
CCPS Administrative Collaboratives	Weekly	CCPS Administrators and Academic Coaches	Members identify and discuss various school-wide needs and/or concerns

			regarding curriculum, staff, and students.
Media Specialist Collaboratives	Monthly	Media Specialists (system-wide), Technology Coordinator, Assistant Superintendent	Members share innovative ideas, discuss technology needs/concerns, and share success stories. This form of vertical planning helps members identify strategies that can be implemented system-wide to improve student success.

Teacher Retention

	All Teachers	Paraprofessionals
Less than 5 years	8	4
5-10 years	23	8
10-15 years	20	4
15-20 years	12	2
20-25 years	17	5
25 years or more	9	6

Teacher retention rate has been historically high. We attribute this to strong leadership and a very positive work environment. Currently, 91% of our teachers and 86% of our paraprofessionals have been with us for five or more years.

District Prescribed Assessments
While our district does currently have an assessment calendar, we do not have any district prescribed data. Data has only been compiled at the individual school level. Once again, this highlights our need to put into place a technology infrastructure that is adequate to support administration and storage of assessments as well as the dissemination of results (WHAT, p8).

Crisp County Primary School
Project Plan-Procedures, Goals, Objectives, and Support

Goal 1: Provide current, meaningful, research-based professional development to all teachers and staff

DT: Data Team   **LT:** Leadership Team   **CT:** Curriculum Team   **DLT**: District Literacy Trainer

Objectives	Who?	What?	How?	Why?
Provide training in collection/analysis/ utilization of data to align and adjust instructional decisions **(in progress)**	LT Teachers Hired Expert	Plan /schedule training for DIBELSNext/ IPI/ and using Track My Progress data	Determine training dates/service providers	Staff development must improve learning for all students, use disaggregated data to determine adult learning priorities, monitor progress, and help sustain continuous improvement (Why,p143).
Provide training in research-based practices for phonics, vocabulary, and comprehension	LT Teachers DLT	Identify models of training delivery	Determine dates and service providers Plan/provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within subject areas (How, p40)	Substantiated academic growth occurs when professionals receive ongoing, targeted professional learning (Why, p142).
Provide training in effectively integrating digital technology in literacy instruction to	LT Teachers RESA Consultant	Identify models to deliver training	Determine training dates/service providers Training will leverage	Effective training promotes student engagement through the use of innovative

			creative use of technology within the learning process to promote engagement and relevance (How,p41).	technology that prepares students to compete in a global society (Why,p56).
motivate /engage all learners. **(in progress)**				

Goal 2: Institute data-driven practices

Objectives	Who?	What?	How?	Why?
Use universal screening /progress monitoring for ongoing formative assessments **(in progress)**	LT	Implement formative assessments outlined in SRCL Grant Assessment Chart Develop an infrastructure for ongoing formative/summative assessments to determine need for and intensity of interventions and to evaluate effectiveness of instruction (What, p8)	Develop school-wide, classroom-based formative assessments to assess efficacy of classroom instruction (How,p36)	GLP promotes using ongoing, frequent, and multiple measures as diagnostic and monitoring tools to plan for instruction. It is necessary to see how formative assessments enhance the overall picture of assessment (Why,p95).
Research /develop a summative assessment to provide us with a performance predictor based on nationally-normed	LT	Summative assessments are used to • determine need for/intensity of interventions • evaluate	Develop school-wide, classroom-based formative assessments to assess efficacy of classroom instruction (How,p36)	

data correlated to CCGPS		effectiveness of instruction • make programming decisions • monitor individual student progress (What, pp8-9)		
Develop/train DTs to drive RTI process	LT Hired Expert	Develop DTs that frequently analyze results of formative assessments and ensure students' progression (What, p11)	Monthly DT meetings Identify/train staff to ensure standardized assessment procedures and accurate data recording (How,p5)	Research proves that early detection and correction of reading problems is far more efficient than remediation (NRP, 2000). Detecting potential problems through screenings is essential to ensuring that all Georgia's children will get the support they need (Why,p101). Teachers need intense professional learning on administering screeners, interpreting data, and determining best course of instructional action (Why, p24).
Develop protocols for using data/meeting schedules	Hired Expert DT representative of subgroup populations	Publish data protocols/ determine meeting schedule Develop/follow a clearly articulated strategy for using data for improvement	Determine training dates (Initial in-service, meetings) DTs will use screening, progress monitoring, and curriculum-based	Protocols provide a systematic process for monitoring fidelity of selected instructional strategies/interventions/monitoring student progress/and making needed adjustments (rtinetwork.org).

		(What, p9)	assessments to influence instructional decisions regarding flexible-4-tier service options for RTI (How, p34).	
DT will train teachers to use data to differentiate instruction.	DT Teachers	DT will meet with grade levels every third Tuesday. Ongoing formative assessments will be used to determine need for/intensity of interventions and to evaluate instructional effectiveness (What,p8).	Data training will be delivered through collaborative team meetings with grade levels. Student assessment data will assist students and teachers in setting learning goals and monitoring progress toward those goals (How, p37).	Data must be understood by school personnel in order for it to drive instruction (Why, p96).

Goal 3: Provide up-to-date hardware and software for literacy instruction and student practice.

Objectives	Who?	What?	How?	Why?
Locate/purchase updated software/hardware for successful implementation of grant objectives	Technology team CT	Creative use of technology implemented across the curriculum will promote engagement and relevance (What, p11). Technology infrastructure will be adequate to support administration and	Secure bids and determine hardware Use technology to differentiate learning within content areas (How, p34,37)	Engagement, motivation/support of self direction through digital formats (Why, p67)

| Locate/purchase research-based literacy software. **(Accomplished)** | LT Technology team | Provides individual remediation/intervention/ acceleration experiences for all learners

Provides easily accessible data

Motivates/engages students | Provide personalized technology-based program that includes diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach.

Identify/purchase assessment and intervention materials aligned with students' needs (How, p35) | Differentiation: fluid, flexible grouping, multiple means of learning, demonstration of learning (Why, p32) |

(top row cell:) storage of assessments as well as dissemination of results (What, p8).

Goal 4: Provide rich non-fiction literacy experiences aligned to the CCGPS.

Objectives	Who?	What?	How?	Why?
Purchase CCGPS-aligned, leveled text sets to build classroom libraries **(in progress)**	LT	Develop classroom libraries aligned to science/ss CCGPS Teachers provide cross-curricular instruction (What, p7)	Locate leveled, high-interest, CCGPS-aligned, nonfiction texts Secure a quote for/order libraries Process/distribute libraries Maintain/rotate libraries monthly	Engagement/motivation/ support of self direction through digital formats. (Why, p67) Provide differentiation
Develop curriculum	CT	Curriculum	Summer CT meetings	Extensive research

maps integrating science/ss into literacy lesson plans		maps/integrated lesson plans will aid teachers in providing daily non-fiction literacy tied to science/ss.	Identify/develop systematic procedures for teaching academic, cross-curricular vocabulary (How, p26) Create an integrated literacy plan in all subjects per CCGPS (How, p26)	establishes need for college/career ready students to be proficient in reading complex informational texts independently in a variety of content areas (Why, p27)
Provide daily opportunities for all students to self-select leveled informational texts correlated to CCGPS to build academic vocabulary and independent learning	Classroom teachers	Assist in maintaining/monitoring classroom library use Provide texts that students consider engaging (What, p11)	To provide fresh, new choices regularly, classroom libraries will be rotated monthly. Texts will allow us to develop a systematic procedure for teaching cross-curricular academic vocabulary (How, p26)	85% of our students are identified as low socio-economic and lack literacy-rich home environments. Students need opportunities to self-select materials/topics to research and time during the school day to read (Why, p51).

Sample Schedule by Grade (Proposed for 2014-2015)

Kindergarten		First Grade	
8:00-8:45	Intervention	8:00-8:45	Intervention
8:45-9:30	Activity	8:45-10:15	Reading/ELA
9:30-11:00	Reading/ELA	10:15-11:45	Math
11:00-11:45	Lunch/Recess	11:45-12:30	Lunch/Recess
11:45-1:15	Math	12:30-1:15	Content-based Literacy
1:15-2:00	Content-based Literacy	1:15-2:00	Activity
2:00-2:45	Extended Literacy Time	2:00-2:45	Extended Literacy Time
2:45-3:00	Sustained Silent Reading	2:45-3:00	Sustained Silent Reading
Second Grade		**Third Grade**	
8:00-8:45	Intervention	8:00-8:45	Intervention
8:45-10:15	Reading/ELA	8:45-10:15	Activity
10:15-11:00	Math	10:15-11:00	Reading/ELA
11:00-12:30	Lunch/Recess	11:00-12:30	Lunch/Recess
12:30-1:15	Content-based Literacy	12:30-1:15	Math
1:15-2:00	Activity	1:15-2:00	Content-based Literacy
2:00-2:45	Extended Literacy Time	2:00-2:45	Extended Literacy Time
2:45-3:00	Sustained Silent Reading	2:45-3:00	Sustained Silent Reading

RTI Model:

Tier I instruction based upon the CCGPS is provided to all students in all classrooms. Tier 2 needs-based interventions are provided for targeted students in small group settings. In Tier 3, SST provides specialized interventions and monitors targeted students' progress. In Tier 4, individual education plans are developed for students (What, pp11-12).

** Please note that we have not had sound data to guide RTI in the past. This year Lexia Core5 data is being used. SRCL will afford us funds to purchase additional programs, train staff, and better meet all student needs.

Goals to be funded by other sources:

All additional literacy goals will be supported with local, state, federal, and available competitive grant funds.

Assessment/Data Analysis Plan
Crisp County Primary School

Current Assessment Protocol (2013-2014)

Assessment	Grade Level	Schedule	Test Administrator	Parent and Stakeholder Notifications
Lexia Auto Placement	K-3	September	Lab teacher and Academic Coach	Progress certificates are sent home.
GKIDS	K	Quarterly	Classroom teachers	End-of-year reports are sent home.
Track My Progress	K-3	Quarterly	Lab teacher and Academic Coach	No notifications are made.
LCRCT CRCT	1-2 3	April	Classroom teachers	Individual scores are sent home to parents. Data reports are shared with parents and community stakeholders at the annual Title 1 meetings and school council. Overall school scores are published in the local paper and televised locally.
ACCESS testing for ELL's	K-3	February	ELL lead teacher	Individual scores are sent home.
Gifted testing (CoGat, MAT, Woodcock-Johnson, Hawthorne Rating Scale, TTCT) Naglieri	K-1 2-3	September and February September and February	Gifted team Lab teacher	Individual scores are sent home.
Fluency and	K-3	Monthly	Classroom teachers	Grades are posted on Infinite

Cold Reads				Campus.
State Writing Assessment	3	March	Classroom teachers	Individual scores are sent home.
RTI	K-3	Every 3 weeks	Classroom teachers	Progress reports are reviewed with parents at RTI meetings.

DIBELSNext will provide accurate, norm-referenced data. This tool will also allow us to have consistent data among all four grade levels. Track My Progress provides formative data on a quarterly basis. Striving Readers will allow us to develop a technology integrated, diagnostic plan that will increase student achievement, maximize teacher effectiveness, and increase instructional time.

Implementation of new assessments, including who and how

Assessment Name	Who?	What?	How/When?	Why?
DIBELSNext	Lab Teachers Academic Coach	Oral Reading Fluency Alliteration and Rhyming Phonological Awareness	3x per year (Assessment Chart for SRCL Grant)	Screening, progress monitoring, and outcome (Assessment Chart for SRCL Grant)

Assessment Name	Who?	What?	How/When?	Why?
Informal Phonics Inventory (IPI)	Curriculum Team Teachers	Decoding	3x per year (Assessment Chart for SRCL Grant)	Diagnostic

Assessment Name	Who?	What?	How/When?	Why?
Pre and post academic vocabulary assessments tied to content literacy standards (**in progress**)	Leadership Team Curriculum Teams Teachers	Student data is examined regularly to identify areas of instruction with greatest needs (vocabulary) (The What, p. 9)	Beginning and ending of each nine-week period	Unless teachers intentionally focus on building vocabulary skills, the needs of these children may go unmet even in the best early childhood programs.

				Generally, programs directed at vocabulary skills use either interactive book reading, conversational strategies for encouraging language development, and direct instruction of vocabulary, either alone or in combination (The Why, p. 63)

Assessment Name	Who?	What?	How/When?	Why?
Pre and Post Student Learning Objectives (SLO)	Teachers	Commonly shared pre and post assessments which include a variety of formats (The What, p. 8)	Beginning and ending of each nine-week period	The Georgia Literacy Plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to examine both summative and formative assessments, to determine how that data positively affects instruction, and to see how formative assessments enhance the overall picture of assessment. (The Why, p. 95)

Assessment Name	Who?	What?	How/When?	Why?
Software assessment tool such as Lexia Core5 Reading **(Achieved)**	Teachers	Provide immediate progress-monitoring data Provide data to inform instructional decisions regarding flexible, 4-tier service options for RTI (The What, p.8) Differentiated tier groupings will be implemented during ELT	Data will be analyzed monthly during the Data Team meetings and weekly by classroom teachers	To determine whether primary instruction is working for a given student (The Why, p. 104) To determine when a student can be moved between tiers, offering intervention/remediation/acceleration

Assessments to be Discontinued

The following assessments have been discontinued as a result of our first writing of the Striving Readers Grant: Lexia CRT and Local Benchmarks. Local benchmarks have been replaced by Track My Progress, and Language Arts benchmarks are being revamped and aligned with Georgia's new Student Learning Objectives (SLOs).

Professional learning needs as a result of new assessments

Professional development for utilizing DIBELSNext and IPI as well as for interpreting the data from these assessments will be provided to all staff and stakeholders. The Crisp County School System will participate in system-wide professional development to implement the new leader and teacher evaluation system (Teacher KEYS and Leader KEYS). These sessions will provide training in curriculum instruction and assessment changes that will allow us to effectively implement SLO.

Presenting data to parents and stakeholders

Crisp County Primary shares data reports with parents at the Annual Title I meetings, school council meetings, parent/teacher conferences and parent workshops.

Using data to develop instructional strategies and determine materials needed
As stated in our goals and objectives, we will develop data teams that will frequently analyze results of formative assessments to
1) ensure that students are progressing or **2)** guide teachers in adjusting their instruction to match student needs (the What, p.11).
Professional learning will be provided for all staff who administers assessments to ensure standardized procedures and accurate data
recording (The How, p. 35).

<center>**Crisp County Primary School**</center>

<center>**Resources, Strategies and Materials**</center>

<center>**Including Technology to Support the Literacy Plan**</center>

<u>Resources Needed:</u>

Professional Development:

Teacher/staff training in improving literacy outcomes by acquiring knowledge and skills

for**:**

- Effectively interpreting/disaggregating/utilizing student data to guide instruction
  and placement

- Aligning current writing program with CCGPS to accommodate cross-curricular
  writing

- Incorporating questioning and higher-order thinking skills in lessons/assessments

- Designing/developing cross-curricular technology-rich lessons that offer student
  choice, aid in student motivation/engagement, and lend themselves to outcome-
  based performance projects

- Providing systematic phonics instruction across grade levels

Technology:

- Updated computers/servers **(in progress)**

- Additional mobile labs

- Digital screener

- Personalized technology-based literacy program **(achieved)**

This technology will:

- Engage all students

- Make software/hardware readily available to teachers/students

- Provide updated software/hardware for screening/assessing/monitoring students

- Enable teachers to employ applications that assess, teach, reinforce, and promote literacy skills

- Afford teachers easily accessible data to aid in driving/differentiating instruction

- Provide teachers/students with easily accessible technology tools to prepare them for 21st century college/career success

Additional Nonfiction Texts:

- Classroom sets of various, high-interest, informational, leveled texts aligned with science/ss CCGPS in K-3 **(in progress)**

Texts will aid teachers in:

- Modeling reading/fluency/comprehension strategies

- Providing a variety of texts for building vocabulary/background knowledge

- Promoting student engagement through self-selection

- Promoting higher-order thinking skills through a wider range of text complexity

- Providing students from disadvantaged backgrounds opportunities to engage in texts that are otherwise unavailable.

Available Resources

Library Resources

Crisp County Primary School's media center houses approximately 24,948 books (average © 1995). Nonfiction, biography, and reference sections comprise 37% of the collection and fiction 63%. This total collection averages 18 books per student. The libraries we plan to purchase with funds from this grant will help to bridge the gap in our nonfiction collection. CCPS utilizes the Accelerated Reader (AR) program as a motivational tool to engage children in reading while improving comprehension.

The media center has a total of five desktop computers, four for student/teacher use and one for media specialist use. The media center has a mobile, audio-visual station consisting of a laptop computer, LCD projector, DVD/VHS combo player, digital presenter and amplified speaker system. This station is used for meeting/training purposes.

Classroom Resources

- 3 student computers
- Teacher laptop
- Mimio
- LCD projector
- Speaker system
- Cd/tape player
- Digital presenter/Document camera

**Some classrooms also have vhs/dvd player, and/or a wireless slate

First, second, and third grade classrooms have sets of leveled texts from Scott

Foresman's Reading Street. In addition, a wide variety of literacy-based technology

resources exist. Four iPad carts (105 iPads) are available for checkout. In order to use

these devices for project based learning, we need to acquire enough for class sets so that

the resources will be available at students' point of need.

Computer Lab Resources

CCPS will have two computer labs where students engage in web-based programs

aligned with grade level curriculum.

Shared Resources

Software Licenses:

- Sylvan Dell eReader (76 titles with correlated teaching activities)

- World Book Early World of Learning

- BrainPop

- MoreStarfall.com

- Accelerated Reader

- Enchanted Learning

- Lexia Core5 Reading

Equipment:

Digital Camera	12	Digital VCR	5
Digital Voice Recorder	1	Digital Microscope	1
Duplicator (dvd/cd)	1	Digital Presenter/Mouse	3
DVD recorder	2	iPads	105

Student Response Systems	8 sets	Data-Vac 3	1
Overhead Projectors	2	Posterprinter	2
Hi-Fi Component System	1	Wireless Router	10
Scanner	1	Wireless Slates	39
SMART Table	1	Touch Screen	1
Laptops (outdated)	5		

Strategies

Current strategies that support literacy intervention and classroom practices:

- Learning Focused Schools strategies

- Small group instruction by interventionists

- Flexible grouping

- Tiered instruction

- Standards-based classroom practices

- Pervasive integration of literacy-rich opportunities through use of educational
  websites and co-teaching strategies

Strategies to be implemented as a result of Striving Readers funding:

- Daily sustained silent reading of a wide variety of high-interest, CCGPS-aligned,
  nonfiction texts

- Intense writing instruction

- Implementation of a universal screener

- Data guided, whole group instruction

- Data-guided, differentiated instruction **(in progress)**

- Digital outcome-based assessments

- Implementation of personalized, technology-based literacy program **(achieved)**

- CCGPS-aligned cross-curricular writing **(in progress)**

- Explicit instruction/practice in phonics, vocabulary, and comprehension

How proposed technology purchases will support the following:

RTI

Currently no universal screener exists for identifying students who require tiered interventions. Lexia Core 5 is being implemented to help guide tiered intervention. This grant will provide funds to purchase a screener, train our staff, and better meet the needs of all students.

Student Engagement

Additional mobile devices are needed to allow consistent, seamless integration of technology-based lessons in our classrooms. We will provide training in effectively integrating digital technology in literacy instruction to motivate/engage all learners. We have recently contracted with our local RESA to provide IT training on a weekly basis.

Instructional Practices

Our staff rated the need for training in implementing technology-integrated lessons across the curriculum as their top professional development need. We will provide training in effectively integrating digital technology in literacy instruction to motivate and engage all learners.

We must provide our teachers with hardware, software, and training that will put disaggregated data at their fingertips, making it feasible for them to readily use pertinent information to make critical instructional decisions despite limited resources. All proposed technology will be necessary to make this happen.

Writing

Writing across content areas is a must with CCGPS implementation. Students should be given opportunities to publish work in digital formats as well as paper/pencil. To become college and career ready in today's society, we plan to provide these opportunities beginning at a young age to promote success in life. Updated computers **(in progress)**, software, and the addition of mobile labs are needed to allow these opportunities.

Clear Alignment Plan for Striving Readers and All Other Funding

The chart below shows use of existing funds. The Striving Readers grant will afford us the opportunity to purchase additional resources and provide extensive, ongoing literacy-based professional development for all staff.

	Striving Readers Funding	**Other Funding Sources**
Professional Learning	Literacy professional learning consultant fees, conferences, stipends, trainings	Title II, Part A, Title 1 Part A, Title V1B
Technology	Technology resources including software and hardware	Technology – Title II, Part D; SPLOST IV

Literacy Materials for Tier II, III, and IV **(achieved)**	Personalized technology-based program that includes diagnostic assessments and multiple-entry points	Title 1 Part A
Literacy Assessment	Comprehensive Literacy Assessment comprised of diagnostic screener and progress monitoring	Title I, Part A; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA, Part B
Print Materials **(in progress)**	Print materials: media, classroom libraries, PL books	Title I, Part A; Title VI

Crisp County Primary
Professional Learning Strategies Identified on the Basis of Documented Needs

Overarching Goal: Improve Literacy Instruction Through PL

PL	Attending	Duration	Format
RESA Day/ Media Specialist	2	Twice	Speakers, Activities
RESA Differentiated Reading Instruction	5	3 days	Speaker, Activities
Math Conference	2	3 days	Sessions conducted by teachers, writers, and professors
Social Studies Conference	2	3 days	Sessions conducted by teachers, writers, and professors
Science Conference	2	3 days	Sessions conducted by teachers, writers, and professors
English Conference	2	3 days	Sessions conducted by teachers, writers, and professors
Core Reading Program (1st grade)	15	1 day	Speaker, Activities
Standards Based Instruction	7	2 days	Speaker, Activities
Writing Across the Curriculum	2	10 days	Trainer, Activities
Lexia Core 5	All certified staff	1 day	Speakers, PowerPoint
Symphony Math	All certified staff	1 day	Speakers, PowerPoint
Track My Progress	All certified staff	1 day	Speakers, PowerPoint
Technology Conference	3	3 days	Sessions conducted by teachers, administrators, tech specialists, and professors

District Plan:

The success of the SRG will ultimately depend on our district's ability to change teacher behavior as a result of PL. In order to develop the best potential for success, leadership will develop a comprehensive PL plan focused on the recommendations of the GLTF, 2010-2011. The district leadership staff will work with the SRG team to ensure that on-going purposeful, differentiated PL is planned at each school and extends both horizontally and vertically across the community birth-to-12th grade by: ("The Why" p 154).

PL for Leaders

- Because of a variety and complexity of issues that affect current levels of reading proficiency among adolescents, all leaders will participate in the comprehensive effort of district-level and school level changes that may include the following: policy changes, improved assessments, more efficient school organization, more involved effective leadership, and extensive PL as outlined in our SRG application ("The Why" p 156).
- All leaders will participate in grant sponsored learning through GaDOE.
- All leaders will participate in the District Literacy Leadership team and will have the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire expertise ("The Why" p 156).

PL for Teachers

In an effort to fully implement Georgia's Literacy Plan, the following best practices will be implemented over the course of the 5 year grant application.

- Develop mentoring programs at each school
- Providing face-to-face PL and literacy on-site with our DLT and consultants as well as off-site conferences and training.
- Providing direct teacher support through webinars, ETCs, and Video Conferencing
  - Implement monthly "problem/solution" series that is school and issue specific that identify obstacles to teaching and begin to build the capacity to address these through modeling or video sequence
  - Provide instruction in when to select specific strategies and how to implement those strategies effectively
- Maximize the effect of excellent instruction by
  - Establishing a model classroom and providing opportunities for teacher to visit it
  - Videotaping classrooms implementing the CCGPS modules created through the Gates Grant (see Section 8.E.)
  - Videotaping instructional sequences to be posted online

o Schools/districts should commit to dedicating sufficient PL in literacy days in the school calendar

The School Plan:

Ongoing PL	Attendees:
Collaboratives	Teachers, Academic Coaches, and Principal
Grade Level Meetings	Teachers and Academic Coaches
Edmodo (Learning Management System)	9
Writing Across the Curriculum	Teachers and Academic Coaches
TKES	Certified staff
LKES	Administrators
Integrating Technology into Classroom Instruction	Teachers, Media Specialists, and Academic Coaches
Standards Based Report Cards	Teachers and Academic Coaches

PL Need	Trainers	Participants	What	How	Why
Provide training in collection, analysis, and utilization of data to align and adjust instructional decisions	Data Team

Leadership Team | Faculty and staff | DIBELSNext IPI | Pre-planning, in-service day | Best practice is staff development that improves the learning of all students and uses disaggregated data to determine adult learning priorities, monitors progress, and helps sustain continuous improvement (WHY, p143) Teachers need intense PL on administering the screeners and then how to both interpret the data and determine the best course of instructional action (WHY, p24)

Best practices state that substantiated |

			CCGPS training	Monthly grade-level collaboratives (3rd Tuesday)	academic growth will occur only when professionals receive ongoing targeted PL (WHY, p142).
			SLO training	Initial pre-planning training and ongoing training during monthly PL faculty meetings (1st Tuesday)	Georgia's literacy plan promotes the use of ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction. It is necessary to see how formative assessments enhance the overall picture of assessment (WHY, p95).

PL Need	Trainers	Participants	What	How	Why
Provide training in research-based practices for phonics, vocabulary, and comprehension	Leadership Team Curriculum Team	Faculty and staff	Phonics	Monthly grade-level collaboratives (3rd Tuesday)	According to the *Report of the National Reading Panel (2000),* there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (WHY, p64)
			Comprehension	In-service day for higher-order thinking and questioning techniques training by a reading expert	
			Vocabulary	Building Academic Vocabulary by Marzano and Pickering, book study during monthly PL faculty meetings (1st Tuesday)	Unless teachers intentionally focus on building vocabulary skills, the needs of these children may go unmet (WHY, p63). Through our needs assessment, we identified that 75% of our students do not live in print-rich environments.

PL Need	Trainers	Participants	What	How	Why
Provide training in effectively integrating digital technology in literacy instruction to motivate and engage all learners. **(in progress)**	Technology team RESA Consultant	Faculty and staff	Ensure teachers are comfortable with seamlessly integrating technology on a daily basis Best practices include site-based support for faculty and staff (WHAT, p13)	In-service and ongoing with teachers • presenting technology rich lessons at grade level meetings • observing best practices in coworkers classrooms	Student motivation and engagement Engagement, motivation, and support of self-direction through digital formats. (WHY, p67)

PL Need	Trainers	Participants	What	How	Why
Provide training to data teams	Service providers from hardware/software	Data team	Train data teams to frequently analyze results of formative	Summer in-service training	Research has clearly established the difficulties of

			assessments to ensure that students are progressing or adjusting instruction to match their needs (WHAT, p11)		
companies Hired Expert					remediating children's reading skills after grade three. It has been proven recurrently that prevention is by far the better alternative. Detecting potential problems screening, keeping the complications in mind, is essential to ensuring that all Georgia's children will get the support that they need (WHY, p101)

PL Need	Trainers	Participants	What	How	Why
Data team will train teachers to effectively use data to differentiate instruction.	Data Teams	Faculty and staff	Interpreting and analyzing data from assessments Utilizing data to drive instructional	Monthly grade-level collaboratives (3rd Tuesday) Weekly RTI meetings	Data must be understood by school personnel in order for it to drive instruction (WHY, p96)

			decisions		The Georgia Literacy Plan requires that information from the school data team be used to inform the RTI process. (WHAT, p11)

Process for determining effectiveness:
Effective PL results in improved student performance and achievement. Data states that teacher expertise has the greatest impact on student achievement. We will analyze the following performance indicators to measure effectiveness using a top-down approach:

- school-wide formative assessments
- cohort achievement from state longitudinal data system
- student learning objective outcomes by grade
- SLO outcomes by classroom
- SLO outcomes by subgroup
- individual SLO outcomes

Method of measuring effectiveness:

- post-PL surveys
- administrative walk-throughs
- data teams will report effectiveness as observed by student achievement
- Teacher KEYS will provide detailed reporting of effectiveness through a variety of methods
- Student surveys of perceived effectiveness will be administered

<div align="center">**Crisp County Primary School**</div>

<div align="center">**Sustainability Plan**</div>

Sustainability of this grant will be our highest priority. District leaders will work with school

literacy teams to ensure that resources, materials, and training is available to guarantee that

Georgia's Literacy Plan if fully implemented in all Crisp County Schools. Attention to both

horizontal and vertical alignment, transition of information, understanding of assessments, and

continuity of services will be a high priority. The district will work with schools to develop

protocols, schedules, assessments, RTI processes, fiscal processes, and sustainability plans. To

read more about our plan to expand the lessons learned please see Building Block 1C.

Extension Beyond Grant

	Striving Readers Funding	Other Funding Sources
Professional learning	Intensive, aligned PL for all SRG teachers on interventions, best practices, instructional technology	Title I, Local School, System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title I, Local School, QBE
Assessments	New assessments for literacy outlined in the SRG.	State, Title I, Rural VIB
RTI Support	Technology tools and resources for Tiers 2, 3, 4	Title I, Title VIB, Local School, QBE
Instructional Technology	Professional Learning, software and hardware	RESA Collaborative
Community Outreach	SRG updates to parents/families via	Title I, Local School, QBE, and Title VIB Rural

	website, school newsletters, newspaper, social media, and Family Literacy Nights	

Community Partnerships

We will continue to develop community partnerships as outlined in Building Block I.F.of our Literacy Plan. We will continually look for opportunities to engage the community to assist with the funding of initiatives requiring yearly cost commitment to sustain the SRG after the end of the grant period.

New Employee Induction

As new teachers enter the building, they will be paired with mentor teachers who guide, support, and encourage them as they become familiar with our literacy strategies and practices. When possible, we will videotape training sessions that model research-based practices. A warehouse of best practices including SRG resources and local training resources will be incorporated into the PL program for Crisp County teachers and staff. For more information see Building Block 6.

Sustainability of PL

Sharing ideas and data regarding curriculum, instruction, and assessment is the beginning of our becoming better educators. Redelivery will take place during grade level meetings, collaboratives, and/or faculty meetings. The principal will continually identified leaders for succession to ensure sustainability. For more information please see the Professional Learning Strategy section of our application.

Multiple opportunities are provided throughout the year for teachers to share new ideas and practices (Team Collaboratives, Summer Literacy Academies, etc). These opportunities will

continue to weave a web of collaboration and support as we work together to ensure learning for all. Our DLT will stay abreast of new strategies and redeliver to all teachers including new hires.

Sustainability of Practices:

Annual needs assessment inventories will ensure that we are continuing to provide the training that our teachers need. Local and state funds will be used to finance these trainings. Any software license renewals will be funded through the local technology budget. Replacement costs incurred from loss or damage to texts purchased for classroom libraries will come from the local media budget and supplemented, if necessary, by the PTO. Evaluation tools for ensuring sustainability will include surveys (teachers/students/parents), teacher interviews, classroom observations, and analyses of assessment data.

Sustainability of Equipment:

Our school will sustain technology purchased with SRG funds and maintain by our media specialist and technology staff and continue to provide technical assistance and maintenance. Equipment and software will be evaluated on effectiveness for curriculum and data needs. Irreparable hardware/software will be replaced using media funds, PTO contributions and/or available TITLE and SPLOST funds.

Crisp County Primary
Budget Summary

The overarching need of the SRCL grant is to improve literacy instruction and literacy based outcomes at Crisp County Primary School. The CCPS Striving Readers Literacy Grant has focused on four goals.

- Goal 1: Provide current, meaningful research-based professional learning to all staff

- Goal 2: Institute data-driven practices

- Goal 3: Provide up-to-date hardware and software for literacy instruction and student practice

- Goal 4: Provide rich non-fiction literacy materials aligned to the CCGPS

Considering the data studied and the literacy plan that was created, we believe that with the assistance of the Striving Reader Literacy Grant funds, we can move from operational to fully operational and provide "gold standard" literacy instruction for all of our students. This will ensure that students who graduate from Crisp County are college and career ready.

Funds requested by Crisp County Primary School

Professional Development Trainings/Conferences, Travel Expenses, Stipends	$440,700
Assessments	$ 9,300
4 Mobile Learning Labs	$85,000
Non-fiction classroom libraries and professional learning library resources	$ 45,000
TOTAL	$596,700

Budget based on $459.69 per student.