

# School Profile

Created Monday, December 01, 2014

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## Page 1

### School Information

System Name:	Pickens County School District
School or Center Name:	Tate Elementary School
System ID	712
School ID	303

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Name:	Deborah Longshore
Position:	Principal
Phone:	706-253-1860
Email:	deborahlongshore@pickenscountyschools.org

### School contact information

(the persons with rights to work on the application)

Name:	Renee Carder
Position:	Academic Coach
Phone:	706-253-1860
Email:	reneecarder@pickenscountyschools.org

### Grades represented in the building

example pre-k to 6

K-5

### Number of Teachers in School

23

### FTE Enrollment

324

# Grant Assurances

Created Friday, December 05, 2014

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## Page 1

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

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

- 
- Yes
- 

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

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

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

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

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

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

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

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

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

- 
- Yes
-

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

- 
- Yes
- 

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

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

- 
- Yes
- 

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

- 
- Yes
-

# Preliminary Application Requirements

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## Page 1

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

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

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

- 
- Yes
- 

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

[SRCL Scoring Rubric-Cohort 4](#)

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

- 
- Yes
- 

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

[SRCL Required Assessments Chart](#)

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

- 
- Yes
- 

## Assessments

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

- 
- I Agree
- 

## Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

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• I Agree

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## Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

### **I. Conflicts of Interest**

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

#### **a. Organizational Conflicts of Interest.**

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

- any person owning more than 20% interest in the Applicant
  - the Applicant's corporate officers
  - board members
  - senior managers
  - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
  - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

## Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
  1. Disqualify the Applicant, or
  2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

### **b. Employee Relationships**

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
  1. The names of all Subject Individuals who:
    - a. Participated in preparation of proposals for award; or
    - b. Are planned to be used during performance; or
    - c. Are used during performance; and
  - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
    1. The award; or
    2. Their retention by the Applicant; and
    3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
    4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

## Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
  - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**  
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
  - 2. Exclusion from subsequent GaDOE grant opportunities.
  - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

### ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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




\_\_\_\_\_  
**Signature of Fiscal Agency Head (official sub-grant recipient)**

Amy W. Smith, CFO

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

12/1/14  
\_\_\_\_\_  
**Date**



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

Lula Mae Perry, Superintendent

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

December 1, 2014  
\_\_\_\_\_  
**Date**

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

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

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



# Fiscal Agent Memo of Understanding

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

## Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Amy W. Smith

Position/Title of Fiscal Agent's Contact Person: Chief Financial Officer

Address: 100 D.B. Carroll St.

City: Jasper Zip: 30143

Telephone: ( 706 ) 253-1700 Fax: ( 706 ) 253-1705

E-mail: amysmith@pickenscountyschools.org

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

Lula Mae Perry, District Superintendent  
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 1, 2014  
Date (required)



# Pickens County School District

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**Brief History of the District:**

Pickens County School District (PCSD) is a small rural community found in the Appalachian foothills of North Georgia. This district represents a close-knit community of approximately 29,400 people and is populated by families with generational roots that extend back to the county origins in 1853. This close relationship with the community has led to the mission statement of “Graduation and Life Preparation for All” as the foundational basis for decision-making in the school district.

**System Ethnicities/Demographics:**

	Total Students	Black	Hispanic	White	Other
Pickens High School	1265	1%	3%	93%	3%
Jasper Middle School	551	1%	5%	91%	3%
Pickens County Middle	535	2%	5%	91%	2%
Harmony Elementary	528	1%	4%	92%	3%
Hill City Elementary	561	<1%	3%	94%	3%
Jasper Elementary	505	0%	11%	88%	1%
Tate Elementary	324	<1%	4%	92%	3%
System	4331	<1%	5%	92%	3%

**Special Populations:**

- Special Education – 16%
- Special Education PreK – 50 students (2 schools)
- PreK – 44 students (2 schools)
- Economically Disadvantaged – 40%
- 6-12 Remedial (REP) – 20%
- ESOL - <1%
- Students with SST – 3%
- Gifted – 14%
- Homeless – 4%
- K-5 EIP – 18%

**Current System Priorities:**

The PCSD is dedicated to high quality educational opportunities for all students. Through our efforts to engage in a continuous improvement process, staff members demonstrate their high level of commitment every day. The following priorities drive the current district curricular focus:

- Deep understanding and implementation of CCGPS
- Utilization of formative/summative assessment data to determine instructional needs
- Systemic implementation of Response to Intervention (RTI) protocols

# Pickens County School District

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- Closing achievement gaps of subgroups
- Increase in the use of student-focused technology to support curriculum goals
- Increase in the high school graduation rate

**Strategic Planning:**

The strategic improvement planning process began in 2011 with stakeholder surveys to gather necessary perception data. Early in 2012, action teams were developed to provide a comprehensive review of district data and to develop strategic goal areas in alignment with the beliefs, mission, and vision of the district. A formal plan was adopted by the school board in July, 2012, has been reviewed annually thereafter.

Strategic Planning Goals	
Student Achievement	<ul style="list-style-type: none"> <li>• Implement state adopted curriculum</li> <li>• Utilize formative and summative data</li> <li>• Implement differentiation of learning strategies</li> <li>• Establish student assessment baseline</li> </ul>
Student and Stakeholder Involvement	<ul style="list-style-type: none"> <li>• Identify and utilize community resources</li> <li>• Foster positive relationships among all stakeholders</li> <li>• Provide opportunities for stakeholder education</li> <li>• Increase stakeholder communication opportunities</li> </ul>
Organizational Growth and Development	<ul style="list-style-type: none"> <li>• Continue providing professional learning opportunities for certified/classified staff</li> <li>• Review and revise the system-wide professional development plan</li> </ul>
Internal Processes	<ul style="list-style-type: none"> <li>• Increase student access to technology</li> <li>• Attract and retain highly qualified staff</li> </ul>

**Current Management Structure:**

The chart below shows the current management structure of the system. Asterisks indicate changes in leadership (principal, assistant, or district) in locations across the district this school year.

PCSD Superintendent (new 13-14)	
Elementary <ul style="list-style-type: none"> <li>• Harmony Elementary*</li> <li>• Hill City Elementary*</li> <li>• Jasper Elementary</li> <li>• Tate Elementary*</li> </ul>	Secondary <ul style="list-style-type: none"> <li>• Jasper Middle**</li> <li>• Pickens County Middle**</li> <li>• Pickens High School**</li> </ul>
District Administration	
Director of Teaching and Learning, System Test Coordinator, and Director of Professional Learning (new 13-14) <ul style="list-style-type: none"> <li>• Supervision               <ul style="list-style-type: none"> <li>○ Academic Coaches</li> <li>○ Instructional Technology</li> </ul> </li> </ul>	Director of Federal Programs (new 13-14) <ul style="list-style-type: none"> <li>• Supervision of Parent Involvement Coordinator</li> </ul>



# Pickens County School District

Coordinator	
Director of Special Education*	Director of Finance
Director of Operations	Director of Personnel

**Past Instructional initiatives:**

PCSD has utilized a vast array of initiatives in order to meet the needs of all student subgroups. The chart below exposes the multitude of initiative efforts.

Initiative	09- 10	10-11	11-12	12-13	13-14	14-15
<b>ELA</b>						
Academic Coaches (# of Coaches)		2.5	2.5	2.5	2.5	5
Accelerated Reader						
Adventures in Language						
BrainPop						
Bridges Literature						
CRCT Common Core Coach Books						
CRCT GPS Coach Books						
Decodable Reader sets						
eBook sets						
Education City software						
Graphic Novel sets						
Handwriting without Tears/ Keyboarding without Tears						
Harcourt Story Town						
Holt Elements of Language						
Houghton Mifflin – Collections (6-8)						
Jack and Jilly kits						
Ladders to Success						
Leveled non-fiction readers						
McDougal-Littell Elements of Literature (6-8)						
Novel Sets						
Pearson-Common Core Literature (9-12)						
Reader Rabbit						
Sadlier Vocabulary Workshop (6-12)						
Shurley Grammar						
SRA Direct Instruction						
Standards Based Classrooms/GPS						
Star Reading/Math						
Study Island – ELA, Math, Science, Social Studies						
SuccessMaker – Reading/Math						
USA Test Prep software						
Wordly Wise (6-8)						

## Pickens County School District

Writing to Win (6-8)						
Writing to Win (Elementary)						
<b>Assessments</b>	09- 10	10-11	11-12	12-13	13-14	14-15
AIMSweb						
DIBELS						
Implementation of CCGPS						
OAS						
Star/AR						
<b>General</b>	09- 10	10-11	11-12	12-13	13-14	14-15
21 <sup>st</sup> Century Classrooms						
Academic Coaches		2.5	2.5	2.5	2.5	5
Bring Your Own Technology						
CCGPS for ELA/Math						
Common Grading Practices						
Co-Teaching and Inclusion						
Differentiation Strategies						
Formative Instructional Practices						
Gifted Endorsement						
Lesson Planning Template						
PD 360						
Science Unit Development						
SLDS						
TKES/LKES						

***Present Literacy Curriculum:***

The present literacy curriculum used in the district is driven by the CCGPS. The GaDOE suggested units and frameworks are currently being used in reading and writing. Houghton Mifflin Harcourt Story Town has been adopted for elementary grades with Houghton Mifflin Collections Series for middle grades, and the Pearson Common Core Literature for the high school.

***Literacy Assessments used District-wide:***

2014-15 Required Universal Reading Screenings (AIMSweb – Grades 1-5)			
	Beginning of Year	Middle of Year	End of Year
K	GKIDS Baseline	GKIDS (quarterly)	GKIDS, Fry Words, Phonological Awareness
1-2	Letter/Name and Letter/Sound Correspondence, Dolch/Fry Words, Phonological Awareness ORF	Oral Reading Fluency (ORF) Dolch/Fry Words	ORF Dolch/Fry Words
3-5	Oral Reading fluency (ORF)	ORF	ORF

# Pickens County School District

	Comprehension (MAZE)	MAZE	MAZE
6-8	Oral Reading fluency (ORF)	ORF	ORF
	Comprehension (MAZE)	MAZE	MAZE

Students scoring below benchmark level on universal screeners are placed in response to intervention tiers according to defined skill levels and needs. Instructional plans are then determined based upon those needs. Progress monitoring data is used to move students from tier-to-tier.

<b>Literacy Needs and Objectives</b>	
<p><b>Needs:</b> Reading/writing instruction in all content areas for each discipline; professional learning on content and pedagogy (e.g. instructional strategies on RTI tiers)</p>	<p><b>Goals and Objectives:</b>  <b>Goal 1:</b> To increase best practices in every content area in direct vocabulary instruction, reading strategies, and writing proficiency.  <b>Objective 1.1:</b> All students in Tiers 1-4 will receive explicit vocabulary and reading strategy instruction.  <b>Objective 1.2:</b> All students in Tiers 1-4 will receive writing strategies for CCGPS literacy.  <b>Objective 1.3:</b> Quarterly research-based writing will be required in all content areas.</p>
<p>Professional learning related to differentiation, formative, summative, and screening processes K-12 for effective RTI monitoring.</p>	<p><b>Goal 2:</b> To implement frequent screening, diagnostic, formative, and summative assessments for monitoring student progress.  <b>Objective 2.1:</b> All students will be assessed 3 times per year for reading comprehension and receive strategic instruction through Tier 1 and interventions in Tiers 2-4.  <b>Objective 2.2:</b> Teachers will identify deficits and provide interventions for students in tiers 2-4.</p>
<p>Vertical and horizontal alignment of CCGPS standards and practices; professional learning in text complexity K-12.</p>	<p><b>Goal 3:</b> To articulate vertically and horizontally K-12 CCGPS strategies and text complexity.  <b>Objective 3.1:</b> Teachers will participate in Professional Learning Communities for CCGPS literacy.  <b>Objective 3.2:</b> Teachers will participate in professional learning to gain an understanding of text complexity and Lexile bands.  <b>Objective 3.3:</b> Years 1-2, curriculum teams will develop vertical and horizontal pacing guides and lesson plans regarding text complexity and CCGPS strategies based on CCRPI indicators.</p>

***Need for SR Project:***

The need for Striving Reader funding is critical. As stated in the Why document (page 26), “Literacy is paramount in Georgia’s efforts to lead the nation in improving student achievement.” Staff reduction, class size, TKES/LKES, inconsistency of instructional strategies and initiatives, instability of RTI protocols, and diminished test scores indicate that changes in funding are crucial in supporting our mission for

## Pickens County School District

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*Graduation and Life Preparation for All.* Instructional staff are anxious for appropriate and continuous professional learning, instructional guidance, horizontal and vertical collaboration, and resources to assist in improving student achievement.

# Pickens County School District

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## ***District Management Plan and Key Personnel:***

Upon notification of the grant award, the district’s Striving Readers Grant Project Director will assemble the district literacy team to review the responsibilities of each team member and to ensure that each understand the grant’s goals and objectives, implement school literacy plans, and coordinate the implementation timeline.

### **District Literacy Team and Responsibilities**

<b>Area of Responsibility</b>	<b>District Team Member</b>
Purchasing – initiate school purchase orders and manage school-level grant activities	Lynda Wallace, Principal, Harmony Elementary School Joeta Youngblood, Principal, Hill City Elementary School Carlton Wilson, Principal, Jasper Elementary School Deborah Longshore, Principal, Tate Elementary School Shane Purdy, Principal, Jasper Middle School Pennie Fowler, Principal, Pickens County Middle School Christopher LeMieux, Principal, Pickens High School
Finances – approve grant budgets and submit completion reports and state-required reports	Amy Smith, Chief Financial Officer
Accounts Payable – match invoices with packing slips, resolve discrepancies, process grant payments, and process grant travel reimbursement	Cindy Little, Accounts Payable Clerk
Payroll – issue stipends for off-contract grant training	Marilyn Childers, Payroll Clerk
Managing school level grant activities with principals and school-level literacy teams	Lisa Hardman, Academic Coach, Harmony Elementary School Christy Kelly, Academic Coach, Hill City Elementary School Stephanie Hall, Academic Coach, Jasper Elementary School Renee Carder, Academic Coach, Tate Elementary School Anita Walker, Academic Coach, Jasper Middle School and Pickens County Middle School Todd Geren, Literacy Team Leader, Pickens High School
Managing system-level grant activities – coordinate professional learning, supervise and direct academic coaches in assisting with implementation of grant activities, approve and process purchase orders, maintain budgets, and ensure assessments are complete. Managing RTI strategies and processes.	Sandy Greene, Director of Teaching and Learning
Technology – organizing technology purchases, installation, maintenance, infrastructure, and technology-related	Patrick Shea, Director of Technology

## Pickens County School District

training	
Special Education – coordinating district/state/federal requirements	Shelley Goodman, Director of Special Education

**Responsibilities with Grant Implementation Goals/Objectives:**

Timeline of Grant Goals and Individuals Responsible									
	Year 1 Quarters				Year 2 Quarters				Yrs. 3-5
	1	2	3	4	1	2	3	4	
Grant Activities (Persons Responsible)									
Announce SR Grant to PCSS and Community (Superintendent, Project Director)	X	X			X	X			X
Orientation of SR’s objectives based on DOE’s “What,” “Why,” and “How” of K-12 Literacy Plans (All Striving Readers’ grant recipients and stakeholders)	X				X				X
Convene District Literacy Team for planning (Project Director)	X		X		X		X		X
Convene School Literacy Teams for overview and implementation (Principal, Academic Coaches, School Literacy Team)	X	X	X		X	X	X		X
Purchase new assessments (Project Director, Chief Financial Officer)	X				X				X
Purchase and distribute instructional materials and instructional technology (Project Director, Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Plan and Implement professional learning focused on Grant Literacy Objectives (Project Director, Academic Coaches)	X	X	X	X	X	X	X	X	X
Extend literacy time (afterschool, before school) (Project Director, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Drawdown Funds (Chief Financial Officer)	X	X	X	X	X	X	X	X	X
Meet with School Literacy Teams for monthly review of progress made toward grant objectives and targeting next steps (Principal, Academic Coaches, School Literacy Team)	X	X	X	X	X	X	X	X	X
Submit monthly/quarterly/yearly reports (Principal, Academic Coaches, School Literacy Teams)	X	X	X	X	X	X	X	X	X

**Implementation of Goals and Objectives:** All administrators, teachers, academic coaches, and instructional technology specialists will be involved in implementing the Striving Readers grant program as described in school plans and the DOE’s “What,” “Why,” and “How” documents. PCSS personnel will sign a commitment statement pledging to meet the project’s objectives and grant activities detailed in each grant.

## Pickens County School District

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**Involving Grant Recipients in Budget and Performance Plans:** Grant recipients will meet monthly with the Project Director, learning support specialists, and the District Literacy Team to review, revise, and adjust budgets and performance plans. Meetings will be documented with agendas and sign-in sheets.

**Evidence of meetings with Grant Recipients:** Grant recipients will be part of the District Literacy Team designed to support Striving Readers’ schools with professional development and resources. This team will meet and report monthly on grant implementation and meetings will be documented with agendas and sign in sheets.

Timeline	Purpose of Meeting	Attendees
September 9, 2014	RESA – Grant Awareness Session	All School Literacy Team members, Project Director
September 9, 2014	Review of grant writing process and lessons learned	All School Literacy Team members, Project Director
September 20, 2014	Introductory grant writing workday	All School Literacy Team committee chairs, Project Director
October 21, 2014	Grant writing questions and answer session with Julie Morrill.	All School Literacy Team committee chairs, Project Director
November 18, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
November 24, 2014	Grant writing workday (in schools)	All School Literacy Team members, Project Director
December 2, 2014	Grant final review session	Project Director, Lead Academic Coach, Superintendent

As a result of the literacy needs assessment and subsequent grant writing process, literacy plans throughout the district have been clearly defined. Each school plan is designed to direct the work for the next five years. Teachers and instructional leaders have agreed to participate in ongoing professional learning activities intended to support the goals and objectives of the plans. Administrators are committed to supporting and participating in the professional learning as well as provide subsequent monitoring of professional practice. School and district level literacy meetings will continue on a monthly basis after the grant application is submitted. Community stakeholders will be involved in the process of improving literacy on a semester basis throughout the duration of the grant and beyond. Sustainability is the main goal beyond the scope of the grant.

# Pickens County School District

## ***Experience of the Applicant:***

The Pickens County School District has a strong history of sound fiscal management. The district oversees approximately \$50 million including federal, state, and local funds. Within this budget, the LEA provides a variety of system-wide initiatives that include but are not limited to:

- Maintenance 180 instructional day school year
- No furlough days since FY11
- Hiring of 5 Academic Coaches for elementary and middle schools
- System-wide purchase of ELA textbooks
- System-wide purchase of mathematics textbooks
- Major improvement and upgrade in technology infrastructure
- Purchase of technology for the classroom –
  - LCD projectors for each classroom
  - Laptop computers for each teacher
  - iPad carts for each school

The table below identifies the recent large-scale grant-funded initiatives of the Pickens County School District.

Initiative	School Level(s) Impacted	FY14 Funds
CTAE – Ag Extended Day	Middle, High	19,358
CTAE – Ag Extended Year	Middle, High	17,201
CTAE – Apprenticeship	High	10,106
CTAE – Extended Day	High	14,536
CTAE – Perkins IV	High	12,315
CTAE – Perkins Program Improvement	High	30,730
CTAE – Supervision	High	13,367
IDEA Flowthrough	Elementary, Middle, High	744,044
RT3 – Math and ELA Training	Elementary, Middle, High	9,600
RT3 – SLO	Elementary, Middle, High	4,650
Special Ed – State Program Improvement	Elementary, Middle, High	49,500
State PreSchool	Pre-K	96,074
Technology to Support Digital Learning	Elementary, Middle, High	19,000
Title I-A, Academic Achievement	Elementary, Middle	905,189
Title II-A, Improving Teacher Quality	Elementary, Middle, High	135,455

Internal controls for spending are strictly enforced. All purchases must be pre-approved with a purchase order request prior to any purchases, expenses incurred, or contractual agreements being made. The approval process is multi-dimensional in that the system bookkeeping staff is the only set of employees who issue system-level purchase order numbers and only after the purchase order request has been signed by the requesting party, their supervisor, the grant/program administrator, and the superintendent. Review of such purchase orders is made by the Program Director and the Chief Financial Officer for appropriateness and fidelity to the guidelines of the grant. Approved requests must



## Pickens County School District

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supplement and not supplant, must align with program/grant guidelines, must be expended as budgeted, must address needs as indicated in the district strategic plan and school improvement plans, and must be allowable expenditures for the respective program/grant.

Both system and school level personnel have been involved in the administration and supervision of various state and federal programs as well as grant management. District leaders responsible for supervising state and federal funds received by the PCSD collaborate to coordinate funds and resources to enhance instructional programs and teacher effectiveness which lead to enhanced student achievement. School level leaders have successful experience in overseeing school budgets as well as competitive grants they have received. These same qualified leaders will be involved with overseeing and implementing the SRCL.

**State Audit Results:**

Fiscal Year	Financial Findings	Audit Results - Findings
FY 2013	Financial Statement Findings and Questioned Costs Federal Award Finds and Questioned Costs	No matters were reported.
FY 2012	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2011	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2010	Financial Statement Findings and Questioned Costs Federal Award Findings and Questioned Costs	No matters were reported.
FY 2009	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as appropriate and provide a form W-s, Wage and Tax Statement to each Board member annually.
	Federal Award Findings and Questioned Costs	No matters were reported.
FY 2008	Financial Statement Findings and Questioned Costs	FS-7121-08-01; the School District failed to properly include Board members pay as salaried compensation subject to withholdings. Recommendation: The School District should pay Board members through its payroll system, deduct all taxes as

## Pickens County School District

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	Federal Award Findings and Questioned Costs	appropriate and provide a form W-2, Wage and Tax Statement to each Board member annually.  No matters were reported.
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Through the coordination of efforts and resources, the PCSD has successfully controlled spending by staying within budget, following the protocol for spending, and adhering to the specific guidelines of the program/grant. We have been able to initiate and sustain initiatives by setting priorities, coordinating services and resources, and implementing strategic planning. While PCSD have been very conservative in the past in reaching out to seek grants, new progressive leadership has encouraged the district and individual schools in pursuing innovative grants that support student learning and achievement.

### School Narrative



### School History:

Tate Elementary was established in 1927 by Georgia Marble Company President, Colonel Sam Tate. Colonel Sam Tate was instrumental in bringing the community to life with a school, homes with electricity, as well as recreational activities for the small village's families. During a Christmas pageant in 1927, the wooden school burned leaving the community saddened, but in his own unique style, Colonel Sam remained committed to education and rebuilt a grand two-story, column-flanked, marble beauty that we call our school. Today, our auditorium contains two items saved from the historic fire of 1927 – a life-sized portrait of Colonel Sam Tate and a baby grand piano. We are fortunate that we continue to create history in a building that has been a high school, theater for local acting groups, as well as a Masonic Lodge. In 2005, Tate Elementary School, along with the Georgia Marble Company and Tate Historic District, was placed on the State of Georgia, Department of Natural Resources Historic

## **Pickens County School District: Tate Elementary School**

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Preservation Division's *National Register of Historic Places*. Tate Elementary is not just a school, it's an experience. We not only teach students, but we build and maintain relationships with families.

After the execution of a redistricting initiative to balance the student population between the elementary schools, TES has acquired an additional 50 students and their families. Our current student population is approximately 325 students with 65% of our students requiring free/reduced meals. We have been designated as a Title I Distinguished School for the past seven years. Our faculty consists of 15 regular education teachers in grades K-5, three special education teachers who co-teach the majority of their day, one media specialist, one part-time teacher of the gifted, one part-time EIP teacher, one part-time PE teacher, one part-time Art/Music teacher, three special education paraprofessionals, three regular education kindergarten paraprofessionals, a guidance counselor, one academic coach, an assistant principal, and the principal.

Being a small school has its advantages and disadvantages. Because of our size, our teachers are involved in several committees within our building – literacy team, leadership, school improvement, curriculum, school climate, and yearbook. These committees meet throughout the month, at least one time each month, on rotating Wednesdays. As a school, we've found it helpful to our teachers to have a specified day for meetings. Our school leadership team meets twice monthly. Additionally, two of our faculty members serve as liaisons on our PTO Board of Directors who meet monthly. Our Literacy team consists of two teacher representatives from grades K-3, two from grades 4-5, a special education teacher, our media specialist, the gifted

## **Pickens County School District: Tate Elementary School**

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teacher, and our academic coach. Our school leadership team consists of a representative from each grade level, media specialist, counselor, administrators, and a paraprofessional.

### **Past Instructional Initiatives:**

Tate Elementary School has maintained a strong commitment to student learning through the years. Our leadership team meetings have provided the necessary platform to collaborate and brainstorm appropriate tools for our school to use in order to produce stronger, better prepared learners. These initiatives include College and Career Georgia Performance Standards (CCGPS), Accelerated Reader, Study Island, Tune into Reading, Georgia's Online Assessment System, Orton Gillingham reading program, BrainPop, Education City, Academic Coaching, Gifted Collaborative model, and a research-based core reading program. After-School tutoring is available for students in grades three through five. TES staff members have also participated in professional learning opportunities relating to improvement of instruction including Todd Whitaker's *What Great Teachers Do Differently*, a book study on Ruby Payne's *Understanding Poverty*, Formative Instructional Practices through the Georgia Department of Education, and RESA training in foundational reading and mathematics.

### **Current Instructional Initiatives:**

Our current instructional strategies include Common Core Georgia Performance Standards, Study Island, the Academic Coaching model, universal screenings and progress monitoring using AIMSweb to determine strengths and weaknesses for our students, after school tutoring, and ELA and Mathematics frameworks and tasks. Our students are also the proud recipients of a shared mobile iPad lab for use in their

## **Pickens County School District: Tate Elementary School**

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classrooms and all teachers are equipped with an iPad and a laptop computer. All grade-level classrooms have recently been equipped with projectors. Daily common planning time for grade-levels (weekly grade-level team meetings; monthly team meetings with teacher of the gifted and media specialist) provide opportunities to discuss student achievement, evaluate student work, and plan for instruction.

### **Professional Learning Needs:**

The look of professional learning for teachers and other instructional staff has changed through the years. Long gone are the days of attending off-site, multi-day training sessions due to significant budget cuts along with the lack of follow-through and redelivery of the knowledge acquired. What we need today are job-embedded training and learning opportunities – real students, real data, and real time.

Our teachers and staff members have recently participated in two needs assessments. The first assessment was administered from a district level and revealed the following priority areas of need: 1) Differentiated Instruction across all content areas; 2) Response to Intervention/Pyramids of Intervention/504; and 3) Assessment (acquiring data/analyzing data/creating a plan to address deficits). Our literacy team administered the second assessment, Georgia Literacy Plan Needs Assessment for Literacy, and the following areas were found to be a priority need: 1) Effective writing instruction; 2) Response to Intervention for ALL students; 3) Professional learning in all aspects of literacy instruction; and 4) Materials and technology to support CCGPS implementation in conjunction with our current reading program. The literacy team believes that effective, job-embedded professional learning will have a tremendous, positive impact on the level of quality instruction our students receive.

## Pickens County School District: Tate Elementary School

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### Need for a Striving Reader Project:

In 2007, Education Testing Service (ETS) released their findings from a study which indicated that one of three ingredients for America’s “Perfect Storm” included the “inadequate literacy skills for a large portion of the population.” This report was to serve as a wake-up call for education, businesses, and our country; but even seven years later, schools are still faced with struggles in literacy. The development of reading and writing skills is critical, but it is no longer a challenge associated solely with the English/Language Arts classroom. In 2014, our children – the products of our education system - are expected to be able to apply their reading and writing skills across a variety of situations from their math and science classes, job applications, construction blue-prints, college textbooks, and all points in between and even beyond. At Tate Elementary, we are committed to preparing our students for all of these tasks by creating and sustaining a school culture in which high quality literacy instruction is our most important priority for *all* students, regardless of their performance ability.

Tate Elementary believes that “*Graduation and Life Preparation for All*” – our county’s overall mission – begins here. We are responsible for equipping our students for success beyond the hallways and classrooms. The Striving Reader’s Comprehensive Literacy (SRCLG) Grant will enable us to meet the increasing needs of our students and our teachers by providing job-embedded professional learning, assessment tools, instruction resources that promote literacy in all areas, and other initiatives included within our plan. The grant will also allow us to focus on our school’s mission of “**T**eaching **A**ll **T**o Achieve **E**xcellence.”

# Pickens County School District: Tate Elementary School

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## Needs Assessment, Concerns, and Root Cause Analysis

### Description of Needs Assessment Process (a)

Tate Elementary School (TES) administered the *Georgia Literacy Plan Needs Assessment* for the 2013 Striving Readers Grant process, and complemented those results with the 2014 *Survey of Literacy Instruction for Elementary Teachers* and the *Administrators' Needs Assessment for Literacy K-12* (b). The current year's surveys were completed online to evaluate the strengths and weaknesses of our literacy program and provide specific data and comments to evaluate literacy in our school. Survey links were emailed to 29 staff members, including classroom content area teachers, special education teachers, gifted, media specialist, counselor, paraprofessionals, and administrators (d). After the surveys were completed, the Literacy Team analyzed the results to determine literacy strengths, weaknesses, and needs. In addition to the survey results, the Literacy Team considered current data in the form of benchmark assessments, CRCT Readiness Indicators, and 2014 GAPSS Review results. The team also reviewed previous years of state writing assessment scores, CRCT scores, and two years of AIMSweb performance data.

### Staff Survey

As the Literacy Team examined survey data, the team looked for responses that classified areas as not addressed or emergent. The team also specifically looked for inconsistencies that indicated areas of weakness in literacy understanding, programs, and/or instruction. The table below presents areas that received responses as *Emergent* and *Not Addressed*, or areas that the team considered inconsistent with gaps in responses such as *Fully Operational* to *Not Addressed*.

Building Block (f)	Concern	Root Causes (c)	Actions and Needs
1: <b>Engaged Leadership</b>	<ul style="list-style-type: none"> <li>- Demonstrate commitment to learn about and support evidence-based literacy instruction 40% emergent, 27% fully operational or operational, and 6% not addressed [What, p.5]</li> <li>- An active school literacy leadership team rated fully operational</li> </ul>	<ul style="list-style-type: none"> <li>- The need for additional administrator involvement in planning, attending, and leading professional learning (Indicated K-5) (e)</li> <li>- The contrast in scores is likely due to a lack of understanding of a</li> </ul>	<ul style="list-style-type: none"> <li>- Administrative commitment needs to continue and increase to support teachers and to remain informed of best practices in literacy instruction</li> <li>- Recently the principal and assistant principal have participated in some collaborative training</li> <li>- All grades have 90</li> </ul>



## Pickens County School District: Tate Elementary School

	<p>40%, operational 13%, emergent 6%, not addressed 40% [What p. 5]</p> <p>- A school culture of accepting responsibility for literacy instruction across the content areas 40% emergent or not addressed [What p. 6]</p>	<p>“literacy” team and the need for stakeholder involvement (Indicated K-5)</p> <p>- This concern is based on a limited understanding from teachers about best practices in literacy instruction</p> <p>- Participation in professional learning typically includes ELA teachers only (Indicated 4-5)</p>	<p>minute blocks for ELA instruction</p> <p>- The Literacy Team needs to clearly define team purposes, objectives, and staff commitment in order to support the success of our literacy efforts</p> <p>- Professional learning is needed in the areas of literacy instruction and how to effectively integrate skills across contents</p> <p>- Writing to Win has been implemented for writing in the content areas</p>
<p><b>2: Continuity of Instruction</b></p>	<p>- A consistent cross-curricular literacy focus through collaborative teams 60% not addressed, only 10% agree with “have adequate materials/resources for CCGPS language skills” [What, p. 7]</p> <p>- Collaboration with out of school agencies 47% not addressed [What, pp. 7-8]</p>	<p>- Lack of collaborative teacher feedback concerning literacy strategies and a need for resources to infuse literacy into all content areas (Indicated K-5)</p> <p>- Limited collaboration with out of school agencies and organizations to support literacy</p>	<p>- Classrooms need content- based literacy resources</p> <p>- Teachers need training for teaching literacy in the content areas</p> <p>- Purpose-driven literacy teams need to be developed</p> <p>- Collaboration exists between the Pickens County Reading Council and the local library</p> <p>- No community</p>

## Pickens County School District: Tate Elementary School

		within the community	outreach specific to supporting literacy
<b>3: Ongoing Formative and Summative Assessments</b>	<ul style="list-style-type: none"> <li>- Limited staff use and understanding of formative, summative, and diagnostic data to effectively inform instruction and select targeted intervention materials</li> <li>Survey inconsistencies (K-5) on how assessment data is used. (*see chart below)</li> <li>[What, pp. 8-9]</li> </ul>	<ul style="list-style-type: none"> <li>- Protocols not in place for analyzing and reviewing data to inform instructional and program decisions</li> <li>- Limited diagnostic assessments and staff uncertainty of how to use the data (Indicated 3-5)</li> </ul>	<ul style="list-style-type: none"> <li>- TES staff needs training on how to understand and adjust instruction based on student performance data</li> <li>- Protocols needed for teams to review data and make instructional decisions</li> <li>- Consistent use of quality assessments needed across all grade levels</li> <li>- AIMSweb currently provides common benchmarking and progress monitoring</li> </ul>
<b>4: Best Practices in Literacy Instruction</b>	<ul style="list-style-type: none"> <li>- Core program does not provide a strong basis for all aspects of literacy</li> <li>27% emergent</li> <li>- All students receive direct explicit instruction</li> <li>40% emergent</li> <li>[What, pp. 9-10]</li> <li>- Observations inconsistent with 87% of staff who selected interest</li> </ul>	<ul style="list-style-type: none"> <li>- Current reading program lacks the resources and materials to teach grade-level skills required by the CCGPS (Indicated K-5)</li> <li>- ELA teachers only participate in some aspects of explicit literacy</li> <li>- Classroom observations in ELA show inconsistencies in</li> </ul>	<ul style="list-style-type: none"> <li>- Supplemental program materials with research-based resources that support specific literacy skills needed</li> <li>- All staff providing literacy instruction need professional development in best practices</li> <li>- Increase technology to allow additional access to a range of text types</li> </ul>

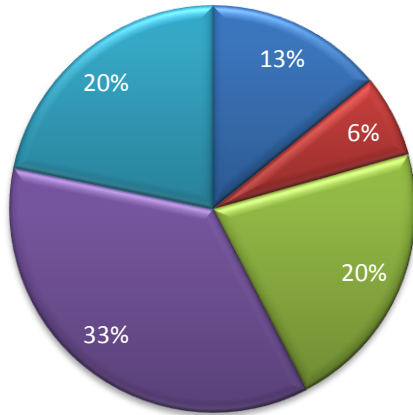
## Pickens County School District: Tate Elementary School

	<p>and engagement is maintained as students' progress through school [What, p. 11]</p>	<p>curriculum materials and usage as well as levels of student engagement (Indicated K-3)</p>	<p>and to support student engagement and motivation</p> <ul style="list-style-type: none"> <li>- Some informational text sets were purchased in 2013-2014</li> <li>- Accelerated Reader quizzes returned in elementary schools</li> </ul>
<p><b>5: System of Tiered Intervention (RTI) for All Students</b></p>	<ul style="list-style-type: none"> <li>- Tier I instruction based upon CCGPS, student data examined to determine if fewer than 80% of students are successful in any area 40% emergent</li> <li>- Students identified for Tier II and Tier III interventions do not always receive the literacy support that they need</li> <li>- Data teams not in place</li> </ul> <p>[What, pp. 11-12]</p>	<ul style="list-style-type: none"> <li>- The current basal series is GPS aligned requiring teachers to supplement with various resources in attempt to align instruction with the CCGPS (Indicated K-5)</li> <li>- Many teachers are using different programs and strategies for all Tiers due to unclear school-wide guidelines for levels of instruction and data analysis (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>- TES staff needs training and collaboration opportunities to better understand CCGPS and to align instruction using available resources and to determine needed supports</li> <li>- Protected intervention time is needed with resources to establish clear RTI recommendations specific to individual student needs</li> <li>- Professional learning in data analysis and forming data teams needed</li> <li>- All Pickens County schools have taken steps to improve RTI practices by</li> </ul>

**Pickens County School District: Tate Elementary School**

			utilizing an RTI Coordinator and a new program for RTI plans
<p><b>6: Improved Instruction through Professional Learning</b></p>	<p>- New teachers are not fully prepared for all aspects of literacy instruction</p> <p>- Professional learning needed in all aspects of literacy instruction and literacy in the content areas 60% emergent or not addressed [What, p. 13]</p>	<p>- New teachers do not receive adequate training to use core programs or implement standards-based instruction</p> <p>- Teachers are unsure of how to integrate literacy into content area standards and lack an understanding of what teaching literacy in the content areas means (Indicated K-5)</p>	<p>- Professional learning supports need to be implemented for new teachers and paraprofessionals</p> <p>- Professional learning is needed to define instructional blocks with suggested time allotments for literacy and skills integration</p> <p>-Teachers indicated understanding and implementing differentiated practices as a need</p> <p>-Need additional text and resources aligned to grade-specific content</p> <p>- Summer training was provided for K-2 teachers to support foundational reading skills</p> <p>-A full time academic coach and assistant principal began at TES this year</p>

## Survey Data: Ongoing Assessments Rated as Emergent or Not Addressed [The What pp. 9-11]



- Ongoing formative and summative to determine interventions 20%
- Ongoing formative and Summative to guide instruction 6%
- Problems are further analyzed with diagnostic assessment 20%
- Summative data is used for programming decisions 33%
- Strategy for using data to improve teaching and learning is followed 20%

### Concerns and Root Causes

Administration and staff do not have a foundational understanding of cross-curricular literacy applications and have lingering expectations of literacy focus only in the ELA block of classroom instruction. Technology supports and professional learning that informs teachers and administration of best practices regarding literacy across the curriculum will support needs in this area. Below state average scores on the 2014 social studies and science CRCT will also be supported by literacy instruction in content areas. Writing scores in grade five have generally been acceptable, but more intensive work is needed in order to prepare students for the rigor of the Georgia Milestones. This effort begins in kindergarten; however, in order to be successful, consistency in process and expectations is necessary. With Response to Intervention efforts, another area of critical need is to develop more consistency with the process of determining the best interventions and resources based on the needs of the child. The Needs Assessment provided great, reflective feedback that will be instrumental in guiding the path to improved literacy and student growth.

# Pickens County School District: Tate Elementary School

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At Tate Elementary, the Literacy Plan was developed based on the responses and feedback gained from the *Georgia Literacy Plan Needs Assessment* survey completed during the 2013-2014 school year, and the *Survey for Literacy Instruction for Elementary Teachers* during the 2014-2015 school year. The Literacy Team utilized the “Why” document as supporting research and applied the needs and suggestions found in the “What” and “How” documents to establish a plan for improving literacy for all students at Tate Elementary.

## **Building Block 1. Engaged Leadership**

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

At Tate Elementary School, we recognize the need for leadership to remain current and supportive of instructional initiatives backed by research-based best practices for teaching literacy. This commitment is supported through seeking and participating in quality professional development opportunities that support literacy instruction. “Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels” (The Why, p. 144).

### **What? (Current Practice)**

School leaders will:

- Continue to protect 90 minute blocks of English Language Arts (ELA) instruction in grades kindergarten through fifth
- Continue to participate in professional learning in literacy leadership in order to support classroom instruction and the learning of all students
- Continue to learn about the Common Core Georgia Performance Standards (CCGPS) through participation in state-sponsored webinars, collaboration with RESA, and county-wide training and information opportunities
- Schedule time for the Literacy Team and School Leadership Team to meet monthly or bimonthly as needed
- Continue to provide time for job-embedded professional learning with the academic coach and through grade-level meetings

### **How? (Moving Forward)**

School leaders will:

- Continue to participate in state-sponsored webinars and face-to-face sessions to learn more about the CCGPS
- Demonstrate commitment by studying 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
- Participate in professional learning in literacy leadership in order to support classroom instruction
- Participate in literacy instruction with the faculty

## Pickens County School District: Tate Elementary School

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- Regularly monitor literacy instruction within the school
  - Ensure excellence in professional learning by analyzing student data and adjusting professional learning according to revealed needs (What, p. 13)
  - Make collaborative hiring decisions based upon literacy goals
  - Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies (How, p. 20)
- (The How, p. 20 & The What, p. 5)

### B. Action: Organize a Literacy Leadership Team

At Tate Elementary School, the school leaders recognized the need for a Literacy Leadership Team to support improvement in all areas of literacy. In addition to administrators, the Literacy Leadership Team is comprised of eight staff members including the academic coach, classroom teachers from a wide range of grade levels, the lead special education teacher, the gifted coordinator, and the media specialist. One of our goals at Tate Elementary is to ensure that all students become successful lifelong learners. “Teacher leaders establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise” (The Why, p 156).

#### **What? (Current Practices)**

The Literacy Leadership Team and school leaders will:

- Continue to meet on a regular basis to address needs identified on the Literacy Needs Assessment
- Evaluate current practices in all classrooms by using an observation rubric such as Teacher Keys Effectiveness System (TKES) to determine strengths in literacy instruction and to identify needs for improvement
- Ensure that effective data analysis from universal screening, benchmark assessments, progress monitoring, and End-of-Grade assessments are understood and practiced
- Serve on a district Literacy Leadership Team
- Participate in the revisions of the School Improvement Plan goals, objectives, and actions according to student achievement results

#### **How? (Moving Forward)**

- Establish a system of communication for sharing information with all partners
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Use student achievement data to meet individual teacher needs through follow-up assistance, instructional coaching, and professional learning
- Recognize the need for a county-wide literacy program that supports the CCGPS so that all teachers across the system are implementing consistent, research-based, and aligned literacy instruction



## Pickens County School District: Tate Elementary School

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- See methods and resources for increasing and promoting content-area literacy instruction
- Continue to analyze formative and summative student assessment results and refine literacy goals based on the CCGPS
- Remain focused on the goals and objectives in the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Define priorities and allocate needed resources to sustain initiatives and resources over time
- Recognize strong leaders on the faculty
- Continue to research best practices in literacy instruction to provide information and support to all staff members on how to effectively remediate, support, and enrich all students to achieve on-time progression of literacy skills aligned with CCGPS
- Create a prioritized support system for students that are targeted for intervention through the RTI process
- Communicate literacy goals with parents and stakeholders and their roles in supporting these efforts
- Provide professional learning and support for CCGPS implementation and clear expectations for Tier I instruction
- Utilize in-house literacy training and establish a relationship with schools that have successfully increased student achievement in order to gain valuable insight through school visits and observations
- Identify student achievements and publicize these successes as a means to share with school and county level stakeholders
- Redeliver content, ideas, and experiences from professional learning at faculty meetings
- Continue using technology and online platforms such as Formative Instructional Practices (FIP) and Comprehensive Reading Solutions for professional development
- Provide opportunities for teacher partnerships and observations to collaborate, mentor, and provide feedback within and among schools in the county
- Determine needs and actions required to maximize scheduled instructional time through differentiating practices, integrating literacy and advancing writing instruction, promoting active engagement, and increasing time spent in front of a variety of text
- Support teachers in analyzing formative assessment data to adjust small group instruction and interventions that are targeted for skills that require support or enrichment
- Support teachers in selecting interventions and reviewing data to monitor progress and include in the RTI plan

(The How, pp. 21-22 & The What, p. 5)

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



At Tate Elementary School, one priority is to ensure protected time for explicit literacy instruction during the English Language Arts block in all grade levels. Extended reading time in content areas is also important for student achievement. The following researched-based element is proven to show improvement in literacy achievement: “Extended time for literacy, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes” (The Why, p. 67).

### **What? (Current Practices)**

- Instructional scheduling allows for an uninterrupted 90-minute English Language Arts block
- Writing to Win has increased writing within the content areas as well as language arts, with a focus on writing about learning and increasing writing frequency
- Students in need of additional support receive literacy interventions outside of the ELA block through flexible scheduling and personnel to meet RTI plans
- Intentional scheduling efforts to reduce transitions that interrupt instructional time and maximize student needs and learning
- Teachers in each grade level have common daily planning time and meet collaboratively once a week
- Teachers engage in weekly training or data review meetings once a week with an administrator and the academic coach
- Weekly lesson planning between special education teachers and regular education teachers who serve students with the co-teaching model
- Weekly collaborative planning with the EIP support teacher
- Monthly/bimonthly collaboration with the gifted coordinator

### **How? (Moving Forward)**

- Increase communication and collaboration with support staff to aid efforts to integrate literacy skills in all subjects and promote additional exposure to skills
- Use student assessment data and work as a focus during grade-level collaboration and planning through the implementation of data analysis protocols established through professional learning
- Increase the use of agendas and communicate through meeting minutes for all weekly grade level and administrative collaboration
- Maintain data portfolios to showcase student success and promote self-monitoring skills
- Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching areas of literacy and writing instruction
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time
- Use media and technology to collaborate with other schools
- Consider consulting with support services such as scheduling experts to ensure that existing time and personnel are used most effectively

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- Leverage instructional time for disciplinary literacy by scheduling instruction and purchasing resources for disciplinary literacy in all content areas
- Maintain anecdotal notes and data portfolios to showcase student and content area successes

(The How pp. 22-24 & The What, pp. 5-6)

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

The faculty and staff at Tate Elementary recognize the need for professional learning in literacy instruction to support best practices and implement literacy standards within the CCGPS in all content areas. “The integration of literacy skills into the content areas has been made even more explicit in the Common Core Georgia Performance Standards (CCGPS)” (The Why, p. 74).

### **What? (Current Practices)**

- Teachers are participating in ongoing professional learning for Writing to Win strategies
- Students are increasingly focused on writing about content area learning and using content vocabulary through Writing to Win
- Identify and prioritize a list of students to be targeted for intervention or support
- Study current research on disciplinary literacy in the content areas
- Content area informational text material additions through school budget and Title 1 funds
- Incorporate digital text, media resources, and leveled readers into content area instruction
- Utilize GPS Framework resources to integrate literacy in science and social studies
- Include academic supports such as tutoring, co-curricular activities, and online learning opportunities

### **How? (Moving Forward)**

- Use Lexile data provided by SRI to increase targeted text selections for students in each content area
- Participate (faculty, staff, and administrators) in targeted, sustained professional learning on literacy strategies within the content areas
- Utilize observation tools such as the Georgia Literacy Instruction Observation Checklist, to ensure consistency of effective instructional practices that include disciplinary literacy across content areas
- Purchase materials that support literacy standards for use in music, art, media, counseling, computer (exploratory classes)
- Provide a literacy resource room for parents and guardians in the school, including digital access for demonstrations of online content that can strengthen literacy at home

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- Utilize all staff members to support literacy instruction
  - Develop strategies for maintaining momentum and progress of a learning support system
  - Incorporate technology to more effectively support stakeholder engagement (school/county website, teacher websites, newsletter links, school Facebook page)
  - Engage in professional learning with a focus on facilitation of group processes and teaming
  - Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas
  - Establish a mentoring system for every student who needs additional support from the community and within the school
- (The How, pp. 24-25 & The What, p. 6)

### E. Action: Optimize literacy instruction across all content areas

“Extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes” (The Why, p. 58). Teachers and administrators at Tate Elementary School recognize the need for teaching literacy across the curriculum in order to meet the demands of CCGPS and to prepare students with the prerequisite skills needed for college and future career paths.

Further professional learning and resources are needed in the areas of instructional strategies to teach literacy and incorporate technology across the curriculum.

“Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education” (The Why, p. 56).

#### **What? (Current Practices)**

- Writing is an integral part of every class through Writing to Win
- Writing exemplars provide samples of student work that exceeds, meets, or is approaching expectations
- PALS strategies increase peer feedback and self-assessment opportunities in writing
- Increased text with integrated content area topics and within grade level Lexile bands
- Student access to informational text (Time for Kids grades K-5, Studies Weekly grade 3, grade level text sets)
- ELA teachers teach social studies in grades kindergarten through fifth, and science in kindergarten through third, which increases the consistency of reading to learn content
- Increased focus on and strategies for constructed response questions

#### **How? (To Move Forward)**

- Provide professional learning on:
  - Incorporating the use of literary texts in content areas
  - Using informational text in English language arts classes

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- Using technology (audiobooks, interactive literature, ebooks, etc.) to support student learning, access to text, and literacy instruction
- Incorporating writing instruction (narrative, argument, and informational) in all subject areas
- Selecting texts with complexity that is appropriate to grade level as required by CCGPS
- Aligning text complexity to the needs of individual students
- Instructing students in the following:
  - Conducting short research projects that use several sources
  - Identifying and navigating the text structures most common to a particular content area
  - Supporting opinions with reasons and information
  - Determining author bias or point of view
- Continuing to incorporate writing in all content areas for the purpose of communicating learning
- Developing a common and systematic plan to teach academic vocabulary in all grade levels and subject areas
- Monitoring literacy instruction across the curriculum through:
  - TKES (Walkthrough and Formal Observation)
  - Lesson Plans
  - Student work samples
- Identifying and ensuring the use of research-based strategies and appropriate resources to support student learning of the CCGPS as well as differentiated instruction through tiered tasks
- Identifying or developing a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance
- Providing teachers with resources to increase variety and choice in reading materials and writing topics
- Creating a forum to share creative ideas among the faculty to infuse literacy throughout the day
- Implementing a system using technology in which teachers may coach, model, co-teach, observe, and give feedback to one another on teaching strategies for literacy in the classroom
- Expanding meaningful opportunities for students to write, speak, and listen (e.g., contests, wikis, debates, blogs, speeches, videos, plays, etc.)
- Differentiating literacy assignments by offering student choice
- Sharing ways for teachers to guide students to focus on their own improvement
- Identifying skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency

(The How, pp. 26-27 & The What, p. 6)

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

Tate Elementary School has deep roots in the community with a rich history tied to the

marble industry in Tate. Student successes are celebrated in newsletters, quarterly academic award ceremonies in which parents and families may attend, and through social media. Students receive additional supports through after-school tutoring, a mentoring program guided by the counselor, and parent volunteers. Administrators, teachers, and staff recognize the need for visible and active community models and supports to enrich learning as well as promote future involvement for the students in our classrooms and halls. “The Georgia goal is for the student to become a self-sustaining, lifelong learner and contributor to his or her community. The Georgia Literacy Indicators emphasize the literacy skills that will enable a Georgia graduate to be college and work ready” (The Why, p. 94).

### **What? (Current Practices)**

- The School Advisory Council includes an administrator, teacher representatives, parents, and community stakeholders and meets on a regular basis to discuss school events and student data/achievement
- The Optimist Club provides mentors who work with high-risk students
- The Tate Elementary PTO is very active and encourages families and the community to participate in monthly activities
- Communication from classroom teacher to home occurs weekly through newsletters, website updates, and Remind messages
- The principal sends a monthly newsletter to families
- The Helen Ruffin Reading Bowl has team tryouts and a competition for chosen members in grades 4 and 5.
- Welcome students who are considering education as a career choice and participating in work study programs at Pickens High School to work in classrooms

### **How? (Moving Forward)**

- Establish literacy-specific goals and communicate those through the school website, social media, and newsletters sent home
- Broaden the network of learning supports to encourage additional members of the community that can support student achievement
- Create a shared vision for literacy for the school and community, making the vision tangible and visible (e.g., number of students involved in active book clubs; graphing scores; rewards for improvement in literacy)
- Investigate similar efforts in other communities and invite those people to speak to the advisory council
- Pursue additional funding sources for specialized literacy resources and materials
- Involve local businesses in literacy efforts
- Foster relationships with other schools, postsecondary institutions, the workforce, families, and communities

(The How, p. 28 & The What, p. 7)

**Building Block 2: Continuity of Instruction**

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

“Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur” (The Why, p. 96). As evidenced in the Needs Assessment Survey, the staff at Tate Elementary recognizes the importance of protecting common planning time. This time may be utilized for grade level meetings as well as collaborating with administrators, the academic coach, special education teachers, the gifted teacher, media specialist, and others who provide assistance to support instruction.

**What? (Current Practices)**

- Administrators will continue to provide a weekly common planning time for each grade level team
- Provide time for teachers to work with administration and/or the academic coach to support progress monitoring analysis and RTI decision making
- Collaborative planning will continue to be the primary time for teachers to engage in professional learning lead by outside agencies, the academic coach, other educators, etc.
- Meeting agendas are developed and sent to teachers and staff prior to meetings in order to focus discussions and prepare questions, comments, or needed information ahead of time
- Utilize online professional learning options (*Formative Instructional Practices*)

**How? (Moving Forward)**

- Establishing an expectation and designing an infrastructure for shared responsibility of literacy across the curriculum
- Developing protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website
- Researching effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Observing model lessons, organizing materials, and practicing effective instructional strategies using videos where possible
- Studying formative student assessment results and using the results to continue to adjust instruction
- Assessing the effectiveness of team actions on student learning and alter teams as necessary to ensure optimal effectiveness
- Establishing cross-disciplinary teams for literacy instruction:
  - Establishing protocols for team meetings
  - Scheduling time for teams to meet for regular collaboration and examination of student work/data
  - Identifying team roles, protocols, and expectations



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- Researching components of the professional learning community model - [www.allthingsplc.info](http://www.allthingsplc.info)
- Identifying specific, measurable student achievement goals aligned with grade level expectations to be shared by teachers in all subjects

(The How, pp. 29-30 & The What, p. 7)

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

Traditionally, literacy instruction at Tate Elementary has been seen as the sole responsibility of the reading/language arts teacher. Until this year, writing in the content areas has been unstructured and inconsistent. The implementation of Writing to Win has created the structure and knowledge for teachers in other content areas to incorporate writing into the curriculum. The Literacy Needs Assessment clearly shows the need for professional learning and additional resources to infuse literacy in the content areas. "To better prepare Georgia's students, the Department of Education has outlined various steps that state, district, and school leaders can take to redesign more effective literacy instructional practices for all grade levels and for all content areas" (The Why, p. 30)

#### **What? (Current Practices)**

- Increasing informational text selections in grade-level content area topics to meet the demands of CCGPS
- Reading teachers use a core program but inconsistencies exist within and between grade levels
- Writing in content areas about learning is the focus of Writing to Win
- Providing opportunities for reading varied genres to improve fluency, confidence, and understanding
- Discussing exemplary samples with students to model features of quality writing
- Making writing a required part of every class every day, using technology when possible

#### **How? (Moving Forward)**

- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure
- Develop clear expectations of use to follow the scope and sequence provided by the core reading program
- Align current materials and resources to CCGPS and determine the purpose each has to supplement the current program, which is still GPS aligned
- Study research-based strategies and resources, particularly those found in "The Why" document of the Georgia Literacy Plan
- Provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects
- Identify the concepts and skills students need to meet expectations in CCGPS
- Use research-based strategies and appropriate resources to support student

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learning of the CCGPS

- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Study text structures most commonly used in texts of each content area
- Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge the students need to learn for each subject area
- Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction
- Discuss ways to infuse literacy throughout the day including the use of technology
- Infuse multiple types of literacy throughout the day
- Provide variety and choice in the types, media and genre of both reading and writing assignments
- Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Guide students to focus on their own improvement
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Celebrate and publish good student writing in a variety of formats (e.g., district and school websites, social media, local newspaper, school library, etc.)
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning for the CCGPS
- Stay abreast of effective strategies for literacy instruction
- Expand the types of writing across the subject areas (e.g., songs, manuals, captions, word problems, e-mails, ads, instructions, etc.)
- Differentiate assignments by offering student choice
- Plan a literacy celebration for the entire school

(The How, pp. 30-31 & The What, p. 7)

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

According to the Georgia Literacy Task Force, “Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities” (The Why, p. 31). Pickens County Schools’ mission statement is: “Graduation and Life Preparation for All.” Clearly it takes continuity of literacy instruction, collaboration with support organizations, community involvement, proactive school leaders, and more for these goals to be fully achieved. Tate Elementary School’s faculty and staff take pride in the dedicated parental and community support and involvement that we receive. A change of focus to literacy could have a tremendous impact on our small student population.



### **What? (Current Practices)**

- Use an established mentoring program for students in need of additional supports
- Ensure that stakeholders are active participants in important planning and decision-making processes
- Utilize technology and social media to communicate and reach out to parents and community members

### **How? (Moving Forward)**

- Develop avenues of communication (virtual and face-to-face) with key personnel in out-of-school organizations as well as governmental agencies that support students and families
- Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur
- Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need
- Articulate what an integrated learning-supports infrastructure should look like at the community level
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming)
- Evaluate all available funding sources to determine what can be leveraged to support literacy efforts
- Plan with out-of-school organizations to develop enhancement and enrichment activities for all participating students
- Develop a comprehensive system of learning supports to enhance motivation and capability of the critical mass of stakeholders
- Design and implement infrastructure to provide guidance and support for students and families
- Design avenues to connect students to the proper service providers in the community
- Establish a means of continual communication between teachers and out-of-school providers
- Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations)
- Evaluate the effectiveness of after-school tutoring programs using pre- and post-testing as well as progress monitoring assessments (e.g., AIMSweb, Scholastic Reading Inventory, DIBELS)
- Provide for professional learning and resources that support literacy learning in outside organizations
- Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face
- Advocate for new capacity in the community to help students and families
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance)
- Pursue additional funding sources for specialized literacy resources and materials

(The How, pp. 32-33 & The What, p. 8)

### **Building Block 3. Ongoing formative and summative assessments**

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

“Accountability is a cornerstone of the Georgia Literacy Plan. Assessment accountability, both formative and summative, serves as the foundation for Pre K-12 literacy” (The Why, p. 105). The leadership team at Tate Elementary serves as a data team, but limits the decision making by only looking at AIMSweb benchmarks and past CRCT scores in grades 3-5. Professional learning and administrative guidance are needed in this area to improve practices for analyzing multiple assessment measures to use data to drive decision-making. “This team should be responsible for analyzing achievement and discipline data from all formative and summative measures in use” (The Why, p. 96).

#### **What? (Current Practices)**

- Universal screening is in place through AIMSweb assessments in grades K-5
- Fall, Winter, and Spring benchmark assessments allow for comparison data to determine student progress or non-progress compared with national norms
- AIMSweb data are easily organized and shared with educators for immediate use
- A calendar for formative assessments based on local, state, and program guidelines, including specific timeline for administration and persons responsible has been developed
- Teachers have access to constructed and selected response items from the GADOE through GOFAR/OAS
- Teachers participate in professional learning in Formative Instructional Practices to understand the differences between formative and summative assessments and how to use them
- There is a school testing coordinator in place for security and training purposes

#### **How? (Moving Forward)**

- Provide the comprehensive professional development necessary to facilitate the implementation of DIBELS Next and SRI as universal screening tools
- Research and select effective diagnostic tools to identify achievement levels of students as needed (Informal Decoding Inventory)
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, and performance based)
- Locate or develop common mid-course assessments are used across classrooms and include a variety of formats (multiple choice, short answer, constructed

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response, essay)

- Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities
- Task the data team with developing procedures and expectations for staff to review and analyze assessment results
- Define a process for selecting appropriate interventions for struggling readers
- Identify and purchase assessment and intervention materials aligned with students' needs
- Identify and train all staff who will administer assessments to ensure standardized procedures and accurate data recording
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results
- Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one
- Utilize online options such as Skype and Google+ for collaboration among teachers within the same and different schools
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based)
- Continue to purchase assessment and intervention materials aligned with students' needs
- Use online training options to train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording

(The How, pp. 34-35 & The What, p. 8)

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

“A universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math” (The Why, p. 99). Last year was the first year that Pickens County Schools had a consistent assessment method for screening and progress monitoring students using a cohesive program in all elementary schools and grade levels. The assessment process has become clearer for teachers in year two, but professional learning to guide instructional decision making and uses of the data for intervention selection would be a great benefit for struggling students as well as high ability students who need enrichment. The addition of DIBELS Next and SRI to the assessment protocol will provide the necessary data to effectively differentiate instruction.

### **What? (Current Practices)**

- The instructional levels of all students are screened and progress monitored with

evidence-based tools

- Universal screening, progress monitoring, and curriculum-based assessments are used to determine instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI)
- A formative assessment calendar based on local and state guidelines includes times for administration and the persons responsible
- Ability to determine Lexile measures for students in grades 2-5
- Weekly progress monitoring for students who were considered at risk after the benchmark period

### **How? (Moving Forward)**

- Provide the professional learning and resources necessary to maximize the impact of DIBELS Next and SRI
- Intervention materials aligned with students' needs are in use and staff is trained
- Assessment measures are regularly used to identify high achieving/advanced learners who would benefit from enrichment or advanced coursework
- Commonly shared mid-course assessments, which include a variety of formats, are used across classrooms to identify students needing support
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (written expression, vocabulary)
- Provide timely descriptive feedback to students with opportunities to assess their own learning
- Analyze student data in teacher teams to develop and adjust instructional plans
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority
- Provide professional learning to all staff who administer assessments to maintain the use of standardized procedures and accurate data recording

(The How, p. 36 & The What, p. 8)

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

Research in reading and writing instruction supports the use of both formative and summative assessments for effective teaching practices. "Beginning of the year: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions" (The Why, p. 97). Currently, teachers at Tate Elementary rely on AIMSweb screening scores to make instructional decisions, decide who to progress monitor, and select interventions and intensity of instruction for the students who need additional help. However, apart from an informal phonics inventory and phonemic awareness diagnostic shared with teachers in grades K-2 during summer training, very few have diagnostic assessments to determine root causes for struggling students. The needs assessment survey revealed a need for additional diagnostic assessments, consistent uses, and professional learning to administer and make decisions based on

the information gained from the assessment.

**What? (Current Practices)**

- Use technology to share relevant student progress data with families in an easily interpreted format
- Limited use and availability of easy to use diagnostic assessments for below level students in need of additional instruction for specific skills

**How? (Moving Forward)**

- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment using the appropriate tools
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards (Informal Decoding Inventory)
- Select interventions that include diagnostic assessments and multiple entry points to avoid a one-size-fits-all approach
- Use student results of the diagnostics for student placement within an intervention and to adjust instruction
- Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; use gloss option on e-books to provide definitions for unknown words; translate material into student’s first language; support students whose disabilities may preclude them from acquiring information through reading)
- Use technology for communicating data to the district literacy leadership team in a timely manner
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Recognize and celebrate individual student’s incremental improvements toward reaching literacy goals

(The How, p. 37 & The What, p. 9)

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

“End of the year: The summative assessment component provides the information regarding grade level expectations” (The Why, p. 97). The district leaders, school administrators, and teachers at Tate Elementary use summative (end of grade) tests to determine student mastery of specific content area standards. Teachers also use posttest data at the conclusion of units throughout the school year to determine the level of learning each student achieves and develops reteaching groups as necessary.

**What? (Current Practices)**

- Analyze previous year’s outcome assessments to determine broad student needs and serve as a baseline for improvement
- Identify common mid-course assessments (i.e., end-of-unit/chapter tests) that are used to measure progress toward standards

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- Plan lessons, re-teaching, and intervention activities that target areas of need

### **How? (Moving Forward)**

- Evaluate the capacity of technology infrastructure to support test administration and disseminate results
- Study how disciplinary standards are assessed on state and local tests
- Analyze assessment data to identify teachers who need support
- Discuss assessment results with students to set individual goals
- Administer summative assessments at scheduled intervals
- Include specific times on the school calendar for analyzing summative assessment data
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed
- During teacher team meetings, focus discussions on changes that can be made to improve the instructional program for all students
- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups
- Apply protocols for looking at student assessments and evaluating student progress
- Share and analyze student work samples as a way to inform instruction during collaborative planning
- Based on the analysis of summative data:
  - Evaluate the effectiveness of programs and policies
  - Redefine school improvement goals
  - Adjust curriculum alignment to eliminate gaps
  - Ensure that students are appropriately placed in specific programs
  - Using the school or classroom websites, recognize and celebrate individual student's significant improvements and ascertain designated standards of achievement

(The How, p. 38 & The What, p. 9)

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)

At Tate Elementary teachers meet weekly with administration and the academic coach to discuss current progress monitoring and other available data, but we recognize a need for continued growth in the area of data analysis and making the translation to changes in the classroom.

“Five posted recommendations for schools and districts seeking to maximize the use of data to improve teaching and learning are:

Classroom-level recommendations:

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals

Administrative recommendations:

3. Establish a clear vision for school-wide data use



4. Provide supports that foster a data-driven culture within the school
  5. Develop and maintain a district-wide data system
- (The Why, pp. 120-121)

**What? (Current Practices)**

- A data storage and retrieval system is adequate and is understood and used by appropriate staff members (SLDS, AIMSweb)
- The leadership team reviews data to articulate changes to the School Improvement Plan

**How? (Moving Forward)**

- Identify participants for data teams for each building and for specific grade bands
  - Define roles and responsibilities for team members - including but not limited to: central office, building administrators, general education teachers, teachers of students with special needs (SWD, EL, gifted)
  - Schedule collaborative planning time for data meetings at a minimum of once a month
  - Establish or select protocols for team meetings
  - Develop a protocol for making decisions to identify the instructional needs of students
  - Teach the data team meeting protocol to the data team members
  - Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities
  - Using online options, provide teachers with the training and time to analyze the data to determine the need for intervention
  - Communicate expectations and review protocols at the beginning of meetings
  - Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers
  - Implement protocol with fidelity
  - Continue to build collaborative data meetings into the monthly calendar
- (The How, pp. 38-39 & The What, p. 9)

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

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

The Survey of Literacy Instruction administered at Tate Elementary revealed weaknesses in foundational reading materials including the phonological awareness and phonics program components. Evidenced by 16 out of 18 teachers who responded to the statement, "Indicate what percentage of your students come to you with mastery of reading foundational skills from the prior grade," with 60% or less of students. "Explicit and systematic instruction in the five essential components must be provided" (The Why, p. 65). The current basal program that is the core of Tier I instruction is not CCGPS aligned and has weaknesses in foundational reading skills and other areas as

well (e.g. phonics, phonemic awareness, text complexity).

### **What? (Current Practices)**

- A core program is in use
- Student data is examined regularly to determine needs based instruction
- Faculty participates in professional learning on the following: providing guidance and independent practice with feedback, differentiating instruction
- The daily literacy block in K-3 includes whole group instruction in word identification, vocabulary, and comprehension, and small groups for differentiation
- Increasing access to a variety of text

### **How? (Moving Forward)**

- Research and select a core program that will provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts
- Compile and examine classroom observation data using a checklist to gauge current practice in literacy instruction
- Allocate which aspects of literacy instruction students are to receive in each subject area
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area
- Plan and provide professional learning on differentiated instructional options for specific to literacy assignments
- Provide training to all pertinent staff in the use of the core program
- Provide professional learning on the tenets of explicit instruction:
  - Use of data to inform instructional decisions and explicit teaching
  - Selection of appropriate text for strategy instruction
  - Telling students specific strategies to be learned and why
  - Modeling of how strategy is used
  - Guided and independent practice with feedback
  - Discussion of what and where strategies are to be applied
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways
- Share effective differentiated lessons and differentiation strategies in the teacher team meetings
- Use videotaping of differentiated lessons to share with other educators
- Provide families access to resources that differentiate support for students
- Continue to analyze data to determine the impact of teaching strategies on student achievement
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities
- Develop a library of professional text on the topic of differentiated instruction
- Encourage teachers to participate in online professional communities to share ideas,



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questions, lesson plans, and videotapes of classes  
(The How, pp. 30-41 & The What, p. 10)

B. Action: Ensure that students receive effective writing instruction across the curriculum

“The English Language Arts curriculum integrates the processes of reading, writing, and listening/speaking/viewing in order to help students communicate and interpret information in a variety of modes” (The Why, p. 84). The teachers at Tate Elementary have incorporated writing across content areas with Writing to Win and students are engaging in writing more often. However, there continues to be a need for professional learning and resources geared toward teaching foundational writing skills.

### **What? (Current Practices)**

- A plan for instruction in writing is consistent with CCGPS that is articulated vertically and horizontally
- Participating in ongoing professional learning models for the Writing to Win program
- Identifying exemplars (approaching, meets, exceeds) in students writing journals

### **How? (Moving Forward)**

- Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level
- Develop a coordinated plan for writing instruction across all subject areas to include: Explicit Instruction, Guided Practice, Independent Practice
- Provide professional learning on best practices in writing instruction in all subject areas
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

(The How, p. 42 & The What, p. 10)

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

“An analysis of research suggests the following to encourage engagement: (1) Help students discover the purpose and benefits of reading; (2) Create opportunities for students to see themselves as successful readers; (3) Give students reading choices, (4) Give students the opportunity to learn by collaborating with their peers” (The Why, p. 54). At Tate Elementary administrators and teachers are engaging in professional learning through the Georgia Department of Education modules on *Formative Instructional Practices* to better understand the importance of and how to involve students in their own learning while celebrating their success.

### **What? (Current Practices)**

- The use of Accelerated Reader as an optional incentive for motivating students to read

- Increasing student access to text through classroom book purchases and student magazine orders in all grade levels

### **How? (Moving Forward)**

- Providing students with opportunities to self-select reading material and topics for research
- Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
- Increasing opportunities for collaboration with peers
- Increasing access to text on topics of student interest
- Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy
- Leveraging the creative use of technology
- Research and acquire new technologies that support literacy enrichment, sustainment, and improvement
- Use of incentives are used with students who are unmotivated to read
- Teachers explore ways to use peer collaboration with and discuss within the context of PLCs (e.g., literature circles, cross-age interactions, book clubs)

(The How, p. 41 & The What, p. 11)

### **Building Block 5. System of Tiered Intervention (RTI) for All Students**

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

“Evidence-based interventions focus on specific data that supports the implementation of interventions and the improved student outcomes” (The Why, p. 125). The RTI coordinator and the academic coach at Tate Elementary work with each grade level on a weekly basis to review RTI plans, create new plans, and review progress monitoring data. The RTI process is an area where growth and additional understanding is needed to better serve our students.

### **What? (Current Practices)**

- Protocols for identifying students and matching them to the appropriate intervention are in place
- Interventions are monitored weekly to ensure that they occur regularly and with fidelity (AIMSweb)
- Monitor the results of formative assessments to ensure students are progressing
- Schedule grade level data-analysis team meetings
- Provide building and system-level support of the process

### **How? (Moving Forward)**

- Determine percentage of students currently being served in each tier at each grade

level

- Articulate goals/objectives at building and system level based on identified grade level, building, and system needs
- Purchase, train, and implement data collection
- Purchase, schedule, train providers and implement intervention
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to intervention
- Use the Georgia Department of Education (GADOE) problem-solving checklist to evaluate:
  - Personnel providing interventions
  - The ease with which students move between tiers

(The How, p. 43 & The What, p. 11)

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

“The teacher’s ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success” (The Why, p. 126). Teachers at Tate Elementary use RTI as an instructional delivery model in order to address the needs of and provide interventions for students. On the Literacy Instruction Survey, 70% of teachers indicated that they do not have adequate materials to teach language skills as required by the CCGPS. The Literacy Team also supports a need for professional learning to build capacity in Tier I instruction and the understanding of standards-based learning to better reach 80% or more of our students at this level.

**What? (Current Practices)**

- Student data is examined to determine instructional areas of greatest need (e.g., decoding, fluency, vocabulary, comprehension, written expression).
- Teachers participate in ongoing professional learning on GADOE resources for RTI, universal screening (AIMSweb)
- Students with special learning needs (EL, SWD, gifted) participate in instruction in the general education setting through collaborative and co-teaching models
- Data from universal screening is used to identify struggling students

**How? (Moving Forward)**

- Develop a plan to strengthen Tier I instruction of disciplinary literacy in each content area
- If fewer than 80% of students are successful:
  - Examine student data and focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression)
  - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA or some other instrument)
  - Provide professional learning on direct explicit instructional strategies that build

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students' word identification, fluency, vocabulary, comprehension, and writing skills

- Continue to provide professional learning for RTI, universal screening, and AIMSweb
- School-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms
- Ensure that teachers regularly meet, either face-to-face or online, to debrief on the progress of these lessons and to plan necessary changes
- Schedule time for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools
- Promote the formation of professional learning communities with protected meeting times
- Provide professional learning to support literacy
- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery, and assessment for students with special learning needs (EL, SWD, gifted)
- Support teachers' effective use of time through use of technology during each stage of the process
- Ensure that communication between teachers and administrators is ongoing and effective
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs

(The How, pp. 43-45 & The What, pp. 11-12)

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

“During the intervention, the teacher uses specific research-based practices to address the group’s reading needs while keeping a clear focus on the [grade level standards], grade-level expectations in the content areas, and transfer of learning to the general classroom” (The Why, p. 126). Tate Elementary teachers and other staff members recognize a need for protected intervention time in addition to professional learning on the most effective instructional practices to make the best use of that time. Teachers are currently progress monitoring students to make decisions about movement within the tiers that will best fit the needs of the individual student.

**What? (Current Practices)**

- Ensure effectiveness by providing adequate space conducive to learning
- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring, and benchmark data)
- Established protocols to ensure consistent progress monitoring, data collection, and reporting
- Monitor student movement between Tier I and Tier II
- Document data points to monitor student response to intervention
- Use technology to track and facilitate the movement of students between Tier I and Tier II based on response to interventions

**How? (Moving Forward)**

- Plan and provide professional learning for interventionists on:
  - Appropriate use of supplemental and intervention materials
  - Diagnosis of reading difficulties
  - Direct, explicit instructional strategies to address difficulties
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year
- Ensure effectiveness of interventions by :
  - Building sufficient blocks of time into the daily schedule
  - Ensuring that teachers have adequate training and materials to provide effective interventions
- Provide sufficient resources (time, training cost, materials and implementation of interventions)
- Study how schools successful in closing the achievement gap have effected change
- Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs

(The How, pp. 45-46 & The What, p. 12)

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

“The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to the intervention and the transfer of learning to the general classroom” (The Why, p. 127). The teachers and administrators need to continue to research best practices for RTI in all areas and establish protocols for monitoring the fidelity of intervention delivery. The staff members delivering interventions would also benefit from training that would assist in the alignment and delivery of interventions for the specific needs of the students.

**What? (Current Practices)**

- Teachers meet with the academic coach and an administrator at least twice a month to discuss student progress based on daily interventions that include a minimum of four data points
- Interventions are delivered in a small group during a protected time daily by a

teacher

- Teachers consistently provide research-validated interventions designed to meet individual student's needs
- Data points are documented to monitor student response to daily intervention
- Ensure that Tier III includes proven interventions that address behavior (PBIS)

**How? (Moving Forward)**

- In addition to everything that occurs at Tier I and Tier II, expanded data teams meet to:
  - Discuss students in Tier III who fail to respond to intervention
  - Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance
  - Verify implementation of proven interventions
  - Ensure that interventionist has maintained fidelity to intervention protocol prior to referral
- Continue to ensure that:
  - Students move into and out of Tier II and Tier III
  - Data is used to support response to intervention
  - Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole
  - Schools and system consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions

(The How, pp. 46-47 & The What p. 12)

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

After students are unable to achieve adequate progress in Tier III and Tier IV and eligibility is determined, the student receives individualized services through an IEP. "Interventions at Tier 4 are specifically designed to meet the learning needs of the individual" (The Why, p. 127).

**What? (Current Practices)**

- School schedules are developed to ensure least restrictive environment (LRE)
- Case managers are assigned to each student with an IEP (i.e., the case manager should maintain contact even if the student is served by a different special educator in multiple settings (such as team taught) so that communication with student and parents is seamless)
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction)
- Special education teachers and the gifted teacher participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings



- Case managers regularly participate in open houses and parent conferences
- Student data supports the exit of students from Tier IV

**How? (Moving Forward)**

- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming
- IEP teams include key members required to support students' individualized transition plans and/or attainment of College and Career Readiness Anchor Standards
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

(The How, p. 47 & The What, pp. 12-13)

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**Building Block 6. Improved Instruction through Professional Learning**

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

At Tate Elementary we realize that: “The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom” (The Why, p. 150). This is especially important for new teachers as they grapple with the demands of today’s learner and high expectations for every student. Pre-service preparation is crucial in addition to supports provided through the school, county, and state. At Tate pre-service teachers are paired with experienced mentor teachers and attend school - based professional learning opportunities to build professional knowledge and practices.

**What? (Current Practices)**

- Develop protocols for evaluating implementation of the new coursework
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

**How? (Moving Forward)**

- Provide professional learning, where necessary, for faculty
- Develop revised evaluation instruments for pre-service teachers
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

(The How, pp. 48-49 & The What, p. 13)

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

“In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the

alignment of instruction currently to the CCGPS” (The Why, p. 98).

### **What? (Current Practices)**

- Daily common grade level planning for teachers to plan, analyze student work, reflect on practices, etc.
- Target professional learning needs based on teacher observations
- Providing a full-time, on-site academic coach
- Provide training in administering and interpreting results of assessments in terms of literacy
- Partner experienced teachers with pre-service and beginning teachers
- Use classroom observations to identify and support individual teachers with follow-up coaching, mentoring, and conferencing

### **How? (Moving Forward)**

- Use teacher data as well as student data to target professional learning needs
- Encourage every teacher to develop a professional growth plan based on a self-assessment of professional learning needs
- Consider the inclusion of some or all of the following in personnel in professional learning: paraprofessionals, support staff, interventionists, substitute teachers, pre-service teachers interning at the school
- Use checklists tied to professional learning when conducting classroom observations or walkthroughs to ensure clear expectations and to provide specific feedback to teachers on student learning
- Develop a list of sites for an online professional library that includes research-based books journals, magazines, videos, etc. that teachers can readily access for professional growth
- Continue program specific professional learning each year for new and experienced teachers
- Ensure that new personnel receive vital professional learning from earlier years
- Videotape important professional learning sessions for staff to review and share with colleagues within and out of the school
- Revisit professional learning options to utilize experts within the school to develop and support colleagues

(The How, pp. 48-49 & The What, p. 13)



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## Analysis and Identification of Student Data

### Assessment

#### GKIDS

GKIDS data in the following table indicates the percentage of students meeting or exceeding assessed standards. The data indicate an average of 89.7% students entered first grade with adequate reading and English language arts foundational skills. The need for literacy enrichment is evidenced by the following data.

<b>% Meet/Exceed Standards</b>	<b>2013</b>	<b>2014</b>
<b>Reading</b>	73.8%	87.8%
<b>Writing</b>	24.1%	89.8%
<b>Listening/Speaking</b>	76.9%	92.3%
<b>Language</b>	60.2%	92.3%
<b>ELA Total</b>	63.2%	89.7%

#### CRCT

The CRCT data for 3rd-5th grade students is shown in the tables below. The tables present the disaggregated, historical CRCT assessment results in the area of ELA from years 2012-2014 by subgroup. In 2014, 88% of third graders, 91% of fourth graders, and 98% of fifth graders met or exceeded language arts CRCT standards. In reading, 95% of third graders, 100% of fourth graders, and 96% of fifth graders met or exceeded CRCT standards. Disaggregated data for all subgroups is included in the tables; however, the limited racial/ethnic diversity of the student population limits the validity of the data.

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## Tate Elementary School-Grades 3-5 - CRCT Summary Data

### Language Arts - Meets or Exceeds

	2012	2013	2014
All 3rd Grade Students	82%	88%	88%
All 4th Grade Students	96%	90%	91%
All 5th Grade Students	95%	94%	98%
Black	100%	100%	100%
White	93%	93%	93%
Hispanic	91%	80%	90%
Multi-racial	N/A	N/A	100%
SWD	74%	93%	100%
EDS	91%	88%	90%

### Reading - Meets or Exceeds

	2012	2013	2014
All 3rd Grade Students	92%	97%	97%
All 4th Grade Students	92%	97%	97%
All 5th Grade Students	91%	91%	96%
Black	100%	100%	100%
White	93%	99%	98%
Hispanic	91%	88%	90%
Multi-racial	N/A	N/A	100%
SWD	82%	89%	91%
EDS	92%	95%	95%

The Mathematics, Science, and Social Studies CRCT data for 3rd-5th grade students are shown in the tables below. The data indicate a need for an increased literacy focus across the curriculum. “The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels” (The Why, p. 31).

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### Mathematics - Meets or Exceeds

	2012	2013	2014
All 3rd Grade Students	76%	73%	74%
All 4th Grade Students	96%	83%	78%
All 5th Grade Students	82%	88%	77%
Black	100%	100%	100%
White	84%	83%	76%
Hispanic	89%	80%	56%
Multi-racial	N/A	N/A	50%
SWD	68%	69%	88%
EDS	88%	78%	69%

### Science - Meets or Exceeds

	2012	2013	2014
All 3rd Grade Students	69%	81%	76%
All 4th Grade Students	92%	78%	84%
All 5th Grade Students	80%	87%	81%
Black	100%	100%	100%
White	82%	84%	80%
Hispanic	55%	60%	86%
Multi-racial	N/A	N/A	50%
SWD	54%	66%	64%
EDS	71%	78%	72%

### Social Studies - Meets and Exceeds

	2012	2013	2014
All 3rd Grade Students	51%	76%	77%
All 4th Grade Students	83%	75%	94%
All 5th Grade Students	71%	86%	69%
Black	100%	100%	100%
White	82%	84%	80%
Hispanic	67%	60%	71%
Multi-racial	N/A	N/A	50%
SWD	49%	62%	64%
EDS	61%	71%	70%

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## 5th Grade Georgia Writing Assessment

5<sup>th</sup> grade student writing scores have remained very similar from 2012 to 2014. In 2012, our scores were 6% above the state average, in 2013 our scores were 7% above, and in 2014 our scores were 8% above. This indicates a need for enrichment in the area of writing instruction, and preparation for the rigor of the Georgia Milestones integrated writing components. Additionally, writing instruction at TES will continue to be a priority across all content areas to support math, science, and social studies performance.

	2012	2013	2014
<b>Does Not Meet</b>	13%	14%	11%
<b>Meets or Exceeds</b>	87%	86%	88%

### Additional District-Prescribed Data

#### Fall 2014 – AIMSweb Reading Data

##### Kindergarten

	Letter Naming Fluency
<b>Below or Well Below Average</b>	24%

##### First Grade

	Letter Sound	Nonsense Word Fluency
<b>Below or Well Below Average</b>	25%	20%

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### 2nd-5th Grade Percentage of Students Scoring Below or Well Below Average

	R-CBM (Fluency)	MAZE (Comprehension)
2 <sup>nd</sup> Grade Students	24%	N/A
3 <sup>rd</sup> Grade Students	23%	25%
4 <sup>th</sup> Grade Students	47%	44%
5 <sup>th</sup> Grade Students	34%	40%

### Strengths and Weakness Identified through Prescribed Assessments

#### **Strengths**

Gains have been made in the area of reading and language arts by many grade levels/subgroups on the CRCT from 2012-2014. Although the scores in these areas are strong, AIMSweb data, which is compared to national norms, indicate a greater need for overall reading support in all grade levels. Administrators and educators at Tate Elementary recognize that the new Georgia Milestones Assessments are more rigorous and students will need on time mastery of skills/standards and a variety of instructional supports and strategies to perform at the on-track and commendable levels.

#### **Weaknesses**

Though all areas need improvement, the greatest need is reflected in mathematics, science, and social studies scores for grades 3-5. School leaders and teachers recognize the need for an increase in literacy skills across the curriculum. Writing to Win is developing the area of writing in content areas, but a comprehensive literacy initiative

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that extended literacy instruction during the school day and supported and enriched learning in content area subjects would improve performance in all areas.

### **Goals and Objectives based on Formative and Summative Assessments**

Goal 1 – Increase student achievement in math, social studies, and science

- Objective 1: Develop protocols for identifying struggling/excelling students and matching them to appropriate interventions/enrichments
- Objective 2: Students will have the opportunity to write in every class every day, using technology when possible
- Objective 3: Target instruction with research-based strategies proven to support specific underperforming subgroups
- Objective 4: Increase access to a variety of text in content-area classrooms

Goal 2 – Increase teacher understanding of integrating literacy skills in all content areas

- Objective 1: Provide professional learning on research-based strategies for literacy skills in all content areas
- Objective 2: Teachers understand and implement small group, differentiated instruction to support content literacy (e.g., academic vocabulary, text features, question/answer relationships, comprehension, writing skills, speaking and listening, etc.)
- Objective 3: Integrate literacy strategies/skill development for achievement in all subjects to meet CCGPS requirements in each grade level
- Objective 4: Purchase materials at various Lexile levels that can be used to help students access content knowledge through an increase in targeted text

### **Teacher Data**

The data included throughout this section represent all teachers at Tate Elementary, including special education and the media specialist. Tate Elementary has a 100% highly qualified teaching staff with 75% of the certified faculty holding a master's degree

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or higher. We have four teachers who are certified gifted and two faculty members with a Teacher Support Specialist endorsement. Additionally, we have 15 CPR/AED certified staff members. In the 2013-2014 school year, one teacher and one administrator transferred within the district creating a 9% attrition rate.

### **Professional Learning**

All teachers participate in professional learning at Tate Elementary. English language arts teachers collaboratively meet to unpack standards, develop common assessments, and focus on differentiating reading. All grade-level content teachers complete school-wide professional learning delivered by an administrator or the academic coach. Current professional learning initiatives include, Formative Instructional Practices (FIP), TKES, RTI, and Writing to Win. This is ongoing and scheduled throughout the school year.

### **Summary of Data**

After gathering and analyzing data from various sources, the Literacy Team has determined the greatest need is professional learning that will aid in developing a common understanding among all staff members of what literacy encompasses and the positive outcomes that additional instruction and support will have across content areas. With professional learning needs being addressed, teachers will be better prepared to take our students to the next level of achievement and incorporate critical literacy skills across all content areas.

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

**Goal: Following the initial implementation of the Georgia Milestones Assessment, third, fourth, and fifth grade students will perform at the on-target or commendable level in math, science, and social studies. (Building Blocks 1,2)**

Current Best Practices: Writing Across the Curriculum: Writing to Win, Test Preparation: OAS/GOFAR, Constructed Response Strategies: RACE, ACE, CARE, Benchmark and Progress Monitoring Assessments: AIMSweb (The What, p. 8)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Professional learning focusing on integrating literacy throughout all content areas (What, p. 6, 10) -Paired Text -Increased complexity of text -Informational text -Integrating content area vocabulary through informational text -Continue to implement the Writing to Win program across the curriculum -Increased attendance by administration	Year 1/Ongoing	Striving Readers Comprehensive Literacy Grant (SRCLG)	TKES, Georgia Milestones Data, Classroom Observation- Literacy Checklist, Professional Learning Sign-In Sheets/Log
Continue to increase nonfiction content-based texts	Year 1/Ongoing	SRCLG, General FTE Allocated Funds, Fundraising funds (book fair funds)	Student Lexile Measures, OAS/GOFAR Benchmark Data, Milestones Data
A school culture will exist in which teachers across the content areas accept responsibility for literacy	Year 1/Ongoing	SRCLG	Professional Learning Participation, TKES, Lesson Plans, Writing to Win Portfolios



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instruction as articulated in the CCGPS (What, p. 6)			
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Evidence of Research-Based Practice:  
 “A successful interaction with any text depends on the student’s ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation, and now even familiarity with the media used to deliver the content.” (Why, p. 49)

**Goal: Following the initial implementation of the Georgia Milestones Assessment, third, fourth, and fifth grade students will perform at the on-target or commendable level on the English Language Arts portion of the assessment. (Building Blocks 4,5)**

Current Best Practices: Writing to Win, OAS/GOFAR, RACE, ACE, CARE, AIMSweb, collaborative data analysis (What, p. 9), collaborative planning (What, p. 9), collaborative unpacking of CCGPS standards (What, p. 9), collaborative reflection (What, p. 9)

Objectives	Timeline	Funding Source	Measure of Effectiveness
Continue to analyze the needs assessment to identify weaknesses in current resources/materials based on alignment of CCGPS ELA standards (What, p. 9)	January 2016	SRCLG, Local Funds	Needs Assessment Results
Research, select, and purchase needed instructional materials as identified through needs assessment (What, p. 9)	Years 1-5	SRCLG	Needs Assessment Results, Purchase Orders
Utilize TKES and Literacy Checklist observation results to gauge current practices (What, p. 10)	Year 1/Ongoing	SRCLG	TKES, Literacy Checklist Classroom Observation, Lesson Plans
Provide research-based	Year 1/Ongoing	SRCLG, Title 1 Funds, Local	Professional Learning

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professional learning on components of integrating literacy across the curriculum to <u>all</u> staff (Why, p.141)		Funds	Forms/Log, Lesson Planning/Implementation
Create opportunities for vertical planning with shared responsibility across the curriculum (What, p. 10)	Year 1/Ongoing	n/a	Vertical Team Meeting Log, TKES
Provide a protected 90-120 minute literacy block in all grade-levels (What, p. 5)	Ongoing	n/a	TKES, Lesson Plans, Classroom Schedule
Continued system-wide formative/summative assessment training	Ongoing	State and Local Funds	FIP Module Completion Log, TKES, Lesson Plans, Formative/Summative Assessments
Monitor and evaluate the effectiveness of implemented technology (Why, p. 56)	Year 1/Ongoing	SRCLG, Title 1 Funds, Local Funds	TKES, Lesson Plans
Evidence of Research-Based Practice: “Reading is a critical skill which is highly predictive of a student’s future success in school.” (Why, p. 105).			

<b>Goal: Following the initial implementation of the writing components of the ELA portion of the Georgia Milestones, third, fourth, and fifth grade students will perform at the on target or commendable level. (Building Blocks 4,5)</b>			
Current Best Practices: Writing to Win, OAS/GOFAR, RACE, ACE, CARE, AIMSweb, Utilize Paired Text Resources			
<b>Objectives</b>	<b>Timeline</b>	<b>Funding Source</b>	<b>Measure of Effectiveness</b>
Continue to analyze the needs assessment to	January 2016	SRCLG, Local Funds	Needs Assessment Results

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identify weaknesses in current resources/materials based on alignment of CCGPS writing standards (What, p. 10, 13)			
Research, select, and purchase needed instructional materials as identified through needs assessment which includes writing across the curriculum (What, p. 9)	Years 1-5	SRCLG	Needs Assessment Results, Purchase Orders
Utilize TKES observation results to gauge current practices (What, p. 10)	Year 1/Ongoing	SRCLG	TKES, Classroom Observation, Writing Portfolios, Lesson Plans
Provide research-based professional learning on components of integrating writing across the curriculum to <u>all</u> staff (Why, p. 141)	Year 1/Ongoing	SRCLG, Title 1 Funds, Local Funds	Professional Learning Forms/Log, Lesson Planning/Implementation
Create opportunities for vertical and horizontal planning with shared responsibility across the curriculum (What, p. 10)	Year 1/Ongoing	n/a	Vertical Team Meeting Log, TKES
Continued system-wide formative, summative, and self-evaluation assessment practices (Why p. 94, 98)	Ongoing	State and Local Funds	FIP Module Completion Log, TKES, Lesson Plans, Formative/Summative Assessments
Monitor and evaluate the effectiveness of implemented technology	Year 1/Ongoing	SRCLG, Title 1 Funds, Local Funds	TKES, Lesson Plans, Keyboarding w/o Tears Data

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(Why, p. 56)			
Evidence of Research-Based Practice: “Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills” (Why, p. 45).			

<b>Goal: Using school-based data, design a comprehensive system of tiered interventions for all students including those identified as gifted and Special Education. (Building Blocks 3,5)</b>			
Current Best Practices: Benchmark/Progress Monitoring: Universal Screener, System SST review process, RTI Plan and Data: BAASE, System Assessment Calendar			
Objectives	Timeline	Funding Source	Measure of Effectiveness
Continue screening, diagnostic, and progress monitoring assessments	Ongoing	SRCLG, Local Funds, Title 1 Funds	DIBELS Next, OAS/GOFAR, analyze intervention data
Continue to train teachers on effective data usage for informing planning/implementing interventions and progress-monitoring (Why, p. 122-124)	Ongoing	SRCLG, Local Funds, Title 1 Funds	Professional Learning Log, TKES, Lesson Plans, Weekly RTI Meetings
Conduct a needs assessment to inventory current intervention methods	January 2016	n/a	Needs Assessment Results
Schedule a universal protected intervention time during the school day or in extended day (After School Tutoring)	Year 1/Ongoing	Local Funds	School Master Schedule/After School Tutoring Schedule, Lesson Plans
Systematically review data to determine instruction effectiveness	Ongoing	n/a	Student Assessment Data (formative, summative, and standardized), Progressing Monitoring Data, RTI

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			Meetings
Evidence of Research-Based Practice: “The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom—that assessments are used to benefit pupils.... This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning.” (Why, p. 95)			

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### Response to Intervention Model

Leveled Instructional Tier		Instructional Strategies
<b>Tier I</b> All students receive quality instruction based on the CCGPS standards (Why, p. 126)	<b>Data is consistently collected and used to inform instruction.</b>	-CCGPS Standards within the general education environment (Why, p. 126) -Universal Screening
<b>Tier II</b> Targeted students are provided with standard protocol interventions (Why, p. 126)		-Diagnostic assessments to identify strengths/areas of needed improvement -Standard protocol interventions provided to targeted students (Why, p. 126) -Progress Monitoring -Interventions adjusted based on progress monitoring data (Why, p. 126)
<b>Tier III</b> Targeted students are provided with intensive individualized evidence-based protocols. Progress monitoring is consistently implemented (Why, p. 127)		-Intensive individualized interventions provided to targeted students (Why, p. 127) -Progress Monitoring -Interventions constantly adjusted based on progress monitoring data (Why, p. 127)
<b>Tier IV</b> (Special Education) Instruction is specially designed to meet the individual needs of students (Why, p. 127)		-Instruction based on Individualized Education Plans (Why, p. 127) -Specialized deliveries, programs, and methodologies (Why, p. 127) -Due Process is followed -Progress Monitoring based on Individualized Education Plans/individual learning needs (Why, p. 127)

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### Tate Elementary School Master Schedule

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
CAMP 8:00-8:45	Reading/ELA 8:00-9:30 *Interventions provided within block	Reading/ELA 8:00-9:30	Science/SS 8:00-8:45	Block 1- Reading/ELA or Math 8:00-9:30 *EIP for Reading 8:00-8:45 Interventions provided within block	Block 1- Reading/ELA or Math 8:00-9:30 *EIP for Reading 8:45-9:30 Interventions provided within block
Reading/ELA 8:45-10:15 *Interventions provided within block	Science/SS 9:30-10:15	CAMP 9:30-10:15	CAMP 8:45-9:30	Science/SS 9:30-10:15	Science/SS 9:30-10:15
Math 10:15-11:20	CAMP 10:15-11:00	Math 10:15-11:45	Reading/ELA 9:30-11:00 *Interventions provided within block	Recess 10:15-10:35	Block 2- Reading/ELA or Math 10:15-11:45 *EIP for Math 10:15-11:45 *Interventions provide within block
Lunch 11:20-11:55	Science/SS 11:00-11:30	Recess 11:45-12:05	Lunch 11:00-11:35	CAMP 11:15-12:00	Lunch 11:45- 12:20
Math 11:55-12:30	Math 11:30-12:30	Lunch 12:05-12:40	Recess 11:35-11:55	Block 2- Reading/ELA or Math 12:00-1:30 *EIP for Math 12:00-1:30 *Interventions	Recess 12:20-12:40

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				provide within block	
Science/SS 12:30-1:30	Lunch 12:27-1:00	Science/SS 12:40-2:00	Math 11:55-1:25	Science/SS 1:30-2:30	CAMP 12:40-1:25
Recess 1:30-1:50	Math 1:00-1:30	Intervention Time 2:00-2:30	Science/SS 1:25-2:30		Science/SS 1:30-2:30
Rest/Story Time/Author's Chair 1:50-2:30	Recess 1:30-1:50				
	Science/SS 1:50-2:30				



# Pickens County School District: Tate Elementary School

## Assessment and Data Analysis Plan

### Current Assessment Protocol

Assessment	Grade Level(s)	Purpose	Skills	Frequency
GKIDS	Kindergarten	Measure and monitor student mastery of skills	Common Core Georgia Performance Standards (CCGPS)	Baseline & Quarterly
Writing Notebook - PALS	K-5	Peer assessment of Writing to Win journal entries	Content area (CCGPS) writing	Weekly
Phonological Awareness Inventory	K-1	Diagnostic	Phonological Awareness Skills	Individual student(s) as needed
Informal Phonics Inventory	1-3	Diagnostic	Phonics Skills – Decoding, Alphabetic Knowledge	Individual student(s) as needed
AIMSweb	K-5	Universal Screening, Benchmark Assessments, Progress Monitoring	Early Literacy Skills, Reading Fluency, Comprehension, Math Computation, and Math application	3 times per year Weekly progress monitoring
GOFAR/OAS Benchmark	1-5	Formative/ Benchmark Assessments	1-2 – ELA & Math 3-5 – ELA, Math, & Science	3 times per year
Georgia Milestones	3-5	Criterion and norm referenced assessment to measure grade level mastery of CCGPS/GPS standards	Grades 3-5 content areas of reading, ELA, math, science and social studies	One time per year; If a student does not pass and is in grades 3 or 5, they retake the test
Study Island	2-5	Benchmarking, Standards based pre/post assessments, ongoing learning activities	Grade level content areas – ELA, Math, Science, & Social Studies	Weekly in the computer lab, afterschool tutoring, regular classroom, at

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				home
Renaissance Learning (Accelerated Reader Quizzes)	K-5	Formative - measures reading comprehension on independently read text	Reading Comprehension	Daily in the classroom

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

Currently the district requires administration of AIMSweb reading and math measures in grades kindergarten through fifth three times per year. This data is analyzed to determine student needs by classroom and grade level. This screening, which compares to national norms, allows for the identification of potential students for the gifted program as well as the selection of students who need progress monitoring to determine the effectiveness of interventions. Our current assessments support: ongoing formative and summative data to inform instruction, evaluation of interventions, a four-tiered Response to Intervention model, data driven decision making by school leaders, and program evaluation.

### **Implementation of New Assessments**

To meet SRCL Grant assessment requirements Tate Elementary will add three additional measures to our assessment list: DIBELS Next, the Informal Decoding Inventory, and Scholastic Reading Inventory (SRI). DIBELS Next will provide assessment data for students by evaluating their early literacy skills and, based on the results, will also provide instructional targets for student learning. The Informal Decoding Inventory will be administered as needed in order to pinpoint areas of need and provide targeted interventions. DIBELS Next will serve as the progress monitoring tool to assess the impact of interventions for our at-risk students. The Scholastic

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Reading Inventory will provide assessment data regarding student comprehension levels utilizing the Lexile frameworks. SRI also provides instructional placement data and consistent progress monitoring.

Our school currently administers school wide assessments in the fall, winter, and spring of the school year. The approach to assessment is by grade level and classroom using a team that pulls students from the media center to administer assessments. DIBELS Next assessments will be conducted using this same approach. The Informal Decoding Inventory will be administered by teachers on an as needed basis. Students will complete the SRI assessment in the Computer Lab based on a rotating schedule. State assessments will continue to be administered using the prescribed protocol for administration.

### **Discontinuation of Current Assessments**

The use of DIBELS Next and Scholastic Reading Inventory assessment instruments will replace AIMSweb literacy measures. DIBELS Next will provide the early literacy skills screening data necessary to identify at risk students, and SRI will provide Lexile levels. The benchmark schedule for the new assessment instruments will continue three times per year with the team administration approach, and weekly progress monitoring will remain in place for students as needed.

### **Professional Learning Needs to Implement New Assessments**

Teachers and school leaders will need formal training on all aspects of the new assessments in order to facilitate successful implementation. The academic coach will facilitate redelivery of assessment training for any new staff members who administer the assessments in an effort to ensure fidelity and consistency. The use of diagnostic assessments, such as the Informal Decoding Inventory, will continue for students

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identified by universal screening and benchmark data. Teachers will require training to ensure proper protocols are understood and followed. The addition of available data also supports a need for professional learning in order to move forward with implementing change in classroom instruction based on the understanding of specific student needs. “Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students: Instruction and learning which focus on the CCGPS/GPS and include differentiated, evidence-based instruction based on the student’s needs are paramount” (The Why, p. 132).

### **Communicating Data to Parents and Stakeholders**

School-wide data reports are shared with parents and stakeholders in the following ways:

- Student Report Cards (4 times per year)
- Student Progress Reports (4 times per year)
- Instant Access Through Infinite Campus Online
- Hardcopies of End of Grade Assessments (Grades 3-5)
- Progress Monitoring Data at Parent Conferences and RTI Meetings
- School Council, Board, Literacy Team, and Leadership Meetings
- School and State Websites

DIBELS Next provides easy to interpret charts of weekly progress monitoring data, and benchmark scores are communicated during parent conferences. Combining these instruments provides an in-depth picture of our students and their academic strengths and weaknesses compared with only having access to classroom grades.

### **Using Data to Develop Instructional Strategies and Determine Needs**

Teachers, administrators, and the academic coach, along with the Literacy Leadership Team, will collaboratively analyze data to evaluate strengths and weaknesses of programs as well as to determine the effectiveness of teaching strategies related to the CCGPS literacy standards and Tier I instruction. Students will benefit from formalized assessment protocols and testing windows through a greater focus on specific strengths and weaknesses as well as targeting the need for tiered interventions through more effective progress monitoring. Data analysis will also assist with determining professional learning needs.

Although, committees are in place for student data analysis and alignment to the School Improvement Plan, there is a need for professional learning in the area of data analysis to determine supportive instructional actions that need to be implemented in the classroom. The focus on data will also include actions to be taken to provide enrichment opportunities for high achieving and gifted students. “Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners” (The Why, p. 32).

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

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

- Additional shared student texts (media center, book room, etc.) and classroom library text materials (e.g., big books, audiobooks, eBooks, print- various genres and interests, including text for boys)
- Standards-based core and supplemental program materials with research-based resources that support and enrich all areas of literacy and strengthen Tier I instruction
- Increase technology to expand meaningful writing opportunities and access to a range of text types to support student engagement and motivation (e.g., portable laptop cart, student headphones, eBook purchases, electronic text scaffolding tools, online text subscriptions, literacy apps)
- Digital content on various levels aligned to units of study and student interests
- Additional text and resources aligned to grade specific content-area standards
- K-5 literacy manipulative classroom sets
- Classroom furniture to enhance accessibility and organization of leveled reading materials
- Professional learning – consultant fees, stipends, release time, materials, substitute cost, and travel expenses
- Professional learning resources to expand the professional library
- Consumable materials for literacy center activities (e.g., colored paper, cardstock, colored ink, manipulatives, activity storage)
- Scholastic Reading Inventory
- DIBELS Next Data Management
- Evidence-based programs and resources to support advanced, reluctant, and remedial readers (e.g. Junior Great Books, Hi-Lo texts, etc.)
- Take home text sets
- Diagnostic assessment materials to identify student weaknesses and remediate learning
- Classroom printers for published student work

### **Activities that Support Literacy Intervention Programs**

- Dedicated scheduled time for intervention
- Protected 90-minute ELA blocks of instruction
- Extended instructional literacy in content area classes
- DIBELS Next Screening for foundational reading skills, oral reading fluency, and comprehension
- Renaissance Learning for student reading incentives and teacher data
- Jack and Jilly – sight word instruction
- Florida Center for Reading Research – learning centers
- Foundational reading skills instruction
- Explicit literacy instruction: comprehension skills, vocabulary, phonics, etc.

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- Tiered instruction to support the RTI model and implement individualized interventions during a scheduled time
- Increased engagement and motivation in literacy learning
- Special education – co-teaching training
- Assessment protocols to identify individual student needs
- Data-driven instruction

### **Shared Resources Available**

- State Curriculum Maps
- Georgia Frameworks
- Storytown Materials – for grade level instruction
- Computer Lab
  - School-wide software (Study Island, Accelerated Reader, Keyboarding Without Tears, Brain Pop, Brain Pop Jr., Galileo, MakinVIA, Tumblebooks)
  - Wireless internet access
- Teacher laptops
- Student classroom computers
- Mobile iPad Cart (set of 30)
- STEM Lab
- Leveled Readers (Storytown)
- Media Center Resources
- Classroom Leveled Novel Sets
- Time for Kids Student Magazines
- Professional Resource Room
- Copiers (3 teacher networked)
- Poster Maker
- Laminator

### **List of Library Resources**

- 16,765 Books
- Novel Sets
- eBooks through MackinVia
- Audiobooks
- Digital Cameras/ Flip Cameras
- Professional Collection
- Reference Materials
- Online Catalog with Lexile Levels Available
- Six Student Computers
- Student Published Work

### Activities that Support Classroom Practices

- Vocabulary instruction in all content areas
- Small group instruction
- Writing to Win
- Differentiated instruction
- CCGPS aligned pacing and instruction
- Formative and summative assessment practices
- Explicit systematic instruction
- Reading strategies for specific genres of text
- Constructed response strategies
- Analyzing paired text
- Integration of content areas into literacy instruction
- Opportunities for research and writing in all content areas
- Flexible grouping based on student performance data
- Integrating technology into literacy learning
- Ongoing professional learning opportunities aligned to teacher need

### Additional Strategies Needed to Support Student Success

- DIBELS Next – data practices
- Scholastic Reading Inventory – data practices
- Utilizing rubrics
- Assessing and developing student writing abilities
- Increasing instructional technology to support literacy across the content areas
- Tiered vocabulary instruction per CCGPS
- Explicit foundational reading skills instruction
- Teaching genre specific text structures
- Active engagement in literacy learning for all students
- Motivating reluctant readers
- Selecting appropriate text for student growth
- Effectively differentiate literacy instruction to meet diverse student needs
- Actively involve parents and stakeholders in school literacy goals
- Professional Learning in the following areas:
  - Literacy instruction and how to effectively integrate skills across contents
  - Understanding and adjusting instruction based on student performance data (e.g., planning, interventions, monitoring progress, differentiation)
  - Appropriate selection of research-based interventions for all tiers of instruction
  - Appropriate strategies to enrich instruction for gifted and advanced learners



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- Best practices in literacy instruction
- Better understanding of the CCGPS and how to align instruction using available resources and determine needed supports
- Data analysis and forming data teams
- Defined instructional blocks with suggested time allotments and strategies for literacy and skills integration
- Integration of technology in instruction to promote engagement and motivation
- Depth of Knowledge (DOK questioning strategies)
- Understanding Lexiles and scaffolding text complexity for individual students
- Explicit phonics instruction in grades K-5
- Strategies to increase active student engagement and responsibility for learning
- Assessment strategies and uses including: self-assessment, teacher designed assessments, formative, summative, etc.

### Current Classroom Resources

- Core reading program - Storytown (basal textbook, leveled readers, intervention materials, etc.)
- Classroom Projectors
- Student classroom desktop computers (3-4)
- iPad per classroom (teacher)
- Teacher laptop
- Listening centers
- Time for Kids Magazines
- 3<sup>rd</sup> grade Studies Weekly - Social Studies Readers
- K-5 Handwriting & Keyboarding Without Tears
- Writing to Win materials and student binder portfolio
- Document Cameras

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**Alignment Plan for SRCLG and Other Funding**

<b>Resources, Strategies, And Materials</b>	<b>Striving Readers Funding Will Provide</b>	<b>Current Funding Sources</b>
<b>Professional Learning</b>	Literacy Conferences, Consultant Fees, Travel Expenses, Substitute Teacher Costs, Stipends, Training, Make and Take Planning Resources, Professional Library Resources	<p><b>The following sources will continue to be utilized when appropriate and available:</b></p> <p>QBE, Title I, IDEA, SPLOST, Local Funds, Amicalola Bright Ideas Grant, Bent Tree Grant Foundation, School PTO Funds</p>
<b>Instructional Technology</b>	Student Laptops, Classroom Printers, Audiobooks, Electronic Text Materials, Literacy Software, Literacy Apps, Student Headphones, Online Literacy Program/Tools Subscriptions	
<b>Instructional Literacy Materials</b>	Leveled Texts, Content Area Texts, Big Books, Classroom Library Texts, CCGPS Aligned Core Program, Literacy Intervention Materials, Literacy Manipulatives, Enrichment Materials, High Interest Text for Boys, Hi-Lo Text for Reluctant Readers	
<b>Literacy Assessments</b>	DIBELS Next, Scholastic Reading Inventory, Diagnostic Assessments, Writing Assessments, Formative and Summative Assessment Tools	
<b>Family Engagement</b>	Take Home Texts, School-Based Parent Resource Center, Materials Shared via Social Media and School/County Webpage	
<b>Consumable Materials</b>	Paper, Notebooks, Cardstock, Printer Ink/Toner, Laminating Film, Labels	
<b>Classroom Furniture</b>	Bookshelves, Containers, Rugs, Student Seating, Bookends, Lamps	

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

“Universities, the Partnership for 21st Century Schools, the National Council of Teachers of English, as well as content-area organizations, support the importance of technology in instruction” (The Why,p.56). Technology is a vital tool for effectively and efficiently gathering student data to drive instructional decisions. DIBELS Next data management and Scholastic Reading Inventory are tools needed to personalize student levels of literacy achievement in order to enrich learning and provide interventions for struggling readers. Online progress monitoring tools allow educators to determine the effectiveness of the instruction provided for individual students and to make adjustments and increase or decrease classroom supports as needed.

Technology is an important tool for enhancing the learning experiences of all students. The proper use of technology increases access to multiple forms of text, engages, and motivates students to read. It provides real world experience for the 21<sup>st</sup> century learner. Due to new state assessment formats, students are required to use technology and keyboarding skills in a way that has real implications for the student and teacher alike. It is imperative that increased opportunities for authentic writing, creating, reading, and learning using technology are a regular part of literacy instruction in order to prepare students for subsequent school years as well as college and career paths.

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

“Provide professional learning opportunities for teachers and school personnel to identify and evaluate the characteristics of effective literacy instruction, especially in the areas of reading, writing, and speaking.” (Why, 37)

#### *Teacher/Staff Professional Learning (last 12 months)*

Topic/Focus/Purpose	Date	Percentage of Teacher Participation	Facilitator	Delivery Format
<b>Differentiated Instruction</b>	August 1, 2013	2 administrators; 23 teachers; 100%	Dr. Sandy Greene; Director of Teaching and Learning	Preplanning Meeting
<b>enVision Math Training</b>	August 5, 2013	12 teachers; 100%	Pearson Representative	Preplanning Meeting
<b>RTI/504 Training</b>	August 19, 2013	1 administrator; 19 teachers; 100%	Destini Shope; Assistant Principal	Planning Time Meeting
<b>RTI/504 Training</b>	September 3, 2013	1 administrator; 19 teachers; 100%	Destini Shope; Assistant Principal	Planning Time Meeting
<b>RTI/SEMS Training</b>	September 10, 2013	1 administrator; 19 teachers; 100%	Dr. Sandy Greene; Director of Teaching and Learning	Planning Time Meeting
<b>RTI/SEMS Training</b>	September 19, 2013	1 administrator; 19 teachers; 100%	Dr. Sandy Greene; Director of Teacher and Learning	Planning Time Meeting
<b>AIMSweb Training</b>	September 30, 2013	1 administrator; 18 teachers; 100%	Jennifer Halko; Academic Coach	Planning Time Meeting
<b>AIMSweb Training</b>	October 1, 2013	1 administrator; 18 teachers; 100%	Jennifer Halko; Academic Coach	Planning Time Meeting
<b>Differentiated Instruction</b>	October 10, 2013	1 administrator; 18 teachers; 100%	Dr. Pam Colvin; GaDOE	Planning Time Meeting
<b>RTI/SEMS Training</b>	October 21, 2013	1 administrator; 19 teachers; 100%	Dr. Sandy Greene; Director of Teaching and Learning	Planning Time Meeting
<b>SPED Data</b>	October 28,	3 teachers;	Special	Off Campus;

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<b>Collection Conference</b>	2013	100%	Education Coordinator	County Office
<b>RTI/SEMS Training</b>	November 7, 2013	1 administrator; 19 teachers; 100%	Dr. Sandy Greene; Director of Teaching and Learning	Planning Time Meeting
<b>Mindset Training</b>	November 13, 2013	7 teachers	Amy Brown; Behavior Specialist	Off Campus; County Office
<b>Lexile Training</b>	March 12, 2014	1 administrator; 8 teachers	Jane Scott; Instructional Specialist	Off Campus; County Office
<b>K-12 Math Academy</b>	June 2014	1 teacher; allotted one per school	GaDOE	Of Campus; Calhoun, GA
<b>ELA Summer Academy</b>	July 14-15, 2014	1 administrator; 1 teacher; allotted 1 teacher per school	GaDOE	Off Campus; Athens, GA
<b>Writing to Win Training</b>	July 24-25, 2014	1 administrator; 1 teacher; allotted 1 teacher per school	Dr. Warren Combs; Stephanie Stewart	Off Campus; Athens, GA
<b>PBIS Administrators' Training</b>	July 25, 2014	2 administrators; 100%	Eric Landers/Dr. Greene	Off Campus; County Office
<b>K-5 Math Training</b>	July 29, 2014	1 administrator; 5 teachers	Bonnie Angel, RESA; Dr. Greene	Off Campus; County Office
<b>PBIS Team Training</b>	July 31, 2014	1 administrator; 4 teachers	Eric Landers; Dr. Greene	Off Campus; County Office
<b>Formative Instructional Practices (FIP): Modules 1 and 2</b>	August – October 2014	3 administrators; 19 teachers; 100%	Renee Carder; Academic Coach	Planning Time Meetings
<b>PBIS Team Training</b>	August 1, 2014	1 administrator; 4 teachers	Eric Landers; Dr. Greene	Off Campus; County Office
<b>K-2 ELA Boot Camp</b>	August 4, 2014	1 administrator; 4 teachers	Kelly Rogers, RESA; Dr. Sandy Greene	Off Campus; County Office
<b>District Wide Certified Staff Meeting</b>	August 6, 2014	3 administrators; 23 Teachers; 100%	Dr. Lula Mae Perry; Superintendent	Pickens County High School
<b>K-5 Math Training</b>	August 8, 2014	1 administrator;	Bonnie Angel,	Planning Time

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		5 teachers;	RESA; Dr. Sandy Greene	Meeting
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### Ongoing Professional Learning

- TKES (Teacher Keys Effectiveness Systems), TLE Platform Module Access
- School-wide Grade Level Meetings
- Writing to Win Training
- Formative Instructional Practices (FIP)
- CCGPS Reading/ELA Webinar Access
- Use of Statewide Longitudinal Data System (SLDS)
- Instructional Technology Training – by request
- My BAASE System
- Educators Handbook
- Gifted Endorsement – teachers participating
- Advanced Degrees – teachers participating

### Programmatic Professional Learning Needs Identified in Needs Assessment

- Differentiated Instruction: activities, strategies, and management
- Professional learning of core literacy programs that support fidelity across grade levels
- Professional learning on CCGPS and resources to align all Tier I instruction
- DIBELS Next and Scholastic Reading Inventory – administration and analysis
- Professional learning to support disaggregating data in order to inform necessary adjustments to instruction
- Direct and explicit reading strategies to help struggling readers
- Training of Data Analysis Teams
- Explicit phonemic awareness, phonics, fluency, comprehension, and writing instructional strategies
- How to assist students in reading and comparing complex texts in all content areas
- Explicit vocabulary instruction (tiered academic vocabulary)
- Effective writing and reading strategies to support standards-based instruction and increased rigor and engagement in all grade levels
- Maximizing class time for instructional blocks in literature and literacy integration
- Using technology to enhance instruction and promote motivation and active student engagement
- Literacy instruction across the curriculum
- How to use Lexile scores to plan instruction, select materials, and increase student Lexile scores

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- Response to Intervention – research-based interventions to support literacy performance and movement within the tiers of instruction
- New teacher and support staff training of all utilized instructional programs
- Strategies to increase rigor in science and social studies in preparation for the Georgia Milestones and CCGPS demands
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Specific strategies to support SWD and gifted learners
- Utilizing assessment data to plan literacy instruction
- Foundational reading skills to support researched based interventions and resources for RTI
- Effective means of informing and supporting parents and stakeholders to reinforce literacy goals

### **Process Used to determine if Professional Development was Adequate and Effective**

In order to determine if professional development was adequate and effective, the following measures have been and will continue to be used:

- Analysis of student achievement data – benchmark data from OAS, Georgia Writing Assessments, CRCT/Milestones scores, and TKES (classroom observations)
- Formative assessments to measure student achievement progress
- Walkthroughs and observations to collect data on professional learning implementation
- Written feedback and summaries of conducted walkthroughs and observations
- Review of lesson plans by administration
- Teacher feedback of successfully implemented strategies
- District professional learning feedback (PL 3 Forms)
- Course evaluation data from PD360
- Georgia Literacy Observation Checklist (future addition)

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### Detailed and Targeted Professional Learning Plan

The following chart contains the 2014-2015 Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school.

PROFESSIONAL LEARNING	REFERENCE IN LITERACY PLAN	MEASURES OF EFFECTIVENESS
Provide PL for all new teachers and support staff (as needed) on current literacy initiatives: <ul style="list-style-type: none"> <li>• CCGPS</li> <li>• Renaissance Learning</li> <li>• DIBELS Next</li> <li>• Online Assessment System</li> <li>• Differentiated Instruction</li> <li>• Response to Intervention</li> <li>• My BAASE System</li> <li>• Writing to Win</li> </ul>	Building Blocks: 3: A, B, C, D, E 4: A, C 5: A, B, C, D, E 6: A, B	<ul style="list-style-type: none"> <li>• PLC documentation and minutes</li> <li>• Walkthrough observations of implementation</li> <li>• Summative and formative assessment data</li> <li>• Leadership Team</li> <li>• School Advisory Council</li> </ul>
Provide PL for implementing literacy instruction in all content areas	Building Blocks: 1: E 2: A, B 4: C	<ul style="list-style-type: none"> <li>• TKES</li> <li>• Lesson Plans</li> <li>• Summative assessment data</li> </ul>
Form Literacy Teams to analyze data and enhance instruction across all content areas	Building Blocks: 1: A, B, C, D, E 2: A, B	<ul style="list-style-type: none"> <li>• Georgia Milestones</li> <li>• TKES</li> <li>• Summative assessment data</li> </ul>
Create opportunities for collaborative involvement with parents, stakeholders, and organizations to enhance student performance in literacy	Building Blocks 1: F 2: C	<ul style="list-style-type: none"> <li>• Georgia Milestones</li> <li>• Summative assessment data</li> </ul>
Use a variety of assessment data to adjust curriculum and instructional practices and determine appropriate RTI supports and interventions	Building Block 3: A, B, C, D, E	<ul style="list-style-type: none"> <li>• GA OAS</li> <li>• Georgia Milestones</li> <li>• DIBELS</li> </ul>
Increase resources and instructional materials (including technology) aligned with specific content and grade levels to engage all students	Building Blocks 4: B 5: A, B, C, D, E	<ul style="list-style-type: none"> <li>• Inventory of materials</li> <li>• TKES</li> <li>• Georgia Milestones</li> </ul>



**Sustainability**

Tate Elementary School is committed to continuous improvement of student achievement, and pledges to become knowledgeable in research-based practices and available resources. While the grant funds will be utilized for several initial purchases for items, the Literacy Team will work with and encourage teachers to participate in local, community grant opportunities. Several community organizations offer grants to classroom teachers in an effort to support teacher initiatives beyond the local, state, and federal funds received.

Sustainability	<ul style="list-style-type: none"><li>• SRCL Grant reviewed annually with all staff</li><li>• Trained teachers will provide mentoring to new staff across all content areas</li><li>• Local district leaders and school administration at TES will focus on literacy standards across the curriculum</li><li>• Provide school improvement teams, school advisory councils, and Literacy Teams with ongoing information about the need for and progress of the literacy initiatives</li></ul>
Expanding and Extending Lessons Learned	<ul style="list-style-type: none"><li>• Creatively schedule extended planning times for all staff at least once each quarter, allowing for collaborative vertical planning and review of data</li><li>• Continue and improve Professional Learning Communities that allow sharing of successful literacy practices, resulting in more effective teachers and academic gains for students</li><li>• Use data and professional knowledge obtained throughout the grant to update/strengthen the literacy plan</li><li>• Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to be well-informed of latest research strategies in all content areas</li><li>• Provide families access to resources that differentiate support for students in order to expand learning into homes</li></ul>

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<p>Extending the Assessment Protocol</p>	<ul style="list-style-type: none"> <li>• Continue use of assessment instruments to monitor literacy achievement: GKIDS, AIMSweb, DIBELS Next, SRI, <i>How to Teach Differentiated Reading Instruction</i> program, Renaissance Learning, Georgia Milestones, formative, summative, and diagnostic assessments</li> <li>• Budget for site licenses</li> <li>• Monitor continuation of assessment protocols as required by RTI guidelines</li> <li>• Trained teachers will provide subsequent professional learning on assessment tools to all new staff</li> </ul>
<p>Professional Learning</p>	<ul style="list-style-type: none"> <li>• Collaborate with North Georgia RESA to provide support/training</li> <li>• Utilize <a href="http://www.comprehensivereadingsolutions.com">www.comprehensivereadingsolutions.com</a> for ongoing teacher training</li> <li>• District and local literacy specialists will contribute to the on-going site-based professional learning that will include peer observations and collaborative professional learning communities</li> <li>• As TES teachers seek advanced degrees, they will share resources on the latest trends in education and learning with the entire staff</li> <li>• Assign mentors to new staff members who will provide applicable professional learning resource materials</li> <li>• Designate professional learning days, utilizing a variety of models, in the school calendar</li> <li>• Enhance current professional library with books, journals, and online sources pertaining to current literacy practices and trends</li> <li>• Utilize the academic coach to support literacy instruction</li> </ul>
<p>Developing Community</p>	<ul style="list-style-type: none"> <li>• Administration communicates quarterly with School Advisory Council (teacher, parents, community business representatives) concerning the importance of literacy across all content areas</li> </ul>

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	<ul style="list-style-type: none"> <li>• Continue publication of school literacy achievements and programs in local newspaper and postings on our school website and Facebook page</li> </ul>
<p>Partnerships/Other Funding Sources</p>	<ul style="list-style-type: none"> <li>• Continue involvement of stakeholders in quarterly informational meetings</li> <li>• Utilize parent volunteers within the schools to provide assistance in classrooms</li> <li>• Utilize mentor volunteers by teacher and mentor collaboration on the literacy needs of struggling students</li> <li>• Collaborate with PTO to fundraise and designate funds for literacy initiatives</li> </ul>
<p>Replacing Print Materials</p>	<ul style="list-style-type: none"> <li>• Utilize local, state, and federal money to replace print and program materials</li> <li>• Annually inventory/determine condition of print materials and necessity of replacement</li> <li>• Purchase Common Core and content area aligned texts as needed to enhance TES literacy instruction</li> </ul>
<p>Sustaining Technology</p>	<ul style="list-style-type: none"> <li>• Coordinate purchases of hardware/software obtained with grant funds through the system Technology Specialist to prevent duplication</li> <li>• Arrange for regular maintenance of equipment to extend life of hardware</li> <li>• Renew software and site technology licenses using local/federal funding if product is deemed effective</li> <li>• Budget annual renewal fees from local funds after the life of the grant</li> </ul>

## **Budget Summary**

Tate Elementary will use the awarded funds of the Striving Readers Grant to further develop the knowledgeability and effectiveness of our teachers, increase student achievement, motivation, and engagement in literacy, and to provide increased opportunities for literacy instruction across all content areas. As the instructional leaders in our school, administrators, along with the Literacy Team, will facilitate the forward movement of our faculty in the area of literacy and help all classroom teachers, support staff, parents, and stakeholders understand the important role that they have in supporting student achievement in literacy. We will ensure that quality professional learning opportunities are provided and that every opportunity to implement best practices in literacy instruction is maximized. Being awarded the grant will allow the students at Tate Elementary the opportunity to grow and transition into thriving, prepared learners with increased opportunities for success outside of the classroom walls.

The needs assessment process has allowed school leaders, teachers, and other participating faculty members to better identify and understand the challenges as well as the reassurances that Tate Elementary faces in literacy instruction. With these areas of need identified along with a plan to improve them, the Striving Readers Comprehensive Literacy Grant funding would provide every opportunity for teachers and students at Tate Elementary to progress and achieve based on the literacy goals set forth by the Georgia Department of Education and the expressed beliefs of the Georgia Literacy Task Force.

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Funding would support literacy learning at Tate Elementary in the following areas:

**Curriculum** – Students will have increased access to leveled texts and materials that support content area literacy, enrichment, RTI models of instruction, and foundational skills mastery. Assessment resources will allow for data-driven instructional decision making, while other materials will increase parent involvement in literacy and skills-based literacy centers.

- Literacy Enrichment Program (e.g., Junior Great Books)
- Increased Content Area Text
- CCGPS Aligned Resources to Strengthen Tier I Instruction
- Intervention Materials/Programs to Support Literacy Skills in All Tiers of Instruction
- Literacy Manipulatives
- Resources to Support Foundational Reading Skills and Upper Elementary Phonics Instruction
- Engaging Text for Boys and Struggling Readers
- Leveled Classroom Texts to Support Small Group Differentiated Instruction
- DIBELS Next
- Scholastic Reading Inventory
- Take Home Texts
- Consumable Materials
- Family Literacy Resource Center Materials
- Additional Shared Texts (Big Books, Leveled Readers, etc.)

**Technology** – Technology purchases will increase student access to a wide variety of text and text formats, while supporting student engagement and motivation in the classroom.

- Student Laptops
- Student Headphones
- Literacy Apps
- Leveled Electronic Texts
- Audiobooks
- Online Literacy Tools
- Programs and Software that Increase Opportunities for Students to Read and Write

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**Professional Learning** – Moving Tate Elementary forward will expand professional learning opportunities in the area of literacy by increasing professional learning in identified areas of need, including paraprofessional training, inclusion of content area teachers, and increase administrative participation and support with new initiatives. New staff members will have access to the knowledge gained from completed professional learning opportunities and mentor support to ensure sustainability.

- North Georgia RESA – professional development for writing, literacy, and technology
- Stipends for Off-Contract Professional Learning
- Consultant Fees
- Substitute Funding
- Travel Expenses
- Literacy Conferences, Workshops, Make and Take Sessions, Classroom Observations
- Instructional Materials for Training
- Professional Learning Library Resources

### **Miscellaneous**

- Classroom Furniture to Organize and Store Literacy Materials and Books
- Student Seating and Arrangement Conducive to Literacy Rich Environments