School Profile

Created Tuesday, November 11, 2014

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School Information

System Name:	Baldwin
School or Center Name:	Eagle Ridge Elementary
System ID	605
School ID	0104

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Shaun Wells
Position:	Principal
Phone:	478-457-2485
Email:	shaun.wells@baldwin.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Carol Goings
Position:	instructional specialist
Phone:	478-457-3325
Email:	carol.goings@baldwin.k12.ga.us

Grades represented in the building

example pre-k to 6

K - 5

Number of Teachers in School

45

FTE Enrollment

808

Grant Assurances

Created Thursday, December 04, 2014

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

• Yes

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

• Yes

Preliminary Application Requirements

Created Tuesday, December 02, 2014

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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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

I. **Conflicts of Interest**

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

a. **Organizational Conflicts of Interest.**

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

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

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

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

c.   <u>**Remedies for Nondisclosure**</u>
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.   <u>**Annual Certification**</u>. 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.

[X] 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.   <u>**Disclosure of Conflict of Interest after Agreement Execution**</u>

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

III. Incorporation of Clauses

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

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

__Noris Price_____
Typed Name of Fiscal Agency Head and Position Title

__12/2/14_____
Date

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

___Shaun Wells, principal_____
Typed Name of Applicant's Authorized Agency Head and Position Title

__Nov. 18, 2014_____
Date

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

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

_____NA_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___Noris Price___

Position/Title of Fiscal Agent's Contact Person: _____Superintendent_____

Address: ___110 North ABC Street___

City: ___Milledgeville, GA___ Zip: ___31061___

Telephone: (_478_) _457-3303_ Fax: (_478_) ___457-3327___

E-mail:
___noris.price@baldwin.k12.ga.us___

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

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

___12/2/14___
Date (required)

History and Demographics

Milledgeville-Baldwin County is a historic and diverse community of 46,000 residents located in Central Georgia, just a dozen miles from the state's geographic center. Baldwin County is comprised of 41% African American and 56% Caucasian residents, with 3% of the population classified as other ethnicities (U.S. Census Data, 2012). The former antebellum capital of Georgia, Milledgeville has not been immune to the challenges of the economic recession, and is one of the most highly impacted areas of the state in terms of unemployment, with an 11.3% unemployment rate in 2012, compared to the state rate of 8.5% (Kids Count, 2012). Additional countywide challenges include nearly 37% of residents living below the poverty line, and 51% of children living in single-parent households (Kids Count, 2012). Due to the large percentage of students qualifying for free and reduced lunch in the county, all students in the district receive free lunch and breakfast.

Baldwin County School District (BCSD) serves approximately 5763 students in grades P-12, encompassing a Head Start/Pre-K Early Learning Center; four elementary schools: Blandy Hills, Creekside, Eagle Ridge, and Midway; one middle school, Oak Hill; one high school, Baldwin High; one Early College in partnership with Georgia College and State University; and one College and Career Academy. Student enrollment is comprised of 65% black, 28% white, 4% multiracial, 2% Hispanic, and 1% Asian populations.

Baldwin County students come to school with a wide range of life experiences, possess a variety of learning styles, present a broad range of abilities, and have varying levels of support in the home environment. A large percent of the parents in this predominantly blue-collar community have less than a twelfth-grade education. Because of the closing of major employers in the area,

the unemployment rate in is now over 10 percent. The median household

income is$35,287 with 28.7 % of the families with incomes below the poverty level.

Stakeholders are committed to ensuring all of our students graduate from high school ready for

college and career. Current priorities focus on improving academic achievement for all students.

Priorities focus on:

• Implementing Common Core Georgia Performance Standards (CCGPS)

• Participation professional learning for teachers in grades K - 12 including Depth of Knowledge,

rigor, and differentiated strategies

• Using technology as a tool for learning

• Increasing parental involvement

• Implementing *6 + One Traits of Writing* in grades K – 5 and writing across the curriculum in

grades K – 12

• Using data to drive instruction both horizontally and vertically

Strategic Planning

Strategic plans for improving literacy include working with Communities In Schools to provide

parenting classes, adult education, and placing parent volunteers in classrooms. Goals specific to

increasing literacy skills that will have an impact on future success include increasing the

percentage of students who meet or exceed standards in math, reading, science and social

studies; preparing students to be successful in obtaining the opportunity to enter higher

education; and fostering engaging, rigorous, and relevant education through the effective use of

technology.

Each of the schools in the BCSD uses the school improvement planning process as

recommended by the Georgia Department of Education. It is aligned with the improvement

process outlined by Georgia Leadership Institute for School Improvement (GLISI) and with

AdvancED school improvement planning process. This process operates as a comprehensive

needs assessment for each school. The data collected gives feedback for parents, students and the

community. Each school analyzes test data for developing improvement strategies.

Current Management Structure

The Baldwin County Literacy Team includes administrators at the district and school level,

curriculum specialists, and Pre-K directors. The literacy team is advisory in nature and

facilitates the decision making process by giving suggestions and recommendations based

on student data.

	Individual Responsible	Supervisor
Purchasing	Brenda Phillips	Dr. Noris Price
Site-Level Administrators	Early Learning Center – Blanche Lamb	Dr. Noris Price
	Blandy Hills Elementary – Charlene Thorpe	Dr. Noris Price
	Creekside Elementary – Tracy Clark	Dr. Noris Price
	Eagle Ridge Elementary – Shaun Wells	Dr. Noris Price
	Midway Elementary – Antonio Ingram	Dr. Noris Price
	Oak Hill Middle – Linda Ramsey	Dr. Noris Price
	Baldwin High – Jessica Swain	Dr. Noris Price
	Georgia College Early College – Runee Sallad	Dr. Noris Price
Instructional Specialist	Carol Goings	Dr. Noris Price
Professional Learning	Sharon Simmons	Dr. Noris Price
Technology	Vickie Harmon	Dr. Noris Price
EL/Assessment	Lily Grimes	Dr. Noris Price

Baldwin County School District Purchasing Policy is followed for purchases made with

grant funds**.**

Past Instructional Initiatives

A variety of instruction initiatives have been implemented: DIBELS, READ 180,

Scholastic Reader Inventory (SRI), grandfather readers, STEEP, Accelerated Reader, Thinking

Maps, KeyTrain, SuccessMaker, and Practice Planet. Many of these initiatives have been used at one or more schools, but have not been used countywide.

Literacy Curriculum

Elementary schools in Baldwin County use an integrated trade book basal reading approach at the Tier 1 level in grades K-5. *Saxon Phonics and Spelling*, K - 2 and DIBELS Next, K – 5, are used to develop phonics and phonemic awareness. Leveled readers, adaptive technology, and small group settings are used to address needs at levels beyond Tier 1. A variety of formative assessments unique to each school are individually administered to students to measure early literacy development. SRI, K - 12, DIBELS Next, K - 3 are used to benchmark and monitor student reading progress.

At the middle school level, a trade book reading series approach is used as the basis for reading instruction. SRI and SuccessMaker are used to monitor reading progress.

Literacy instruction at the high school includes basic reading courses offering fundamental literacy skills of reading and writing skills for the struggling reader. Intermediate reading courses focus on critical thinking, vocabulary development, and writing. Advanced placement literature courses include journalism, speaking, and critical thinking.

Literacy Assessments

Schools in Baldwin County use a number of high-quality academic assessments in addition to those identified by the state to monitor student progress and determine success on reading dimensions, and to inform teachers, parents, and students.

The assessment protocol is aligned across grade levels. The administration of DIBELS Next and Scholastic Reading Inventory (SRI) is consistent countywide. Reading levels are monitored through the use of SRI, which is consistent across the district in grades K - 12.

DIBELS Next is consistent across the district in grades K – 5. State assessments include GKIDS, GAA, ACCESS, and all state mandated assessments.

<u>Need for a Striving Readers Project</u>

Due to budgetary constraints funding for the purchase of literacy resources have been cut along with funding for professional learning.

Schools in Baldwin County need the Striving Readers Comprehensive Literacy Grant to successfully implement the Common Core Georgia Performance Standards (CCGPS) and create a culture of reading in Baldwin County that is aligned with the Georgia Literacy Task Force's definition of literacy. The Striving Readers Project grant will fund the acquisition of necessary materials including informational texts that will support inquiry-based learning, text complexity and professional learning based on the standards for literacy from birth to 12th grade.

Providing interactive devices for classrooms will address the Georgia Literacy Plan and expand and enhance techniques to include language development, integrated learning, responsive instruction, and partnerships with families.

Lexile measures determined from state required assessments and SRI will be used to engage struggling readers with a variety of texts, as well as for monitoring student growth in reading ability over time.

With differentiated materials selected by text complexity and considering Lexile measures, struggling students will access content more confidently, increasing their self-confidence and, in the process, improve their reading skills.

Professional learning will include examining resources to make effective instructional placements, gaining information on best practices for reading assessment administration,

learning to read and interpret data for informed decision making at district and school levels, and

receiving information to forecast student performance outcomes.

District Management Plan and Key Personnel

The Superintendent will oversee the grant implementation, with support from the fiscal department. The Assistant Superintendent for Curriculum and Instruction and the Instructional Specialist will be co-project director. The project directors will manage the day-to-day implementation. Because Baldwin County School District (BCSD) is a small district, these management positions will be adequate to implement the program. The District Leadership Team will play key roles in monitoring the progress of the program and providing direction.

BCSD Purchasing Policy will be followed for purchases made with grant funds**.** The BCSD, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

Timeframe	Tasks and Milestones	Responsibility
Month 1	1. Monthly Meetings of Literacy Team begin.	Project Director
	2. Planning team members will provide training and monitoring procedures for principals, grant directors, and librarians from each school on outcome/process evaluation policies procedures, program vision and implementation requirements, evaluation timelines, and fiscal accountability.	Project Director

Timeframe	Tasks and Milestones	Responsibility
Month 2	1. Purchase materials to implement program (including technology – both software and hardware). Professional Development. 2. Baseline assessments conducted on students 3. Professional development (reading, technology, etc.) will begin	Project director Librarians & Teachers Vendors of materials.
Month 3	Implementation of program 100%.	Project director Librarians Teachers
Month 4	Track data with reports generated for library attendance and parent activities attendance; ongoing results tracked; benchmark assessments for student participants and parent involvement.	Project director Librarians, Teachers
2nd Quarter	1. Ongoing data submission and tracking. 2. Monitoring visit is carried out; feedback output is submitted to staff and the committee for recommended improvements.	Project director
3rd Quarter	1. Data submission and tracking of assessments 2. Feedback output is submitted to school staff and the Literacy Team for recommended improvements.	Project director
4th Quarter	1. Ongoing data submission and final reports for first	Project director

Timeframe	Tasks and Milestones	Responsibility
	annual report submission. 2. Feedback output is submitted to staff and the committee for recommended improvements.	Site Coordinator
Years 2 – 5	Revise the grant implementation program and complete spending of award money based on evaluation findings; continue all activities and all data collection.	Project director Literacy Team Site Coordinator

Area of Responsibility	District Team Member
Project Directors – oversee implementation and funding of grant	Carol Goings, instructional specialist Sharon Simmons, assistant superintendent
Purchasing – district approval	Brenda Phillips, purchasing
Purchasing - initiate school purchase orders and manage school level grant activities	Blanche Lamb – director,Early Learning Center Charlene Thorpe – principal Blandy Hills Elem. Tracy Clark – principal, Creekside Elem. Shaun Wells – principal, Eagle Ridge Elem. Antonio Ingram – principal, Midway, Elem. Linda Ramsey – principal, Oak Hill Middle Jessica Swain – principal, Baldwin High Runee Sallad – director, Early College
Finances – approve grant budgets, submit completion reports and state required reports	Saranna Charping, finance director Donna Epps, finance specialist
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, process grant travel reimbursements	Donna Epps, finance specialist
Payroll – issue stipends	Margaret Wallace, payroll clerk
Site-Level	Early Learning Center – Blanche Lamb
	Blandy Hills Elementary – Charlene Thorpe
	Creekside Elementary – Tracy Clark
	Eagle Ridge Elementary – Shaun Wells
	Midway Elementary – Antonio Ingram
	Oak Hill Middle – Linda Ramsey

	Baldwin High – Jessica Swain
	Georgia College Early College – Runee Sallad
Manage system level grant activities – coordinate professional learning, approve and process purchase orders, maintain budgets, and ensure assessments are complete	Sharon Simmons Carol Goings
Technology – organize technology purchases, installation, maintenance, infrastructure, and technology related training	Vickie Harmon, technology director
Special Education – coordinating requirements and managing RTI strategies	Tracie White – special education director Allen Martin – assistant superintedent

The individuals listed are responsible for the day to day grant operations and understand the goals and objectives as well as the implementation plans have been selected due to the role each one plays in increasing student achievement in BCSD. Grant recipients along with district finance personnel will review monthly grant drawdowns and review grant budget. Key personnel involved in the management plan include members of the literacy team and were instrumental in the development of our literacy plan. Each of the team members was selected because of his or her exceptional abilities in working with students in the area of reading achievement providing high level differentiated instruction to students, and his or her motivation to create an atmosphere of cooperative collaboration in building a superior academic team.

Experience of the Applicant

Baldwin County School District has proven its capacity to coordinate resources. The district has successfully implemented initiatives and grant awards. These initiatives have resulted in substantial changes in the abilities of individual teachers to improve instruction and are evidenced in a significant increase in overall job satisfaction and new methods of enhancing student achievement. Our teachers and school administrators have increasingly shown a willingness to implement innovative instructional strategies to increase student performance.

In addition, our new superintendent, Dr. Noris Price, was the Principal Investigator of the

Clarke County School District grants from 2007-2014. She brings vast knowledge of the GOSA award system and the successful implementation of three Striving Readers Grants in the Clarke County School District; three 21st Century Community Learning Centers Grants; Race to The Top Grant in partnership with UGA; two Mathematics and Science Partnership Grants; and three Department of Human Resources Grants.

Baldwin County School District's experience with grants is outlined below:

	Project Title	Funded Amount	Status	Is there audit?	Audit results
Midway Elem.	Title IID ARRA Student Literacy Competitive Grant	$93,538	Past	Yes	No findings
Baldwin High	Title IID Engaging AP Students through Mobile Handheld Computing Completive Grant	$64,580	Past	Yes	No findings
Baldwin High Oak Hill Middle	Title IID Increasing Student Achievement with Digital Resources Competitive Grant	$279,896	Past	Yes	No findings

Baldwin High	Title IID Teacher, Teamwork & Technology Competitive	$93,592	Past	Yes	No findings
Baldwin High	Title IID Instructional Technology Enhanced Environment (ITEE) Competitive Grant	$96,250	Past	Yes	No findings

The Title IID ARRA Student Literacy Competitive Grant for FY2011 and FY2012 created a model that built capacity for using technology to improve literacy, improve reading and writing scores, provided high quality literacy professional learning opportunities, and increased student technology literacy by providing students opportunities to use digital media tools. Students in one class at each grade level, first through fifth, at one elementary school experienced the benefits of this initiative. Innovative Approaches to Literacy grant activities expanded on the literacy and technology integration skills that were begun throughout the school and the district.

Title IID Teacher, Teamwork & Technology Competitive Grant provided professional development for standards-based teaching to engage students in the 21st Century classroom. The Striving Readers grant will allow teachers who were trained to use 21st Century strategies to use those skills while teaching literacy across content areas.

Baldwin County Technology Department continues to enhance the level of support for instructional and administrative technology so educators, students, and staff can increase their dependency and technology proficiency to solve problems and make decisions; create charts, graphs, and presentations; and manage information by utilizing the benefits of internet connectivity for digital resources, software resources, media center resources and

file server access for local applications. The technology department follows district

purchasing policies and submits requests for bids to ensure the best possible price is

sought on all equipment purchases. Inventory controls are placed on equipment and

procedures in place to track any grant funded equipment checked out through the media

center.

Baldwin County School District leaders are cognizant of the need for increasing

student achievement by moving our classrooms into the 21st century and have plans for

continuing the implementation of 21st Century classrooms in all of our schools. Our

system curriculum, special education, English Learners (EL), and technology directors

will provide direct support to teachers involved in this project. The system plans to

continue to support this endeavor by providing salaries, maintenance of equipment, and

substitute teachers so that training and professional learning can take place.

All stakeholders involved in this grant project are fully dedicated to innovative

teaching and literacy advancements in Baldwin County School District and to the

ultimate goal of improving student achievement in literacy across the curriculum and

grade levels. Implementation of the Common Core Georgia Performance Standards and

the ongoing commitment to AdvancED accreditation standards has deepened this

commitment. Baldwin County School District's teachers and administrators are mindful

of the need to change the focus from teacher-centered to student-centered instruction, and

of the need to utilize a wide variety of resources and universal design for learning tools to

engage all our students in authentic learning activities. Our local institution of higher

learning, Georgia College & State University, pledges to continue close collaboration

with Baldwin County teachers by participating in the grant program through support of literacy specialists.

This grant project has the full support of our superintendent and board of education, as well as that of our system instructional and technology directors. Baldwin County School District currently provides full maintenance on all equipment purchased through grants.

Baldwin County School District Purchasing Policy will be followed for purchases made with grant funds**.** The Baldwin County School District, through the superintendent, is responsible for purchasing and contracting to purchase materials, supplies, equipment or services. All purchases will be strictly in accordance with this policy and in accordance with policies of the State Board of Education and in compliance with the laws of the State of Georgia.

School History and Demographics

Eagle Ridge Elementary (ERE) is one of Baldwin County's four elementary schools housing grades Kindergarten-Fifth grade. ERE was erected in 2004 following the consolidation of Southside Elementary School and Davis Elementary School. There are 39 homerooms: 7 Kindergarten, 7 first grade, 7 second grade, 6 third grade, 5 fourth grade, 5 fifth grade and 3 special education. The homerooms have a staff ratio of 1 to 10 in Kindergarten, 1 to 21 in first grade and 1 to 25 in second through fifth grades. There are four special education teachers, two gifted teachers, two exploratory teachers and fourteen paraprofessionals. In addition, the student population is served by 2 administrators, 1 counselor, 1 media specialist, 1 speech pathologist, and 1 full time nurse. Eagle Ridge Elementary presently serves students from Baldwin County, a county that has approximately 46,000 residents. Currently, our school population consists of the following racial and ethnic groups: 80% African-American, 15% Caucasian, 1% Hispanic and 4% Multicultural. The poverty level is approximately 20%.

At Eagle Ridge, we believe that student success beings with parental involvement. There are many volunteers that support our students through tutorial and mentoring. Although many opportunities are provided for

parents to be involved, participation is limited due to socioeconomics and low educational expectations.

Administrative and School Leadership Teams

School Instructional Team- "Dream Team"

The school Instructional Team or Dream Team, at Eagle Ridge Elementary addresses instructional and curricular issues and is composed of administrative representatives, grade level representatives, media specialist, resource teacher representatives, district representative and state representative. Dream Team meetings are held bi-monthly for the team to work together to make data-driven and research-based decisions for the improvement of the school. The Dream Team ensures that the school's mission, vision, values, and goals are sustained. Team members report back to their respective grade/department, and decisions made at the instructional level are reviewed and discussed at the grade/department level. All teachers are given an opportunity to provide feedback concerning school-related decisions and issues. Grade level meetings are held weekly for unit planning and assessment planning. Content meetings are held once a month to assist with vertical planning and assessment planning.

The members of Dream Team include Shaun Wells, principal; Heather Chancellor, assistant principal; Tracie White, Baldwin County Special Education

Director; Lisa Dean, Oconee RESA School Improvement Specialist; Rhonda Crane, 3rd grade teacher; Jill Drew, gifted teacher; Miranda Ellison 1st grade teacher; Raycole Farmer, Kindergarten teacher; Tammy Fietkau, 5th grade teacher; Beverly Meeks, gifted teacher; Joe Metzker, Speech Pathologist; Marianna Morris, 2nd grade teacher; Shannon Powell, Focus teacher; Keith Pruett, 3rd grade teacher; Maria Thorne, media specialist; Laurie Tyson, Kindergarten teacher; and Cathy Vinson, 4th grade teacher.

Past Instructional Initiatives

Eagle Ridge Elementary has implemented several different literacy initiatives throughout the years in order to improve student achievement. Many of those initiatives are listed below:

Reading First; Saxon Phonics; Jack and Jilly; differentiated instruction; standards-based classrooms; common benchmark assessment; Study Island computer program; best practices for guided reading; SRA corrective reading; Alpha Skills, *Read with Sarah*; and MyOn computer program.

Current Instructional Initiatives

Many of the initiatives listed above have continued to be implemented at Eagle Ridge Elementary throughout the years. The initiatives that we are currently implementing are listed below:

literacy block; Thinking Map strategies; differentiated instruction; Extended Learning Time; Scholastic Reading Inventory; DIBELS; common benchmark assessments; 6+1 Writing Traits; 25 Books Too Good to Miss; MyOn computer program; interactive student notebooks in all content areas; and Reading with Sara

Our teachers understand the need for a deeper understanding of the curriculum and a more rigorous approach to instruction and assessment. Teachers are meeting regularly in professional learning/content-level/vertical teams to address these needs; effective instructional planning has been an area of focus for us this year. We have participated in Student Learning Objective training so that we are better prepared for the addition of these assessments. Differentiation training has continued to be ongoing, and our teachers are gaining a greater understanding of the use of assessments/test analysis and planning for differentiation in the classroom.

This past summer, a group of ERE teachers, the school principal, and the assistant principal participated in a system-wide "data dig." The group analyzed data related to teacher performance, student performance, test scores, and instructional effectiveness. This information was presented at initial grade level meetings and goals were set to address the areas of

concern. Thus far, these goals have remained at the forefront of all instructional initiatives this year.

Professional Learning Needs

The needs assessment conducted at Eagle Ridge identified many professional learning needs. One of the major concerns identified was literacy across all content areas. Although students receive literacy instruction during literacy block it is not overtly taught in the other content areas. Furthermore, these teachers have not had adequate professional learning on literacy instruction across the curriculum. Additionally, our special education teachers identified literacy instruction as a relative weakness for them and listed this as a pervasive need in their classrooms. Because differentiation is such a need to meet all learners, the majority of our teachers identified literacy assessments as a necessity. Teachers need tools and testing instruments that will assist them in identifying reading weaknesses among their students. In turn, they also need professional learning on how to analyze assessment data and implement that information into their daily lesson planning.

Based upon the root cause analysis, it was determined that literacy across the curriculum is a need. The root cause analysis also determined RTI as a school-wide weakness. It has also identified ongoing formative and

summative assessments, RTI, and continuity of instruction as areas of weakness.

Need for a Striving Readers Project

Due to the current cuts in educational funding, our school has been forced to operate under less than ideal circumstances. Our teachers understand the need for professional learning; however, many of these opportunities require registration costs that our system simply cannot afford. Literacy training for all content areas has been identified as an area of concern, yet the funding is not available. Unfortunately our system has had to implement work reduction days for teachers and in the past the student school year has also been shortened. Baldwin County School System has not adopted student textbooks in several years and we will soon need to purchase new textbooks. Due to budget constraints we do not currently have a summer school program. Extended School Year services are provided for special education students only.

Cuts in spending have also delayed the need for diagnostic reading inventories and adequate interventions that could benefit our students. Our technology needs are vast, and our teachers are doing the very best with the limited resources they have in place. We understand the need for technology

and the benefits that it can provide, yet our system simply cannot afford to provide these needs.

We pride ourselves with being student-focused and data-driven; however, the impact of our current economic crisis directly affects our ability to maintain this vision. The Striving Readers Grant would be a great benefit to our school, but more importantly, to our students. Furthermore, it would provide the necessary professional learning and resources to establish and maintain an adequate and comprehensive literacy program in our school system.

Needs Assessment, Concerns, and Root Cause Analysis

The literacy team conducted a school-wide needs assessment. The needs identified through this survey were: Continuity of Instruction, Response to Intervention, and Ongoing Formative and Summative Assessment Data Analysis. A Root Cause Analysis was conducted which provided the following results:

Need	Concerns	Solutions
RTI	No vertical consistency	Professional learning divided into K-2 and 3-5 in order to create a more balanced literacy program with a gradual release of independence.
	Not enough professional development on the RTI process	Create consistent school-wide use of literacy programs such as dedicated daily writing time and reading time.
	Technology challenges	Professional development as well as devices for student use that promotes literacy skills/differentiation.

Implement a motivational response to intervention tool that involves real time progress monitoring |
| Data Analysis | No training on | Professional |

	analyzing/using data effectively	Development showing teachers how to effectively analyze/use data which is aligned to literacy.
	No time to get together and analyze data	Protected planning time to correctly analyze data and plan for professional development follow through
	Professional development is random and not aligned to literacy as well as no time for effective follow through/implementation	Conduct a Teacher Professional Learning Survey to determine what literacy related professional development is needed. Develop a timeline for implementation to ensure quality of implementation.
Continuity	Too many obstacles for collaboration/planning during planning time.	Protected planning time to collaborate/plan effective literacy instruction.
	Teachers are weak in implementing literacy across the curriculum.	Professional Development implementing literacy across the curriculum.
	Development of a culture of readers within the school.	Develop programs such as book buddies within the school as well as reaching out to the community (colleges/organizations) and develop reading
	No vertical teams in	

	place to collaborate student requirements in order to provide continuity across the grade level.	partnerships. Create vertical teams with one protected day each nine weeks to collaborate and plan student development.

a. Description of the needs assessment process:

Data Collection

The Literacy Team at Eagle Ridge Elementary (ERE) has recently been formed and plans to meet monthly to review the school improvement plan, analyze and disaggregate student data (by subgroups and grade levels), address areas of teacher/student concern, and make school-level instructional decisions as it pertains to literacy. This information is then given to the Instructional Team to be delivered to each grade level. The grade level teams offer input, suggestions, etc. during their meetings, and this information is brought back to the literacy team meeting the following month. The types of data collected, disaggregated, and analyzed during this process are:

- State assessment data (End of Grade Level Assessments)

- Locally administered assessment data (SLO- Student Learning Objective)

- Title I Parent Surveys

- RESA, School, and County Data Analysis

- Best Educational Research-Based Practices

- RTI Data

- GKIDS

- DIBELS

- SRI (Student Reading Inventory)

- Classroom observation data

Examination of Data

The Literacy Team will collect, analyze, and disaggregate literacy data by subgroup and grade level. The team will then relate the findings to the Instructional Leadership Team. All faculty and staff will be involved and provided the opportunity to develop strategies to help increase literacy and/or ask for professional learning if needed. The results from the examination of data will be presented to the School Leadership Team, Dream Team, and School Council.

Identification of School Targets and Strategies

The school literacy and improvement plan is written to address specific areas of concern/improvement and offers specific strategies to focus on these areas.

b. Description of the types or styles of surveys used in the needs assessment process:

At ERE, the Literacy Team met and was provided a copy of the Georgia Literacy Plan Needs Assessment Rubric. The team members completed the survey with their respective grades/departments. The survey included three sections in which teachers could indicate literacy instructional needs in the following areas: Response to Intervention, continuity of instruction, and data analysis.

c. The needs assessment process included all content and ancillary teachers:

Each grade level at ERE was asked to complete the needs assessment survey and go through the needs assessment process. C, D, and E were the areas from the GLPNA that were identified as areas of concern. The following table identifies areas of concern related to research based practices found in "The What" document. Each area of concern is aligned to root causes, research-based best practices in place, and research-based best practices

to be implemented.

Area of Concern	Root Causes	Research-based Best Practices In Place	Research-based Best Practices to be implemented
Engaged Leadership (BB1 - D, E, F) **How, pg. 24 - 27**) **The What, K page 6.**	Insufficient training in literacy instruction across content areas	GADOE Webinars Literacy/Leadership Team is in place	30 minutes - daily writing in all ELA classes (K-5) (**The Why, pg. 44**)
	Inadequate funding for professional development in literacy instruction for content area teachers	Writing prompts/rubrics aligned with CCGPS Increased emphasis on academic vocabulary	Provide adequate and appropriate training or all instructional/support staff. (**The Why, pg. 37**) Introduce a literacy resource for parents and caregivers through the school. (**The Why, pg. 165**).
	Insufficient technology to expand communication with the school stakeholders	Walkthroughs and observations by administrator Engage families in literacy-based experiences during PTO meetings	Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies. (**The Why, pg. 37**) Increase community awareness of the existence and function of the school's Literacy Team (**The Why, pg. 44**)
Continuity	Inadequate	Use of literary and	Provide professional

of Instruction (BB2 - B) **(The How, pg. 30 - 31)** **(The What, pg 7.)**	funding for professional development	informational text in ELA classes Writing prompts/rubrics aligned with CCGPS Increased emphasis on academic vocabulary Direct Instruction reading program for all students (K-2) and struggling readers (3-5) Utilize GADOE web-based resources	learning for teachers/staff to identify and evaluate characteristics of effective literacy instruction **(The Why, pg. 37)** Incorporate a more holistic, authentic, and varied approach to writing **(The Why, pg. 44)**
Ongoing Formative and Summative Assessments (BB3 - A, B, C) **(The How, pg. 34-37)** **(The What, pg. 8-9)**	Inadequate training for all staff involved Lack of funding to support universal screeners Technology support is inadequate	Formative and summative assessments are created by each grade (K-5) Student data is analyzed regularly during content team meetings and instruction is adjusted based on analysis	Professional learning for all staff to ensure fidelity and consistency of interventions provided Purchase and incorporate an RTI program to help with progress monitoring of literacy skills.
Best Practices in Literacy Instruction (BB4 - A,	Lack of core literacy program in use Inadequate	Systematic, explicit phonics program used in all ELA K-2 classes and 3- 5 EIP classes	Administrative use of a literacy instruction checklist that includes disciplinary literacy across

B, C) (**The How, pg. 40-42**) (**The What, pg. 9-10**)	professional learning on best practices in literacy instruction Inconsistent plan for writing instruction (K-5) across the curriculum Scheduling	All teachers/staff have received ongoing training on differentiation	content areas. (**The Why, pg. 145**) Identify a scientifically evidenced, research-based core language arts program to support literacy instruction in all content areas, K-5 Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (**The Why page 37.**)
System of Tiered Interventions (RTI) for all students (BB5-C) (**The How, pg. 45-46**) (**The What, pg. 12**)	Inadequate training of teachers in the RTI process and intervention strategies to implement	Protocols are in place for collecting, examining, and reporting data Time allotted for interventions in daily schedule. Adequate space conducive to learning is provided.	Professional learning for teachers recognize reading difficulties and appropriate interventions to be used to target problem areas
Improved Instruction through	Insufficient professional learning	Administrators supports faculty and staff	Professional learning and training for staff in

| Professional learning (BB6-B) **How, pg. 48 (The What, pg 13)** | Inadequate funding for trainings

Technological capacity does not meet requirements for online training | Time for collaboratively analyze data, study standards, plan lessons, and examine student work

Classroom walkthroughs and observations are conducted by administrator | analyzing and interpreting assessments in terms of literacy Develop an online professional library Update technology accommodate online trainings Provide ongoing training for teachers and ancillary staff in all aspects of literacy instruction, K-5 |

e. Data is disaggregated and identifies the specific age, grade levels, or content areas in which the concern originates:

Upon examination of the data that was collected, ERE have several areas of concern. Literacy instruction appears to be taught, albeit inconsistently, across ELA classes, and is rarely taught in the content areas. The primary grades receive the most explicit literacy instruction, but teachers appear to trade systematic, explicit phonics instruction for a whole language approach as the students' progress in upper elementary (grades 3 - 5). As the Literacy Team examined "The What" document (in conjunction with the data collected), several concerns were noted. With the increased rigor in text complexity, student questioning, and state requirements, our team found that our primary students (K-2) are generally weak in

foundational reading skills, fluency, and comprehension. Coupled with the abandoning of explicit instruction in upper grades (3-5) and an emphasis on whole- language, our students simply aren't being equipped with the skills necessary to keep up with the increasing standards.

The team also found that there were gaps in writing as well. Our state assessment and local data indicate trends through 5th grade showing many students are not meeting or exceeding expectations. This finding is supported by both our 5th grade end of year assessment and writing scores. Gaps are found in our economically disadvantaged and students with disabilities subgroups. By implementing a comprehensive literacy plan, ERE could realistically close the gap found in literacy and student achievement.

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school as documented in "The How", "The Why", and "TheWhat" documents.

Planning: The administrator will:
1. Study research-based guidelines, strategies and resources for literacy instruction set forth in "The Why" document of the most current iteration of the Georgia Literacy Plan.
2. Schedule protected time for literacy and teacher collaboration.
Implementing: The administrator will:
1. Provide professional learning based on student data and teacher needs.
2. Schedule regular literacy observations to monitor use of literacy framework strategies, student engagement and learning, and consistent use of effective instructional practices.
Expanding: The administrator will:
1. Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly.
Sustaining: The administrator will:
1. Provide professional learning opportunities for new staff to receive necessary   support on any literacy initiatives, new or old, previously learned by the staff.
2. Identify and develop teacher leaders to assist and support with this professional learning.

B. Action: Organize a Literacy Leadership Team as stated in "The How" document.
Planning: The literacy team led by the administrator will:
1. Identify stakeholders (one teacher leader from each grade and subject level, SPED and, counselor, principal, community leader, and parent) to be part of the literacy leadership team.
2. Create a shared literacy vision for the school and community aligned with the state literacy plan.
3. Determine the contribution of each grade level to a staircase curriculum that reaches the school's vision (Au & Paphael, 2011).
4. Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction checklist or other observation tool) and will determine strengths in literacy instruction as well as identify areas for improvement.
5. Determine what additional data is needed in order to make informed decisions on the next steps to take.
Implementing: The literacy team led by the administrator will:
1. Ensure every classroom has a rich, literate environment for learning according to the literacy framework.
2. Identify and prioritize a list of students to be targeted for intervention or support using assessment data.

3. Ensure that all stakeholders understand literacy goals and their roles in meeting these goals.
4. Ensure use of research-based practices aligned with the CCGPS and their revisions.
5. Provide professional learning on literacy framework of practice routines and across the content areas, differentiated instruction, vocabulary strategies, and remediating literacy deficits (phonics, phonemic awareness, vocabulary, fluency, comprehension) in the classroom.
6. Establish and utilize technology to maintain communication among all team members.
7. Plan for on-going data collection and analysis to inform program development and improvement, as well as future professional learning opportunities.
8. Work in conjunction with Georgia College and state-funded programs (RESA, GLRS, GABOE, etc.) to ensure professional learning opportunities meet the needs addressed at the school level.

Expanding: The literacy team led by the administrator will:
1. Revive the School Improvement Plan according to student achievement results.
2. Review and use student achievement data to meet individual teacher needs through follow-up assistance and professional learning.
3. Share student achievement gains with parents and with the local community through open house, school newsletters, My Big Campus, school website, displays of student work, and news conferences.
Sustaining: The literacy team led by the administrator will:
1. Continue to analyze formative and summative student assessment results and revise literacy goals based on the CCGPS.
2. Define priorities and allocate needed resources to sustain them over time.
3. Partner with other schools that have successfully improved student achievement to gain valuable learning insights and innovative ideas.
4. Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement.

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

Planning:
1. Ensure that students receive two to four hours of literacy (reading and writing) instruction daily across language arts and in content area classes.
2. Bell to Bell instruction to maximize student learning.
3. Study flexible scheduling options to include additional time for reading intervention (double dosing).
4. Consider the utilization of the entire staff when developing a schedule for literacy instruction.
5. Continue scheduling time for collaborative planning teams within and across the curriculum.

Implementing:
1. Ensure that teams meet for collaborative planning and examining student data/work during scheduled times by attending and participating.

2. Maximize the use of scheduled times for collaborative meetings (content-level teams and vertical articulation teams) by preparing agendas, recording meeting minutes, and developing and using protocols to examine student work.

Expanding:

1. Maximize the use of scheduled instructional time by implementing effective strategies for differentiating instruction, promoting active student engagement, participation, and teaching key components of literacy and writing instruction.

2. Analyze formative student assessment results and use the findings to determine student learning outcomes and required instructional modifications.

Sustaining:

1. Use technology to provide professional learning to new and continuing teachers.

2. Share professional learning at team and staff meetings.

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

Planning:

1. Evaluate the school culture and current practices by surveying to support literacy learning and development.

2. Analyze multiple sources of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.

3. Participate in state-sponsored webinars and face-to-face sessions to learn more about transition to Common Core Georgia Performance Standards (CCGPS).

4. Plan for targeted sustained professional learning for the staff on effective literacy strategies and deep foundational knowledge in reading, writing, and speaking.

5. Identify and prioritize a list of students to be targeted for intervention or support. 6. Study current research on disciplinary literacy in the content areas.

6. Select or develop a walk-through and/or observation protocol to ensure consistency of effective instructional practices.

7. Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas

Implementing:

1. Utilize all staff to support literacy instruction.

2. Provide professional learning to develop an understanding of a comprehensive system of literacy learning that increases student participation and provides authentic and relevant responses to reading and writing.

Expanding:

1. Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation).

2. Develop strategies for monitoring momentum and progress and learning support.

3. Provide family-focused services and outreach that engage parents and family members in literacy programs and services.

4. Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders.

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

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

Planning:
1. Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks.
2. Identify or develop a systematic procedure for teaching academic vocabulary in all subjects.
3. Create a plan to integrate literacy in all subjects as articulated within CCGPS.
4. Provide professional learning on:
- Incorporating the use of literature in content areas.
- Writing instruction (narrative, opinion, and informational) in all subject areas. - Supporting opinions with reasons and information. - Text complexity that is appropriate to grade level.
- Text complexity that is adjusted to the needs of individual students.

Implementing:
1. Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS.
2. Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS.
3. Require writing as an integral part of every class every day.
4. Provide teachers with resources to provide a variety and choice in reading materials and writing topics.
5. Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.
Expanding:
1. Identify skills or knowledge that needs to be strengthened in the future for students to reach proficiency standards.
2. Monitor literacy instruction across the curriculum through:
- Formal and informal observations
- Lesson plans
- Walkthroughs
- Student work samples
3. Encourage teachers to integrate appropriate text comprehension strategies into instruction in all content areas (i.e., self-questioning, summarizing, predicting, inferring,

graphic organizers, Thinking Maps, etc.).
4. Encourage teachers to identify common themes, where possible, across subject areas, immersing students in content vocabulary connected to the topic.
Sustaining:
1. Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS
2. Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas.
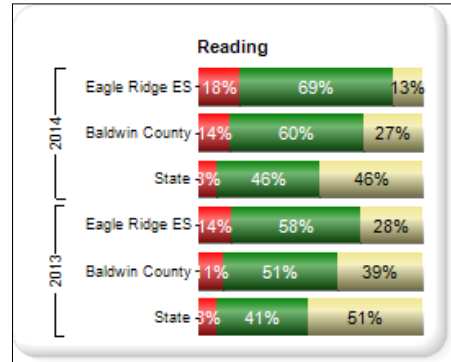3. Differentiate literacy assignments by offering student choice

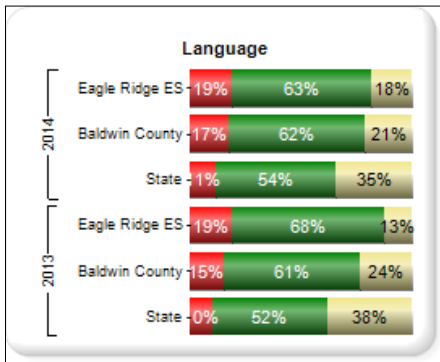## Analysis and Identification of Student and Teacher Data
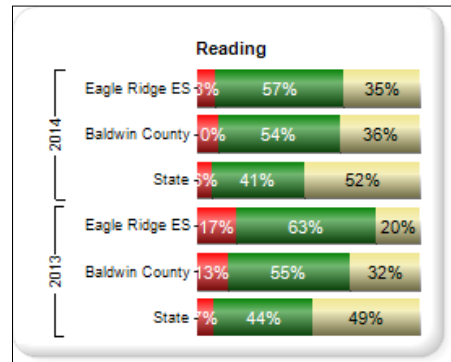## CRCT Data 2013-2014

CRCT 3ʳᵈ grade Language Arts
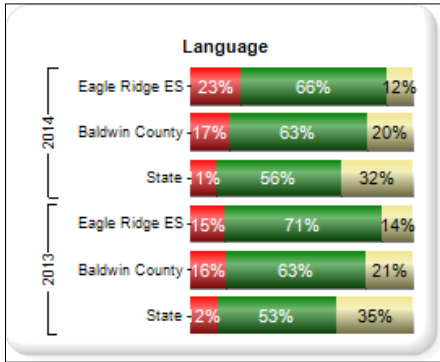
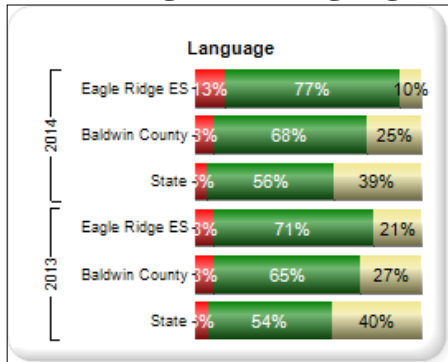### CRCT 3ʳᵈ grade Reading

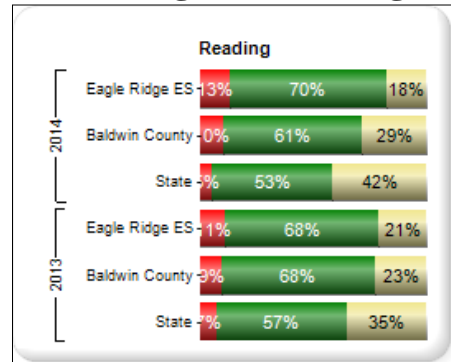### CRCT 4ᵗʰ grade Language Arts

CRCT 4th grade Reading

CRCT 5ᵗʰ grade Language Arts

CRCT 5ᵗʰ grade Reading

As the Literacy team analyzed past CRCT scores, we noticed a downward trend in cohort groups scoring in the "exceeds" category from 4th to 5th grade. For instance, in the charts above, 13% of students in 4th grade (2013) scored in the "Exceeds" category; however, within that same group in 2014 (5th grade), only 10% scored in the "Exceeds" range, indicating a 3% decline in scores. This trend was also evident in other subject areas. Therefore, students are consistently showing that they are unable to sustain the high level of performance from 3rd to 5th grade.

CRCT Reading by Subgroups

Subgroups	2012-2013	2013-2014	Gains/Losses
Black	85%	86%	+1
White	92%	92%	0
Asian	100%	N/A	
Hispanic	100%	100%	0
Multiracial	88%	72%	-16
SWD	60%	81%	+21
ED	85%	87%	+2
Male	84%	84%	0
Female	88%	90%	+2
All	86%	87%	+1

CRCT Language Arts by Subgroups

Subgroups	2012-2013	2013-2014	Gains/Losses
Black	83%	81%	-2
White	93%	81%	-12
Asian	100%	N/A	N/A
Hispanic	100%	100%	0
Multiracial	83%	100%	+17
SWD	67%	76%	+9
ED	84%	81%	-3
Male	80%	75%	-5
Female	93%	87%	-6
All	86%	82%	-4

Disaggregation of data in subgroups:

The tables above show CRCT scores disaggregated by subgroups. As the table reveals, there is a great discrepancy between our overall student scores and scores of students with disabilities in both Reading and Language Arts.

5th Grade Georgia Writing Assessment Analysis
Analysis of Last 3 Years' Data
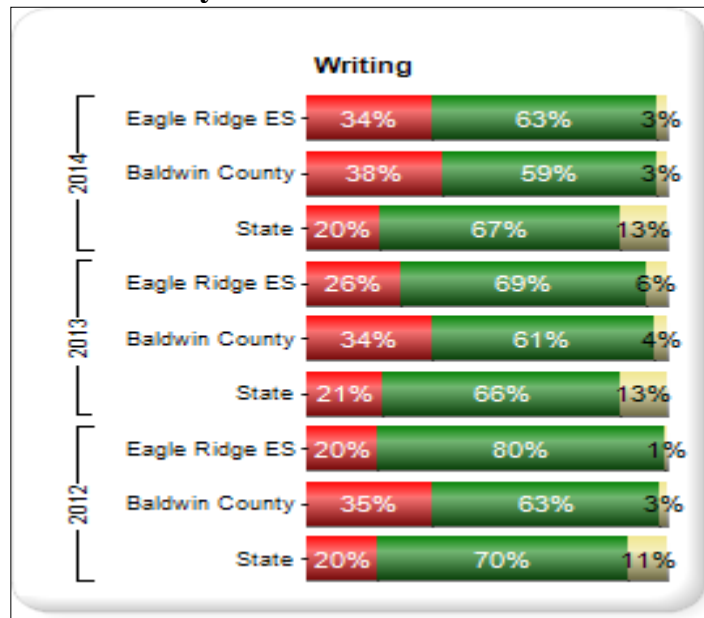
As shown in the chart above, Eagle Ridge's 5th Grade writing scores have not improved over the past 3 years, especially in the category of Exceed compared to the State average. The Literacy Team believes that the failing scores are a result of the inconsistency in a District/School wide writing program and the lack of professional learning for teachers in the area of writing. Furthermore, students are exposed to and interact with novels that are far more advanced and include a wider variety of vocabulary and Lexile ranges which also contributes to low performance.

Conclusion/Strengths/Weaknesses

Historical data shows that Eagle Ridge Elementary has shown some significant gains in Reading and Language Arts. However, as the team disaggregated and analyzed the data further, it is evident that there are deeply-rooted problems which will inevitably become visible in the near future without specific interventions. Our students are coming to us with very limited vocabulary and background experiences/schema from which to build upon in the classroom. As a result of this, teachers have to spend much of their instructional time "catching students up." Our teachers have been successful on many levels up to this point; however, if these gaps are not filled quickly, our students will not be able to keep up with the increasing demands and rigor of the new standards. Furthermore, our SWD subgroup continues to be an area of weakness that Eagle Ridge needs to target in the future.

Data for all Teachers

Certificate Level	PBT4	2		
	PBT5	6		
	BT5	1		
	T4	13		
	T5	17		
	T6	7		
	L5			
	L6	2		
Gender	Male	2		
	Female	46		
Race/Ethnicity	Black	17		
	White	30		
	Hispanic	1		
Years of Experience	1-5 years	14		
	6-10 years	10		
	11-15 years	6		
	16-20 years	5		
	>20 years	12		

Teacher Retention Data:

Excluding paraprofessionals, 74% of Eagle Ridge Elementary staff have between 0-20 years' experience, while 26% have been teaching over 20 years. Teacher retention rate for last year was 67%. All teachers are highly qualified at ERES.

Goals and Objectives:

It is clear that the assessment data will identify a growing trend at ERE. Students are struggling to develop basic reading/literacy skills (phonological awareness, phonics, decoding, etc.) in the earlier grades (K-2), which has made it more difficult for them to maintain a high performance level in the later grades (3-5). Our current core reading/phonics program has not been successful in mediating this problem, so we need additional programs and resources. Furthermore, our teachers need a formal assessment (DIBELS Next) and the training required to be able to assess and identify early reading difficulties. Teachers in the upper elementary grades also need a program (SRI) by which to monitor literacy for their students; ERE has recently begun to train teachers in the administration of DIBELS. Overall, our goals include decreasing the number of struggling readers, targeting SWD subgroup, and helping all students become more fluent and successful readers.

Smart Goals	Objectives
All students will receive direct, explicit instruction in reading	• Target SWD Subgroup • Identify at-risk students • Drill down to find the root problem • Locate and use resources in identified areas of weakness • Train teachers on effective strategies for assessing, identifying, and remediating reading difficulties
All students will receive effective writing instruction across the curriculum	• Train teachers in all content areas on effective writing instruction • Provide training and resources on how to provide effective feedback to students
All students will receive extended time for literacy instruction	• Provide training and assistance with managing time and flexible groups • Provide resources to use during flexible groups

Additional district prescribed data:

Universal screeners (EIP Checklist, SST progress monitoring), formative (OAS, SLDS), and summative benchmark data (SLO, DIBELS, SRI) are to be disaggregated during PLC and Literacy Team meetings to set goals and to determine best strategies to improve literacy for all subgroups and to close achievement gaps.

PLC and On-going professional learning at school:

All teachers and administrators actively participate during PLCs. Professional learning activities are on-going and are job embedded. Grade-specific content level teams meet once a week and teachers have been given release time during the school day to participate in other PL opportunities. Professional learning is offered face-to-face, online, and through webinar training.

a. Project Goals Directly Related to the Identified Needs:
b. Project Objectives that relate to implementing the goals identified:
j. References research-based practices in "The What" and "The Why" as basis for goals/objectives:

Identified Needs	Goals	Objectives	Practices not in place or to be expanded
Provide additional training in literacy across all content areas	**Goal 1** To optimize literacy instruction across all content areas	**Objective 1** Provide training in literacy skills across content areas **Objective 2** Provide training on the use of technology to support literacy instruction	**Building Block 1 D, E, F** Administrative use of the Georgia Literacy Instruction Observation Checklist Provide adequate and appropriate training for all instructional/support staff, K-5 **(The Why, pg. 37)** Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies **(The Why, pg.37)** Increase community awareness of the existence and function of the school's Literacy Team **(The**

			Why, pg. 144)
			Fully utilize technology to support stakeholder engagement

Identified Needs	Goals	Objectives	Practices not in place or to be expanded
Provide high quality professional development	**Goal 2** Provide funding for professional development	**Objective 1** Train all teachers/staff on research-based instructional strategies and use of rubrics to improve literacy instruction in all content areas **Objective 2** Study research-based strategies and resources found in "The Why" document **Objective 3** Purchase and implement a coordinated plan for literacy across all subject areas, K-5	Building Block 2 B Provide professional learning for teachers/staff to identify and evaluate characteristics of effective literacy instruction (**The Why, pg. 37**) Incorporate a more holistic, authentic, and varied approach to writing (**The Why, pg. 44**) Identify a scientifically

			evidenced, research-based core language arts program to support literacy instruction in all content areas

Identified Needs	Goals	Objectives	Practices not in place or to be expanded
Provide professional learning for all pertinent staff on identifying reading difficulties	**Goal 3** Increase teacher understanding on how to select and implement interventions aligned to student need	**Objective 1** Identify/provide interventions in which are aligned to the tiers **Objective 2** Train teachers to use data to diagnose student needs, place students accurately in intervention tiers, implement and progress monitor interventions, and determine next steps.	Building Block 3 A, B, C Professional learning for all staff to ensure fidelity and consistency of interventions provided Development of mid-course assessments for all courses Increase technology capacity to ensure all aspects of data collection (storing, analyzing, disseminating) is in place

Identified Needs	Goals	Objectives	Practices not in place or to be expanded
Purchase a core literacy program	**Goal 4** Integrate intentional/purposeful literacy strategies, including writing across the curriculum	**Objective 1** Design a vertically and horizontally articulated writing plan (**The What, pg. 10**) **Objective 2** Train all subject area teachers to implement best practices **Objective 3** Purchase and implement a coordinated plan for writing instruction across all subject areas, K-5	**Building Block 4 A, B, C** Administrative use of a literacy checklist Identify a scientifically evidenced, research-based core language arts program to support literacy instruction in all content areas, K- 5 Implement a vertically and horizontally articulated writing plan consistent with the CCGPS, K-5 Train all content teachers in each grade level to use effective instructional content-specific reading and writing strategies (**The Why, pg. 37**)

			Incorporate a more holistic, authentic, and varied approach to writing (**The Why, pg. 44)**

Identified Needs	Goals	Objectives	Practices not in place or to be expanded
Ensure adequate time for collaboration between teachers and teachers	**Goal 5** Increase teacher understanding of how to select and implement interventions aligned to student needs and close the achievement gap in SWD subgroup	**Objective 1** Develop protocols for identifying students and matching them to appropriate intervention (**The What, pg. 11**) **Objective 2** Examine student data to determine areas of instruction with greatest need(**The What, Page 9).** **Objective 3** Interventions are provided/delivered	**Building Block 5C** Professional learning for teachers on identifying reading difficulties and appropriate interventions to be used to target areas of concern(s)

		during protected time daily by a trained interventionist	

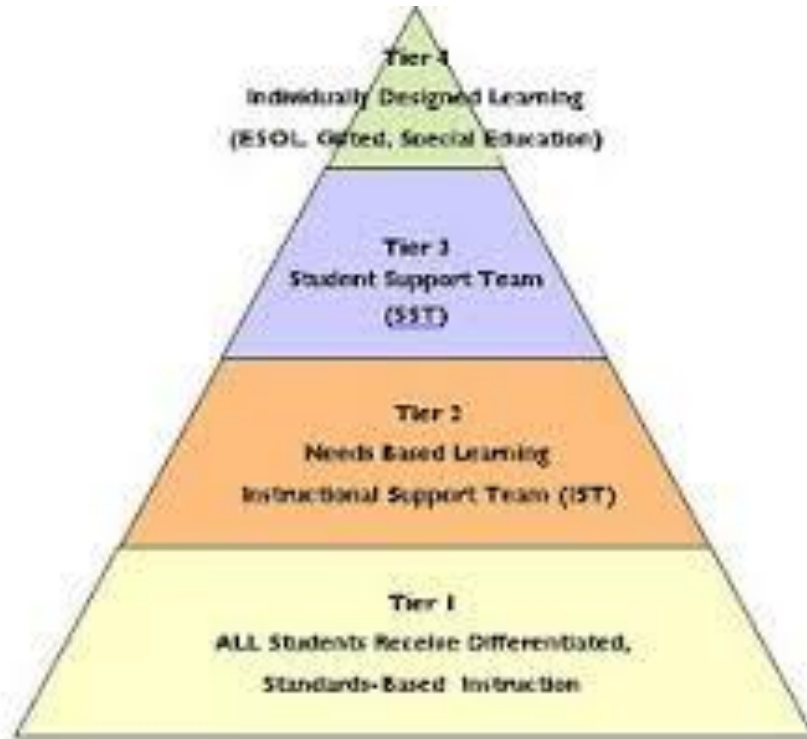| Identified Needs	Goals	Objectives	Practices no in place or to be expanded
Purchase 21st century technology resources Provide ongoing professional learning for staff in literacy instruction	**Goal 6** Provide school-wide access to 21st century technology resources	**Objective 1** Exhibit a wide range of functional and critical thinking skills through literacy using 21st century science and technology tools (**The Why, pg. 56**) **Objective 2** Utilize technology for production, publishing, and communicating across the curriculum (**The What, pg. 10**)	**Building Block 6 B** Professional learning and training for staff in analyzing and interpreting assessments in terms of literacy Update technology to accommodate online trainings Provide ongoing training for teachers and ancillary staff in all aspects of literacy instruction, K-5

C. Measurement of Goals and Objectives

Formative Measures	Summative Measures
Documentation of teaches actively participating in PLCs	Disaggregation of GA Milestones (3-5) SLO (K-3) results by subject and sub group
Walkthrough and observations summaries of teachers implementing standards-based strategies	TKES Observations
DIBELS progress monitoring results	Analysis of unit tests
Pre-Assessment and Benchmark results	DIBELS benchmark data
Analysis of data to place students in appropriate Tiers on Intervention/Instruction	
Walkthroughs and summaries of teachers utilizing technology to assist literacy instruction	
Literacy Needs Assessment	
Georgia Literacy Instruction Observation Checklist	

D. Students receive at least 90 minutes of tier instruction

See sample schedule in section i.

E. RTI Model

ERE is working to transition fully to the state/system protocols for implementation of a 4-Tiered instructional model.

Tier 4
Individually Designed Learning
(ESOL, Gifted, Special Education)

Tier 3
Student Support Team
(SST)

Tier 2
Needs Based Learning
Instructional Support Team (IST)

Tier 1
ALL Students Receive Differentiated,
Standards-Based Instruction

f. Application is inclusive of all teachers and students

All teachers and students will be involved in reaching established goals and objectives.
All teachers will:
- participate in Professional Learning
- implement research-based instructional strategies
- utilize technology to assist literacy instruction

All students will:
- have access to high quality instruction
- have access to literacy resources in all content areas
- have viable 21st century technology available

g.   Practices already in place at ERE:

- formative and summative assessments
- PLCs
- Walkthroughs and observations
- Targeted professional learning
- Classroom observations

h.   Goals funded with other sources:

Title I, IIA, VI, and local funds currently pay for some teachers and paraprofessionals, remedial materials and supplies, professional development, assessments, mentoring, reduced class size, and maintaining high quality teachers and support personnel, RTI software/assessments, stipends, travel expenses, and registration to attend trainings.

i.   Sample schedule indicating a tiered instructional schedule with appropriate interventions:

All students receive targeted literacy interventions in the afternoon during the extended learning block, as well

as differentiated literacy instruction during their literacy block. Also, content area literacy is provided daily. RTI

services are provided daily by the teachers and staff at Eagle Ridge.

Kindergarten	First Grade	Second Grade
8:55-10:30 Literacy	8:00-9:00, 9:50-10:25 Literacy	8:00-9:30 Math
10:30-10:40, 11:00-12:30 Math	10:25-10:50, 11:15-12:05 Sci/SS	9:30-9:55, 10:45-11:55 Literacy
12:45 – 1:50 Sci/SS	1:05 – 1:35 Math	12:25 – 1:35 Sci/Ss
1:50-2:35 EIP/Extended Learning	1:50-2:35 EIP/Extended Learning	1:50-2:35 EIP/Extended Learning
Third Grade	**Fourth Grade**	**Fifth Grade**
8:00-9:35 Literacy	8:00-9:25 Literacy	8:00-9:25 Sci/SS
9:35 – 11:10 Math	9:25-10:50 Math	9:25-10:50 Literacy
12:50 – 1:35 Sci/SS	12:20-1:50 Sci/SS	10:50-11:25, 12:55-1:50 Math
1:50-2:35 EIP/Extended Learning	1:50-2:35 EIP/Extended Learning	1:50-2:35 EIP/Extended Learning

a. Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
GKIDS	Ongoing Diagnostic	Grade Level reading	BOY, MOY, EOY
Scholastic Reading Inventory	Progress Monitoring	1 – 5	4 times per year
SLO(K-3)	Screening/Placement	Grade level literacy and number skills	2 times per year
Reading Fluency Tests	Progress Monitoring	Oral Reading Fluency	Multiple times throughout year
DIBELS	Ongoing Diagnostic	Grade level literacy skills	BOY, MOY, EOY
GA Milestones (3-5)	Outcome	ELA, Reading, Writing, Math, Social Studies, Science	EOY
Unit Assessments	Progress Monitoring/Outcome	ELA, Reading, Writing, Math, Social Studies, Science	At completion of each subject's unit

b. Comparison of current assessment protocol with SRCL assessment plan

Eagle Ridge Elementary assessment protocol aligns in many ways with the SRCL assessment plan. Both plans emphasize:

- the use of screening to identify underperforming students
- progress monitoring to ensure skills acquisition
- formative and summative assessments
- analysis of state assessment data

The assessment protocol for ERE is lacking in the area of diagnostic

assessments which provide teachers with early recognition of literacy deficits

along with strategies to assist interventions. Furthermore, ERE does not have a

valid universal screener for early reading or for grades 3-5.

b. How new Assessments will be implemented

Assessment	Frequency	Location
DIBELS Benchmark	BOY, MOY, EOY	Classroom
DIBELS Progress Monitoring	1 time per week	Classroom
Scholastic Reading Inventory	BOY, MOY, EOY	Computer Lab

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

There are no assessments currently used that will be discontinued. We are

currently implementing DIBELS as our universal screener and progress

monitoring for grades K-2. ERE will continue to use SRI as a measure for

comprehension, fluency, and phonics for 2-5.

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

- DIBELS training & disaggregation of data
- Scholastic Reading Inventory training & data interpretation to inform instruction

- Management of small group instruction based on needs

identified in assessments

- PL for teachers to assist in identifying best instructional practices to use with student needs identified by new assessments

f.   How data is presented to parents and stakeholders

Data is presented to parents through parent conferences, phone calls,

PowerSchool, or by written notices. ERE also shares this information during

Literacy Team, School Council, Instructional Leadership Team, Leadership Team,

Board of Education, and quarterly PTO meetings. All stakeholders have access

to school data through each of these outlets, and state assessment data is

reported via local media as well.

g. How data will be used to develop instructional strategies as well as determine materials and need

Assessment data will be reviewed, discussed, disaggregated, and analyzed

during team meetings and leadership meetings by classroom teachers and

school administrator. Appropriate resources and materials will be determined

based on the identified needs.

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

Assessment	Purpose	Skills	Frequency	Who
GKIDS	Ongoing Diagnostic	Grade Level reading	BOY, MOY, EOY	Teacher
SLO (K-3)	Screening/ Placement	Grade level literacy and number skills	2 times per year	Teacher
Reading Fluency Tests	Progress Monitoring	Oral Reading Fluency	Multiple times throughout year	Teacher
Dibels	Ongoing Diagnostic	Grade level literacy skills	BOY, MOY, EOY	Teacher
GA Milestones (3-5)	Outcome	ELA, Reading, Writing, Math, Social Studies, Science	EOY	Teacher/ Proctor
Unit Assessments	Progress Monitoring/ Outcome	ELA, Reading, Writing, Math, Social Studies, Science	At completion of each subject's unit	Teacher

a. Resources needed to implement the literacy plan, including those that foster student engagement:

- Research-based core language arts program

- Research-based, scientifically evidenced writing program for writing across the curriculum

- Computer-based diagnostic assessment for fluency and comprehension

- Computer-based diagnostic assessment for early literacy (phonological awareness, phonics, etc.)

- 21st Century technology equipment

- E-texts and e-readers

- Print books, fiction/nonfiction, and informational texts for the purpose of updating the classroom and school libraries in all content areas

- Professional learning in the areas of technology integration, literacy/writing instruction, intervention strategies, and assessment strategies

b.   Activities that support literacy intervention programs

- Universal screening to identify students who need intensive interventions (Tier 2 and Tier 3)

- Professional learning and coaching on implementation of interventions with fidelity

- Continued implementation of the 4-tiered Response to Intervention model

- Research-based, scientifically evidenced intervention materials for K-5

c.   List of shared resources available

- Media center print and non-print resources

- Teacher Computer Stations/ Student computers in all classrooms

- Promethean Boards, laptops, and Chromebooks

- Curriculum guides (standards, units, and assessments)

- Student novels/texts/workbooks

- 2 Computer Labs

d. General list of library resources or a description of the library as equipped

- Fiction/Nonfiction books for Accelerated Reader (we no longer use AR)

- Reference books

- 8 Desktop computers for student use

- Professional learning and coaching on implementation of interventions with fidelity

- Continued implementation of the 4-tiered Response to Intervention model

- Research-based, scientifically evidenced intervention materials for K-5

e. List of activities that support classroom practices

- Daily collaborative planning time

- Pacing guide and curriculum map aligned with CCGPS

- Periodic book fairs to support funding for literacy materials

- Professional Learning Communities for collaboration and analysis of standards, student data, and

  instructional practices

- Teacher use of a variety text that are appropriate based on student Lexile scores and level of text complexity

- Emphasis on teaching academic vocabulary and the language of the standards

- Periodic vertical articulation meetings in each content area

- Bi-Monthly leadership team meetings

- Monthly literacy team meetings

f. Additional strategies needed to support student success

- Technology integration

- Technology capacity for storing and accessing student data

- DIBELS Next benchmark/progress monitoring

- Scholastic Reading Inventory

- Professional learning for evidence-based content literacy best instructional practices

- Professional learning for teachers in selecting/monitoring/assessing identified areas of student concerns

g. Current classroom resources for each classroom in the school

- Curriculum guides (standards, units, curriculum maps, assessments)

- Limited amount of CCGPS ELA-aligned literary and informational texts

- Textbooks (outdated and only used as a resource for supplementing instruction)

- 1 teacher computer/ student computer stations

- Promethean Boards and LCD projectors

h. Alignment plan for SRCL and other funding

	SRCL Funding	Title I	Title 2A	IDEA	Other Funding Source
Professional Learning	Instructional content-specific reading/writing strategies • Effective literacy instruction • Ensure fidelity and consistency of interventions • Diagnosis of reading difficulties • DIBELS Next training • Scholastic Reading Inventory training		Writing Assessment • Assessment Literacy • RESA/GLRS trainings	Assessment Literacy Writing Assessment RESA/GLRS trainings	RESA/GLRS trainings
Classroom Resources	Core Language Arts/Writing Program • DIBELS Next • Scholastic	CCGPS Supplemental Texts for Math Frameworks • Supplemental		SPED Supplemental texts, novels, and other literacy supports	Student Novels • CCGPS Supplemental Texts for ELA Units

	Reading Inventory • Content area supplemental texts and materials (subscriptions to magazines, weekly readers, etc.) • Additional books for classroom libraries	Reading Mastery program • Supplemental Texts for ELA Units •Computer Lab		• Contracted services	• Consumable classroom supplies • Media center print/nonprint resources
Technology	Software/hardware/ technology devices to support literacy instruction • Internet based publishing software • Technology capacity to store and access student data • Computer-based diagnostic assessments • E-books, e-readers, and other supportive technology • Technology	Classroom teacher/student computers • ActivBoards and laptops •Computer lab		ActivBoards and laptops • Assistive Technology	Classroom teacher/student computers • ActivBoards and laptops • Computer lab

	needed to implement assessments and RTI • 21st Century technology equipment				

i.   **Proposed technology purchases will support:**

RTI

- Students in all tiers of the RTI process will have access to research-based, scientific evidenced

    interventions

- Teachers working with tier 2 and 3 students will be trained in selecting/ monitoring/ assessing

    identified areas of student concerns using instructional best practices incorporating technology

- Provide programs that will help track students

- Access additional programs that promote student engagement

- Classroom teachers will have access to computer-based diagnostic assessments to assist in early

  diagnosis of specific learning deficiencies

- Online intervention programs will allow increased accessibility to diverse learners

Student Engagement

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

  instruction/ differentiation

- Assist in assessing student mastery of content

- Technology in classroom improves student engagement significantly

- Online access promotes interaction and communication among students and between students and faculty

Instruction Practices

- Provides options for comprehension

- Access to online records/ tracking allows teachers to plan more effectively and efficiently for instruction

- Provides the teacher with multiple means of instructional materials with the use of various technological supports.

- Utilize technology for researching and accessing informational text across the content areas.

- Allows teachers to provide daily individualized practice and application in matching the needs of 21st Century learner

- Interactive Technology provides teachers with a vast array of information And instructional resources

Writing

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

- Individualized practice for student subgroups that require additional support

- Offers teachers access to analyze student writing using online rubrics, record keeping, storage, ect.

- Creation, editing, revision, publishing and storage of student writing samples are enhanced

- Immediate access to information supports student research and writing projects and motivates students to

  write

a. **Past professional learning**

b. **The percentage of staff attending**

Professional Learning	Number of Hours	% of Certified Staff Attended
Depth of Knowledge Training	1 hour	95%
The Excellent 11 and the End of Molasses Book Study *	8 hours	100%
Number Talks Training	3 hours	90%
De-Escalation Training	1 hour	100%
Georgia Milestone Training	1 hour	88%
TKES Familiarization Activities	5 hours	100%
Restraint Training	2 hours	100%
Math in the Fast Lane	20 hours	17%
Thinking Map Training	6 hours	100%
Health M Powers Training	16 hours	100%
FBLA Training	1 hour	9%
Formative Instructional Practice Training *	12 hour	1%
Literacy Block Training	5 hours	1%
Resources for New	40 hours	1%

Principal		
Classroom Management Training	16 hours	24%
Rock Eagle Math Conference *	14 hours	17%

*PL was attended and redelivered to entire faculty and staff at a later date.

c. Detailed list of ongoing professional learning

Professional Learning Topic	Delivery Method
Thinking Map Training	Once/week during planning period
TKES Familiarization Meetings	Once/month after school
Instructional Team Meetings	Once/month after school
Grade Level Meetings	Once/week during planning period
Formative Instructional Practice Modules	Online
Vertical/Content Planning	Once/month after school
6+ 1 Writing Trait Training	Every 2 weeks
DIBELS	Quarterly
Scholastic Reading Inventory	Once a year

d. Programmatic professional learning needs identified in the needs assessment

f. Professional learning plan that is detailed and targeted to stated goals and objectives outlined in the literacy plan
g. Method of measuring effectiveness of professional learning

Identified Professional Learning	Project Plan Goals/Objectives Addressed	Literacy Plan Building Block Addressed	Measure of Effectiveness
Incorporating technology to support literacy instruction	Goal1: Objective 2 Goal3: Objective 1 Goal 6: Objectives 1,2	Building Blocks: 1,2,3,6	• PLC documentation and minutes • Walk-through observations • Literacy Team Meetings • Analysis of student data • DIBELS, SRI • Unit plans with documentation of technology • SMART goals
Differentiating literacy instruction	Goal 1: Objective 1 Goal 2: Objective 1,2 Goal 4: Objective 2	Building Blocks: 1,6	• PLC documentation and minutes • TKES Evaluation • Walk-through observations • Literacy Team Meetings

			• DIBELS, SRI • CCGPS Units • SMART goals
Identification/Evaluation of effective literacy instruction	Goal 2: Objectives1,2,3 Goal 3: Objectives 1,2	Building Blocks: 2,3	• PLC documentation and minutes • Walk-through observations • Literacy Team Meetings • Analysis of student data • DIBELS, SRI • SMART goals • TKES Evaluations
Effective use of instructional content-specific reading and writing strategies	Goal 1: Objective 1 Goal 2: Objective 3	Building Blocks: 1,2	• TKES Evaluation • Walk-through observations • CCGPS Units • SMART goals • GA Milestone
Diagnosis of reading difficulties and appropriate interventions to be used to target areas of concern	Goal 3: Objectives 1,2 Goal 5: Objectives 1,2	Building Blocks: 3,5	• Analysis of RTI data • PLC documentation and minutes • Walk-through observations • Literacy Team Meetings • Analysis of student data

			• DIBELS, SRI • SMART goals
Provide additional training in literacy across all content areas	Goal 1: Objective 1 Goal 2: Objective 1 Goal 4: Objective 2	Building Blocks: 1,2,4	• PLC documentation and minutes • Walk-through observations • Literacy Team Meetings • Analysis of student data • DIBELS, SRI • SMART goals • TKES Evaluations
Ensuring fidelity and consistency of interventions	Goal 2: Objectives 1,2 Goal 3:Objectives 1,2	Building Blocks: 2,3	• RTI documentation • RTI student data • Walk-through observation • DIBELS, SRI • SMART goals
Analyzing and interpreting assessments with regard to literacy	Goal 5: Objective 1 Goal 6: Objective 1	Building Blocks: 5,6	• PLC documentation and minutes • Walk-through observations

			• CCGPS Units
			• DIBELS, SRI
			• SMART goals

e. Process to determine if professional development was adequate and effective

In order to determine if the professional development was adequate and effective, the following will take place:
- Feedback from teachers regarding professional learning attended
- Set SMART goals for professional learning implementation
- Walkthroughs and observations to record the implementation of professional development learning targets
- Professional Learning Communities with documentation
- Examination of student achievement data
- Evaluation of professional learning activities by teachers and administrators
- Faculty/Staff surveys
- Use of formative assessments aligned to the professional learning goals

Eagle Ridge Elementary is committed and devoted to following through with the initiatives proposed within this Striving Reading CL application. The table below provides information on how we will continue to maintain our level of commitment following the SRCL funding period.

	Title I	Title IIA	IDEA	Other Funding
Extending Assessment Protocols	X	X	X	
Developing Community Partnerships				X
Expanding Lessons Learned	X	X	X	X
Training New System Employees		X	X	
Maintaining Technology	X		X	X
Ongoing Professional Learning		X	X	X
Replacing Print Materials	X		X	X

Maintaining Resources, Strategies, and Materials

a. Extending the assessment protocols beyond the grant period

Eagle Ridge Elementary understands the urgency to utilize assessment data to foster sustained improvement. Protocols are currently in place; however, assessment instruments are lacking in order to fulfill our literacy plan. With the addition of DIBELS and Scholastic Reading Inventory, we will possess a more comprehensive assessment protocol.

b. Plan for developing community partners and/or other sources to assist with funding of initiatives requiring yearly cost commitments

The Baldwin County School System is supported in the community by many local businesses that give freely to assist with educational initiatives, resources, and voluntary support. The Baldwin County School System has a direct connection with the community through our Partners in Education (PIE). PIE is a collective effort of Milledgeville-Baldwin County Chamber of Commerce and our local schools that matches business and organizations with schools to provide extra funding, unique services and volunteer support. With the assistance of our Partners in Education, we plan to

continue to develop community partners and obtain funding for our

educational initiatives.

c. Clear, detailed plan discussing sustainability in the following areas:

Areas to be Sustained	Sustainability Plan
- Expanding lessons learned - Extending the assessment protocols - Training new system employees - Maintaining technology - Ongoing professional learning	PLCs are actively in place and meeting regularly. These PLCs will be vital in expanding upon lessons learned through the SRCL period. We feel that the PLCs that are crucial in implementing our literacy plan goals will be equally as fundamental in ensuring the longevity and effectiveness of our literacy plan once the funding is completed, The school principal and literacy team will carefully monitor the implementation, progress, and extension of the SRCL. Through PLCs, all stakeholders will have input in expanding upon lessons learned beyond the life of the grant. The assessment protocols will also be coordinated and monitored by the Assistant Principal. Protocols are currently in place at the system and school level to assist in training new system employees. We will utilize all available resources to assist in these trainings (REAS, GLRS, etc). With regard to maintaining technology, our needs will be addressed in the system technology plan, and will persist in funding these initiatives in various

	ways. As previously mentioned, professional learning will be organized and conducted on an as-needed basis, and will be determined by our Literacy Team with the assistance and input from our Instructional Team.

d. How print materials are to be replaced when necessary

Our literacy team will assist in determining the condition of print materials and the need to replace these materials. Local, state, and federal funds will be used to replace print materials when needed. Furthermore, with the implementation of 21st Century technology equipment, we hope to reduce the need to replace, and the amount of money spent replacing, print materials.

e. A clear plan for extending the professional learning beyond the grant period and to new staff to the system

Areas to be Sustained	Sustainability Plan
Extending professional learning beyond the grant period and to new staff	Local, state, and federal allocations will be used to support professional development to sustain our literacy plan; The literacy team will meet at the end of each year and analyze the school's needs assessment data. The team will then decide which areas to target with professional learning the following year. Baldwin County School System has a district-wide

	new teacher orientation program that provides professional learning initiatives at the system level. Funding for professional learning for new teachers will be provided through system professional learning funds.

f. Sustaining technology that was implemented with SRCL funds

The literacy team has identified many areas of need as they relate to the integration of technology with literacy, and we are firmly committed to establishing and maintaining 21st Century classrooms. Eagle Ridge will maintain technology, site licenses, and professional learning through the use of state, local, and federal funds. Our technology committee assists teachers with technology maintenance and instructional technology training. The system technology director is available when needed to assist with technical issues that arise. The technology director and principal will coordinate purchases of hardware and software, obtain bids, initiate purchase orders, and inventory equipment, arrange installation, negotiate site licenses, and organize warranties. The principal will schedule training on any software or the use of the hardware to both new and veteran staff members. Our technology committee chairperson will arrange for regular maintenance of the equipment in order to extend the life of the hardware.

Additionally, once the SRCL funding period is over, we hope to utilize as

much federal funding as is available to sustain the technology that is

implemented. We also plan to consider other funding sources such as:

technology grants, current technology funding at the local/state level, etc.

**g. Clear plan for expanding the lessons learned through the SRCL
project with other schools and teachers new to the LEA**

Areas to be Sustained	Sustainability Plan
Expanding the lessons learned through SRCL project with other schools and teachers new to the LEA	We will continue to expand upon lessons learned through the SRCL project via professional learning communities. PLCs are already established and meet regularly to focus on student learning instructional best practices and planning. PLC members will collaborate to share successful literacy practices, analyze student data, and plan lessons that emphasize literacy in all content areas, provide ideas for technology integration, and assess the implementation of the SRCL grant and our Literacy Plan. Information from these PLCs will be shared with other schools and teacher new to the LEA.

If the Striving Reads Comprehensive Literacy Grant is awarded to Eagle Ridge Elementary we will accomplish the following goals 1.) Students will receive explicit instruction in literacy strategies (reading, writing, and media) across the curriculum incorporating technology, where possible, to improve student engagement. 2.) All students will be screened and data from the screening will be used for RTI, remediation, differentiation and enrichment. 3.) ERE teachers and students will create a comprehensive plan for communicating with parents and students regarding literacy status, needs and growth through printed and electronic media.

Professional Development
Vital to Goals 1-3
60% of our projected costs

- Training on implementation of diagnostic literacy assessment software
- Training on data analysis
- Workshops/trainings for literacy (including travel)
- RTI assessments- data collections
- Best Practices
- Differentiation
- Explicit instruction in reading and writing strategies in subject/content specific areas
- Training in technology used in screening, data collection, and for student engagement and instruction
- Print materials
- Release time for teachers
- Stipends for off time work
- Substitutes
- Consultants/trainers
- Endorsements

Student Resources
Vital to Goals 1-3
30% of our projected costs

- Purchase diagnostic literacy assessment software
- Books and Periodicals for the media center collection in a variety of content areas
- Response devices, laptops, tablets, document cameras, and printers
- Writing resources- novels, magazines, non-fiction leveled texts
- Print periodical classroom sets
- Basic media supplies to maintain inventory control
- Web-based writing assessment tool

Family Resources
Vital to Goal 3
10% of our projected costs

- Community awareness supplements and resources for Family/Parent workshops
- Materials to communicate with parents
- Consultants to facilitate parent education
- Paper, ink, toner

Years II-V
Vital to Goals 1-3

- Ongoing professional learning including new teacher training and incentives already in place
- Continued universal screening costs
- Diagnostic assessment costs
- Replenish resources that are considered consumables
- Maintain technology