

# School Profile

Created Monday, October 20, 2014

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## Page 1

### School Information

System Name:	Floyd County Schools
School or Center Name:	Pepperell Primary School
System ID	0657
School ID	4054

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Name:	Carmen Jones
Position:	Principal
Phone:	706-236-1835
Email:	cjones@floyddboc.net

### School contact information

(the persons with rights to work on the application)

Name:	stephanie Montgomery
Position:	teacher
Phone:	706-236-1855
Email:	smontgomery@floydboe.net

### Grades represented in the building

example pre-k to 6

pre-k to 2

### Number of Teachers in School

28

### FTE Enrollment

393

# Grant Assurances

Created Monday, October 20, 2014

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## Page 1

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

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

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

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- Yes
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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.

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

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

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

- 
- Yes
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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
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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
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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
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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.

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- Yes
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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
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# Preliminary Application Requirements

Created Monday, October 20, 2014

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## Page 1

Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 4](#)

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

- 
- Yes
- 

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 4](#)

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

- 
- Yes
- 

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to [jmorrill@doe.k12.ga.us](mailto: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.

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• I Agree

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## **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.

## Conflict of Interest & Disclosure Policy

- 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.

## Conflict of Interest & Disclosure Policy

- 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.

Conflict of Interest & Disclosure Policy

**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)**

Mr. Chris Toles, Director of Finance

\_\_\_\_\_  
**Typed Name of Fiscal Agency Head and Position Title**

10/20/2014

\_\_\_\_\_  
**Date**



\_\_\_\_\_  
**Signature of Applicant's Authorized Agency Head (required)**

Dr. Jeff McDaniel, Superintendent

\_\_\_\_\_  
**Typed Name of Applicant's Authorized Agency Head and Position Title**

10/20/2014

\_\_\_\_\_  
**Date**

N/A

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

N/A

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

\_\_\_\_\_  
**Date (if applicable)**

# Fiscal Agent Memo of Understanding

The application is the project implementation plan, 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: Terri E. Snelling

Position/Title of Fiscal Agent's Contact Person: Director of School Improvement

Address: 600 Riverside Parkway, N.E.

City: Rome Zip: 30161-2938

Telephone: ( 706 ) 234-1031, ext. 7123 Fax: ( 706 ) 236-1824

E-mail: tsnelling@floydboe.net



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

Dr. Jeff McDaniel, Superintendent

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

10/20/14

**Date (required)**

**District Narrative**

Floyd County Schools (FCS) is a rural school system located in Northwest Georgia. FCS serves 10, 022 students in 19 schools: four primary schools, seven elementary, four middle and four high schools. Additionally, the FCS’ College and Career Academy (CCA) provides pathway and academic courses for students in grades 11 and 12. Floyd County Schools was granted charter system status by the GADOE during the 2010-2011 school year. This has enabled FCS to implement innovative practices, and provided opportunities for Local School Governance Teams (LSGT) to be involved in the decision-making process. The system’s mission statement, *Destination Graduation...for every child*, speaks to FCS’ commitment to ensure all students graduate and are prepared to be successful in college and/or in a career.

The chart below provides the demographics for Floyd County Schools. An asterisk denotes Title I schools.

School	Grades	Enrollment	% White	% Black	% Hispanic	% Other
Armuchee High *	9-12	588	93%	3%	2%	2%
Coosa High *	9-12	743	71%	9%	16%	4%
Model High *	9-12	688	87%	7%	3%	3%
Pepperell High *	9-12	831	82%	7%	7%	4%
Armuchee Middle	6-8	467	89%	4%	3%	4%
Coosa Middle	6-8	616	63%	11%	20%	6%
Model Middle	6-8	517	85%	7%	3%	5%
Pepperell Middle	6-8	728	84%	5%	8%	3%
Alto Park Elementary *	PK-5	473	54%	9%	32%	5%
Armuchee Elementary	3-5	397	86%	6%	4%	4%

Pepperell Primary School

Floyd County Schools

Cave Spring Elementary *	PK-5	236	95%	2%	0%	3%
Garden Lakes Elementary *	PK-5	630	65%	13%	17%	5%
Glenwood Primary	PK-2	505	88%	3%	4%	5%
Johnson Elementary	PK-5	573	84%	9%	3%	4%
McHenry Primary *	PK-2	207	56%	15%	16%	13%
Midway Primary *	PK-2	238	89%	3%	2%	6%
Model Elementary *	PK-5	539	92%	2%	4%	2%
Pepperell Primary *	PK-2	382	88%	3%	5%	4%
Pepperell Elementary *	3-5	664	81%	8%	7%	4%
<b>TOTAL</b>		<b>10,022</b>	<b>81%</b>	<b>7%</b>	<b>8%</b>	<b>5%</b>

**Special Populations**

FCS serves the following percent of students in special programs: 41% EIP, 10% Gifted, 16% Students with Disabilities, 3% ESOL, 4% PK (418 slots in 19 classes). Of those, 60% of FCS students are eligible for free or reduced meals.

The SRCL grant application will reflect the needs and demographics of the Pepperell attendance area. The chart below provides special populations data in all Pepperell schools.

Pepperell Area Schools	Enrollment	Free/Reduced Meals	Students with Disabilities	ESOL Students	EIP Students	Gifted Students
Midway Primary *	238	63%	11%	1%	41%	1%
McHenry Primary	207	85%	27%	11%	37%	1%
Pepperell Primary	383	74%	8%	6%	40%	4%

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Floyd County Schools

Pepperell Elementary	664	71%	19%	6%	24%	10%
Pepperell Middle	728	65%	19%	4%	N/A	16%
Pepperell High	831	60%	16%	2%	N/A	20%
<b>Totals</b>	<b>3051</b>	<b>70%</b>	<b>17%</b>	<b>5%</b>	<b>36%</b>	<b>9%</b>

\* At the end of the FY15 school year, **Midway Primary School** will be closed, due to the construction of a highway. Midway students and staff will go to McHenry Primary or Pepperell Primary. For the SRCL application, Midway’s data will be included in both the McHenry Primary and Pepperell Primary Literacy Action Plan.

**Current Priorities**

Below is a list of current system priorities:

- Increase system graduation rate
- Create a K-12 Literacy Plan to reflect rigorous literacy practices
- Provide high-quality professional learning based on assessment analysis to ensure teachers understand/apply elements of effective literacy instruction
- Implement effective interventions at all levels to ensure the literacy needs of all students are being met
- Monitor progress of all students through school-based data teams
- Increase the percent of students who exceed expectations on Georgia Milestones assessments
- Increase student access to a variety of texts
- Expand technology usage with all students
- Strengthen existing and create partnerships among schools, early literacy programs, and community organizations to improve literacy for all children
- Communicate with parents and stakeholders frequently and consistently



**Strategic Planning**

The district’s five-year strategic plan provides the framework and expectations for the system and school improvement process. The district plan guides the process by which schools develop their school improvement plans. All school improvement plans are aligned with the district plan goals, and include annual performance goals, objectives, professional learning and resources with input obtained from stakeholders.

**Current Management Structure**

The FCS is a Georgia Charter System approved by the GADOE during the 2010-2011 school year. Since, FCS transitioned from a traditional governance and management structure to one in which innovation is valued and decisions are made collaboratively, involving LSGT, the LSCC, and all stakeholders.

**Past Instructional Initiatives**

Floyd County has implemented a variety of initiatives in which autonomy and flexibility was given to implement instructional designs, core programs, strategies, and intervention materials. While a variety of strategies and best practices are needed to address the needs of all learners, the level of flexibility has contributed to a lack of continuity across grade levels and content areas.

The list below represents past instructional initiatives:

<ul style="list-style-type: none"><li>● Learning-Focused Schools</li><li>● High Schools That Work</li><li>● Distance Learning</li><li>● Graduation Coaches</li><li>● Graduation Interventionists</li><li>● Teachers as Advisors</li><li>● Reading and Writing Workshop</li></ul>	<ul style="list-style-type: none"><li>● Standards-Based Classrooms</li><li>● Differentiated Instruction</li><li>● Assessment for Learning</li><li>● TKES/LKES Process</li><li>● RtI</li><li>● Technology Integration</li><li>● Study Island</li></ul>
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<ul style="list-style-type: none"> <li>● Saxon Phonics</li> <li>● Scott Foresman Reading Program</li> <li>● Jack and Jilly Reading</li> <li>● SRA Reading Program</li> <li>● Phonological Awareness Instruction</li> <li>● Guided Reading and Writing</li> <li>● Six-Trait Writing</li> <li>● Lucy Calkins Writing</li> <li>● Comprehension Toolkit</li> <li>● Florida Center for Reading Research</li> <li>● Shurley English</li> <li>● Project-Based Learning</li> <li>● Thinking Maps</li> <li>● DIBELS Next</li> <li>● AIMSWeb Math</li> </ul>	<ul style="list-style-type: none"> <li>● Bring our Own Technology</li> <li>● Flip-Classroom</li> <li>● FIP Modules</li> <li>● SLDS</li> <li>● Reading Endorsement</li> <li>● Gifted Endorsement</li> <li>● ESOL Endorsement</li> <li>● Math and Science Partnership (MSP)</li> <li>● Engage NY Math</li> <li>● STAR Reading</li> <li>● STAR Math</li> <li>● Accelerated Reader</li> <li>● Reading Counts</li> <li>● Reading Mastery</li> <li>● Corrective Reading</li> </ul>
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**Literacy Curriculum**

The K-12 literacy curriculum is based on Common Core Georgia Performance Standards (CCGPS). These standards encompass foundational literacy skills such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing and conventions. The K-5 literacy curriculum is supported by the SRA *ImagineIt!* reading program. At the middle and high school level, state and locally developed units are being implemented.

**District Literacy Assessment Program**

Floyd County Schools utilize local and state assessments to monitor student literacy progress. Local assessments include: Phonological Awareness (K), DIBELS Next (K-5),

AIMSweb Math (K-5), Edmentum ACCUCESS (6-8), STAR Reading (3-12). State assessments include: GKIDS-R, GAA, ACCESS, and Georgia Milestones.

### **Need for Striving Reader Project**

Though a high percentage of Floyd County students meet minimum performance expectations, students historically fall below the state in the percent scoring in the highest performance level on state assessments. In addition, though science and social studies scores show improvements, trends in performance indicate a critical need to incorporate literacy instruction across all content areas. A priority on integrating literacy across the curriculum will require focused professional learning and appropriate, up-to-date materials.

As a result of budget constraints, the purchase of new text materials has been limited. Many of the texts are outdated and no longer align to Georgia standards. In addition, lack of funding delayed technology purchases needed to engage and maximize academic opportunities for FCS' 21st century learners. Funding from the SRCL Grant will be used for resources and professional learning for all schools in the Pepperell attendance area.

## District Management Plan, Key Personnel and District Support

*Addresses Scoring Rubric a), e), and f)*

The decision to apply for Georgia’s Striving Reader Comprehensive Literacy Grant was made by the Pepperell area stakeholders with support from system-level leadership. System and school leaders recognize the critical need to provide quality professional learning and resources to improve literacy instruction in all Pepperell schools. The district is committed to providing on-going support to all schools applying for the SRCL grant. Below is a list of meeting dates scheduled to provide assistance for developing school grant applications:

- September 26, 30
- October 8, 22, 29, 30 31
- November 9, 11, 13, 19, 24, 25
- December 2, 3

### Grant Administration and Supervision

*Addresses Scoring Rubric b), c), and d)*

Upon notification of the grant award, the SRCL coordinator will meet with the District Literacy Team to review responsibilities and the implementation timeline. The team members listed in the chart below will administer and supervise the implementation of the grant. Each understands the goals, objectives, and implementation requirements of the SRCL grant plans and will provide leadership and guidance throughout the grant cycle.

### District Literacy Team

Area of Responsibility	District Team Member
<u>District Team Leader</u> : oversee district literacy team to ensure effective	Tony Bethune, Chief of Academics

Floyd County Schools

implementation of the SRCL Grant	
<u>System-level Management</u> : manage system-level grant activities, coordinate professional learning, approve purchasing requests, maintain grant budget	Terri Snelling, Director of School Improvement
<u>School-level Management</u> : manage day-to-day school-level grant operations and activities	Jenni Cunningham - Principal McHenry Primary Carmen Jones - Principal Pepperell Primary Shelly Bell - Principal Pepperell Elementary Becky McCoy - Principal Pepperell Middle Phil Ray - Principal Pepperell High Dr. Dale Hamby - AP Pepperell High
<u>System Support</u> : provide support for SRCL grant implementation, including grant assessment and analysis of data  assist grant activities, facilitate professional learning and the work of school literacy teams and teachers	McCall Govignon, Director of Assessment Dr. April Childers, Director of Accountability Lee Kaylor, Data Facilitator  System-Level ELA Facilitator, TBA
<u>Finances</u> : oversee grant expenditure controls  approve grant budgets, complete state required reports  submit grant budget and reports in the Consolidated Application	Chris Toles, Director of Finance  Terri Snelling, Director of School Improvement Suzanne Clonts, Director of Federal Programs
<u>Grant Purchasing</u> : create purchase orders for grant materials, and maintain accurate records of orders	June Worthington, Department of Academics Assistant
<u>Technology</u> : organize technology purchases, installation, and technology related training	Craig Ellison, Director of Technology

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 Floyd County Schools

The District Literacy Team met regarding the grant process, which included completion of the needs assessment, data analysis to establish goals and objectives, review of Georgia's K-12 Literacy Plan and accompanying documents, and the development of school Literacy Plans.

Effective implementation of the projects will be monitored through regular school visits and scheduled meetings with the district literacy team. All purchases will follow the current process established for federal program expenditures. Internal reviews will be conducted to ensure budget and expenditure alignment throughout the implementation. The meetings related to successful implementation during year one are listed in the chart below.

<b>Year One Implementation Plan</b>	
February - May 2015	Review school literacy plans, develop year one detailed budgets, place orders for materials, plan summer training
June 2015	Conduct quarterly meetings with system literacy team, submit annual grant report
June - July, 2015	Coordinate and plan monthly professional learning for FY16, install new technology items
August 2015	Provide training on new technology
August - June 2015	Monitor Literacy Plan implementation at each school
September 2015	Conduct quarterly meetings with system literacy team
On-going in 2015	Attend training opportunities in literacy
May 2015	Complete year one surveys, submit required reports

### Experience of the Applicant

*Addresses Scoring Rubric a), b), c), and d)*

Floyd County Schools places tremendous effort on the budget planning process. Dr. Jeff McDaniel, Superintendent, works diligently with board members, system and school administrators, and system charter stakeholders to create and administer a budget that addresses areas based on available resources. Budget spending is monitored and analyzed by the finance department and updates are presented monthly to the Board of Education. An in-depth internal budget analysis is conducted at the end of each year to identify expenditures that could be reduced or cut in order to maximize revenues.

The system undergoes an annual audit conducted by the Georgia Department of Audits. The chart below summarizes the last three years of FCS’ successful experience with initiatives and funded programs:

<b>Fiscal Year</b>	<b>Grant/Project Name</b>	<b>Funded Amount</b>	<b>Audit Yes or No</b>	<b>Audit Findings</b>
FY14	Title I	2,215,442	Yes	No
	Title II-A	353,391	Yes	No
	Title III	57,204	Yes	No
	Title VI-B	2,677,241	Yes	No
	Georgia Pre-K	1,484,905	Yes	No
FY 13	Title I	2,344,860	Yes	No
	Title II-A	400,207	Yes	No

Floyd County Schools

	Title II-B (MSP-Second Grant Award, Year 2)	674,747	Yes	No
	Title III	57,884	Yes	No
	Title VI-B	2,509,618	Yes	No
	Georgia Pre-K	1,518,482	Yes	No
FY12	Title I	2,560,701	Yes	No
	Title II-A	395,796	Yes	No
	Title II-B (MSP-Second Grant Award, Year 1)	598,810	Yes	No
	Title III	80,494	Yes	No
	Title VI-B	2,543,770	Yes	No
	Georgia PreK	1,429,775	Yes	No

**Description of the LEA’s Capacity to Coordinate Resources in the Past**

As evidenced above, millions of dollars from state, federal, and grant funds are coordinated each year under the direction of the Superintendent and other system leaders. The initiatives implemented by the SRCL Grant will continue to be supported through state and/or federal funds as a commitment of the district’s leadership.

**Description of Sustainability of Past Initiatives**

Floyd County Schools has effectively initiated and sustained past initiatives by setting priorities for spending, coordinating services and resources, and adhering to specified guidelines of program and grant funds. Since 2010, FCS has lost more than 47 million dollars due to state austerity cuts. Despite this loss, FCS has remained committed to sustaining initiatives that provide students with a quality, well-rounded education. Examples of initiatives that lack



Floyd County Schools

full-funding, but have been sustained by FCS are:

- art, music, and physical education teachers provided in every school
- student to teacher ratios at or below state averages
- Bright From the Start Pre-K Program
- counselors provided in every school
- school social workers
- access to school nurses

These programs and initiatives, along with many others, are vital contributors to the academic, social, and emotional growth of FCS students.

**Initiatives Implemented Internally With No Outside Funding Support**

FCS is committed to continuous improvement and high academic expectations for students. The following is a list of initiatives implemented internally without outside funding:

- Art, Music, and Physical Education Programs in All Schools - these programs are available in every school
- Armuchee and Model Education Foundation - two of the four attendance areas have active foundations
- Instructional Programs and Materials - some purchased with local school funds
- Y.M.C.A. Educational Program - made available for at-risk students
- Tutorial Programs for At-Risk Students - through Berry and Shorter College partnerships

## **Pepperell Primary School**

### **School History**

Pepperell Primary School (PPS) is located in the southeastern region of Floyd County in Northwest Georgia. The school was named for Pepperell Manufacturing Company. This mill served as the main employer of the Lindale community until September 2000. This information is pertinent to the current socioeconomic status of the school community.

Pepperell Primary School evolved from a school housed in a private home with one hundred twenty-five students in grades one through nine, to the present school with an enrollment of three hundred eighty-two students in grades pre-kindergarten through grade two. The transition from an elementary school housing pre-kindergarten through grade five to a pre-kindergarten through grade three primary school took place in 1998 when grades four and five transitioned to the new Pepperell Elementary School facility. The third grade transitioned to Pepperell Elementary School at the end of the 2013-2014 school year.

The Pepperell schools have a rich tradition of providing quality educational programs and services for all students. Parent engagement coupled with a professional, highly qualified staff assures that a strong educational foundation is built for every child.

The changing socioeconomic status (SES) continues to create challenges throughout the school community. The free and reduced lunch ratio has increased from 50% in 2005 to the current free and reduced lunch ratio of 74 % in 2014. With this increase comes the challenge to provide additional resources and support to our students and families who are living below the poverty level.

Current data indicates that 197 out of the 382 students enrolled did not attend a head start or prekindergarten program prior to entering kindergarten. A correlation between the students with no previous educational experience and data collected from kindergarten screening scores indicates that these students enter kindergarten with deficits in emergent reading and math skills when compared to their peers who attended a preschool program.

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Floyd County Schools

The mission to assure that each child who enters Pepperell Primary School is equipped with foundational skills to support the child as the journey to high school graduation begins is a mission that is embraced by all Pepperell Primary School staff members.

**Student Demographics**

The table below provides Pepperell Primary’s demographics and special populations, as compared to Floyd County Schools:

<b>Population</b>	<b>Pepperell Primary</b>	<b>Floyd County</b>
White	88%	81%
Black	3%	6%
Hispanic	5%	8%
Other	4%	5%
Economically Disadvantaged	74%	59%
ESOL Served	6%	3%
Students with Disabilities	8%	15%
Gifted Served	4%	12%
EIP Served	40%	16%

**School Administrative and Leadership Team**

The PPS leadership team meets on a regular basis to discuss school concerns, effective instructional practices, school wide issues, stakeholder involvement, and student data. Team members are representative of the school as a whole and have the responsibility of providing a link between the Leadership Team and school staff. The table below provides a list of the PPS Leadership Team:

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Floyd County Schools

Leadership Team Member	School Role
Carmen Jones	Principal
Lynne Andrews	Assistant Principal
Margaret Bagwell	Instructional Lead Teacher
Kathy Pence	Kindergarten Teacher
Bonnie Rampley	First Grade Teacher
Amy Anderson	Second Grade Teacher
Elizabeth Chambers	Special Education Resource Teacher

**Past Instructional Initiatives**

Pepperell Primary teachers have implemented numerous literacy initiatives in recent years in an effort to increase student achievement in literacy. A complete listing of these initiatives can be found in the District Narrative. While the focus has been to identify initiatives that would ensure academic success for our students, we recognize our efforts have not increased student achievement to desired or expected levels. Our school and system have been initiative-rich, yet results-poor in preparing all students for the rigor of CCGPS. Due to budgetary constraints, sustainability of initiatives has been a challenge. As new teachers have been hired, training that was provided for initial implementations has not been available. Therefore, implementation with fidelity is a concern. Pepperell Primary recognizes the need for a consistent and systematic instructional initiative for literacy.

**Current Instructional Initiatives**

PPS has followed the system’s lead and is currently in year two of implementing SRA/McGraw-Hill’s *Imagine It* as the core reading program. Although this is a evidence-based

Floyd County Schools

program, designed to meet the literacy needs of all students, DIBELS Next data indicates instructional gaps within the program that need immediate attention. PPS teachers recognize the need for a wider variety of student texts, a standards-based writing component, and consistency of best practices in literacy instruction across all grade levels.

**Professional Learning Needs**

Professional learning needs at Pepperell Primary are guided by student achievement data and current instructional initiatives. The needs of faculty and staff are assessed on an annual basis and are referenced as action steps in the school improvement plan. Data from the literacy needs assessment indicates PPS teachers recognize the need for on-going professional learning to ensure consistency of practice across grade levels and content areas. As students' learning needs continue to change, professional learning needs for teachers will change. Funding from the SRCL grant will be utilized for professional learning that provides for continuity of best practices in literacy instruction.

**Need for Striving Reader Project**

Due to the high population of poverty students enrolled at Pepperell Primary, our school is identified as a Title I school. Title I funds have been utilized to purchase literacy materials for PPS in years past. However, due to recent budget constraints and a decline in student enrollment, these funds have decreased as compared to previous years. As a result of, the continuity of sustainable professional learning and instructional resources has suffered.

Due to financial hardships across Floyd County Schools, the after school tutorial program has also been reduced, and Intersession and summer school programs have been removed from the system calendar. The reduction in spending has also delayed the system's ability to adopt up-to-date text materials. Some schools have utilized federal or locally raised funds to purchase core and supplemental materials for instructional initiatives. With the growing transient population across Floyd County, there is a critical need not only for the consistency of core programs, but also diagnostic assessments and intervention materials across the system. Our teachers acknowledge the benefits of and the need to provide consistent and sustainable

programs.

## **Needs Assessment, Concerns, and Root Cause Analysis**

### **Needs Assessment Process**

*Addresses Scoring Rubric Elements: a), b), d), e)*

In order to receive input from the faculty and staff at Pepperell Primary School, a literacy needs assessment survey was generated and distributed. All content and ancillary teachers including special education, art, music, P.E., media, and paraprofessionals completed an electronic survey which was created by the school system, using the Georgia Literacy Plan Needs Assessment for Literacy in Pre-Kindergarten to Grade 12.

In an effort to gain a deeper understanding of the literacy instruction taking place across all grade levels, teachers in the Pepperell area were asked to complete a follow-up survey. The follow-up survey yielded information about: resources and materials being utilized for core literacy instruction, resources and materials being utilized for interventions to support the RTI process, allocated time for literacy instruction, integration of technology, and recommendations from teachers on the resources and materials needed to meet the needs of students.

PPS' Literacy Team met to discuss the results of the literacy survey. Results were analyzed by grade level and/or content area from which the concerns originated. PPS also reviewed the following data, as part of the annual process for updating their SIP: AdvancEd survey data, CCRPI Data, SLDS Data, GKIDS, CRCT, 3rd Grade Writing, DIBELS, AIMSWeb, and attendance.

The team also reviewed the core components of the "What" document, which provides the research for best practices in literacy instruction. After a review of the research, the team generated a list of concerns that were shared with teachers to gain consensus on concerns to be addressed in the literacy plan.

**Concerns, and Root Cause Analysis**

*Addresses Scoring Rubric Elements: c), f)*

The following concerns were consistently evidenced in survey results, both in the needs assessment and the follow-up surveys. The additional data referenced above used in the school improvement process validated the concerns as identified through faculty and staff input.

**Concern #1 - There is a need for a shared literacy vision among administration, literacy team, media specialists, teachers, parents, and the community. These members must be competent advocates of promoting literacy skills across all content areas (The What, pg. 5-6; The Why, pg. 31; Building Block 1)**

**Root Causes:**

- The transition from GPS to CCGPS in the area of ELA has not been as clear and concise as with other curricular areas
- Lack of continuity in foundational literacy skills instruction, due to a variety of literacy initiatives over the years
- Lack of targeted and sustained professional learning in foundational literacy skills
- Lack of time for administrators to stay abreast of the latest literacy research

**Current Practice:**

- First full year of *ImagineIt!* implementation in all grades, K-2
- Efforts in place to ensure alignment of existing literacy resources and materials
- Title I parent meetings to assist parents in understanding early literacy skills and how they can assist their child at home
- Sharing of information in parent newsletters

**Data Analysis Notes for Concern #1:**

- 47% of staff indicated a need for a more active school literacy team
- 92% of staff agreed that support is needed for involving our community members in literacy initiatives
- The PPS Staff believes their administrator demonstrates a commitment to learn about and support evidenced-based literacy instruction



**Concern #2 - There is a need to develop, implement, and sustain a school-wide literacy instructional focus across all areas of the curriculum (The What, pg. 7; The Why, pg. 41; Building Block 4)**

**Root Causes:**

- Need for more informational texts to supplement reading program
- Lack of organized focus on teaching writing skills in the *ImagineIt!* program
- Need for professional learning in how to use literacy skills in reading and writing in content areas
- Lack of frequent opportunities for collaborative planning focused on literacy instruction

**Current Practice:**

- First full year of *ImagineIt!* implementation in all grades, K-2
- Efforts in place to ensure alignment of existing literacy resources and materials
- Focused efforts on providing more opportunities for students to hear and/or read informational texts

**Data Analysis Notes for Concern #2:**

- 61% of faculty and staff indicated a need for collaborative school teams to ensure a consistent literacy focus across the curriculum
- 84% of teachers stated they need additional professional learning in effectively integrating writing across the curriculum

**Concern #3 - Need for balanced assessment system to assist with interventions and differentiating instruction (The What, pg. 8-9, A-E; The Why, pg. 96; Building Block 3 )**

**Root Causes:**

- Lack of continuity in the use of data to drive instructional decisions
- Lack of understanding in data interpretation and use
- Need for systematic program to identify and monitor Lexile levels
- Lack of funding for an online management system to streamline administration, recording, and analysis of data
- Need for professional learning on the interpretation and effective use of

**Current Practice:**

- Use of DIBELS Next data to assist identifying appropriate interventions in reading
- Use of data from Phonological Awareness Assessment, administered in kindergarten once per month
- Through 2014, system-wide writing benchmarks by genre, aligned with the former Grade 5 Writing Assessment expectations
- Transitioning to system writing benchmarks at all grade levels that

Floyd County Schools

assessment data <ul style="list-style-type: none"> <li>● Inconsistent use of formative assessment practices system-wide</li> </ul>	require students to write in response to texts (oral prompt in K and 1)
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**Data Analysis Notes for Concern #3:**

- 45% of teachers feel formative assessments need to be administered regularly in each tier
- 47% of teachers identified a need for more clearly defined strategies and protocols for Tier 2 instruction

**Concern #4 - Need to provide quality, evidence-based materials, resources, and professional learning that are systematic, explicit, and aligned to the literacy standards in CCGPS (The What, pg. 9-10, A-C; The Why, pg. 53; Building Block 4)**

**Root Causes:**

- Lack of continuity in foundational literacy skills instruction, due to a variety of literacy initiatives over the years
- Need for continuity of materials and resources for differentiated instruction and interventions
- Need for targeted and systematic professional learning in differentiated strategies in literacy instruction
- Need for professional learning in integrating writing in the content areas

**Current Practice:**

- Implementation of *ImagineIt* as the core reading program
- Variety of resources and materials being utilized for differentiated instruction and tiered interventions

**Data Analysis Notes for Concern #4:**

- 66% of teachers indicated a need for additional professional learning in the explicit teaching reading and writing
- 92% of teachers see the need for writing instruction across all subject areas

**Concern #5 - Need for systematic response to intervention protocol, resources, implementation, and monitoring (The What, pg. 11-12, A-D; The Why, pg. 123; Building Block 5)**

**Root Causes:**

- Inadequate time and personnel to meet the intervention needs of all students
- Need for continuity in intervention resources and materials
- Need for professional learning in the implementation of intervention resources
- Need for intervention resources to be implemented with fidelity
- Need for professional learning in Tiered instruction and differentiation strategies as it relates to literacy instruction

**Current Practice:**

- The Student Support Team (SST) meets on an as-needed basis at each school
- Each school follows system-level written protocols for the SST process
- SST documents and folders are electronic and shared in Google docs
- Parents are involved in the SST process

**Data Analysis Notes for Concern #5:**

- 47% of PPS teachers identified the need for additional strategies and resources to meet the needs of students in Tier 2
- 31% of teachers indicated a need for formative assessments to identify effective literacy instruction in Tier 1

## Pepperell Primary Literacy Plan

The Literacy Plan was developed based on research in the “Why” document and utilized the “What” and “How” documents in order to create an implementable plan to improve literacy instruction at Pepperell Primary School.

### Building Block 1: Engaged Leadership

#### 1A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.

Faculty and staff at Pepperell Primary School recognize that for any school initiative to be successful, the leadership must lead and support the initiative. It is of utmost importance that leaders seek out and provide quality professional learning opportunities to ensure quality instruction. “Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers.” (The Why, p. 144)

The needs assessment survey indicated: 63% fully operational, and 34% operational. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Participate in professional learning in literacy (such as: <a href="http://www.comprehensivereadingsolutions.com/z-professional-development-for-principals/">http://www.comprehensivereadingsolutions.com/z-professional-development-for-principals/</a>) in order to support faculty and staff in implementing the initiatives of the SRCL grant application (How, p. 20)</p> <p>Schedule regular literacy observations to monitor use of literacy and instructional strategies in each content area as well as student engagement and learning</p>	<p>Provide professional learning based on student data and teacher needs <a href="http://www.comprehensivereadingsolutions.com/technology/">http://www.comprehensivereadingsolutions.com/technology/</a></p> <p>Conduct literacy walkthroughs to monitor use of literacy strategies, students engagement and learning.</p> <p>Schedule protected time for literacy and teacher collaboration</p>	<p>Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators. <a href="http://www.comprehensivereadingsolutions.com/book-studies/">http://www.comprehensivereadingsolutions.com/book-studies/</a> (How, p. 20)</p> <p>Provide time and support for staff to participate in job-embedded professional learning, coaching/mentoring, grade level meeting,</p>	<p>Provide opportunities for new staff and staff teaching in new content areas the necessary resources and training to support best practices in literacy instruction. <a href="http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/">http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</a></p> <p>Identify trained leaders to assist in the support of new staff and staff teaching in different/new content areas</p> <p>Continue to utilize the Literacy Team as a</p>

Floyd County Schools

<p><a href="https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing">https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing</a> (How, p. 21)</p>		<p>content area meetings focused on student work and achievement</p>	<p>resource for disseminating research based strategies for literacy instruction and ongoing professional development opportunities (How, p. 20)</p>
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**Building Block 1: Engaged Leadership**

**1B. A school literacy leadership team organized by the administrator is active.**

According to the “Why” document (p. 143), A strong, highly-trained Literacy Leadership Team comprises the core of this professional learning grant initiative. According to the NSDC (2001, para. 1), “staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.”

The needs assessment survey indicated: 18% fully operational, 34% operational, and 47% emergent. Based on the survey results, the school literacy team, led by the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Schedule and protect time for the work of the literacy team consisting of the following: Principal, Assistant Principal, Instructional Lead Teacher, 1 Teacher per Grade Level, 1 Special Education Representative (How, pg. 21)</p> <p>Work with the literacy team to analyze data using the <u>Literacy Observation Checklist</u> to develop a list of prioritized recommendations and goals for improvement. <a href="https://docs.google.com/a">https://docs.google.com/a</a></p>	<p>Ensure the use of research-based practices aligned with CCGPS <a href="https://www.georgiastandards.org/Common-Core/Pages/ELA-6-8.aspx">https://www.georgiastandards.org/Common-Core/Pages/ELA-6-8.aspx</a></p> <p>Provide professional learning and support for staff in addressing goals and needs addressed in teaching literacy in the content areas (How, p. 20) <a href="http://www.comprehensivereadingsolutions.com/sample-middle-school-unit/">http://www.comprehensivereadingsolutions.com/sample-middle-school-unit/</a></p>	<p>Prioritize identified students to be targeted for interventions or support using formative and summative assessment designed to strengthen the teaching of literacy across all content areas <a href="http://www.comprehensivereadingsolutions.com/assessment-grades-6-12/">http://www.comprehensivereadingsolutions.com/assessment-grades-6-12/</a></p>	<p>Update the School Improvement Plan yearly to reflect the changing goals, objectives, and needs based on student achievement results. (How, pg. 21); (Why, 118)</p> <p>Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS) (How, p. 21)</p> <p>Utilize the professional learning FIP modules for leaders and administrators to</p>

Floyd County Schools

<p><a href="http://floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing">/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing</a> (Why, p. 134)</p>			<p>strengthen and promote using formative and summative data to make instructional decisions <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx</a></p>
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**Building Block 1: Engaged Leadership**

**1C. The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5).**

Pepperell Primary School Administration, Literacy Team members, and staff recognize that there is a strong correlation between academic learning time, the quality of literacy instruction, and student achievement.

“Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time,” (The Why, pg. 58)

The needs assessment survey indicated: 39% fully operational and 61% operational. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Study scheduling options to include building intervention into the school schedule for each day. (What, p. 6); (How, p.23) <a href="http://www.comprehensivereadingsolutions.com/0planning-the-ela-block/">http://www.comprehensivereadingsolutions.com/0planning-the-ela-block/</a></p> <p>Protect time for collaborative planning teams within and across the content areas. (What, p. 6); (How, p. 23)</p> <p>Identify and eliminate</p>	<p>Ensure that teams meet for collaborative planning and examining student data/work during scheduled times (How, p. 22); (Why, p.104)</p> <p>Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas. (The What p.6, 10); (The How p.23) <a href="https://www.softchalkcloud.com/lesson/files/6Lew05u1vKGpqD/ps1079_ad">https://www.softchalkcloud.com/lesson/files/6Lew05u1vKGpqD/ps1079_ad</a></p>	<p>Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule, such as the following: <a href="http://www.scsk12.org/uf/TalentManagement/vlp/?page_id=196">http://www.scsk12.org/uf/TalentManagement/vlp/?page_id=196</a></p> <p>Utilize available resources to assist teachers in identifying opportunities for maximizing use of time in the existing schedule</p>	<p>Ensure that teams meet for collaborative planning and examining student data/work during scheduled times (Why, p. 96)</p> <p>Use technology to provide professional learning to all teachers. (How, p. 22) <a href="http://www.parconline.org/sites/parcc/files/pdmodules/module1/index.htm?Attempts=3&amp;W1=1662&amp;H1=884&amp;W2=1662&amp;H2=884&amp;W3=1662&amp;H3">http://www.parconline.org/sites/parcc/files/pdmodules/module1/index.htm?Attempts=3&amp;W1=1662&amp;H1=884&amp;W2=1662&amp;H2=884&amp;W3=1662&amp;H3</a></p>

Floyd County Schools

<p>inefficient use of student and faculty time within the schedule. (What, p.6); (How, p.23)</p>	<p><a href="#">olescentliteracy_rev2012.pdf</a></p> <p>Use protocols to examine student work. <a href="http://www.lasw.org/met_hods.html">http://www.lasw.org/met_hods.html</a> (How, p. 23); (Why, p.118)</p>		<p>=884</p> <p>Share professional learning at scheduled meetings with literacy team, grade level, and content area teams (How, p. 20)</p> <p>Utilize social media and online technology to share and promote students' achievement in literacy as a result of collaborative planning across content areas. (How, p.23) <a href="http://www.comprehensivereadingsolutions.com/technology/">http://www.comprehensivereadingsolutions.com/technology/</a></p>
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**Building Block 1: Engaged Leadership**

<p><b>1D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS)</b></p>
<p>Literacy instruction for students should extend beyond a single language arts period and be integrated in a subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes. (Biancorosa &amp; Snow, 2006, p. 20). (Why p. 58)</p>
<p>The needs assessment survey indicated: 24% fully operational, 68% operational, 5% emergent, and 3% not addressed. Based on the survey results, the administrator will:</p>

Planning	Implementing	Expanding	Sustaining
<p>Survey strengths and needs for improvement by evaluating the school's culture and current practices using observation tools/checklists (The Literacy Observation Checklist)</p>	<p>Utilize all staff to support literacy instruction (How, pg. 25)</p> <p>Ensure that teachers provide meaningful opportunities for students to write, speak, and listen</p>	<p>Incorporate technologies to more creatively and effectively support stakeholder engagement (How, pg. 25) <a href="http://www.comprehensivereadingsolutions.com/technology/">http://www.comprehensivereadingsolutions.com/technology/</a></p>	<p>Maintain the focus (fiscal and instructional) on literacy development even when faced with competing initiatives</p> <p>Include academic supports such as tutoring, co-curricular activities,</p>

Floyd County Schools

<p>(What, pg.5); (How, pg.24)  <a href="https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing">https://docs.google.com/a/floydboe.net/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pto3-W244cW9Gy3W0/edit?usp=sharing</a></p> <p>Plan for targeted professional learning for the staff on literacy strategies and deep content knowledge.                  (Why, pg. 26, 37, 43, 44, 65, 66); (What, pg. 6); (How, pg. 24)  <a href="http://www.comprehensivereadingsolutions.com/academic-language/">http://www.comprehensivereadingsolutions.com/academic-language/</a></p>	<p>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 (How, p. 20)</p> <p>Participate in state-sponsored webinars to increase understanding and implementation of CCGPS across content areas. (Why, pg. 85)  <a href="https://www.georgiastandards.org/standards/Pages/BrowseStandards/GPS_by_Grade_Level_K-8.aspx">https://www.georgiastandards.org/standards/Pages/BrowseStandards/GPS_by_Grade_Level_K-8.aspx</a></p>	<p>Provide English language services that extend beyond the classroom and writing topics</p> <p>Provide a literacy resource room for parents and caregivers in the school (How, p. 24)</p> <p>Provide parents and caregivers with links to websites that provide resources to strengthen literacy (How, p. 24)</p>	<p>online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning</p>
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**Building Block 1: Engaged Leadership**

**1E.Literacy instruction is optimized in all content areas.**

CCGPS holds educators across all content areas accountable for teaching literacy standards. Because of this, the staff at McHenry recognizes the need for further professional learning in the areas of instructional strategies for teaching literacy across the curriculum. “Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas” (The Why, p. 49).

The needs assessment survey indicated: 21% fully operational, 53% operational, 24% emergent, and 3% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
Identify research-based strategies and appropriate resources to support student learning of the	Require writing as an integral part of every class every day	Ensure the use of research-based strategies and appropriate resources to support student	Identify skills or knowledge that needs to be strengthened in the future for students to



Floyd County Schools

<p>CCGPS as well as for differentiated instruction through tiered tasks (How, p. 26)</p> <p>Identify appropriate strategies to help ELs meet English language proficiency standards.</p> <p>Identify or develop a systematic procedure for teaching academic vocabulary in all subjects.</p> <p>Create a plan to integrate literacy in all subjects as articulated within CCGPS.</p> <p>Provide professional learning on:</p> <ul style="list-style-type: none"> <li>- Incorporating the use of literature in content areas</li> <li>- Writing instruction (narrative, opinion, and informational) in all subject areas</li> <li>- Supporting opinions with reasons and information</li> <li>- Text complexity that is appropriate to grade level</li> <li>- Text complexity that is adjusted to the needs of individual students</li> </ul> <p>(How, p. 20)</p>	<p>Provide teachers with resources to provide a variety and choice in reading materials (Why, p. 38)</p> <p>Implement a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (try to find something in the Why to support the need for content area writing rubrics)</p> <p>Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media</p>	<p>learning of the CCGPS (Why, p. 38)</p> <p>Support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards.</p> <p>Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.</p> <p>Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers, Thinking Maps, etc.).</p> <p>Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic</p>	<p>reach proficiency standards.</p> <p>Monitor literacy instruction across the curriculum through:</p> <ul style="list-style-type: none"> <li>- Formal and informal observations</li> <li>- Lesson plans</li> <li>- Walkthroughs</li> <li>- Student work samples</li> </ul> <p>(Why, p. 134)</p>
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**Building Block 1: Engaged Leadership**

**1F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common Core Georgia Performance Standards (CCGPS).**

Floyd County Schools

“The national literacy landscape reflects the need for the education communities to develop and implement a comprehensive literacy program.” (Why p. 27) “In today’s world, literacy extends well beyond the basics of reading (phonics and decoding skills). Not only does literacy include a person’s ability to be a lifelong learner and contributor to society, but also the ability retrieve and understand new information (Why p. 30)

The needs assessment survey indicated: 21% fully operational, 53% operational, 24% emergent, and 3% not addressed. Based on the survey results, the administrator will:

Planning	Implementing	Expanding	Sustaining
<p>Create a shared vision for literacy for the school and community, make the vision tangible and visible (ex. graphing student scores; rewards for improvement in literacy)</p> <p>After school tutoring programs enlist community members to support and promote literacy</p> <p>Enlist community members, parents, and civic leaders to empower and encourage students in becoming lifelong learners</p> <p>Enlist members of the various participating entities to provide leadership by:</p> <ul style="list-style-type: none"> <li>- Serving as mentors.</li> <li>- Speaking to groups of students.</li> <li>- Publicizing efforts within the community.</li> <li>- Visiting classrooms to support teachers and students</li> </ul>	<p>Establish a mentoring system from within and outside of the school for every student who needs additional support</p> <p>Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (LSGT)</p>	<p>Continue to solicit key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (LSGT)</p> <p>Ongoing webinars/training for LSGT  <a href="https://sas.illuminate.com/site/external/playback/artifact?psid=2014-09-09_0642.M.9927882F71D2_8B5554DD5DD3E5C88B.vcr&amp;aid=136675">https://sas.illuminate.com/site/external/playback/artifact?psid=2014-09-09_0642.M.9927882F71D2_8B5554DD5DD3E5C88B.vcr&amp;aid=136675</a></p> <p>Support community efforts in adult learning</p> <p>Evaluate the effectiveness of after school programs and mentoring programs</p>	<p>Local School Governance Teams meet regularly to discuss students data and school improvement goals</p> <p>Celebrate academic successes publically through traditional and online media (How, p. 28)</p> <p>Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives</p> <p>Ask local businesses to help heighten awareness about reading or literacy topics</p> <p>Continue to focus proactively on broad issues that may prevent students from learning</p>

**Building Block 2: Continuity of Instruction**

**2A. Active collaborative school teams ensure a consistent literacy focus across the curriculum**

The needs assessment data indicates the need for the teachers to have a common planning time. Therefore, the school will continue with the practice of common planning time and will “provide educators with the knowledge and skills to collaborate” (The Why, p. 143). Pepperell Primary teachers and staff feel it is imperative to have vertical team meetings, where teachers will meet with common content area teachers from different grade levels. This will provide a platform for rich discussion on the progression of literacy skills.

The needs assessment survey indicated: 18% fully operational, 29% operational, 13% emergent, and 39% not addressed. Based on the survey results, the administrator and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Establish cross-disciplinary teams for literacy instruction:</p> <ul style="list-style-type: none"> <li>- Schedule time for teams to meet for regular collaboration and examination of student data/work</li> <li>- Identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects</li> </ul> <p>Plan and implement lessons that address the literacy needs of students  <a href="http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/">http://www.comprehensivereadingsolutions.com/overview-of-research-based-strategies-2/</a></p>	<p>Administration establishes an expectation of shared responsibility for literacy across the curriculum</p> <p>Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction</p> <p>Meet in disciplinary teams, either physically or virtually (ie. Google+ hang-out) according to regularly established times for collaborative planning and examining student data/work (Why, p. 96)</p> <p>Observe model lessons, organize materials, and practice effective instructional strategies using videos where possible</p>	<p>Study formative student assessment results and use the results to continue to adjust instruction.  <a href="http://www.comprehensivereadingsolutions.com/creening-and-diagnosis/">http://www.comprehensivereadingsolutions.com/creening-and-diagnosis/</a></p> <p>Assess effectiveness of team actions on student learning.</p> <p>Evaluate the effectiveness of the team’s actions on student learning</p>	<p>Utilize online options to provide ongoing professional learning to new and continuing learning.  <a href="http://www.comprehensivereadingsolutions.com/">http://www.comprehensivereadingsolutions.com/</a></p> <p>Share professional learning online and at team and staff meetings (How, p. 20)</p> <p>Encourage teachers to share stories of success in the community and through school and teacher websites.</p> <p>Alter teams as necessary to ensure optimal effectiveness</p>

Floyd County Schools

	<a href="http://www.comprehensivereadingsolutions.com/inking-professional-development-and-observation/">http://www.comprehensivereadingsolutions.com/inking-professional-development-and-observation/</a> (Why, p. 134)		
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**Building Block 2: Continuity of Instruction**

**2B. Teachers provide literacy instruction across the curriculum.**

Pepperell Primary School cannot successfully implement our literacy plan without providing professional learning for all of our teachers. This is especially important for the math, science and social studies teachers who do not have much training in literacy instruction. Recommendation 2 of the Georgia Literacy Task Force includes the provision for “professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking” (The Why, p. 37).

The needs assessment survey indicated: 29% fully operational, 68% operational, and 3% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
Professional development for teachers across content areas and grade level in specific academic vocabulary instruction <a href="http://www.comprehensivereadingsolutions.com/understanding-vocabulary-instruction/">http://www.comprehensivereadingsolutions.com/understanding-vocabulary-instruction/</a>  Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects.  Identify the concepts and skills students needed to	Implement research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan: - Five essential components of effective early reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). - Acquiring knowledge, enhancing understanding, and constructing meaning. - Building comprehension skills. - Motivation, varying degrees of instruction in	Study the text structures most frequently used in texts of each content area.  Utilize <i>Reading Next</i> – 15 research-based program elements that improve literacy achievement (Biancarosa & Snow, 2004).  Teach through modeling and guiding as students practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)  Provide variety and choice in the types, media and genre of both	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)  Stay abreast of effective strategies for literacy instruction  Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media

Floyd County Schools

<p>meet expectations in the CCGPS.</p> <p>Study a variety of strategies for incorporating writing in all content areas</p> <p>Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction (How, p. 20)</p>	<p>reading in order to improve their reading abilities (Why, p. 38)</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options</p> <p>Discuss ways to infuse literacy throughout the day including the use of technology</p> <p>Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area</p>	<p>reading and writing assignments.</p>	<p>Expand the types of writing across the subject areas</p> <p>Differentiate assignments by offering student choice</p> <p>Celebrate and publish good student writing in a variety of formats (How, p. 26)</p> <p>Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency</p> <p>Plan a literacy celebration for the entire school.</p>
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**Building Block 2: Continuity of Instruction**

**2C. Out-of-school agencies and organizations collaborate to support literacy within the community.**

The Local School Governance Team (LSGT), along with Literacy Team members and staff recognize the need to support Georgia goal for all students become self-sustaining, lifelong learners and contributors to their communities. (Why p. 31) A comprehensive and coordinated literacy program, which is interdisciplinary and inter departmentalized and coordinated with out-of-school organizations and the local community will improve literacy achievement. (Why pp 66-67)

The needs assessment survey indicated: 16% fully operational, 42% operational, and 42% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
Identify and contact learning supports in the community that target	Utilize a different funding sources for specialized literacy staff	Evaluate the effectiveness of after-school tutoring	Keep the focus (fiscal and instructional) on literacy development

Floyd County Schools

<p>student improvement</p> <p>Design avenues to connect students to the proper service providers in the community</p> <p>Design and implement infrastructure to provide guidance and support for students and families</p> <p>Utilize and engage all staff to support literacy instruction</p>	<p>and materials (i.e. Title I, Title IIA)</p> <p>Partner with community and faith-based groups to accommodate more students</p> <p>Establish a mentoring system from within and outside the school for every student who needs additional support</p> <p>Include academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, and after-school academies to enhance literacy learning</p>	<p>programs using pre- and post-testing as well as progress monitoring assessments (Why, p. 99)</p> <p>Extend school building hours for adult learners from the community in the evenings, encouraging a community of learners</p> <p>Provide both online and face-to-face family-focused services and outreach that engage parents and family members in literacy programs and services</p>	<p>even when faced with competing initiatives</p> <p>Advocate for new capacity in the community to help students and families</p> <p>Continue to focus proactively on broad issues that may prevent students from learning</p> <p>Continue to foster relationships/networks among schools, families, and communities</p>
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**Building Block 3: Ongoing Formative and Summative Assessments**

**3A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.**

“Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing” of these assessments. (Why p. 97) “Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback” (The Why, p. 98). “Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement” (The Why, p. 97).

The needs assessment survey indicated: 82% fully operational and 18% operational,. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
Select and administer effective screening, progress monitoring, and diagnostic tools to	Administer assessments and input and analyze data according to the established timeline	Upgrade technology infrastructure to support assessment administration and	Continue to research and select effective screening, progress monitoring, and

Floyd County Schools

<p>identify achievement levels of all students (Why, p. 99)</p> <p>Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment (How, p.34)</p> <p>Utilize an on-line or technology-based format for formative assessments that aligns with the rigor and expectations of Georgia Milestone assessments (i.e. OAS website)</p> <p>Define a process for selecting appropriate interventions for struggling readers</p> <p>Research and purchase assessment and intervention materials aligned with students' needs</p> <p>Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording</p> <p>Develop a formative assessment calendar based on local, state, and program guidelines, including specific timeline for administration and</p>	<p>Provide timely, descriptive feedback to students with opportunities to assess their own learning</p> <p>Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms</p> <p>Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) (Why, p. 43)</p> <p>Provide assessment measures to identify high achieving/ advanced as well as struggling learners who would benefit from enrichment activities</p> <p>Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)</p> <p>Have all materials and procedures in place prior to start of the school year</p>	<p>dissemination of results</p> <p>Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans</p>	<p>diagnostic tools to identify readiness levels of all students (Why, p. 99)</p> <p>Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)</p> <p>Continue to provide assessment measures that can help identify high achieving/ advanced learners who would benefit from enrichment activities</p> <p>Utilize a blend of funding sources to continue to purchase assessment and intervention materials aligned with students' needs</p> <p>Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording</p>
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Floyd County Schools

persons responsible			
Make a data collection plan for storing, analyzing, and disseminating assessment results			

**Building Block 3: Ongoing Formative and Summative Assessments**

**3B. A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.**

Pepperell Primary teachers indicate the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (Why p. 102)

The needs assessment survey indicated: 82% fully operational, 16% operational, and 3% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Identify literacy skills needed to master CCGPS in each content area</p> <p>Obtain effective universal screening to measure literacy competencies for all students across the curriculum</p> <p>Review effectiveness of current progress monitoring tools (Why, p. 99)</p>	<p>Administer assessments and input data according to the established timeline</p> <p>Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines</p>	<p>Develop an assessment calendar to include universal screenings, and progress monitoring designating persons responsible (Why, p. 99)</p> <p>Analyze student data in teacher teams to develop and adjust instructional plans</p> <p>Make data-driven budget decisions aligned with literacy as a priority</p>	<p>Share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format (How, p. 24)</p> <p>Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording</p> <p>Acknowledge staff’s efforts to improve their use of assessment data to inform instruction</p>



Floyd County Schools

			through TKES and informal teacher reviews
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**Building Block 3: Ongoing Formative and Summative Assessments**

**3C. Problems found in literacy screenings are further analyzed with diagnostic assessment**

Pepperell Primary teachers indicate the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (Why p. 102)

The needs assessment survey indicated: 58% fully operational, 39% operational, and 3% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Develop protocol that ensures students who are identified by screenings receive diagnostic assessment</p> <p>Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards</p> <p>Provide professional development opportunities for teachers and administration to increase their awareness of the need to differentiate instruction and provide appropriate interventions based on diagnostic assessments. <a href="http://www.comprehensivereadingsolutions.com/0introduction-to-differentiation/">http://www.comprehensivereadingsolutions.com/0introduction-to-differentiation/</a></p>	<p>Administer diagnostic assessments, where possible and needed, that isolate the component skills needed for mastery of literacy standards</p> <p>Utilize webinars for information on diagnosing and implementing instructional changes based on assessments <a href="http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-grades-1-through-3">http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-grades-1-through-3</a></p> <p>Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size-fits-all approach</p>	<p>Use results of the diagnostics for student placement within an intervention and to adjust instruction. (eg., IDI) <a href="http://www.comprehensivereadingsolutions.com/wp-content/uploads/2014/08/InformalDecodingInventory.pdf">http://www.comprehensivereadingsolutions.com/wp-content/uploads/2014/08/InformalDecodingInventory.pdf</a></p> <p>Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; translate material into student’s first language when needed; support students with disabilities). <a href="http://www.gadoe.org/Curriculum-Instruction-and-">http://www.gadoe.org/Curriculum-Instruction-and-</a></p>	<p>The Literacy team along with administration will continue to support and facilitate systematic meetings to discuss student assessment data and assist students and teachers in setting learning goals and in monitoring progress toward those goals</p> <p>Share relevant student progress data with families in an easily interpreted format</p> <p>Use technology for communicating data to the district literacy leadership team in a timely manner</p> <p>Recognize and celebrate individual student’s incremental improvements toward</p>

Floyd County Schools

<p>Teachers will be trained in the administration and diagnostic components of the Informal Decoding Inventory</p>		<p><a href="#">Assessment/Assessment/Pages/Lexile-Framework.aspx</a></p>	<p>reaching literacy goals (How, p. 28)</p> <p>Recognize and celebrate the school’s progress toward its literacy goals (How, p. 28)</p> <p>Maintain the use of diagnostic tools that isolate the component skills needed for mastery of literacy standards</p>
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**Building Block 3: Ongoing Formative and Summative Assessments**

**3D. Summative data is used to make programming decisions as well as to monitor individual student progress.**

Pepperell Primary teachers indicate the need to continuously and intentionally monitor student progress through the use of screening tools and progress monitoring data. “Once the pool of at-risk students is identified more comprehensive assessment of their reading ability should be conducted to inform appropriate intervention placements.” (Why p. 102)

The needs assessment survey indicated: 66% fully operational and 34% operational. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Evaluate the capacity of technology infrastructure to support test administration and disseminate results.</p> <p>Analyze previous year’s outcome assessments to determine broad student needs and serve as a baseline for improvement: - DIBELS Next</p> <p>Study how disciplinary</p>	<p>Use assessment data to assist teachers and students in setting learning goals</p> <p>Administer summative assessments at scheduled intervals (How, p.34)</p> <p>During collaborative team meetings, focus discussions on changes that can be made to improve the instructional program for all students</p>	<p>Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results</p> <p>Review assessment results in order to identify needed program and instructional adjustments</p> <p>Upgrade the capacity of technology infrastructure to support administration</p>	<p>Based on analysis of summative assessment data, continually:</p> <ul style="list-style-type: none"> <li>- evaluate the effectiveness of programs and policies.</li> <li>- redefine school improvement goals.</li> <li>- adjust curriculum alignment to eliminate gaps.</li> <li>- ensure that students are appropriately placed in specific programs.</li> <li>- recognize and celebrate</li> </ul>

Floyd County Schools

<p>standards are assessed on state and local tests (How p. 38)</p> <p>Analyze assessment data to identify teachers who need support (How, p. 38)</p>	<p>(Why, p. 96)</p> <p>Use assessment data to assist teachers and students in setting learning goals</p> <p>Data is disaggregated to ensure the progress of subgroups. (What, p. 9)</p>	<p>of assessments and the dissemination of results</p>	<p>individual student’s significant improvements and attaining designated standards of achievement (e.g., school website, local media, school-wide events) (How, p. 28)</p> <p>During teacher team meetings, focus discussions on changes that can be made to continuously improve the instructional program for all students (How, p. 38)</p>
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**Building Block 3: Ongoing Formative and Summative Assessments**

**3E. A clearly articulated strategy for using data to improve teaching and learning is followed.**

The NCEE made “five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Classroom-level recommendations: make data part of an ongoing cycle of instructional improvement and teach students to examine their own data and set learning goals. Administrative recommendations: establish a clear vision for school-wide data use; provide supports that foster a data-driven culture within the school; and develop and maintain a district-wide data system” (The Why, p. 120, 121).

The needs assessment survey indicated: 68% fully operational and 32% operational. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Identify participants for data teams for each building and for specific grade bands</p> <p>Identify participants at the system level to review literacy plan data</p> <p>Define roles and responsibilities for team members – including, but</p>	<p>Teachers will effectively utilize resources such as: looking at student work (LASW) <a href="http://www.lasw.org/met_hods.html">http://www.lasw.org/met_hods.html</a> (Why, p. 38)</p>	<p>Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities</p> <p>Using online options, provide teachers with the training and time to analyze the data to</p>	<p>Using online options to continue to train new members of the meetings in the expectations and function of the established protocols</p> <p>Ensure that the data storage and retrieval system is effective and efficient</p>

Floyd County Schools

<p>not limited to:                      -Central office                      -Building administrators                      -General education teachers                      -Teachers of students with special needs (swd, EL, gifted)</p> <p>Schedule collaborative planning time for data meetings at a minimum of once/month (Why, p. 96)</p> <p>Establish or select protocols for team meetings, such as those found on <a href="http://www.lasw.org/">http://www.lasw.org/</a></p> <p>Develop a protocol for making decisions to identify the instructional needs of students</p>		<p>determine the need for intervention (How, p.39)  <a href="http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/">http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/</a></p> <p>Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers</p>	
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**Building Block 4: Best Practices in Literacy Instruction**

4A All students receive direct, explicit instruction in reading (K-8)

“According to the Report of the National Reading Panel, there are five essential components of effective early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (The Why, p. 64). It is imperative that we target these five components of reading in all students regardless of ability level. Research shows that “explicit and systematic instruction in the five essential components must be provided” (The Why, p. 65). Therefore, we, as a system, must continue to use the data from diagnostic assessments to determine if there are gaps in grade-level instruction.

The needs assessment survey indicated: 50% fully operational, 34% operational, and 16% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
Ensure with fidelity that the core program	Review teacher and student data to improve	Provide training to all pertinent staff in the use	Ongoing training and professional development

Floyd County Schools

<p>provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts</p> <p>Examine student data to identify areas of instruction with greatest needs (e.g., word identification, fluency, vocabulary, comprehension)</p> <p>Plan and provide professional learning on direct, explicit instructional strategies to build students' comprehension within each subject area (How, p. 20)</p> <p>Plan and provide professional learning on differentiated instructional options for literacy assignments (How, p. 20)</p>	<p>instruction</p> <p>Utilize resources for professional development in specific areas of instructional needs are utilized (e.g., <a href="http://www.comprehensivereadingsolutions.com/building-sight-word-knowledge/">http://www.comprehensivereadingsolutions.com/building-sight-word-knowledge/</a>)</p> <p>Compile and examine classroom observation data to identify, monitor, and gauge effective literacy instruction (Why, p. 134)</p> <p>Provide instructional and assessment accommodations/adaptations/support for English language learners according to their English proficiency levels</p> <p>Ensure a daily literacy block that includes explicit instruction in word identification, vocabulary, and comprehension</p> <p>Ensure small, flexible grouping is used as a strategy to support differentiation for all students</p>	<p>of the core program</p> <p>Provide professional learning on the tenets of explicit instruction:</p> <ul style="list-style-type: none"> <li>- Use of data to inform instructional decisions and explicit teaching.</li> <li>- Selection of appropriate text for strategy instruction.</li> <li>- Effectively communicating to students specific strategies to be learned and why.</li> <li>- Modeling of how a strategy is used.</li> <li>- Guided and independent practice with feedback.</li> <li>- Discussion of when and where strategies are to be applied</li> </ul> <p>Share effective differentiated lessons and differentiation strategies in teacher team meetings</p> <p>Using online options where feasible, provide professional learning on research-based differentiated instructional strategies that support diverse needs.</p> <p><a href="http://www.comprehensivereadingsolutions.com/introduction-to-differentiation/">http://www.comprehensivereadingsolutions.com/introduction-to-differentiation/</a></p>	<p>provided for implementing and expanding the core literacy program</p> <p>Continue analyzing data to determine the impact of teaching strategies on student achievement</p> <p>Continue to provide ongoing training to all pertinent and new staff in the use of the core program</p> <p>Provide support to new teachers on differentiated instruction for all learners through the use of mentoring programs, peer-coaching and feedback, online webinars and professional development (How, p. 20)</p> <p>Provide support and training for new teachers on how to effectively meet the needs of ELs and SWD, as well as for all students</p>
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**Building Block 4: Best Practices in Literacy Instruction**

**4B1. All students receive effective writing instruction across the curriculum.**

According to our Needs Assessment Survey, 75% of staff recognize the need for professional learning in the area of writing instruction. One of the program components identified by Reading Next is “intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond” (The Why, p. 66). The National Commission on Writing research found that “people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion” (The Why, p. 44). Also stated in this research: “Corporations with greatest employment growth potential assess writing during hiring” (The Why, p. 45).

The needs assessment survey indicated: 8% fully operational, 34% operational, and 58% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Make writing a required part of every class every day, using technology when possible</p> <p>Channel available funding into moving toward a one-to-one computer model for entire student body as soon as possible</p> <p>Develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p> <p>Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options (How p.31)</p>	<p>Writing is an integral part of every class every day</p>	<p>Provide variety and choice in the types, media and genre of both reading and writing assignments</p> <p>Provide modeling, guidance and explicit instruction to students to practice writing as a process (pre-write, draft, revise, edit, and publish online and on hardcopy)</p>	<p>Ensure writing is a required part of every class every day, using technology when possible</p> <p>Consistently use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance</p>

**Building Block 4: Best Practices in Literacy Instruction**

Floyd County Schools

**4B2. All students receive effective writing instruction across the curriculum.**

“Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia Students. The implementation of strong writing programs is crucial to a literacy initiative.” (Why p. 45)

The needs assessment survey indicated: 8% fully operational, 34% operational, and 58% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Design a vertically and horizontally articulated writing plan consistent with CCGPS</p> <p>Develop or identify the programs, protocol, and/or other materials necessary to implement the plan.</p> <p>Develop a coordinated plan for writing instruction across all subject areas to include explicit instruction, guided practice, and independent practice.</p> <p>Provide professional learning on best practices in writing instruction in all subject areas. <a href="http://www.comprehensivereadingsolutions.com/writing-development/">http://www.comprehensivereadingsolutions.com/writing-development/</a></p> <p>Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum.</p>	<p>Implement the coordinated plan for writing instruction across all subject areas that includes:</p> <ul style="list-style-type: none"> <li>- Explicit instruction</li> <li>- Guided practice.</li> <li>- Independent practice</li> </ul> <p>Ensure that opportunities are available for technology to be used for production, publishing, and communication across the curriculum</p> <p>Gather baseline and longitudinal data showing student performance in writing based on common rubrics and writing samples in all grades. <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Sample-Rubric.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/WA-Sample-Rubric.aspx</a></p>	<p>Review and analyze data about writing performance to determine effectiveness of writing plan</p> <p>Provide professional learning on best practices in writing instruction in all subject areas (How, p. 20)</p>	<p>Administration and Literacy team members will utilize the literacy observation checklist to measure effectiveness of writing instruction across the curriculum <a href="https://docs.google.com/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pt03-W244cW9Gy3W0/edit?usp=sharing">https://docs.google.com/document/d/1ZeayBlpxyaRaN9vp7f6mMpTMJ-pt03-W244cW9Gy3W0/edit?usp=sharing</a></p> <p>Continue to provide professional learning on best practices in writing instruction in all subject areas (How, p. 20)</p> <p>Continue reviewing and revising the implementation of the writing plan.</p>

<a href="http://www.comprehensivereadingsolutions.com/technology/">http://www.comprehensivereadingsolutions.com/technology/</a>			
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**Building Block 4: Best Practices in Literacy Instruction**

**4C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.**

Research from Guthrie and Humenick which focused on improving students’ motivation to read included four recommendations: “providing content goals for reading, supporting student autonomy, providing interesting texts, and increasing social interactions among students related to reading” (The Why, p. 51). Therefore, in order to successfully implement a quality literacy program, we must provide ways for the students to take ownership of their literacy achievement. In addition, “incorporating technology into instruction can increase motivation at the same time that it enhances literacy by fostering student engagement” (The Why, p. 53).

The needs assessment survey indicated: 26% fully operational, 53% operational, 18% emergent, and 3% not addressed. Based on the survey results, the administrators and teachers will:

<b>Planning</b>	<b>Implementing/</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>Teachers will participate in online professional development designed to increase student engagement and motivation  <a href="http://www.comprehensivereadingsolutions.com/motivating-students-to-read/">http://www.comprehensivereadingsolutions.com/motivating-students-to-read/</a></p> <p>Teachers should have a clear understanding of:                      - providing students with opportunities to self-select reading material and topics for research                      - taking steps to provide students with an understanding of the relevance of their</p>	<p>Teachers explore ways to utilize peer collaboration with and within the context of PLCs (literature circles, cross-age/multi-age interactions) (How pg. 41)</p> <p>Utilize an interest inventory so students can self-select topics on which to read and reflect</p> <p>Provide hands-on learning activities that bring the materials read to life</p> <p>Leverage the creative use of technology within the learning process to</p>	<p>Ensure that incentive programs, if used, are:                      - voluntary, not require                      - not tied to grades                      - incentives are minimal and connected to reading such as books/ materials                      - used with students who are unmotivated to read, rather than those who are already excited about reading</p> <p>Involve secondary students as role models for the elementary school students (football players, band members, cheerleaders, clubs, and foreign language students)</p>	<p>Create a community partnership that engages students and stakeholders in meaningful collaborative activities (Why, p. 96)</p> <p>Ensure that incentive programs, if used, are:                      - voluntary, not require                      - not tied to grades                      - incentives are minimal and connected to reading such as books/ materials                      - used with students who are unmotivated to read, rather than those who are already excited about reading</p>



Floyd County Schools

<p>academic assignments to their lives                  - increasing opportunities to collaborate with peers                  - increasing access to texts that students consider interesting                  - scaffolding student's background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy</p>	<p>promote engagement and relevance</p>		
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**Building Block 5: System of Tiered Intervention (RTI) For All Students**

**5A. Information developed from the school-based data teams is used to inform RTI process.**

Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum, Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007) (Why p. 123)

The needs assessment survey indicated: 55% fully operational, 42% operational, and 3% not addressed.

Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Determine percentage of students currently being served in each tier at each grade level (Why, p. 42)</p> <p>Develop protocols for identifying students and matching them to the appropriate intervention</p> <p>Schedule grade level RTI meetings</p>	<p>Monitor results of formative assessment to ensure students are progressing</p> <p>Schedule grade-level data-analysis team meetings</p> <p>Provide building and system-level support of the process</p> <p>Monitor to ensure that</p>	<p>Purchase, schedule, train providers and implement interventions</p> <p>Budget for recurring costs of data collection, intervention materials, and technology used for implementation</p> <p>Develop process monitoring the implementation of research-based</p>	<p>Use the Georgia Department of Education problem-solving checklist to evaluate:                  - Personnel providing interventions                  - The ease with which students move between tiers (Why, p. 43)</p> <p>Consider the options available through technology to provide ongoing, job-embedded</p>

Floyd County Schools

Develop process for monitoring the implementation of research-based interventions at the building level and across the system	interventions are occurring regularly and with fidelity	interventions at the building level and across the system	support for data collection and analysis as well as for intervention
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**Building Block 5: System of Tiered Intervention (RTI) For All Students**

**5B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.**

Assisting content teachers to embed cognitive and motivational strategies into their instruction enables them “to support deeper student literacy and understanding in the content-area reading” (Lewis et al., 2007). These skills are consistent with focus on the Georgia Performance Standards and the Common Core Georgia Performance Standards. (Why 124)

The needs assessment survey indicated: 66% fully operational, 13% operational, and 21% emergent. Based on the survey results, the administrators and/or teachers will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
Examine student data to determine the current percentage of successful students in the areas of literacy	Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction	Provide on-going scheduled time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels	Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students’ needs
Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area (Why, p. 43)	Ensure that teachers meet regularly to debrief on the progress of these lessons and to plan necessary changes	Use formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students’ progress toward mastery of CCGPS at each grade level for all schools	Encourage the use of technology to support proactive communication between students and teachers, parents and teachers
Examine student data to focus on instructional areas of greatest need	Use student data to focus on instructional areas of greatest need		Ensure that communication between teachers and administrators is ongoing and effective
Compile data from classroom observations and review of plans to determine current	Ensure school-wide understanding of assessment data and anticipated levels of	Monitor teachers’ effective questioning and	

Floyd County Schools

<p>practice in literacy instruction in each subject area using a checklist (Why, p. 134)</p> <p>Provide professional learning on direct, explicit instructional strategies that build students' word identification, fluency, vocabulary, comprehension, and writing skills</p> <p>Provide professional learning on team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting</p>	<p>student mastery during the school year</p> <p>Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students (Why, p. 43)</p>	<p>feedback skills</p> <p>Ensure adequate time for planning and implementing flexible grouping based on students' learning needs (EL, SWD, gifted)</p> <p>Monitor the planning, delivery, and assessment for students with special learning needs</p>	<p>Provide ongoing professional learning to promote literacy (How, p. 20)</p> <p>Support teachers' effective use of time through use of technology during each stage of the process</p>
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**Building Block 5: System of Tiered Intervention (RTI) For All Students**

**5C. Tier 2 needs-based interventions are provided for targeted students.**

Evidence-based interventions focus on specific data that supports the implementation of interventions and the improved students outcomes (Georgia Department of Education, RTI Document, 2008). Research-based interventions are implemented, and frequent progress monitoring is conducted to assess student response and progress. (Why p. 125)

The needs assessment survey indicated: 53% fully operational, 26% operational, and 21% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Plan and provide professional learning for interventionists on:</p> <ul style="list-style-type: none"> <li>- Appropriate use of supplemental and intervention materials</li> <li>- Diagnosis of reading difficulties</li> </ul>	<p>Document data points to monitor student response to intervention</p> <p>Provide scheduled times for collaborative discussion and planning between content area</p>	<p>Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data) (Why, p. 99)</p>	<p>Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs</p> <p>Continue to document</p>

Floyd County Schools

<p>- Direct, explicit instructional strategies to address difficulties</p> <p>- Charting data</p> <p>- Graphing progress (How, p. 20)</p> <p>Schedule times for collaborative discussion and planning between content area teachers and interventionists (teachers or para-educators)</p> <p>Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year</p>	<p>teachers and interventionists (Why, p. 96)</p> <p>Provide sufficient resources (time, training cost, materials and implementation of interventions) (Why, p. 38)</p> <p>Ensure effectiveness of interventions by:</p> <ul style="list-style-type: none"> <li>- Building sufficient blocks of time into the daily schedule</li> <li>- Providing adequate space conducive to learning</li> <li>- Ensuring that they are provided by competent, well-trained teachers</li> </ul>	<p>Establish protocols to ensure consistent progress monitoring, data collection, and reporting (Why, p. 99)</p> <p>Ensure adequate time for planning and implementing interventions</p> <p>Monitor student movement between Tier 1 and Tier 2 (Why, p. 43)</p> <p>Study schools that have been successful in closing the achievement gap</p>	<p>data points to monitor student response to intervention</p>
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**Building Block 5: System of Tiered Intervention (RTI) For All Students**

**5D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.**

Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team (SST) should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom. (Why p. 127)

The needs assessment survey indicated: 55% fully operational, 37% operational, and 8% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>In addition to everything that occurs at Tier 1 and Tier 2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet</p>	<p>Tier 3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data</p>	<p>Continue to ensure Tier 3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language</p>	<p>Continue to ensure that students move into and out of Tier 2 and Tier 3</p> <p>Data is used to support response to intervention</p>

Floyd County Schools

<p>to:</p> <ul style="list-style-type: none"> <li>- discuss students in Tier 3 who fail to respond to intervention</li> <li>- Student Support Team (SST) processes and procedures as outlined in the GA DOE manual and guidance (Why, p. 43)</li> </ul> <p><a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf</a></p> <ul style="list-style-type: none"> <li>- verify implementation of proven interventions</li> <li>- ensure that interventionist has maintained fidelity to intervention protocol prior to referral</li> </ul>	<p>points (Why, p. 43)</p> <p>Tier 3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder) (Why, p. 43)</p>	<p>difficulty or difference vs. disorder)</p>	<p>Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole</p> <p>Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions</p> <p><a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf</a> (GaDOE Problem Solving Process Checklist p.24)</p>
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**Building Block 5: System of Tiered Intervention (RTI) For All Students**

**5E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.**

Interventions at Tier 4 are specifically designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual. (Why p. 127)

The needs assessment survey indicated: 50% fully operational, 47% operational, and 3% emergent. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
School schedules are developed to ensure least restrictive environment	Special education, EL, or gifted case managers meet plan and discuss	Continue to train and support highly qualified and experienced teachers	Student data supports the exit of students from Tier 4 (Why, p. 43)

Floyd County Schools

<p>Ensure that building and system administrators are familiar with funding formulas affecting students in special programming</p> <p>Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs</p> <p>Special education, ESOL, and gifted teachers participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings</p>	<p>students' progress regularly with general education teachers</p> <p>Case managers regularly participate in open houses, parent conferences and college and career planning activities</p> <p>Ensure that schedules are implemented to provide the least restrictive environment</p> <p>Highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs</p>	<p>to support the delivery of instruction for students with the most significant needs</p> <p>Provide on-going professional development for Special education, ESOL, and gifted teachers to ensure strict alignment with delivery of CCGPS, even in separate settings</p>	<p>A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance</p>
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**Building Block 6: Improved Instruction Through Professional Learning**

**6A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.**

The NABSE study group (responsible for the report “Reading at Risk: The State Response to the Crisis in Adolescent Literacy”, 2006), stresses the importance of teaching literacy skills within the context of core academic content. This will require revisions to the current practices in teacher preparation programs at the college/university level. Content literacy strategies and reading instructional best practices need to be the focus in pre-service courses. Requiring teachers to demonstrate competency in theory and application will provide for quality teachers in every classroom. (Why p. 150)

The needs assessment survey indicated: 13% fully operational, 42% operational, 29% emergent, and 16% not addressed. Based on the survey results, the administrators and teachers will:

Planning	Implementing	Expanding	Sustaining
<p>Enlist support from local colleges and institutions of higher education to</p>	<p>Assign a mentor for new teachers</p>	<p>Ensure that mentoring teachers are fully trained in providing instruction</p>	<p>Continue to monitor and support the integration of disciplinary literacy.</p>

Floyd County Schools

<p>require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy</p> <p>Develop a mentor program for teachers</p> <p>Provide professional development/ training for teachers to become mentors for new teachers</p> <p>Provide new teachers with the necessary training in disciplinary literacy</p> <p>Develop protocols for evaluating implementation of the new coursework</p>	<p>Provide administrators with professional learning on the need to integrate disciplinary literacy instruct the content areas in order to help them make informed decisions (How, p. 20)</p> <p>Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy</p>	<p>in disciplinary literacy.</p> <p>Provide professional learning, where necessary, for postsecondary faculty</p> <p>Continue to monitor and support the integration of disciplinary literacy</p> <p>Continue to evaluate and ensure that protocols for evaluating implementation of the new coursework is in place</p>	<p>Continue to support and provide training for effective mentoring programs for new teachers</p>
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**Building Block 6: Improved Instruction Through Professional Learning**

**6B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.**

The Georgia Literacy Task Force, 2010-2011, recommends on-going purposeful, differentiated professional learning for teachers. Schools/districts should commit to dedicating sufficient professional learning in literacy days in the school calendar. (Why p. 155-156)

The needs assessment survey indicated: 11% fully operational, 45% operational, 26% emergent, and 18% not addressed. Based on the survey results, the administrators and teachers will:

<b>Planning</b>	<b>Implementing</b>	<b>Expanding</b>	<b>Sustaining</b>
<p>Schedule and protect time during the school day for teachers to collaboratively analyze</p>	<p>Ensure that time during the school day for teachers to collaboratively analyze</p>	<p>Utilize professional development training modules to target professional development</p>	<p>Encourage all teachers to share information learned at professional learning sessions (How, p. 20)</p>

Floyd County Schools

<p>data, share expertise, study the standards, plan lesson, examine student work, and reflect on practice (Why, p. 96)</p> <p>Use teacher data, such as the self-assessment from TKES, as well as student data to target professional learning needs (How, p. 20)</p> <p>Provide training in administering and interpreting results of assessments in terms of literacy  <a href="http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/">http://www.comprehensivereadingsolutions.com/screening-and-diagnosis/</a></p>	<p>data, share expertise, study the standards, plan lesson, examine student work, and reflect on practice is protected (Why, p. 96)</p> <p>Partner experienced teachers with pre-service and beginning teachers</p> <p>Use formal and informal observations to monitor and improve literacy instruction (Why, p. 134)</p> <p>Ensure that new personnel receive vital professional learning from earlier years</p> <p>Use a model of blended professional learning – combining online learning with face-to-face support – to provide content and resources to teachers and staff (How, p. 20)</p>	<p>standards included in the TKES.  <a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP%20Alignment%20to%20TKES.pdf">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/FIP%20Alignment%20to%20TKES.pdf</a></p> <p>Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations (Why, p. 134)</p> <p>Use classroom observations (or videotaping) to identify and support individual teachers with follow-up coaching, conferencing, and mentoring (Why, p. 134)</p> <p>Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups</p>	<p>Continue program-specific professional learning each year for new and experienced teachers (How, p. 20)</p> <p>Revisit professional learning options to utilize experts within the school to develop and support colleagues (How, p. 20)                  Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school</p> <p>Expand and strengthen school-university partnerships to build networks of support for literacy programs through the use of online collaborations, blogs and professional organizations</p> <p>Continue to encourage “professional talk” among staff and provide time for discussions</p>
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## **Analysis and Identification of Student and Teacher Data**

*Addresses Scoring Rubric Elements: a), b, c), d)*

At the end of the 2013-2014 school year, all third grade classes at each of the Pepperell area primary schools (McHenry, Midway, and Pepperell Primary), along with third grade teachers, were moved to Pepperell Elementary School; thus the Pepperell area primary schools now serve students in grades PreK-2. These PreK-2 schools are feeder schools for Pepperell Elementary School, which is now comprised of all Pepperell area students in grades 3, 4, and 5. Due to no longer housing third grade students at Pepperell Primary School, the GKIDS assessment, administered to all Kindergarten students, will be the only state assessment administered to PPS students from this point forward.

In addition to student performance data, survey data was also utilized to obtain information about stakeholder needs. All teachers including content teachers, Special Education teachers, support teachers, the media specialist, and paraprofessionals were surveyed and included in the analysis of data.

The following represents data for all classroom teachers and special education teachers in which students are assessed.

### **Assessments for Data Analysis:**

#### **GKIDS**

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) assessment data presented in the table below indicates a decrease in recent years in the percent of students entering Kindergarten with the oral language and vocabulary skills necessary to meet end of year standards. In 2013 and 2014, the percent of students meeting standards in the area of writing decreased significantly. This data indicates a growing need for early intervention for PPS students.

Floyd County Schools

<b>Pepperell Primary GKIDS 2012 - 2014</b>			
<b>Content Area/Strand</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
	<b>% Meets/Exceeds</b>	<b>% Meets/Exceeds</b>	<b>% Meets/Exceeds</b>
<b>Reading</b>	88.9	82.8	77.4
<b>Writing</b>	80	40.5	66.8
<b>Listening/Speaking/ Viewing</b>	94.4	81.7	85.7
<b>Language</b>	N/A	80	76.5
<b>ELA TOTAL</b>	<b>88.7</b>	<b>76.1</b>	<b>76.4</b>

**3rd Grade Writing Scores**

Pepperell Primary’s 3rd grade writing scores, along with Floyd County’s and Georgia’s scores, have progressively declined since 2012. The data below indicates PPS students consistently scored higher in informational and narrative writing than in persuasive writing, Professional learning in explicit writing skills and integrating writing across all content areas will be critical to ensure our students’ success with the increased rigor of CCGPS.

**3rd Grade Writing Assessment - 2012-2014**

	<b>% of Students Meeting or Exceeding</b>								
	<b>2012</b>			<b>2013</b>			<b>2014</b>		
	<b>PPS</b>	<b>Floyd Co.</b>	<b>Georgia</b>	<b>PPS</b>	<b>Floyd Co.</b>	<b>Georgia</b>	<b>PPS</b>	<b>Floyd Co.</b>	<b>Georgia</b>
<b>Informational</b>	90	84	78	83	81	77	80	72	71
<b>Persuasive</b>	91	78	77	88	77	75	74	69	74
<b>Narrative</b>	93	80	76	89	81	76	85	74	75
<b>Response to Literature</b>	91	12	76	Not Assessed			Not Assessed		

**CRCT**

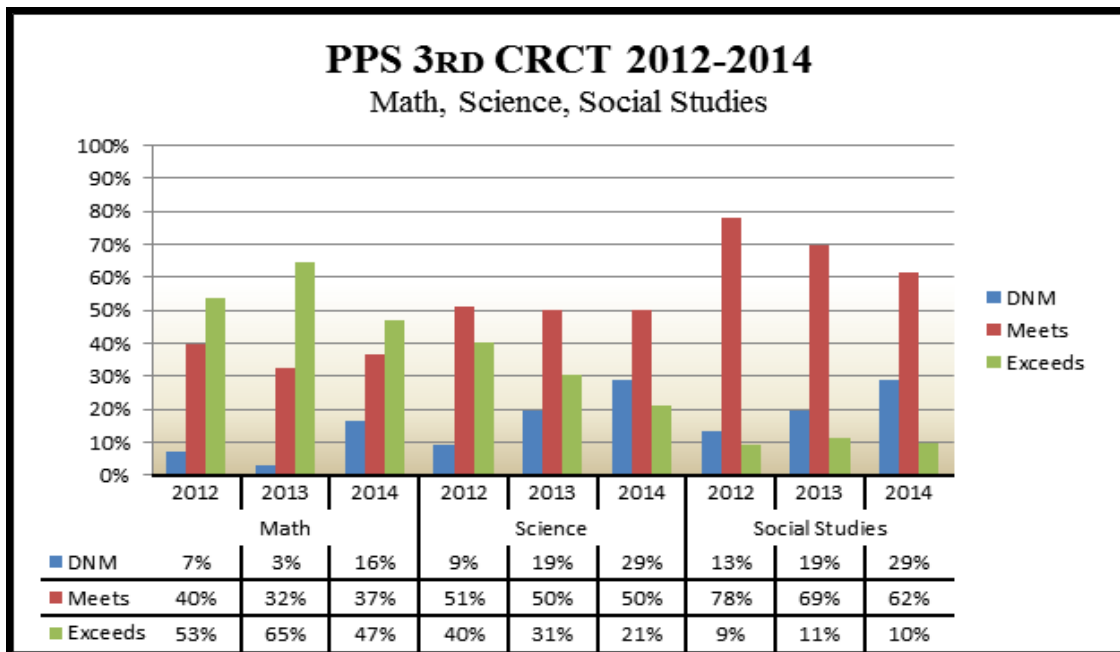
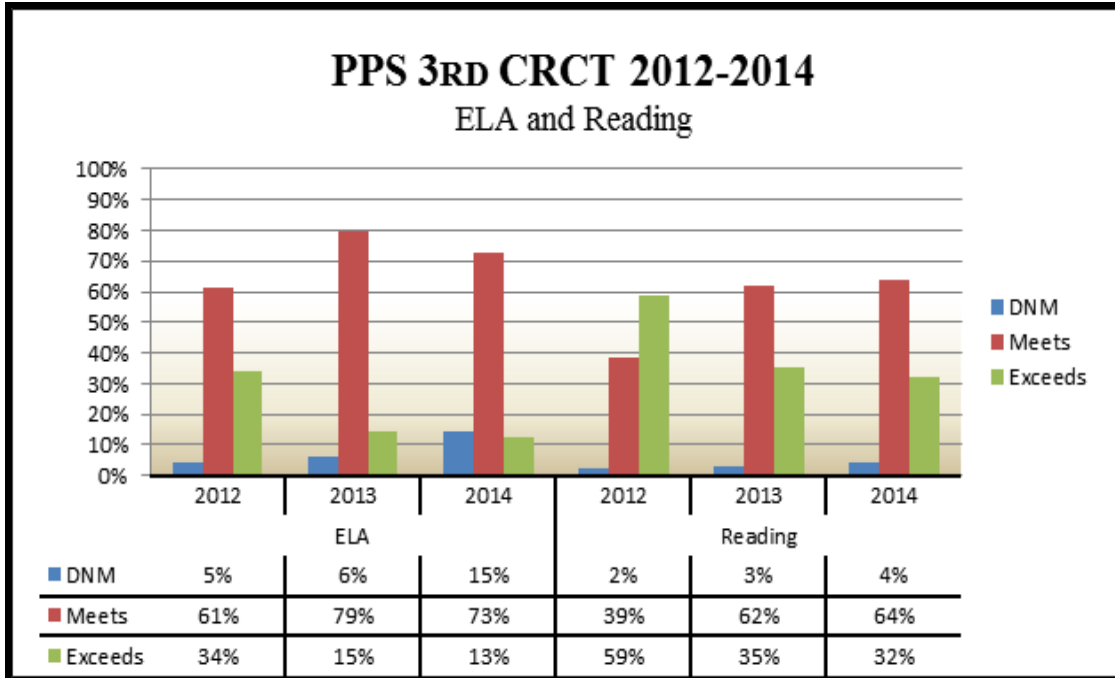
The CRCT data presented in this section is representative of Pepperell Primary’s third grade achievement from 2012 through 2014. As evidenced below, an average of 97% of all students met or exceeded the standard in Reading on the CRCT. English Language Arts (ELA) scores for PPS students have historically followed a similar pattern of performance; however, in 2014, ELA scores, along with math, science, and social studies decreased significantly. Additionally, there has been a downward trend in the percent of PPS students scoring in the “Exceeds” category in most content areas from 2011 to 2014, while system and state percentages have continued to rise.

The table below displays subgroup data for PPS students on the CRCT. The SWD subgroup continues to be an area of concern. Math and ELA scores for SWD students dropped significantly in 2014, while science scores have been consistently below expected levels of performance.

The performance data in this section supports the need for a consistent evidenced-based literacy program at Pepperell Primary School.

<b>Pepperell Primary CRCT Subgroup Data - Percent Meets/Exceeds</b>															
	<b>ELA</b>			<b>Math</b>			<b>Reading</b>			<b>Science</b>			<b>Social Studies</b>		
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
All	91%	90%	88%	84%	87%	80%	97%	97%	97%	83%	89%	80%	82%	92%	89%
SWD	100%	100%	75%	80%	50%	36%	80%	100%	100%	25%	50%	53%	50%	100%	80%
Female	93%	97%	90%	89%	97%	74%	100%	100%	93%	87%	89%	78%	81%	95%	88%
Male	90%	85%	87%	79%	79%	85%	95%	94%	96%	79%	88%	88%	82%	90%	90%
Black	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	91%	90%	87%	84%	88%	78%	97%	96%	97%	85%	90%	79%	81%	91%	89%

\* N/A denotes less than 10 students in subgroup; therefore, scores were not reported.



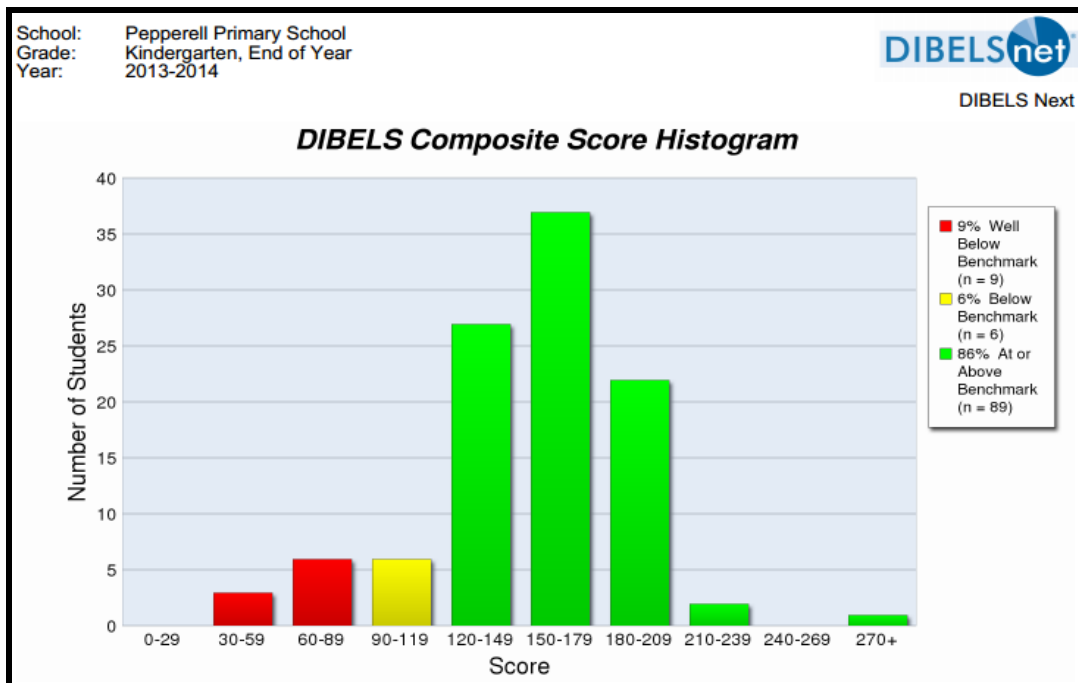
**Additional District Prescribed Assessments**

*Addresses Scoring Rubric Element: g)*

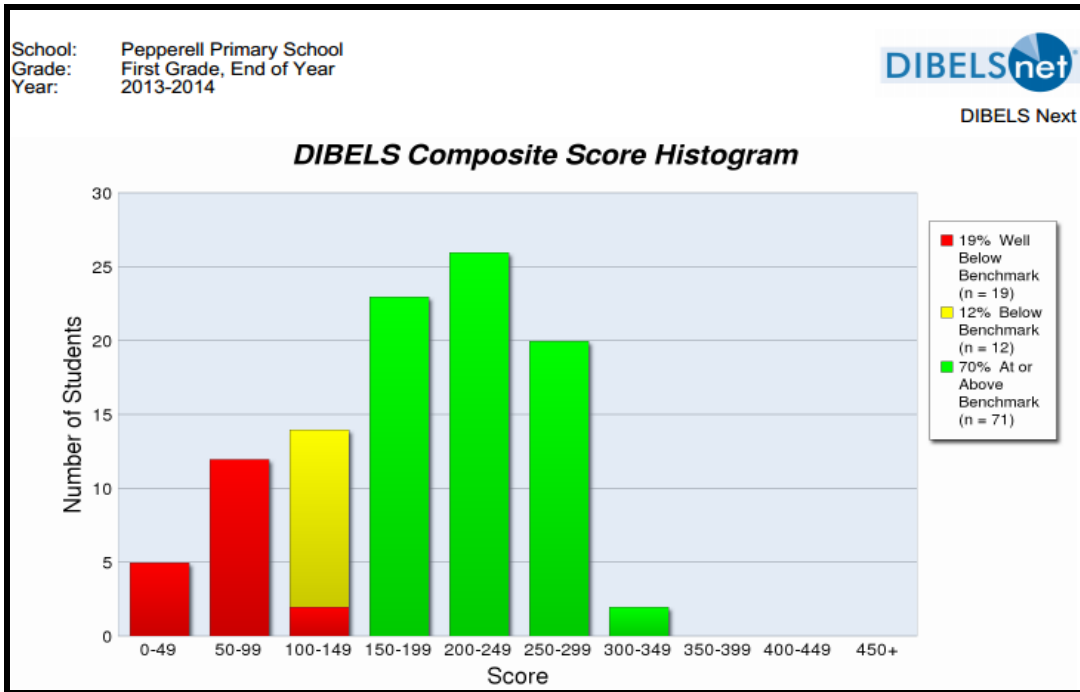
**DIBELS Next**

DIBELS Next is utilized as a universal screening assessment and progress monitoring tool to assess early literacy skills in all primary and elementary schools in Floyd County. Pepperell Primary transitioned to DIBELS Next in 2012. An analysis of multi-year DIBELS Next data from 2012-2014 indicates there is a high percent of students scoring below or well below the expected level of performance on the end of year benchmark. While PPS historically has a high percent of students reaching benchmark levels in kindergarten, the data indicates a sharp decline in the percent at or above the benchmark in first and second grades. The 2014 data below provides evidence that PPS students continue to show large gaps in their foundational reading skills.

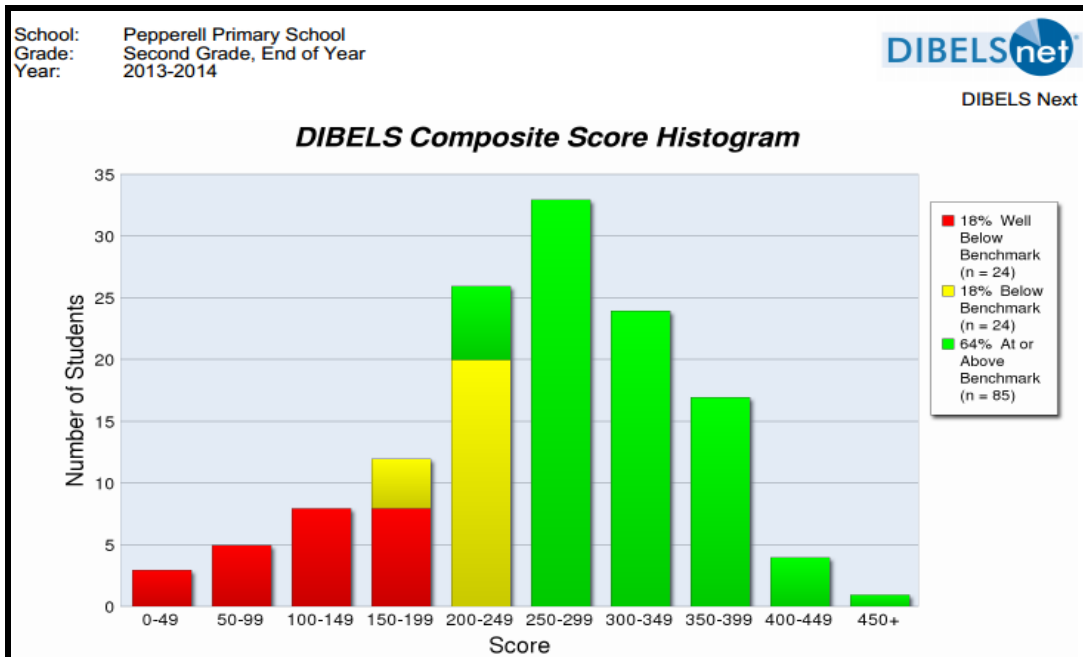
**Kindergarten Composite Scores for 2014**



**First Grade Composite Scores for 2014**



**2nd Grade Composite Scores 2014**



**Teacher Retention Data**

*Addresses Scoring Rubric Element: c)*

Pepperell Primary has historically maintained a stable teaching staff. Currently, 59% of teachers at PPS have taught for 10+ years, with 35% of those teachers having 20+ years of experience. PPS lost five teaching positions when the third grade classes were moved to Pepperell Elementary. Currently, 69% of Pepperell Primary teachers hold advanced degrees and 100% are highly qualified.

**On-Going Professional Learning**

*Addresses Scoring Rubric Element: h)*

Pepperell Primary faculty and staff members participate in a wide variety of professional learning activities based on school initiative and teacher need. The following is a list of professional learning topics for the PPS staff over the last several years. The participation rates vary, due to the differing professional learning needs among faculty and staff, and also the allowable number of participants for some training.

<b>Name of Professional Learning</b>	<b>Year(s) of Course Offering</b>	<b>Participation Rate</b>
● Effective Implementation of TKES Standards	2014-2015	100%
● Math Science Partnership Program	2011-2013, Fall of 2014-Present	75%
● Teacher Keys Effectiveness System Implementation	2013 to Present	100%

Pepperell Primary School

Floyd County Schools

<ul style="list-style-type: none"> <li>● Georgia Formative Instructional Practices (FIP) Modules</li> </ul>	2014	100%
<ul style="list-style-type: none"> <li>● Creating and Effectively Implementing Adaptive Materials for SWD Students</li> </ul>	2013	50%
<ul style="list-style-type: none"> <li>● Common Core Mathematics Implementation: Best Practices</li> </ul>	2013	100%
<ul style="list-style-type: none"> <li>● CCGPS - Standards-Based Classroom Continuum and Assessment for Learning Strategies</li> </ul>	2011 through 2013	100%
<ul style="list-style-type: none"> <li>● DIBELS Next Training</li> </ul>	2011	75%
<ul style="list-style-type: none"> <li>● Florida Center for Reading Research</li> </ul>	2010	100%
<ul style="list-style-type: none"> <li>● Effectively Integrating Technology in the Classroom</li> </ul>	2010-Present	75%
<ul style="list-style-type: none"> <li>● Initial Mindset and Recertification Training</li> </ul>	Offered Annually	75%

In addition to Pepperell Primary’s current professional learning activities, additional professional learning needs identified by the faculty and staff include:

- Implementing Writing in All Content Areas
- Differentiated Instructional Strategies
- Implementation of Effective Literacy Interventions



**Goals and Objectives**

*Addresses Scoring Rubric Elements: a), b), c)*

The goals and objectives below are based on trends and patterns identified in student performance data:

<b>Goals:</b>	<b>Objectives:</b>
<ul style="list-style-type: none"> <li>● Increase the percentage of all students and subgroups of students scoring above expected levels of performance on all assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize assessment data to identify at-risk students and support instructional decisions</li> <li>● Disaggregate data into subgroups to monitor progress toward established goals</li> <li>● Provide professional learning on data analysis and utilization of formative and summative assessments</li> <li>● Provide resources to meet the need areas of students</li> </ul>
<ul style="list-style-type: none"> <li>● Develop a school-wide reading initiative that incorporates evidence-based best practices in literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Provide professional learning and consistent support in assessing, diagnosing, and remediating difficulties in reading</li> <li>● Utilize resources to meet the need areas of students</li> </ul>
<ul style="list-style-type: none"> <li>● Develop a school-wide writing initiative with emphasis on integrating writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Provide professional learning and consistent support in effective writing instruction that aligns with the rigor of CCGPS</li> </ul>
<ul style="list-style-type: none"> <li>● Develop a comprehensive system of tiered interventions to meet the learning needs of all students</li> </ul>	<ul style="list-style-type: none"> <li>● Provide professional learning on establishing and managing flexible groups</li> <li>● Provide needed resources to meet students' needs</li> <li>● Ensure extended learning time is protected and implemented consistently each day</li> </ul>

## Project Plan – Procedures, Goals, Objectives, and Support

*Addresses Scoring Rubric Elements a), b), c), g), h), j)*

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

**Goal 1: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in reading instruction. (Building Block 4)**

**Identified Need: Need for a consistent literacy instructional focus across all areas of the curriculum**

**Current Best Practices:** Common instructional practices and assessments in reading (What, p. 11), formative assessment data using DIBELS Next (What, p.9)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Research, select, and purchase needed instructional materials; to include technology resources (What, p. 9)	Spring - Summer, 2015	SRCL Funds, Title I Funds	All materials received, inventoried and installed as needed (GA, SA)
Ensure daily schedules include two to four hours of literacy instruction to include content area instruction	Spring, 2014	N/A	Master Schedule; Teacher Daily Schedules in PowerSchool (SA)
Provide professional learning on direct, explicit instructional strategies to build students' academic vocabulary and comprehension across content areas (How, p.30)	Summer, 2015	SRCL Funds for Teacher Stipends	Classroom Observation Data, Professional Learning Log, Evaluation Survey (SA, T)

**Evidence of Research-based Practice:** During early literacy development, visual, textual, and auditory texts form the primary basis of content literacy. A successful interaction with any text depends on the student's ability to access, use, and evaluate content material based on

background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content. (Why p. 49)

**Goal 2: Develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners. (Building Block 2 and 4)**

**Identified Need: Need for a consistent literacy instructional focus across all areas of the curriculum**

**Current Best Practices:** Common instructional practices, genre, and benchmark assessments (What, p.11), formative data using writing benchmark rubrics (What, p.9)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional development for integration of literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS (How p.30)	Summer 2015	SRCL Funds for Teacher Stipends	Classroom Observation Data, Professional Learning Log, Evaluation Survey (SA, T)
Ensure daily schedules include required writing across the content areas as a part of class every day, using technology when possible for production, publishing, and communication (How pp. 31, 42)	Fall 2015 On-going	SRCL Funds for Teacher Stipends	Classroom Observation Data, Meeting Agendas, Minutes, Professional Learning Log (LT,T)
Meet in disciplinary teams according to regularly established times for collaborative planning and examining student data/work (How, p.29)	On-going, as defined by schedule	SRCL Funds for Release Time	Meeting Agendas, Minutes, Professional Learning Log (T)

**Evidence of Research-based Practice:** Because students enter the classroom with such diverse needs, one single approach is no longer effective (NCTE, 2008, p. 1). According to NCTE, “Instructional practices, writing genres, and assessments should be holistic, authentic, and varied,” (NCTE, 2008, p. 2) (Why p. 44)

**Goal 3: To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction. (Building Blocks 5 and 6)**

**Identified Need: Need for systematic response to intervention protocol, evidenced-based resources, implementation, and monitoring**

**Current best practices:** Analysis of data for individual students is on-going in order to identify students’ instructional needs and interventions according to established protocols. (How pg. 43) Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic needs. (Why p. 124)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide on-going professional development to ensure consistent instruction is being provided that includes explicit instruction designed to meet the individual students’ needs (How pg. 43)	Fall 2015 On-going	SRCL Funds for Teacher Stipends	Classroom Observation Data (T) Professional Learning Log (SA)
Meet in disciplinary teams to monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted) (How pg. 44)	On-going, as defined by schedule	SRCL Funds for Release Time	Meeting Agendas, Minutes, Professional Learning Log (T)
Ensure interventions are delivered during a protected time daily (How pg. 47); time is provided at least once a month for Tier 3/SST teams to discuss student progress (How pg. 46)	Fall 2015 On-going	SRCL Funds for Release Time	Master Schedule; Teacher Daily Schedules in PowerSchool (SA) Classroom Observation Data (SA)

**Evidence of Research-based Practice:** Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum. Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques (Wright, 2007).

Floyd County Schools

**Goal 4: To increase the use of 21st Century technology to assist students in becoming literate, productive members of society. (Building Block 3)**

**Identified Need: Need to provide quality, evidence based materials, resources, and professional learning that are systematic, explicit, and aligned to the literacy standards in CCGPS**

**Current Best Practices:** Floyd County Schools have implemented Google drive accounts for all students K-12.

Objectives	Timeline	Funding Source	Measure of Effectiveness
Provide professional development to promote active student learning, collaboration and feedback through the use of technology (How pg. 27)	Summer 2015 On-going	SRCL Funds for Release Time	Agenda, Sign-In Sheet (SA, T) Classroom Observation Data (T) Professional Learning Log (SA)
Increase the utilization of technology to assist in two-way communications with students, teachers, parents and stakeholders (How pg. 25)	On-going	SRCL Funds for Release Time	Professional Learning Log (SA) School/Teacher websites (SA, T)
Infuse a variety of digital literacy resources throughout the curriculum to increase student engagement	2016	SRCL Funds for Release Time	Classroom Observation Data (T)

**Evidence of Research-based Practice:** “Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement.” Merchant (2001) (Why pg. 53)  
Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities (Georgia Pre K-12 Literacy Task Force, 2009).

**Goal 5: To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction. (Building Block 3 and 5)**

**Identified Need: Need for balanced assessment system to assist with evidenced-based interventions and differentiated instruction**

Current Best Practices: Curriculum alignment includes alignment between and among several education variables, including state standards, state-mandated assessments, resources such as textbooks, content of instruction, and instructional strategies (Why, p. 92)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Ensure the use of appropriate formative and summative assessments that reinforce goals for reading (Why, p. 131)	Spring 2015	N/A	DIBELS Next Data Review (T), (LT), (SA) Literacy Team Minutes (LT), TKES Observations (SA)
Administer summative assessments at scheduled intervals; to include specific time for analyzing summative data (How, p.38)	On-going as defined by assessment schedule	SRCL funds, Title 1 funds	SRCL Assessment schedule Meeting Agendas, Minutes,
Schedule time for teachers to meet in order to share and analyze student work samples as a way to inform instruction during collaborative planning (How, p. 38)	On-going as defined by schedule	SRCL Funds for Release Time	Meeting Agendas, Minutes,

**Evidence of Research-based Practice:** According to NCTE, “Instructional practices, writing genres, and *assessments* should be holistic, authentic, and varied,” (NCTE, 2008, p. 2) (Why, p.44)

## Response to Intervention Model

*Addresses Scoring Rubric Element: e)*

***Data should be part of an on-going cycle of instructional improvement***

Leveled Instructional Tier		Instructional Strategies
<p><b>Tier I</b> Quality standards-based instruction provided to all students in all classrooms (Why, 126)</p>		<ul style="list-style-type: none"> <li>● Classroom instruction based on CCGPS</li> <li>● Best practices identified by the National Reading Panel</li> <li>● Universal screening</li> </ul>
<p><b>Tier II</b> Standard protocol interventions provided for targeted students (Why, 126)</p>		<ul style="list-style-type: none"> <li>● Diagnostic testing to identify causes of student weaknesses</li> <li>● Consistent segments of instruction based on need – small group setting</li> <li>● Progress monitoring</li> <li>● Adjustment of interventions</li> </ul>
<p><b>Tier III</b> Based on evidence-based protocols SST/Data teams monitor progress jointly (What, 12 and Why, 127)</p>		<ul style="list-style-type: none"> <li>● Intensive interventions in small groups</li> <li>● Increased frequency and duration</li> <li>● Intensive monitoring/adjustment of interventions</li> </ul>
<p><b>Tier IV</b> Specially-designed learning to meet individual needs (Why, 127)</p>		<ul style="list-style-type: none"> <li>● Due process</li> <li>● Based on individual learning plan</li> <li>● Specialized programs, methodologies, and instructional deliveries</li> <li>● Intensive monitoring/adjustment of interventions</li> </ul>

## Sample K-2 Schedule

2014-2015

*Addresses Scoring Rubric Element: d)*

*\*indicating tiered instructional segments with appropriate interventions*

Grade	7:55-8:30	8:30 - 9:15	9:15 - 11:00	11:00 - 12:00	12:00 - 12:30	12:30 - 1:30	1:30 - 2:00	2:00 - 2:30
K	Math	Activity	Literacy Block*	Math*	Lunch	Integrated Reading and Writing	Recess	Read Aloud
	7:55 - 8:30	8:30 - 9:30	9:30 - 11:30	11:30 -12:00	12:00 - 1:15	1:15 - 2:00	2:00 - 2:30	2:30 - 2:45
First	Math*		Literacy Block*	Lunch	Science/Social Studies	Activity	Recess	Read aloud
	7:55 - 10:00	10:00 - 10:45	10:45 - 12:15	12:15-12:45	12:45 - 1:15	1:15 - 2:15	2:15- 2:45	
Second	Literacy Block*		Activity	Math*	Lunch	Recess	Science/Social Studies	Read Aloud



**Inclusion of All Teachers and Students in the SRCL Application**

*Addresses Scoring Rubric Elements: f)*

All teachers and students will benefit from the SRCL grant and are included in the process of reaching school goals and objectives. All teachers will participate in professional learning and implement strategies to promote student engagement and increase student achievement. All students will have access to high quality instructional resources to help them improve literacy in all content areas.

**Assessment/Data Analysis Plan**

**Current Assessment Protocol**

*Addresses Scoring Rubric Elements: a) and h)*

<b>Assessment</b>	<b>Grade Level(s)</b>	<b>Purpose</b>	<b>Skills Assessed</b>	<b>Frequency</b>	<b>Administered By/Setting</b>
GKIDS	Kindergarten	Measure/ monitor mastery of skills	CCGPS	Ongoing	Classroom Teacher/ One-on-one setting
Phonological Awareness Assessment	Kindergarten	Diagnostic	Phonological Awareness Skills	Monthly	Classroom Teacher/ One-on-one setting
DIBELS Next	K-2	Universal Screener, Progress Monitor	Phonemic Awareness, Phonics, Oral Reading Fluency and Comprehen- sion	3 times per year PM=ongoing	Certified Teacher Other than Classroom Teacher/ One-on-one setting
Fry Word List Inventory	K-2	Assess fluency/ accuracy of high frequency words	High Frequency Words	Minimum every 9-weeks	Classroom Teacher/ One-on-one setting
Local Writing Benchmarks	K-2	Measure growth in writing	Writing	3 times per year	Classroom Teacher/Group setting
ACCESS for ELLs	K-2 English Language	Screener, Diagnostic	Language	1 time per year	ELL Teacher/ One-on-one setting

Floyd County Schools

	Learners				
Georgia Alternate Assessment	K-2	Achievement	CCGPS/GPS	Ongoing/ Reporting 1 time per year	Sp.Ed. Teacher/ One-on-one setting
Unit Assessment Tests	K-2	Mastery of Guide Instruction	CCGPS	Weekly/Bi-Weekly	Classroom Teacher/Group setting

**Comparison of Current Assessment Protocol with SRCL Assessment Plan**

*Addresses Scoring Rubric Elements: b) and h)*

The district requires administration of DIBELS Next as a universal screener in grades K-5. All components of DIBELS Next are administered, including Retell in all grade levels where appropriate and the DAZE in grades 3-5. Although DIBELS Next is used to monitor progress, implementation with fidelity and understanding how to analyze the data will need to be addressed. The Scholastic Reading Inventory is not administered throughout the district at this time. All state required assessments will be used as measures of achievement and growth.

Assessment	Frequency	Administered By/Setting
DIBELS Next - Progress Monitoring	Monthly for Tier 2 Weekly to Bi-Monthly for Tiers 3 and 4	Classroom Teacher/One-on-one setting
Placement tests and progress monitoring of new intervention programs	As prescribed by program	Teacher responsible for intervention//One-on-one setting

**Implementation of New Assessments/Discontinuation of Current Assessments**

*Addresses Scoring Rubric Elements: c) and d)*

With implementation of the SCRL grant, Pepperell Primary will follow the schedule for literacy assessments as listed below. State assessments will continue as mandated.

★ New assessments and revisions to current assessments are denoted in blue

★ Discontinuation of assessments are denoted in red

Assessment	Grade Level(s)	Purpose	Skills Assessed	Frequency	Administered By/Setting
GKIDS	Kindergarten	Measure/ monitor mastery of skills	CCGPS	Ongoing	Classroom Teacher/One-on-one setting
Phonological Awareness Assessment	Kindergarten	Diagnostic	Phonological Awareness Skills	Monthly	Classroom Teacher/One-on-one setting
<b>DIBELS Next</b>	K-2	Universal Screener  <b>Progress Monitor (PM) with Fidelity</b>	Phonemic Awareness, Phonics, Oral Reading Fluency and Comprehension	Benchmark probes = 3x per year  <b>PM with Fidelity: Monthly for Tier 2; Weekly for Tier 3</b>	Benchmarks - Certified Teacher Other than Classroom Teacher/One-on-one setting  PM - Classroom Teacher/One-on-one setting
<b>Informal Phonics Inventory</b>	<b>K-2</b>	<b>Monitor Progress</b>	<b>Phonics and Decoding Skills</b>	<b>3x per year</b>	<b>Classroom Teacher</b>
<b>Scholastic Reading Inventory</b>	<b>2nd Grade Only</b>	<b>Measure/monitor Lexile levels</b>	<b>Lexiles</b>	<b>3 times per year</b>	<b>Computerized/ Individually administered on</b>

Floyd County Schools

<b>(SRI)</b>					<b>computer</b>
Fry Word List Inventory	K-2	Assess fluency/ accuracy of high frequency words	High Frequency Words	Minimum every 9-weeks	Classroom Teacher/One-on-one setting
Local Writing Benchmarks	K-2	Measure growth in writing	Writing	3 times per year	Classroom Teacher/Group setting
Unit Assessment Tests	K-2	Mastery, Guide Instruction	CCGPS	Weekly/Bi-Weekly	Classroom Teacher/Group setting
ACCESS for ELLs	K-2 English Language Learners	Screener, Diagnostic	Language	1 time per year	ELL Teacher/One-on-one setting
Georgia Alternate Assessment	K-2	Achievement	CCGPS/GPS	Ongoing/ Reporting 1 time per year	Sp.Ed. Teacher/ One-on-one setting
<b>CRCT *</b>	<b>Grade 3</b>	<b>Achievement</b>	<b>CCGPS/GPS</b>	<b>1 time per year</b>	<b>Teacher</b>

\* Pepperell Primary now serves students in grades PK-2; therefore the CRCT will no longer be administered.

**Professional Learning Needs for New Assessments**

*Addresses Scoring Rubric Element: e)*

Floyd County Schools will utilize a “Train the Trainer(s)” model to provide initial training on administering the Scholastic Reading Inventory. A system-level team, comprised of

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Floyd County Schools

one representative per school and system-level leaders, will receive training from a Scholastic consultant. This team will then provide initial training to teachers and administrators at each school. Additional SRI training will be scheduled to ensure teachers’ understanding of progress monitoring, use of reports, and effective use of data to guide instruction.

Although FCS has been administering DIBELS Next for many years, there is a need to provide a refresher session to ensure consistency of administration and scoring practices among all teachers. This training will also utilize a “Train the Trainer” re-delivery model. Training will be provided all teachers administering DIBELS Next in the spring of 2015.

Refresher training will be provided for all teachers on the administration of diagnostic tests in order to ensure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve student achievement. Work will lead to the development of formative assessments using CCGPS and knowledge gained from analysis of data.

**How Data is Presented to Parents and Other Stakeholders**

*Addresses Scoring Rubric Element: f)*

Data from assessments is presented to parents through parent conferences, phone conferences, Parent Portal, or through written reports. PPS also shares data with stakeholders during Literacy Team, LSGT, Leadership Team, Board of Education, School Improvement Plan, Title I Parental Involvement, and PTO meetings. All stakeholders have access to school data through each of these outlets. Additionally, state assessment data is presented via system and school websites and local media.

**How Data Will Be Used to Develop Instructional Strategies, as well as Determine Materials and Need**

*Addresses Scoring Rubric Element: (g)*

Pepperell Primary utilizes a variety of formative and summative assessment data to guide instructional decisions. Grade level data teams meet on a monthly basis with the Instructional Lead Teacher and school administrators to review DIBELS Next and AIMSWeb data and to guide the RTI process. With the implementation of the Literacy Action Plan, data teams will continue their work, with additional reading assessments being added to enhance the process. Additional and extended collaborative planning opportunities will be funded through SRCL grant funds.

The Literacy Team will gather data to identify needed resources and professional learning. Potential professional learning needs include:

- Implementation of Explicit Reading and Writing Instruction
- Implementing Writing in All Content Areas
- Effective implementation of the RTI Process
- Effective Differentiated Instruction
- Engaging students and enhancing literacy instruction through the use of technology

## Resources, Strategies and Materials to Support the Literacy Plan

### Resources Needed to Implement Literacy Plan (including student engagement):

*Addresses Scoring Rubric Elements: a)*

- Scientific evidence-based literacy instructional materials
- Literacy Instruction Observation Checklist
- Various Lexile leveled narrative and expository texts (print and electronic) for all classrooms
- Various Lexile leveled books for the media center (fiction and nonfiction)
- DIBELS Next
- Scholastic Reading Inventory (2nd Grade Only)
- Evidence-based reading intervention materials and/or software with necessary professional learning
- Mentor Program resources and training materials
- Wireless technology consisting of, but not limited to, laptops, chromebooks, tablets, and/or hybrid devices
- Multimedia equipment to support explicit literacy instruction
- Networkable printers
- Technology-based program that provides online format for administering, scoring, and storage of formative and summative assessments
- Consumable materials – notebooks, dividers, paper, toner, markers, chart paper, etc.
- Professional learning:
  - Consultant fees
  - Stipends
  - Substitutes for teacher release time (both professional learning and collaborative planning opportunities)



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Floyd County Schools

- Program and intervention materials
- Workshop/conference registration fees
- Travel expenses

**Activities that Support Literacy Intervention Programs**

*Addresses Scoring Rubric Elements: b)*

- Professional learning to provide understanding of RTI tiered instruction
- Use of DIBELS Next as a universal screener and progress monitoring tool
- Implementation of Scholastic Reading Inventory (2nd Grade only)
- Use of diagnostic reading assessments to pinpoint area of need
- Allocated time in schedules for reading intervention
- Use of data to drive instructional decisions
- Continued Response to Intervention 4-tiered model implementation
- Implementation of evidence-based interventions with fidelity
- Inclusion/Co-teaching model

**List of Shared Resources Available Within the Building**

*Addresses Scoring Rubric Elements: c)*

- *ImagineIt!* Core Reading Program
- Common reading intervention materials based on foundational reading skills deficit
- Florida Center for Reading Research resources
- Adaptive instructional resources for reading and writing
- Manipulatives for reading and writing instruction
- Instructional Lead Teacher
- Interactive boards and projector

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Floyd County Schools

- Classroom library with fiction and non-fiction
- Media center print and non-print resources
- Bookroom including professional resources, student texts, and leveled readers
- Listening Stations
- Teacher/student computers
- Computer lab

**List of Library Resources/Description of Library**

*Addresses Scoring Rubric Elements: d)*

- Open check-out and flexible scheduling
- Staff by half-time media specialist and half-time media paraprofessional (these positions are shared between two schools)
- Teacher resources for all content areas
- Student access to print materials - fiction, nonfiction, magazines
- Student access to computers

**Activities that Support Classroom Practices**

*Addresses Scoring Rubric Elements: e)*

- Professional learning for all instructional staff to support scientific evidence-based literacy practices across all content areas
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Use of a variety of content-specific texts, based on student ability and text complexity
- Differentiated instruction
- Implementation of Formative Instructional Practices (based on GA's FIP Modules and Assessment for Learning training)

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Floyd County Schools

- Vocabulary instruction in all content areas
- Integration of technology to enhance instruction and increase student motivation
- Make and Take sessions for teachers and paraprofessionals

**Additional Strategies Needed to Support Student Success**

*Addresses Scoring Rubric Elements: f)*

- Professional learning targeting the use of technology, reading/writing instruction, reading interventions, and assessments
- Efficient access to and consistent use of technology to promote student engagement and motivation
- Increased writing in all content areas that is guided with standardized, school wide expectations for quality
- Dedicated scheduled time for reading interventions
- Strategies for increasing student engagement
- Consistent implementation of DIBELS Next progress monitoring
- Scholastic Reading Inventory – full use of data (2nd Grade only)
- Use of expository texts to support science and social studies content
- Use of common formative and summative reading and writing assessments
- Collaborative grade level planning, to include resource teachers

**Current Classroom Resources for Each Classroom in the School**

*Addresses Scoring Rubric Elements: g)*

- *ImagineIt* Comprehensive Reading Program materials for grade level instruction and intervention
- Leveled library

Floyd County Schools

- Manipulatives for reading instruction
- Florida Center for Reading Research activities
- Common intervention materials based on foundational reading skill deficit
- Resources to support foundational reading activities
- Interactive boards (not every classroom) and projectors
- Printer
- Adaptive Instructional Materials
- Wireless Internet access
- Web-based software through school subscriptions
- Interactive board with projector
- Document camera in all classrooms

**Alignment Plan for SRCL Grant and All Other Funding**

*Addresses Scoring Rubric Elements: h)*

Resources, Strategies, and Materials	SRCL Grant Will Provide...	Funding Sources
Professional Learning to Support Literacy Instruction	Consultants' fees, training materials, travel and registration for workshops/conferences, stipends, cost of substitutes	SRCL Grant, QBE, Title I, Title IIA, Title III, Title VI, Local Funds
Instructional Literacy Materials	Narrative and expository texts at a variety of lexile levels, Scholastic Reading Inventory, <i>ImagineIt!</i> reading program materials, contracted services to support implementation of literacy initiatives, consumable supplies	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds

Floyd County Schools

Instructional Technology	Computers, chromebooks, tablets, printers, costs of technology programs, wireless infrastructure	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds
Literacy Assessments	Scholastic Reading Inventory, additional diagnostic reading assessments, teacher resources for implementation of assessments	SRCL Grant, QBE, Title I, Title VI, Local Funds
Extended Day/Year Activities	supplies, transportation	SRCL Grant, QBE, Title I, Title VI, eSPLOST Funds, Local Funds
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	SRCL Grant, QBE, Title I, Title VI, Local Funds

**Demonstration of How Any Proposed Technology Purchases Support RTI, Student Engagement, Instructional Practice, Writing, Etc.**

*Addresses Scoring Rubric Element: i)*

Technology is an essential tool to enhance learning experiences for all students. Today’s students come to school with an understanding of how to use digital and electronic devices. Many children access technology at a young age through electronic games, devices, and cell phones. Therefore, providing access to integrated technology experiences plays a vital role in motivating and engaging students in the learning process. Technology use via online learning and access to the Internet enhances learning opportunities for both students and adults. Many systems now offer online coursework that students can access independently and on their own

Floyd County Schools

time. Additionally, online learning opportunities now play a vital role in professional learning for educators, plus a wide variety of other career choices.

In addition to the benefits for student and adult learning, the use of technology substantially facilitates the implementation of assessments and instructional programs. Its use in administering, collecting, analyzing, and storing data makes technology an invaluable tool for instructional planning and program implementation.

Facilitating student learning through a wide variety of technology experiences will play a critical role as students progress through school. Preparing today's students to become productive members of society will mean providing access to the most up-to-date technological advances possible. "To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy." (The Why, p. 56)

## **Professional Learning Strategies Identified on the Basis of Documented Needs**

“Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve literacy achievement. In fact, research indicates that for every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests.” (Greenwald et al., 1996) Therefore, providing high quality and sustainable professional learning for all teachers will be critical to the success of our Literacy Plan and to the academic success of our students.

### **Professional Learning Activities in the Last Year**

*Addresses Scoring Rubric Elements a):*

Due to reduced funds for professional learning, many activities attended by teachers are system or school-based, with little or no cost involved to implement. For the implementation of schoolwide initiatives, a redelivery model has been utilized, with one-two school representatives attending the training, and redelivering the information to the other teachers at their school.

According to research, this model of professional learning has proven to be the least effective to ensure success and sustainability of the initiative. Therefore, providing high quality professional learning for all teachers will be a primary focus for the Striving Reader Grant.

The chart below shows the percentage of PPS staff that participated in professional learning opportunities last school year.

**List of Ongoing Professional Learning**

*Addresses Scoring Rubric Element c)*

- Teacher Keys Effectiveness System (TKES) Implementation
- Student Learning Objectives (SLO) Implementation
- Formative Instructional Practices
- MindSet Training
- AdvancEd Accreditation Process
- Understanding CCRPI
- Math/Science Partnership (MSP) Collaborative
- Gifted Endorsement
- Math Endorsement
- Online Teaching Endorsement
- CCGPS ELA and Math Updates
- Google Training

**Programmatic Professional Learning Needs Identified in Needs Assessment**

*Addresses Scoring Rubric Element: d)*

- Literacy instruction across the curriculum
- Explicit reading, comprehension, and vocabulary strategies
- Using Lexiles to guide instruction
- Explicit writing strategies in all content areas
- Vocabulary instruction in all content areas
- Use of technology to enhance instruction and promote engagement
- Disaggregation and use of formative and summative data to guide instruction
- Response to Intervention and Tiered Instruction



Floyd County Schools

- Differentiated Instruction
- Participation in Georgia’s *Comprehensive Reading Solutions* professional learning modules and other online module and webinars
- Effective mentoring for new teachers

**Process Used to Determine if Professional Development was Adequate and Effective**

*Addresses Scoring Rubric Element: e)*

- Analysis of student achievement data from Georgia Milestones End of Course Assessments
- Analysis of Student Growth Percentiles (SGPs) for state assessed courses
- Analysis of Student Learning Objectives (SLO) data over time
- Analysis of student work in collaborative planning meetings
- Use of rubrics to assess quality of student work
- Common formative assessments to measure student growth
- Collaborative planning meetings and minutes
- Walkthrough and observations to monitor professional learning implementation
- Evaluation of professional learning activities via teacher surveys

**Detailed and Targeted Professional Learning Plan**

*Addresses Scoring Rubric Elements: d), f), g)*

<b>Identified Professional Learning</b>	<b>Project Plan Goals/Objectives Addressed</b>	<b>Literacy Plan Building Block Addressed</b>	<b>Measure of Effectiveness</b>
Collaboratively identify and evaluate resources to support	<b>Goal 1:</b> To develop, implement, expand, and sustain a school-wide	- 1 A, D, E - 2 A,B - 3 B,C	- Collaborative Team meeting minutes - Walk-through observations

Floyd County Schools

effective literacy instruction	reading initiative that incorporates evidence-based best practices in literacy instruction.	- 4 B <sub>1</sub> , B <sub>2</sub> ,C - 6 B	- Literacy Team meetings - TKES evaluations
Provide direct and explicit reading strategies to help struggling readers with foundational reading skills	<b>Goal 5:</b> To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate instruction.	- 1 A - 3 A,B,C,D,E - 6 B	Walk-through observations - Analysis of DIBELS Next and SRI assessments - TKES evaluations - Evaluation of Professional Learning
Provide professional learning on the effective use of instructional content-specific reading and writing strategies	<b>Goal 2:</b> To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.	- 1 A, C <sub>1</sub> , C <sub>2</sub> - 2 A,B - 3 B,C - 4 A <sub>1</sub> ,A <sub>2</sub> ,A <sub>3</sub> - 6 B	- Walk-through observations - Analysis of DIBELS Next and SRI assessments - TKES evaluations - Evaluation of Professional Learning
Provide professional learning on evidence-based instructional strategies to teach vocabulary across content areas	<b>Goal 1:</b> To develop, implement, expand, and sustain a school-wide reading initiative that incorporates evidence-based best practices in literacy instruction.	- 1 A, D, E - 2 A,B - 3 B,C - 4 B <sub>1</sub> , B <sub>2</sub> ,C - 6 B	- Walk-through observations - Analysis of DIBELS Next, SRI, and Reading unit assessments - TKES evaluations - Evaluation of Professional Learning
Provide professional learning on the effective use of formative and summative assessments to guide instruction	<b>Goal 5:</b> To optimize literacy instruction by implementing ongoing, multiple assessments that will be used as diagnostic and monitoring tools to determine the need for and intensity of interventions and differentiate	- 1 A - 3 A,B,C,D,E - 6 B	- Analysis of student work - Analysis of DIBELS Next and SRI assessments - Collaborative Team meeting minutes - Evaluation of Professional Learning

Floyd County Schools

	instruction.		
Provide professional learning on the effective use of differentiated instructional strategies and interventions (RTI)	<b>Goal 3:</b> To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.	<ul style="list-style-type: none"> <li>- 1A</li> <li>- 3 A,B,C,D,E</li> <li>- 5 A,B,C,D,E</li> <li>- 6 B</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of RTI data</li> <li>- Walk-through observations</li> <li>- Literacy Team meetings</li> <li>- Collaborative Team meeting minutes</li> <li>- Analysis of DIBELS Next and SRI assessments</li> <li>- Literacy Team meetings</li> </ul>
Provide training on use of technology as a tool to support literacy instruction and assessments	<b>Goal 4:</b> To increase the use of 21st Century technology to assist students in becoming literate, productive members of society.	<ul style="list-style-type: none"> <li>- 1 E, F</li> <li>- 4 C</li> <li>- 6 B</li> </ul>	<ul style="list-style-type: none"> <li>- Walk-through observations</li> <li>- Literacy Team meetings</li> <li>- Collaborative Team meeting minutes</li> <li>- Analysis of DIBELS Next and SRI assessments</li> <li>- Evaluation of Professional learning</li> </ul>

Professional development and learning opportunities will utilize [www.comprehensivereadingsolutions.com](http://www.comprehensivereadingsolutions.com) as appropriate from the GaDoE.

## **Sustainability Plan**

*Addresses Scoring Rubric Elements: a), b), c), d), e), f), and g)*

Floyd County Schools is committed to sustaining and extending all components of the SRCL plan. As previously noted, FCS has effectively managed and sustained past initiatives by setting priorities for spending, coordinating services and resources, and adhering to specified guidelines for program and grant funds. The system will continue to utilize local, state, and federal program funds, along with area education foundations, partnerships with local colleges, additional grants, local businesses, school PTOs, RESA, GLRS, and FCS personnel as viable resources for the following literacy initiatives:

- provide ongoing professional learning opportunities
- continue the work of the school literacy team
- continue to schedule school data team meetings and collaborative planning for all teachers
- continue implementation of assessment protocols
- continue to review multiple sources of data and refine Literacy Plan goals and objectives to reflect student and staff needs
- reflect changes to goals and objectives in the school improvement plan
- provide training annually for all new employees on all SRCL grant initiatives during orientation
- maintain technology (including site licenses)
- replace consumable print materials

The Literacy Team will be developing a plan to increase or expand community partnerships and secure funding to assist with initiatives requiring yearly cost commitments, including, but not limited to:

- consultant fees and substitutes for ongoing professional learning
- replacement of print materials

Floyd County Schools

- replacement materials needed for intervention programs
- replacement of consumable supplies
- maintenance and/or replacement for technology devices
- site licenses for technology software

The ability to utilize Striving Reader funds to provide a consistent K-12 Literacy Plan in all Pepperell area schools will be a tremendous benefit to our students, teachers, system, and community. The details of this grant application provide compelling evidence of the need for continuity of literacy instruction, professional learning, and differentiated resources to meet the needs of not only Pepperell Primary School, but all schools in the Pepperell district. This process has revealed important information and provided invaluable learning experiences to guide the development of our school literacy plan. It is our desire to be able to implement the components of this plan as we strive to meet the literacy needs of an ever-changing student population and fulfill our system's mission...***“Destination Graduation...for every child.”***

## **Budget Summary**

As a result of the SRCL grant process that guided an analysis of current practices, data, and available resources, Pepperell Primary School has developed a viable and sustainable plan to help meet the literacy need of all students. In order to meet the literacy needs identified in the plan, grant funding will be utilized over a 3-5 year period. Details of the budget implementation process are listed below.

### **Year 1**

#### Instructional Materials/Resources

- Scientific, evidence-based literacy resources/materials to provide explicit literacy instruction across all content areas
- Leveled print materials for classrooms and the media center
- Scholastic Reading Inventory
- Diagnostic assessments and progress monitoring tools
- Evidence-based intervention materials and programs (print and digital)
- Consumable supplies

#### Professional Learning

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training

#### Technology Resources

Floyd County Schools

- Wireless Web Enabled Devices (e.g. Chromebooks, Tablets, etc.)
- Interactive Displays (interactive whiteboards, televisions, projectors, etc.)
- Printers
- Integrated technology software (to include site licenses)

Miscellaneous

- Transportation costs associated with extended day/year programming

**Years 2 through 5**

- Funds for ongoing professional learning needs to support all literacy initiatives
- Costs to replenish consumable resources
- Cost of site licenses
- Transportation costs associated with extended day/year programming