

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Program

LEA Grant Application

System Cover Sheet

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Jefferson County Board of Education	Project Number: (DOE Assigned)	
Total Grant Request: \$3,033,719	System Contact Information:	
	Name: Dr. Donnie Hodges	Position: Assistant Superintendent
Number of schools	Phone:	Fax:

in system: 6 (plus early learning)	applying: 6 plus early learning: 7	478-625-7626	478-625-7459
Congressional District: 12th		Email: hodgesd@jefferson.k12.ga.us	

Sub-grant Status

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

X	School District	Community-based Organization or other Not-for-Profit Organization
	Regional/Intermediate Education Agency	Nationally Affiliated Nonprofit Agency- other

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

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guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: ___ Dr. Donnie Hodges _____

Position/Title of Fiscal Agent's Contact Person: ___ Assistant Superintendent _____

Address: ___ 1001 Peachtree Street _____

City: ___ Louisville GA _____ Zip: ___ 30434 _____

Telephone: (_ 478 _) _ 625-7626 _____ Fax: (_ 478 _) _ 625-7459 _____

E-mail: ___ hodgesd@jefferson.k12.ga.us _____

___ **Signature on paper copies as per Ms. Morrill** _____

Signature of Fiscal Agency Head (required)

___ **Molly P. Howard, Ed.D.** _____

Typed Name of Fiscal Agency Head (required)

___ **Superintendent** _____

Typed Position Title of Fiscal Agency Head (required)

Date (required)

LEA Narrative:

Jefferson County School System is located in eastern Georgia in the 12th Congressional District. It is comprised of a geographically large, sparsely populated rural area with three small towns -Louisville, Wrens, and Wadley where the three elementary schools are located - spread out over a 35 mile span along U.S. Hwy # 1 which cuts north to south through the county. The middle schools are in Louisville and Wrens with the high school centrally located between Louisville and Wrens. Louisville is near the geographic center of the county while Wrens is in the north and Wadley is in the south. The poverty rate for Jefferson County is 26.5%, and the school system has 84.35% of students who receive free and reduced lunch. Also, all six schools are Title I school wide projects, making all students eligible for Title I services. Many of the students are from homes where literacy growth and expectations are lacking. As a result, the students often enter school with literacy deficiencies that affect the ability to perform at expected levels on state-mandated standards and assessments. A lack of literacy materials and technology support also has a negative impact on the literacy growth of Jefferson County students.

Jefferson County students have scored below the state and the other CSRA RESA districts on the English Language Arts, mathematics, social studies, and science Georgia High School Graduation Tests GHSGTs and End of Course Tests EOCTs. The graduation rate is just above the state level (81.3%). The Iowa Test of Basic Skills ITBS for fourth and eighth graders also shows significant deficits in reading comprehension and vocabulary. Criterion-Referenced Competency Test CRCT scores for 3rd through 8th graders also indicate below state and CSRA RESA results in Reading/English Language Arts at most grade levels with 164 students (13.7%) not meeting standards for those grade levels. State writing scores also reflect a deficit in writing skills for 3rd, 5th, and 8th graders. Upon examination of the domain data associated with the state tests and the ITBS, the Jefferson County leadership notes that these deficits reflect a lack of literacy skills, especially in vocabulary, reading comprehension, writing, and speaking. Currently, the school system has created a literacy plan that proposes how to institute a systematic

approach for improving literacy needs for Jefferson County students (see Appendix). The Striving Reader Project can be the vehicle to make this happen. The intent of the project is not meant to be considered as self-standing, fragmented, or appropriate for piecemeal implementation; rather, it will be implemented in a thoughtful, planned, systematic manner. As a result, the Jefferson County Board of Education has identified literacy as a key component of the county strategic plan and has pledged to place monetary assets when available to support a literacy initiative. They recognize the need for sustained professional learning in the following areas:

Early literacy (PK-3)	Adolescent Literacy (4-12)
Instructional technology strategies and implementations	Research-based best practices needed for CCGPS literacy demands for all content areas
Formative and summative assessments	Monitoring to ensure fidelity

A major component also includes sustaining a community literacy focus with the early learning centers in our community. The literacy strategic plan is to include all schools in sustained, quality professional learning and implementation of research-based best practices in literacy as Jefferson County implements the CCGPS, the impact of targeted technology instruction on learning, the reading and writing connection and the responsibility across all content areas, and the importance of monitoring to sustain and guarantee the impact on instructional growth.

The vision of the Jefferson County School System is to have EVERY CHILD graduate from high school postsecondary ready based on a mission to partner with the community in creating a learning culture that challenges, supports, and ensures the success of EVERY CHILD, EVERY DAY. The school system has gained state and national attention from several successful partnerships including ones with the Southern Regional Education Board and the International Center for Leadership in Education

through the leadership of the school system and Dr. Molly Howard who was named the 2008 National Association of Secondary School Principal (NASSP) of the Year out of 48,000 candidates. Dr. Howard, who is now Superintendent of the school system, has spoken throughout the country on school reform and the dynamics of changing school culture.

The Jefferson County School System has approximately 2,900 students in grades PK-12 for the 2011-12 school year. The system has consistently lost 50-75 students per year over the last 10 years. The system is comprised of 74% minority students with 84.35% of students qualified for the free-reduced lunch program. Many students come to school with significant literacy delays. Even though many efforts have been made by the school system to address the overwhelming weaknesses in vocabulary, depth of knowledge, and necessary frameworks for active learning that many Jefferson County students have, much work has to be done on institutionalizing and sustaining a comprehensive approach to literacy that can be ultimately applied in all content areas including special education and Career, Technical, and Agricultural Education (CTAE). This will require support for teachers through high-quality professional development, a consistent monitoring piece for leaders, and ongoing understanding of curriculum, instructional strategies, and assessment. Jefferson County leadership members from both the school system and the community pledge to make literacy growth a priority and are willing to create a sustainability plan to continue the efforts after the shelf-life of the grant.

Eligibility of Schools and Centers

The following CRCT scores are for the initial spring testing for all students. *(In some instances, the school applications used the 2nd round AYP CRCT results to determine needs more specifically.)*

Elementary Schools	% F/R (includes PK)	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
Carver Elementary	94.53%	Distinguished	40	7.5%	46	13%
Louisville Academy	84.78%	Distinguished	81	21%	83	15.7%
Wrens Elementary	82.57%	Distinguished	89	12.4%	108	24.2%

Middle Schools	% F/R	AYP Status	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Louisville Middle	89.30%	Made AYP	113	2.7%
Wrens Middle	78.34%	Distinguished	86	10.5%

High School	% F/R	AYP Status	Graduation Rate
Jefferson County High	82.59%	NI-3	81.3%

LEA Process for Selecting Schools: One of the key components of our system strategic plan is for all schools to be more alike than different. A consistent approach and message is critical for vertical and horizontal growth and understanding of progress. Since we are a small school system, it is important not to fracture or splinter programs and initiatives as much as possible. The Board of Education and the system and school leadership teams agree that all schools should be included in this application.

Experience of the Applicant:

The school system has not had state or federal grants in the past five years that fit the description in Section IV: Experience of the Applicant: however, the system has had such grants in the

past ten years. The leadership of the school system is very stable and long-serving, so many of the current leaders managed these initiatives over the past ten years.

	Project Title	Funding Received	Is there audit?	Audit results
LEA				
LEA (fiscal agent for SHIPS for YOUTH, Inc.	Safe Schools, Healthy Students FY03-FY06	2,872,949	Yes	Clear
Schools				
Carver Elem	21 st Century (federal)FY02-FY04	669,846	Yes	Clear
	CSR Grant FY06-FY07	120,587	Yes	Clear
Carver Elem & Wrens Elem	Reading First FY02-FY05	1,423,205	Yes	Clear
Louisville Academy	Tech Literacy Challenge (II-D) FY99-FY02	253,000	Yes	Clear
Louisville Middle	Making Middle Grades Work FY06-FY07	106,879	Yes	Clear
Jefferson County High	High Schools That Work FY03-FY05	192,743	Yes	Clear

Description of Funded Initiatives: Even though the funding for the initiatives above has ended, the school system has benefitted greatly from lessons learned. Through these initiatives, the Jefferson County School System leadership has worked to establish a culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through recursive, job-embedded professional learning. Since most of these initiatives are school-based, the level of job-embedded professional learning varies school by school; however, the goal is to have a plan where sustainability and a vertical and horizontal instructional growth pattern emerge. Therefore, the current Jefferson County leadership team recognizes the need for a systematic sustainability plan. The

school system also has current initiatives, RTI, and READ 180 (universal screener and tiered and Read 180) that are being funded through a combination of IDEA, Title I SIP and/or Title-I A funds. The Striving Reader Project activities as set forth by the grant will not only revisit previous professional learning, such as that provided by Reading First, but also will expand to the new literacy demands and assessments needed to create a more sustainable literacy culture in Jefferson County. Because of lessons previously learned, the leadership team is more aware of what steps to put into place to ensure the sustainability piece of the grant.

Description of Non-funded Initiatives: The school system has a number of initiatives that are on-going and are being sustained because of job-embedded professional learning and are reflected in the system strategic plan. These include Thinking Maps, roll-out of CCGPS, and CLASS KEYS implementation. Since the Striving Reader activities focus on all aspects of literacy, instructional practices to include the importance of assessments, and monitoring, the current initiatives will not be in conflict with any aspects of the grant. Our current roll-out plan of CCGPS centers on the understanding of the standards and instructional planning for the 2012-2013 school year. Based on the roll-out of the current Georgia Performance Standards in 2005-2006, we note that the more training our teachers can have on the roll-out of the CCGPS will only strengthen their knowledge and implementation practices. The Thinking Maps program represents “thinking” organizers to help students plan and organize their thought process; the maps are strategies and should not be in conflict with other research-based strategies. Currently, Jefferson County teachers are evaluated by CLASS KEYS , but that monitoring piece focuses on instructional practices. The Striving Reader’s grant will provide the level of professional learning and training that are needed to take teachers and students to the next level.

Description of LEA Capacity:

In their book Switch: How to Change Things When Change is Hard, authors Chip and Dan Heath (Broadway Books, 2010) highlight Dr. Molly Howard, the Jefferson County Superintendent of Schools, for the tough challenge she accepted when she became the principal of the new Jefferson County High School in 1995 where 70% of the students remained in the county making it one of the poorest in the state with less than 50% of the adult population having a high school diploma or its equivalent. Through a High Schools That Work (HSTW) grant from the Southern Regional Education Board and a state designated and funded affiliation with the International Center for Leadership In Education, Howard, along with strong support from the school system, led a school reform effort that received state and national attention culminating in her being named the 2008 NASSP National High School Principal of the Year. Through a research-based reform model guided by the 12 key practices of HSTW, Howard and her leadership team established a School of **H.O.P.E.** based on **H**igher Expectations (abolishing the dual track and putting all students in college-preparatory classes and opening doors for Advanced Placement (AP) courses; offering **O**pportunities for Success (mastery / modular approach to mathematics, “no zero” grading policy, and after-school tutoring with teachers and peers; **P**ersonalizing Learning Environment (teachers-as-advisors stressing relationships, 4 x 4 block scheduling, and face-to-face parent contact); and providing **E**xperiences in Real-World Problem Solving (youth apprenticeship placements in the community through work-based learning and articulation with Oconee Fall Line Technical College for dual enrollment).

Over the past fifteen years, the Jefferson County School System has managed several successful partnerships that resulted in positive project implementation. The school system was the driving force in establishing our community collaborative SHIPS for YOUTH, Inc. This collaborative began as the Jefferson County Family Connection and was established in 1994

through the interagency council with the goals of improving economic capacity, school success, and child health. The Jefferson County Family Connection became a partner with Communities in Schools during the 2000-2001 school year and established SHIPS for YOUTH, Inc., a non-profit agency focused on improving quality of life for families in Jefferson County with the school system serving as fiscal agent and driving partner. Collaborative members include all of the county's social agencies, county government, law enforcement, business representatives, the faith community, our local technical college, parents, and students. Through this strong collaborative, a network of blended opportunities and services for families in the county has been established and is working well. Referrals have been streamlined among agencies that are now more competent in discussing problems and issues through monthly board meetings and quarterly full collaborative meetings. Among its accomplishments, the collaborative received a Safe Schools, Healthy Students federal grant for three years totaling over \$2.8 million dollars. The school system served as fiscal agent for this project and was able to use staff and resources to support the full implementation of this community-wide project.

Some of the other successful partnerships that had positive project implementation are ones with Oconee Fall Line Technical College (OFTC), the Southern Regional Education Board (SREB), and the International Center for Leadership in Education (ICLE). The partnership and articulation with OFTC has resulted in the school system often being touted as the model for dual enrollment for the state of Georgia with one of the highest per size rates of seniors graduating with both a diploma and a technical college seal. In working with SREB through both High Schools That Work (HSTW) and Making Middle Grades Work grants, the school system has made significant progress in both academic areas as well as institutionalizing job-embedded professional learning at the high school level. The HSTW efforts at Jefferson County High

School brought national attention to the staff and its principal, Dr. Molly Howard who was named the 2008 NASSP National High School Principal of the year. As a result of a Georgia Department of Education Daggett school designation and working with the ICLE under Dr. Willard Daggett's direction, Dr. Howard and her leadership staff presented at the 2008 16th Annual Model School Conference in Orlando in a featured session entitled: "Leading for Secondary School Redesign".

Description of sustainability of initiatives implemented by the LEA

The Jefferson County School System values professional learning that is job-embedded providing opportunities for teachers to build their content and pedagogical knowledge and to examine practices that are based on student learning data. For example, the superintendent of Schools, Dr. Howard, who is a nationally known professional developer, led over sixty system and school administrators and teacher leaders in a year-long professional learning on assessment during the 2010-11 school year. These sessions were held in the evenings, and attendance was voluntary. The response to these monthly sessions was positive and pervasive. Each of the school teams were involved in re-delivering the assessment information and in bringing feedback from the school staffs. Through this initiative, several significant outcomes resulted. The group spearheaded a shift to move away from ability grouping and to redo how students were assessed and grouped for instruction which was instituted in 2011-12. Other outcomes were an examination of grading practices and policies and a move toward standards-based grading which is being piloted at one of the middle schools. This is just one example of the commitment by the school system to be sure that initiatives are carried out with fidelity and integrity and that professional learning is job-embedded to the point that it is sustained.

Resources

Align use of Federal and State funds (GA Striving Reader Subgrant Application, page 21)

FY12	Title I Funds (before carry-over)	Title II Part A Funds	Title VI Part B Funds
LEA	<ul style="list-style-type: none"> • \$264,208 for system-level teacher development specialist and instructional coaches to deliver job-embedded professional learning 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Each Elementary School	<ul style="list-style-type: none"> • Carver Elementary \$166,693 for teachers & paraprofessionals • \$6,277 Classworks • Louisville Academy \$167,765 for teacher & paraprofessionals • \$11,758 Classworks • Wrens Elementary \$128,079 for teachers & paraprofessionals • \$11,161 Classworks 	<ul style="list-style-type: none"> • \$250 for substitutes • \$58,000 salary, benefits for teacher • \$2,000 stipends • \$7,200 for consultant services • \$4,300 registration fees 	<ul style="list-style-type: none"> • \$10,740 Classworks software
Each Middle and High School	<ul style="list-style-type: none"> • Louisville Middle \$145,235 for teachers & paraprofessionals • \$6,786 Classworks • Wrens Middle \$48,102 for teachers & paraprofessionals • \$4,818 Classworks • Jefferson Co. High \$195,156 for teachers & paraprofessionals 	<ul style="list-style-type: none"> • \$250 for substitutes • \$1,500 stipends • \$11,000 for consultant services • \$3,300 registration fees 	<ul style="list-style-type: none"> • \$10,740 Classworks software • \$1,000 supplies

- LEA Use of Title I Resources: The LEA uses Title I funds for professional learning in the form of instructional coaches to deliver job-embedded professional learning.
- LEA Use of Title II Resources – Based on the Title II needs assessment in the spring of 2011, funds are used to meet the following system goals: every teacher and paraprofessional highly qualified, reduction of class size in kindergarten through grade three to 18 students per class,

quality professional learning in mathematics and literacy, quality professional learning on differentiated instruction, and creation of a quality mentoring program. To meet these goals, Title II funds are used at each elementary school to fund one teacher to reduce class sizes in the early grades. In addition, funds are used to pay for substitutes and registration fees for teachers to attend professional learning activities with a focus on Lexile scores, integrating technology, differentiated instruction, CCGPS redelivery and literacy (writing workshops, standards based best practices, DOK). A consultant works with staff at each elementary and middle school for nine days during the year on DOK levels, differentiated instruction, and formative assessment, with emphasis on mathematics. Stipends are paid to a teacher at each elementary school to attend a local university to receive the Reading Endorsement and for teachers to mentor new teachers at each school.

- Title I and Title II Resources at Each School – Title I funds are used primarily for personnel. Title I also partially funds the Tier 2-3 portion of Classworks for the three elementary and two middle schools. Since Title II funds are used primarily for reduced class size and professional learning, the only resources located at the schools are professional learning materials for book studies.

Clear alignment plan for SRCL and all other plans

In addition to the SRCL grant funding, the Jefferson County School System will continue to invest in literacy efforts, curriculum alignment including CCGPS roll-out, and quality professional learning for teachers and staff members. The system pledges to implement a systematic plan to improve literacy instruction and opportunities by aligning SRCL funding with other programs supported by federal funds including Title I, Title II-A of the ESEA, Bright from the Start, IDEA Act of 2006, and state and local funds. For instance, the school system will continue to fund Classworks, the universal screener and interventions software for RTI Tiers 2-4

through a combination of funding from IDEA, Title I, and Title II-A which will support the literacy efforts. The system will use Title I and Title II-A funds to reduce class size and to provide support for interventions which will also enhance the literacy efforts afforded by SRCL funds. The school system will use its technology team and available e-rate, eSPLOST and local technology funds to support the software, hardware, and non-print media that the SRCL funds will bring.

The school system plan is to maximize the benefit of SRCL and other funding for teachers and students; to communicate clearly that programs will be non-competitive with each other; to integrate program activities to avoid repetition; and to maximize the benefits to students and minimize the costs per teacher and students as good stewards of the taxpayers' dollars. One of the benefits of a small school system is that a small staff makes it easier to communicate and to consolidate initiatives. There are fewer levels of bureaucracy, and it is much easier to ensure against duplication and repetition of people. As a result of this effort, the system and each of our schools have in place a school improvement plan that has decreased previously fragmented efforts. Our current plans focus on improved academic achievement and assessment practices, targeted professional learning, instructional technology planning, and curriculum alignment and development. This more systematic approach to school improvement initiatives has highlighted a need for a more systematic sustainability plan for the literacy goals, a noted aspect of the Striving Reader activities.

List of resources available at each building

Elementary	Middle Schools	High School
Average of 4 non-modern student computers per	Average of 2 non-modern student computers per	Average of 1 non-modern student computer per classroom

classroom	classroom	
Mini lab with 8-9 computers	Mini lab 8-9 computers	4 vocational labs with 25 computers
4 document cameras	2 document cameras	
7 digital cameras	8 digital cameras	25 digital cameras
30% of classrooms have interactive white boards	46% of classrooms have interactive white boards	69% of classrooms have interactive white boards
25 computer lab	Two 25-computer labs	Two 25-computer labs
Generic list of shared resources in every K-12 building:		
Galileo		
Software for intervention and remediation		
Microsoft Office, including Publisher		
Video distribution, united streaming		
Leveled texts – limited in quantity and diversity		
Trade books – fiction and nonfiction – limited in quantity and diversity		
Thinking Maps		
Adequate print materials in the media center, but up-to-date materials are needed.		
Minimal audio-books, DVDs, Videos, TVs, periodicals		
All classrooms have overhead projectors		
All classrooms have high speed Internet access		
All classrooms have at least one networked printer		
At least 2 sets of student response system per school		
All media centers have at least six computers.		
Additional shared resources in every K-8 building:		
Renaissance Place		
Minimal classroom libraries		
Additional shared resources in every 6-12 building:		
SRI licenses (through READ 180)		
Wireless Internet access in part of the buildings		
Mobile carts		
READ 180 software for at least 30 students per school		

A plan to ensure that no supplanting takes place

Even though the school system has been informed that supplanting will be allowed with this grant, the system will make every effort to use funds to support literacy efforts that will supplement and enhance rather than supplant those funds that are already committed because of our efforts to sustain the Striving Reader Project activities.

Detail of how SRCL will add value to the existing resources in the schools

The school system has acknowledged that there is noted critical area for literacy improvement is in the early learning centers, pre-school programs, and in the elementary schools. The primary and elementary students have a dire need for extended work in the foundational reading skills, writing skills, and overall literacy components of learning. Jefferson County students often lack any literacy support from home. As a result of the literacy needs of the students, Jefferson County educators need to be equipped to provide students with viable, sustainable skills and opportunities that will not only show an increase in test scores but also more importantly an increase in all literacy expectations, from early literacy skills to literacy strategies for reading, writing, and communication. The literacy focus for Jefferson County will need to extend into a partnership with Head Start, family day care facilities, the Jefferson County library, and SHIPS for Youth (Family Connection and CIS) to target younger children who are not receiving the literacy needs in the home. Not only will Jefferson County teachers need systematic and monitored professional learning opportunities to improve literacy instruction in the classroom to meet the literacy demands of the CCGPS, but also the Jefferson County teachers will provide professional learning that they have received to the early support systems' personnel on Saturdays, in the evenings, or in the summer. The goal is to train personnel in daycares or other early learning centers on different literacy strategies to help young children in their comprehension and vocabulary development. This partnership will create a strong alliance on behalf of the children as they enter the Jefferson County school system. The literacy needs of the younger children will be a critical component in establishing literacy goals for the county because of the rigorous demands of the literary, informational, and foundational reading demands of the (CCGPS).

The second critical literacy need is in improving the content literacy expectations as set forth by the CCGPS and the College and Career Readiness Performance Index. As evident by the performance on the current state assessments, SATs, and other post-secondary measurements, Jefferson County

students are lacking skills necessary in reading, writing, and speaking in the content areas. A critical focus will be to improve literacy skills needed to achieve in English Language Arts, math, social studies, science, and technical subjects, as indicated by the CCGPS. Again, a systematic and monitored professional learning community will be essential in training Jefferson County teachers on evidence-based literacy strategies that are needed to increase the literacy scores of the students. The professional learning will also need to extend on how to choose appropriate materials and technology to support students as they work to increase their literacy skills. Currently, many Jefferson County teachers are lacking the expertise in this critical area.

Perhaps the most critical component for ensuring a strong literacy plan for Jefferson County is in the area of literacy assessment and evaluation. Currently, Jefferson County is using DIBELS as well as Classworks as the universal screener for students through grade eight. However, a major concern is the lack of true understanding as to how to use these instruments effectively to guide instruction and need. Another concern is the lack of a universal screener for high school students. Also, a lack of understanding regarding Lexiles and what that instrument means in selecting reading materials is of concern. This concern is only going to increase with the issue of text complexity evident in Reading Standard 10 in the CCGPS. Professional learning and training in understanding the different prongs to measure reading materials will be important: quantitative, qualitative, and reader to task. Also, assistance in selecting appropriate reading measures and how to use them will be necessary. Most importantly, the ability to use formative assessments throughout instruction to measure reading growth will be another component of needed professional learning.

Management Plan and Key Personnel:

	Individual Responsible	Supervisor
Project Director	Dr. Donnie Hodges	Dr. Molly Howard

Purchasing	Dr. Donnie Hodges	Dr. Molly Howard
Site-Level Coordinators	See chart below	Principals
Professional Learning Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard
Technology Coordinator	Mrs. Lynn Hopper	Mrs. Cindy Rabun
Assessment Coordinator	Mrs. Cindy Rabun	Dr. Molly Howard

The Jefferson County Public Schools has a qualified and expert infrastructure. Dr. Donnie Hodges, Assistant Superintendent, will serve as Project Director for the SRCL Project and monitor the day-to-day operation of the early learning portion of the project. Dr. Hodges has over twenty years experience at the central office level and has written or collaborated in the writing of and managed a number of grants for the school system including *Reading First, High Schools That Work, Making Middle Grades Work, Next Generation School Project, 21st Century Community Learning Center, and Safe Schools, Healthy Students.* Dr. Hodges has served as Title I Director for the school system for more than ten years and has extensive experience with federal programs and budgets. Dr. Hodges is currently the Director of Pre-K and has served in that capacity since 1994. She will wear “two hats” in this project: Project Director for the SRCL Project and Coordinator for Early Learning.

School Project Coordinators for the SRCL Project will be named at all six of the schools.

Even though the principals will be expected to be very involved with the grant, school level directors will be named to be responsible for the day-to-day grant operations.

SCRL grant operations	School	Position
Dr. Donnie Hodges	Jefferson County BOE	Coordinator for Early Learning
Ms. Tiffany Pitts	Carver Elementary	Assistant Principal
Mrs. Dana Williams	Louisville Academy	Instructional Coach
Mrs. Ginger Parris	Wrens Elementary	Instructional Coach

Ms. Jacqueline Jukes	Louisville Middle	Instructional Coach
Mrs. Stacy Arnold	Wrens Middle	Assistant Principal
Mrs. Stephanie Hildebrant	Jefferson County High	Assistant Principal

All members of the management team have been closely involved in the literacy task force that worked on the grant at the system level and the school level and in the development of the system literacy plan. Currently, they are all involved in the roll-out of the CCGPS. This roll-out, as well as learning to implement the new CCGPS with fidelity, is an essential part of the school system’s literacy focus. The members have researched and studied all aspects of the CCGPS initiative and have participated in collaborative discussions to examine the components of the Striving Reader Project that will best benefit the students of Jefferson County. Each member of the team understands her individual role in serving as the literacy leader in her school. Each member has had experience in planning and conducting professional learning. The members are also involved in the writing and implementing of school improvement plans. Since they have helped to write the individual school plans, they have a full understanding of the existing school data and system needs, forming the basis of the grant.

Sustainability Plan

Through this grant, Jefferson County School System leadership has the intent to further efforts to enrich the culture of learning where teachers accept responsibility for student learning within a network of support from peers and administrators through job-embedded professional learning that becomes more and more internalized and institutionalized. The system will continue to conduct an in-depth study of the CCGPS literacy demands.

As Jefferson County staff becomes more and more familiar with the demands of CCGPS of both

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foundational and adolescent literacy, they will be able to lead their own professional learning, thus building sustainability. The professional learning provided will be systematic and connected to all the aspects that participants have learned through the Striving Reader activities. Also, leadership from the county office will be instrumental in the planning and monitoring of that professional learning. The professional learning sessions will be monthly and with targeted topics based on data and needs as indicated in the school/system's school improvement plan. The Jefferson County leadership will participate in the trainings provided through the Striving Reader grant, so they will have first-hand knowledge of all aspects of the professional learning piece. Any outside consultants needed or desired will be determined based on recommendations from the Georgia Department of Education and national research. The purpose of empowering the Jefferson County staff is to allow the staff to embed all aspects of the learning into the existing school day without depending on afterschool, Saturday or summer professional learning time, based on the fact that such programs are expensive and Jefferson County does not have the monetary resources consistently to support such programs. Also, since Jefferson County staff will become comfortable and knowledgeable with all aspects of the CCGPS particularly through content areas beyond ELA, Jefferson County will not have a need to add any additional staff to sustain the project. The goal is to maximize existing resources and personnel to ensure growth and sustainability. One approach is to have a teacher training team that will redeliver and train any new teachers or early learning center personnel to Jefferson County. All Jefferson County schools are Title I Schoolwide Projects. Title I-A and Title II-A funds will be brokered to re-direct the work to support the initiative beyond the grant. It will be imperative that resources including time, materials, and energy be used and allocated wisely to meet student and teacher needs. Time must be allowed and fiercely protected for teacher professional development and data analysis. The school system plans to assign teacher leaders as instructional mentor teachers to assist and promote content literacy skills to all content area teachers.

The greatest sustainability challenge will be with the technology aspects of the grant. Jefferson County’s Board of Education, along with early learning centers and school system personnel, are so dedicated to this effort that existing eSPLOST funds, e-rate, and general funds will be used to maintain

DOE Use Only	DOE Use Only:	DOE Use Only:
Date and Time Received:	Received By:	Project Number

and expand the technology aspects of the grant.

There is a strong commitment from our community to ensure that the literacy initiative will benefit our students. The commitment extends from the high school student association, Jefferson County Rotary, and Louisville Kiwanis to have ongoing fundraisers to help sustain this effort. Also, all school personnel will have the opportunity under a voluntary basis to have money withdrawn monthly from their pay checks and will be used to fund the FERST foundation subscriptions at the Jefferson County Library. The goal is to make literacy the number one effort of the entire Jefferson County community.

Appendices are on hard copies as per Ms. Morrill (via email).

School Name: Carver Elementary		Total Grant Request: \$355,183
System: Jefferson County		School Contact Information:
		Name: Dr. Shawn Johnson
		Position: Principal
Number of Students		Phone Number: 478-252-5762
		Fax Number: 478-252-0577
	257	Email Address: johnsons@jefferson.k12.ga.us
Number of Teachers		
	21.5	

Free/Reduced Lunch %	94.53%	
Principal's Name: Dr. Shawn M. Johnson		Other Reform Efforts in School: N/A
		Principal's Signature: On paper copies as per Ms. Morrill

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

Striving Readers Comprehensive Literacy School Application

School: Carver Elementary School

- **School Narrative**

George Washington Carver Elementary School is a public elementary school located at 104 Bedingfield Street, Wadley, Georgia. Carver Elementary was originally called the Wadley Colored High School. The name was changed in 1945 at the suggestion of the principal, Mr. Robert Jordan. The

school then housed grades one through eleven. In 1951, a year of transition, the state department added the 12th grade, and Mr. Q. E. Parker became principal where he remained until 1970. In 1958, the black high schools consolidated forming the Jefferson County High School, moving grades 9-12 to Louisville, and Carver Elementary's present building was erected. The Jefferson County School System desegregated in 1970, and grades 6-8 moved to Wadley High School. Booker T. Washington Elementary school near Bartow, Georgia, closed and those children were transferred to Carver Elementary School in Wadley. Carver now serves all of the children in the southern half of Jefferson County. The Kindergarten program was added in 1975, and Georgia's Pre-Kindergarten program was instituted in 1993. Additionally, Head Start students have been housed at Carver Elementary since the spring of 2000. In the fall of 2000, Carver began the process of becoming a magnet/theme school with an emphasis on performing arts and technology. The dance team from Carver Elementary School regularly wins awards at the state and national level. Performing throughout the community, this dance team has energized the school and has renewed community involvement in the school.

Carver Elementary School is the smallest school in the system with a total of 257 students, which is a decline from 299 students in 2006; 94.53% of the students are eligible for subsidized meals. Carver Elementary School is a Title I Distinguished School.

- **Administrative and Teacher Leadership Team**

Certified Personnel	Grade Level	Certification Level	Average Years of Experience
Dr. Shawn M. Johnson	Principal	7	30
Ms. Tiffany D. Pitts	Assistant Principal	6	16
Mrs. Cynthia Johnson	Media Specialist	6	15
Mrs. Shanna Williams	Guidance Counselor	5	3
Mrs. Annie Phillips	Special Education	4	25
Ms. Kayci Howell	Pre-Kindergarten	5	5
Mrs. Heather Williams	Kindergarten	4	4
Mrs. Chalisa Sampson	1 st Grade	5	6
Mrs. Janet Brett	1 st Grade	4	15
Mrs. Miranda Moore	2 nd Grade	4	10
Mr. Bryan Cooper	3 rd Grade	4	3

Mrs. Tracy Curry	4 th /5 th Grade Mathematics	4	6
Mrs. Natasha Parker	4 th /5 th Grades Reading/ELA	6	15

- **Past Instructional Initiatives**

Carver Elementary School’s past instructional initiatives include America’s Choice, Reading First, Learning-Focused Schools, Write from the Beginning, Thinking Maps and Alpha Skills/Read with Sarah. Unfortunately, no plans for sustainability were considered so when the grants ran out only bits and pieces of the initiatives continued in the absence of the formal programs. The residual benefits were that the staff members were exposed to many effective practices that have shaped the work of the school. For instance, Carver Elementary still continues to use the Reading First model for guided reading. Other such practices that remain include the following: standards-based approach to curriculum; instruction and assessment; teacher commentary and feedback to student work; teacher collaboration across vertical teams; and literacy and numeracy.

Current Instructional Initiatives

Carver Elementary School’s current instructional initiatives include the following:

- Reading First model for guided reading
- Learning-Focused Schools model for instructional planning
- Write from the Beginning and Thinking Maps for writing instruction
- The Universal Screener (Classworks) for benchmark assessments and progress monitoring.

- **Professional Learning Needs**

Based on Carver Elementary School teachers’ lack of expertise in the teaching of reading/literacy, there is an undeniable need for professional development to ensure the

implementation of the critical areas of reading/literacy instruction such as phonemic awareness, phonics, fluency, vocabulary and comprehension. One of our goals is to improve the instructional practices of current teachers (and, as appropriate, other instructional staff) and to develop a staff of highly qualified reading/literacy teachers with a strong foundation in scientifically based reading/literacy research. Although Carver has made Adequate Yearly Progress (AYP) for eight consecutive years, data reveals that the reading and writing level of students is below the national percentile. On the 2011 CRCT, 59% of fifth graders had a Lexile of less than 850; and 60% of third graders had a Lexile of 650. The fourth grade ITBS indicates that 26% of the students had a stanine of three or lower.

- **Need for Striving Readers Grant**

Based on analysis of CRCT, Georgia Grade 5 Writing Test, STAR, Classworks universal screener, and ITBS data, Carver Elementary school has an unquestionable need to improve student learning and achievement at all grade levels. The Jefferson County School System has recently developed a Comprehensive Literacy plan, using the state's plan as a guide. The *Striving Readers Comprehensive Literacy Grant* will provide a source of funding for professional learning and for resource materials to assist the school in creating its own literacy plan while enhancing the system's plan.

Analysis and Identification of Student and Teacher Data

Research is very clear that American education is in crisis. Many public school students, kindergarten through 12th grade, are struggling; minority children and low socio-economic children struggle the most. Often these children fall behind in school, which leads to an increase in the dropout rate. Continuing in school and receiving a quality education, will most surely lead these children on a route towards responsible, productive citizenship (Bamburg, 1994).

a. **Student Data:** CRCT, Grade 5 Writing Assessment, STAR, Universal Screener, ITBS (see appendix for other test data).

CRCT 2011			
	All Students	African American	Economically Disadvantaged Students
Does Not Meet	10.3%	9.9%	10.3%
Meets	71.4%	75.6%	71.4%
Exceeds	18.3%	14.5%	18.3%

CRCT Lexile: Percent scoring at Lexile below grade level.		
Grade 3	Percent with Lexile below 650	60%
Grade 4	Percent with Lexile below 750	60%
Grade 5	Percent with Lexile below 850	59%

Grade 5 Writing Assessment. Percent of students.					
	All Students	African American	Hispanic	White	Students with Disabilities
Does Not Meet	38%	38%	4%	0%	75%
Meets	62%	62%	2%	2%	25%
Exceeds	0%	0%	0%	0%	0%

STAR (Student Test of Achievement in Reading) Percent of students at each quartile.				
Grade Level	Below 25th Percentile	25th to 49th Percentile	50th to 74th Percentile	Above 75th Percentile
Grade 1	33.6%	42.3%	20.9%	3.1%
Grade 2	9.0%	20.4%	46.2%	24.2%
Grade 3	47.7%	30.8%	17%	4.4%
Grade 4	54.2%	23%	17%	5.7%
Grade 5	52.1%	28.2%	17.6%	2.1%

Classworks Universal Screener. Percent of students not ready for grade level.					
Grade	% DNM	African American	Asian	Hispanic	White
Kindergarten	32%	26%	0%	6%	0%
First grade	56%	41%	0%	15%	0%
Second grade	33%	30%	0%	3%	0%
Third grade	47%	40%	0%	5%	2%
Fourth grade	56%	56%	0%	0%	0%
Fifth grade	51%	47%	0%	4%	0%

ITBS, Reading and ELA percentile and stanine averages.				
	Reading Percentile	Reading Stanine	ELA Percentile	ELA Stanine
Grade 2	51%	5	NA	NA
Grade 4	39%	4	35%	4

Grade 4 ITBS. Percent of students at each stanine in reading.		
1 st -3 rd stanines	4 th -6 th stanines	7 th -9 th stanines
26%	63%	11%

b. High School Graduation data:

Jefferson County High School's graduation rate exceeds the state average. Significant resources are required to remediate entering freshmen who are not ready for secondary work. Carver Elementary School continues to work to ensure that every child will exit the school prepared for middle school and beyond.

c. Early Learning Readiness:

DIAL-3. Twenty-four Pre-Kindergarten students were administered the DIAL-3 test in the fall of 2010 and spring of 2011. The highest score obtainable in Language is 27. The only other early learning readiness data available to the school are the results of the Universal Screener.

Ethnic Group	Significant	Moderate	Minimal
African American	33%	38%	29%
Asian	-	100%	-
Hispanic	100%	-	-
White	-	100%	-

Note: 10 points or > = Significant, 5 – 9 points = Moderate, < 5 points = Low

d. Disaggregation of data in subgroups. See charts above

e. Teacher Retention Data

Teacher Experience and Retention Data.

Annual Teacher Retention Rate	91%
Experience Continuity	93%
Principal Experience Continuity	1
Number of Master Teachers	0
Highly Qualified	100%
Percentage with Level 4 Certification	54.2%
Percentage with Level 5 Certification	25%
Percentage with Level 6 Certification	12.5%
Percentage with Level 7 Certification	0%
Average teaching experience in years	9.6
Teachers with less than 3 years experience	29.2%
Teachers between 3 and 20 years experience	62.5%
Teachers with more than 20 years experience	8.3%
Number of ESOL certified teachers (Only 1 part-time teacher serves students)	2

f. Teacher Professional Learning

All certified classroom teachers participated in professional learning during the 2010-2011 school year with the exception of one part-time employee. These professional learning activities are on going. The most influential and beneficial professional learning activities were Class Keys, Response to Intervention (RTI), Technology Resources, and Classworks. The 2011-2012 professional learning goals consist of unpacking the Common Core Georgia Performance Standards (CCGPS) for English/Language Arts and Mathematics, utilizing Depth of Knowledge (DOK) best practices, differentiating instruction, and creating formative and summative assessments.

Needs Assessment

a. Description of the materials use in the needs assessment

The needs assessment process included The Comprehensive Literacy Program Needs Assessment Survey, which contained nine statements related to Instructional Practices and seven statements related to Instructional Resources. (Soffas, C & Moley, P. 2008).

b. Description of the needs assessment process

The Comprehensive Literacy Needs Assessment Survey was administered to all classroom teachers to complete and return to the literacy team. Surveys were tallied, analyzed and decisions were based on data collected.

c. Listing of individuals who participated in the needs assessment

All certified classroom teachers participated in the survey. The survey was analyzed by grade levels Pre-Kindergarten through second grade and third grade through fifth grade. Eight teachers in grades Pre-K through second grade and eight teachers in grades three through five participated in the survey.

Finally, the needs assessment data and findings were presented and discussed with the entire faculty. Specific strengths and weaknesses were identified and became the basis for the need for the Striving Readers Comprehensive Literacy Grant proposal.

Areas of Concern

a. Clearly identifies the areas of concern as they relate to the researched-based practices found in the “What” document.

The areas of concern for Carver Elementary School are referenced to one or more of the nine components of the “What” document in Georgia’s Literacy plan.

- Early learning lacks sufficient data to draw conclusions and formulate decisions. It is apparent that more screening and data are needed in the birth to five category. (Components 1 and 2).
- Based on the new Lexile requirements of the Common Core, data indicates that in upper grades approximately 60% of students are not ready for grade level instruction. All staff, including the administration is in need of professional learning that addresses best practices for literacy instruction (Components 4 and 6).

- Vertical and horizontal alignment is needed to help achieve literacy goals, to prevent a decline in test scores, and to increase readiness for rigor of the Common Core Georgia Performance Standards (Component 8).
- A four-tiered instructional model needs to be enhanced to help close the achievement gap for all subgroups (Component 5).
- Assessment data is not diagnostic in nature; therefore, it is not useful in making and guiding instruction. Formative and summative assessments need to be developed and data analyzed to inform instruction (Component 3).
- The student's ability and motivation to attend to complex literary text is deficient (Component 9).

b. Identifies the specific age, grade levels, or content areas in which the concern originates.

- Early childhood readiness is not adequately assessed.
- Reading scores drop dramatically after the early childhood grades and do not recover by grade five.
- The achievement gap widens as students progress through elementary school.
- The writing scores remain below the state average. Recently resources have been used in grade 5 to increase these scores.

c. Identifies the areas of concern and details the steps the school has or has not taken to address the problems.

Steps taken to address the problems:

- The K-3 schedule allow for a minimum of 2 ½ hours for the literacy block.
- Grades 4 and 5 are departmentalized, with each teacher focusing on only one content area.
- In grades 4-5 students receive two hours of reading/literacy instruction and one hour of science/social studies, which includes literacy skills.
- Each grade level has a specified time allotted for writing.

Steps needed to be taken to address the problem:

- The school needs to re-examine its current foundational reading program to determine its effectiveness on student learning and achievement.
- Professional development in foundational reading and early adolescent literacy is needed for grades K-5.
- Tiered instruction to address the needs of all learners is indicated.
- Teams need to design and analyze formative and summative assessments to guide instruction in student learning and achievement.
- Writing in the content area needs to be developed, implemented, and monitored in all grades.
- Students need to be encouraged to explore other reading domains.

Root Cause Analysis.

a. The root or underlying causes of the areas of concern found in the needs assessments.

Using the “Five-Whys” root cause analysis method, the literacy team determined that students’ low reading level was due to the following:

- Students’ lack of understanding of and ability to use phonemic awareness and phonics skills.
- Students’ deficiency in academic vocabulary is due to a lack of personal experiences.
- Students’ lack of ability to read fluently strongly affects comprehension and the ability to process ideas/concepts.
- Teachers lack expertise in teaching reading/literacy in the areas of foundational and adolescents reading is noted.
- Teachers lack expertise in teaching effective writing practices across the curriculum.

b. The specific grade levels that are affected.

Students are affected across all grade levels in the areas of foundational and adolescent reading, writing, and technological skills.

c. A specific rationale for the determination of the cause.

After analyzing the areas of concern in our needs assessment, it is evident that there is a lack of expertise among teachers in foundational and adolescent reading/literacy, effective writing practices, utilizing technology, and analyzing assessment data. Due to these areas of concern, it is determined the above areas are the root cause for the lack of student learning and achievement. Teacher effectiveness is defined as the teacher's ability to improve student learning. Teacher effectiveness is the most important in-school factor affecting student achievement (Goe, Little, & Bell, 2009).

The five-point definition of teacher effectiveness includes having high expectations for all students, using diverse resources to plan and arrange engaging learning opportunities, and collaborating with other teachers, administrators and parents. Effective teachers also contribute to positive academic, attitudinal, and social development of students, and are important in the development of classrooms that value diversity. (Goe, et al., 2009).

Additional research has also shown that there are other factors that impact student learning; teachers are not solely responsible. Family, poverty, home environment and school resources are other factors that impact student learning and achievement. (Becker & Luthar, 2002).

d. What has been done in the past to address the problem.

In the past, Carver Elementary has been involved in a variety of professional development and researched-based practices to address these root causes. Thinking Maps, Learning Focused Schools, Classworks, Write from the Beginning and technology-based training are some of the practices used to improve teacher effectiveness and expertise in student learning and achievement.

e. New information the needs assessment uncovered.

The needs assessment uncovered a lack of knowledge in creating formative and summative assessments that challenges the depth of knowledge (DOK) required in the Common Core Georgia Performance Standards (CCGPS). Teachers’ lack of expertise in teaching engaging and interactive technology and other media in literacy was also discovered in the needs assessment.

School Literacy Team

a. Listing of the site based literacy team

Certified Personnel	Grade Level	Certification Level	Average Years of Experience
Dr. Shawn M. Johnson	Principal	7	30
Ms. Tiffany D. Pitts	Assistant Principal	6	16
Mrs. Cynthia Johnson	Media Specialist	6	15
Mrs. Shanna Williams	Guidance Counselor	5	3
Mrs. Annie Phillips	Special Education	4	25
Ms. Kayci Howell	Pre-Kindergarten	5	5
Mrs. Heather Williams	Kindergarten	4	4
Mrs. Chalisa Sampson	1 st Grade	5	6
Mrs. Janet Brett	1 st Grade	4	15
Mrs. Miranda Moore	2 nd Grade	4	10
Mr. Bryan Cooper	3 rd Grade	4	3
Mrs. Tracy Curry	4 th /5 th Grade math	4	6
Mrs. Natasha Parker	4 th /5 th Grades reading/ELA	6	15
Ms. Marquita Davis	Parent		

b. The function of the site based literacy team in terms of the needs assessment.

The function of the site based literacy team is to review and analyze data, determine strengths and weaknesses of the school, determine root causes of strengths and weaknesses, define goals and objectives, review and research best practices to devise, implement and monitor the school improvement plan. The team also redelivers the goals and objectives of the SRCL in faculty meetings and outlines the progress towards the development of a school literacy plan.

c. Minutes of the site based literacy team.

Date	Purpose/agenda	Participants
11-10-11	SRCL Introduction	Entire faculty
11-14-11	Surveys given to certified staff	Certified staff
11-15-11	Review components of SRCL	Literacy team
11-17-11	Reviewed School narrative	Entire faculty
11-18-11	Assigned sections to subgroup members and e-mailed progress report to entire staff	Subgroup of literacy team
11-28-11	Subgroup met to discuss assigned sections which included literacy needs assessments, etc.	Subgroup of literacy team
11-30-11	Subgroup discussed professional learning strategies	Subgroup of literacy team
12-1-2-11	Literacy team and faculty members met to discuss strategies and materials to support the literacy plan, assessment/data analysis plan, areas of concern and root cause analysis	Literacy team and faculty members
12-5-11	Literacy team met to complete Literacy Plan, project goals/objectives and project procedures and support	Literacy team and subgroup of literacy team

See appendix for complete agenda of the literacy team meetings.

d. How the site based literacy team communicates and includes all members of the staff in the decision making process.

The site based literacy team/School Improvement Team communicates directly with their grade level members, which consist of teachers and paraprofessionals. All minutes are e-mailed to the entire faculty and staff and suggestions are requested, received and recognized.

Project Goals and Objectives

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

Goal 1: To create, implement and monitor a sustainable literacy program that would ensure every child communicates effectively, think and respond critically, access, use and produce variety forms of media, information and knowledge in all content areas.

Goal 2: To have every child reading with a Lexile of 850 or higher when he leaves elementary school.

Goal 3: To have every child at Carver Elementary prepared for middle school and beyond.

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

- To provide professional learning for all instructional staff to include Common Core literacy evidence-based strategies and formative assessments based on the standards to guide instruction and interventions.
- To provide professional learning for instructional staff in the teaching of foundational and adolescent reading/literacy using the research based strategies.
- To provide professional learning for all staff in the teaching of writing across all curriculum.
- To provide students with access to variety of environmental print and other media to engage them in the text.
- To provide professional learning on using, collecting, and analyzing data to inform tiered instruction and to establish needs-based reading/literacy groups.

c. The research-based practices in the “What and Why” documents as a guide for establishing goals and objectives.

The “What and Why” documents refer to the clear and specific standards for every developmental level from birth through twelfth grade. This document interlocks with both the state literacy plan and with the Jefferson County Literacy Plan. It refers to standards for best instructional practices, to professional learning opportunities for teachers, and to sustainability.

d. Considers practices already in place when determining goals and objectives

Practices in place at Carver Elementary School include the following:

- a fully functional school improvement / literacy team in place that focuses on school improvement and student achievement.
- a stable staff for the past five consecutive years.
- a passionate desire to participate in meaningful professional learning activities.

- an instructional schedule that supports tiered instruction and that allows extended time for reading/literacy instruction.

e. Goals to be funded with other sources.

Other sources of revenue to be used to fund goals include the following:

- Print and other media partially funded with QBE funds.
- Some technology funded with General Fund and SPLOST
- Basic infrastructure funded through E-rate and General Fund.
- Software for tiered instruction funded through Title II and Title VIB.
- Extra personnel funded through Title I and Title II.

Scientific, Evidence-Based Literacy Plan

According to the Georgia Literacy Task Force, the definition of 21st Century Literacy is the *ability to speak, listen, and write, as well as to view print and non-print text in order to communicate effectively, to think and respond critically, and to access and use multiple forms of media and information.*

Implementing the definition of literacy is indeed the purpose of this literacy plan.

- Proposes a plan to implement the goals and objectives identified.**
- Establishes who will implement.**
- Clearly defines what will take place in the project based on the “What” document.**

See the chart below for items a, b, c.

Goal 1: To create, implement, and monitor a sustainable literacy program that would ensure every child communicates effectively, think and respond critically, access, use and produce variety forms of media, information and knowledge in all content areas.

a. Objectives	b. Who will implement	c. What will take place
To provide professional learning for all instructional staff to include Common Core literacy evidence-based strategies and formative assessments based on the standards to guide instruction and inventions.	<ul style="list-style-type: none"> • Consultant • Train-the-Trainer Team • Grade Coordinators 	<ul style="list-style-type: none"> • Professional learning for 2 days in the summer of 2012 for all instructional staff. • Trainers to redeliver CCGPS unpacking process. • Grade levels meet to unpack standards and create formative assessment during the fiscal year of 2011-2012.
To provide professional learning for instructional staff in the teaching of foundational and adolescent reading/literacy using the research based strategies.	<ul style="list-style-type: none"> • Consultant 	<ul style="list-style-type: none"> • 50 hours of professional learning for all staff members in either foundational reading and/or early adolescent reading focusing on the specific research-based reading elements. To be completed during the summer 2012 and school year 2012-2013.
To provide professional learning for all staff in the teaching of writing across all curriculum.	<ul style="list-style-type: none"> • Consultant • ELA and Content Area Teachers • Grade Coordinators 	<ul style="list-style-type: none"> • Use of researched-based instructional strategies to instruct students in the process of producing text – both print and otherwise – across all curricula.
To provide professional learning on using collecting and analyzing data to inform tiered instruction and to establish needs-based reading/literacy groups.	<ul style="list-style-type: none"> • Administrators • Consultant • Grade Coordinators • BOE Support Personal 	<ul style="list-style-type: none"> • Focus school improvement on student achievement and RTI. • Design schedule to allow for specific interventions. • Use common planning time to analyze student assessments to inform instruction and gather information on student progress.

Goal 2: To have every child reading at a lexile level of 850 or higher when he exits Carver Elementary School.

a. Objectives	b. Who will implement	c. What will take place
Every student will read at a Lexile of 850 or higher when leaving elementary school.	<ul style="list-style-type: none"> • Administration • School Improvement/Literacy Team 	All activities in this literacy plan address this goal. Additional learning time is crucial for

	<ul style="list-style-type: none"> Grade Coordinators 	struggling learners. <ul style="list-style-type: none"> Professional learning in multiple learning style and brain-based learning After School Summer School
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Goal 3: To have every child exit Carver Elementary School prepared for middle school and beyond.

a. Objectives	b. Who will implement	c. What will take place
Every student will exit Carver Elementary School prepared for middle school and beyond.	<ul style="list-style-type: none"> Administrators Grade Coordinators Guidance Counselor 	<ul style="list-style-type: none"> Continue to collaborate with middle school on ordination sessions. Elementary and middle school administrators and teachers will collaborate on the nature and needs of the middle school learner.

Kindergarten – Third grade Schedule

Grade	Time	Instruction
Kindergarten	8:15 – 9:00	Literacy Block
	9:00 – 9:45	Specials
	9:45 – 11:00	Literacy Block
	11:00 – 11:30	Lunch
	11:35 – 1:20	Math Block
	1:20 – 2:00	Science/Social Studies/Health
	2:00 – 2:45	Literacy Block
First Grade	8:15 – 10:45	Literacy Block
	10:45 – 11:20	Lunch
	11:30 – 12:15	Specials
	12:30 – 2:00	Math Block
	2:00 – 2:45	Science/Social Studies/Health
Second Grade	8:15 – 9:45	Literacy Block
	9:45 – 10:30	Specials
	10:30 – 11:15	Literacy Block
	11:15 – 11:45	Lunch
	11:45 – 1:30	Math Block
	1:30 – 2:15	Science/Social Studies/Health
	2:15 – 2:45	Literacy Block
Third Grade	8:15 – 10:30	Literacy Block
	10:30 – 11:20	Specials

	11:25 – 11:55	Lunch
	12:00 – 1:00	Math Block
	1:00 – 2:00	Science/Social Studies/Health
	2:00 – 2:45	Literacy Block

The schedule for grades K-3 allows for a minimum of 2 ½ hours for the literacy block.

Fourth and Fifth Grades Schedule

Fourth Grade / Fifth Grade (2 teachers)	8:15 – 12:00	Mathematics 4 th and 5 th grades
	12:00 – 12:30	Lunch
	12:50 – 1:35	Specials
	1:35 – 2:45	Mathematics 4 th and 5 th grades
Fourth Grade Fifth Grade (2 teachers)	8:15 – 12:00	Literacy Block. Grades 4 & 5
	12:00 – 12:30	Lunch
	12:50 – 1:35	Literacy Block 5 th grade
	1:35 – 2:20	Specials
	2:30 – 2:45	Literacy Block 5 th grade
Fourth Grade Fifth Grade (1 teacher)	8:15 – 12:00	Science/Social Studies Grades 4 & 5
	12:00 – 12:30	Lunch
	12:50 – 1:35	Grade 4 Science/Social Studies
	1:35 – 2:20	Specials
	2:30 – 2:45	Science/Social Studies Grade 4

Fourth and fifth grade classes are departmentalized by content. Students receive 2 hours of literacy instruction, 2 hours of mathematics instruction, and 1 hour of science/social studies instruction.

e. Details a plan for tiered instruction.

Tier I students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Georgia Performance Standards (GPS) through a standards based classroom structure

- Differentiation of instruction including fluid, flexible grouping; multiple means of learning; and demonstration of learning
- Progress monitoring of learning through multiple formative assessments
- Familiarizing students with the structure of expository text
- Promoting content area vocabulary development
- Promoting word identification skills
- Building reading fluency and comprehension

Tier II students will be served in needs based small groups for targeted skills and concepts.

Intervention and activities include:

- Drill and practice with paraprofessionals to help students use context clues, draw conclusions, predict outcomes, compare and contrast, summarize and paraphrase.
- Small group instruction using leveled readers for comprehension. .
- The use of visual and auditory materials and directions during instruction.
- Teacher will provide auditory and visual directions and information
- Use of graphic organizers and study guides.
- Emphasizing of comprehension strategies.

Tier III interventions are prescribed by the SST team with frequent progress monitoring and formative assessments.

- One-on-one instruction emphasizing specific literacy skills.
- Drill and practice to reinforce instruction.
- Paired reading and Peer tutoring to model fluent reading.

Tier IV interventions are developed for students who need additional support and meet eligibility criteria for special program placement as prescribed by the student's IEP.

f. Details the materials currently used for tier I

- Basal reading and language series
- Learning-Focused School model
- Read with Sarah model
- Write from the Beginning
- Thinking Maps
- Georgia On-line Assessments (grades 2-5)
- Accelerated Reader
- Classworks

g. Lists the time, personnel and strategies for tier I, II, III and IV instruction.

Tier II and III students receive additional support from support personnel and paraprofessionals. Three support personnel tutor students in small groups and provide one-on-one instruction for ten hours per week. Three paraprofessionals provide one-on-one and small group reading and math instruction daily in fifteen-minute intervals. Students receive a minimum of ninety minutes of computer-based instruction per week. There is one certified teacher and one paraprofessional to serve Tier IV students. Special needs students are served ten to fifteen hours per week through the inclusion model. Accommodations and modifications are consistently provided. Strategies for Tier II, III, and IV students are in addition to standards based instruction in Tier I.

h. Includes a statement regarding conflict with other initiatives.

At the present time, Carver Elementary School does not have any other initiatives that will conflict with the SRCL grant.

Strategies & Materials (Existing/Proposed) Including Tech to support the Literacy Plan

a. list of classroom resources for each classroom in the school	b. list of shared resources	c. list of library resources	d. list of resource needed to implement the literacy plan
televisions	digital cameras	accelerated leveled books	modern distribution system
printers	One tech lab	professional references	electronic tablets
1-2 computers	Network software	4 modern computers	modern computers
overhead projectors	Network copiers	1 digital camera	laptops
8 interactive whiteboards	laptops	1 LCD projectors	response devices
LCD projectors 6 classes	document cameras in 6 classes	1 document camera	augmented reality software
leveled readers	DV/VHS videos	out dated history collections	e-books
basal readers		outdated distribution system	document cameras
leveled audio text CDs		outdated DVD/videos	research-based interactive software
		AR leveled books	headsets w/microphones
			multiple intelligence interactive software
			Lexile leveled books and novels aligned with GCCPS
			scientific-based learning products

e. list of activities that support classroom practices	f. list for literacy intervention programs	g. list of additional strategies needed to support student success
assistive technology	fluency building activities	phonics instruction
language-learning software	sight word recognition	scientific-based software
vocabulary instruction	sentence builder kits	brain-based interactive software
one-on-one instruction	letter tiles	multiple intelligence learner strategies
guided and independent writing	card readers	high order thinking skills strategies
shared writing	sight word stories	formative and summative assessments
sight words recognition	paired reading/peer tutoring	differentiation strategies/software
graphic organizers		word analysis activities/instruction
integrated content areas		writing strategies
read-alouds		
guided reading		
peer-shared reading		
independent reading		

Project Procedures and Support

- a. **Details a sample schedule by grade level indicating a tiered instructional**
- b. **Shows that students in elementary will receive at least 90 minutes of tiered instruction through the content areas.**
- c. **Schedule that is designed for RTI.**

Below are examples of a sample instructional schedule for each grade level.

Kindergarten sample schedule. Students are self-contained with teacher and paraprofessionals.

8:15 – 9:00	9:00 – 9:45	9:45 – 11:00	11:00- 11:30	11:35 – 12:05	12:20 – 1:20	1:20 – 2:00	2:00 – 2:45
Whole group literacy Tier 4 pull-out	Specials Tiers 2-4 RTI Lab twice per week	Whole and small groups, literacy centers Tier 4 Inclusion	Lunch	Calendar Math – whole group	Math Whole and small groups Tier 4 Inclusion	Science Social Studies Health Whole and small groups	Literacy skills whole group and small group

First grade sample schedule. Students are self-contained with teacher.

8:15 – 9:15	9:15 – 10:45	10:45 – 11:20	11:30 – 12:30	12:30 – 1:00	1:00 – 2:00	2:00 – 2:45
Whole group literacy Tiers 2-3 small groups	Small group literacy Tiers 2-3 pull-out small groups and one-on-one Tier 4 pull-out & Inclusion	Lunch	Specials Tiers 2-4 RTI Lab twice per week	Whole group: Calendar math Tiers 2-3 small groups	Math Tiers 2-3 small groups Tier 4 Inclusion	Science Social Studies Health Tiers 2-3 pull-out small groups Tier 4 Inclusion

Second grade sample schedule. Students are self-contained with teacher.

8:15 – 9:00	9:00 – 9:45	9:45 – 10:30	10:30 – 11:15	11:15 – 11:45	11:45 – 12:20	12:20 – 1:20	1:20 – 2:05	2:05 – 2:45
Whole group literacy Tiers 2-3 pull-out one-on-one	Small groups Literacy Tiers 2-3 pull-out one-on-one Tier 4 pull-out	Specials Tiers 2-4 RTI Lab twice per week	Whole and small group literacy Tiers 2-3 pull-out one-on-one	Lunch	Whole group: Calendar math Tiers 2-3 pull-out one-on-one	Math Whole and small groups Tiers 2-3 pull-out one-on-one and small groups Tier 4 Inclusion	Science Social Studies Health Tiers 2-3 pull-out one-on-one	Whole group literacy Tiers 2-3 pull-out one-on-one

Third grade sample schedule. Students are self-contained with teacher.

8:15 – 9:15	9:15 – 10:00	10:00 – 10:30	10:30 – 11:20	11:25 – 11:55	12:00 – 1:00	1:00 – 2:00	2:00 – 2:45
Whole group Literacy Tiers 2-3 pull-out one-on-one	Small groups Literacy Tiers 2-3 pull-out one-on-one Tier 4 pull-out Tier 4 Inclusion	Whole and small group literacy Tiers 2-3 pull-out one-on-one	Specials Tiers 2-4 RTI Lab twice per week	Lunch	Math Tiers 2-3 pull-out one-on-one Tier 4 Inclusion	Science Social Studies Health Tiers 2-3 pull-out one-on-one	Whole group literacy Tiers 2-3 pull-out one-on-one

Fourth and fifth grade sample schedule. Students are departmentalized.

	8:15 – 9:15	9:15 – 10:15	10:15 – 11:15	11:15 – 12:15	12:15 – 12:45	12:50 – 1:35	1:35 – 2:20	2:20 – 2:45
Reading teacher	Whole and small group literacy	Whole and small group literacy	Whole and small group literacy	Whole and small group literacy	Lunch	Whole and small group literacy	Specials Tiers 2-4 RTI Lab	Whole group literacy

				Tiers 2-3 one-on-one Tier 4 Inclusion			twice per week	
English Language Arts teacher	Whole and small group literacy	Whole and small group literacy	Whole and small group literacy Tier 4 Pull-out	Whole and small group literacy Tiers 2-3 one-on- one	Lunch	Whole and small group literacy	Specials Tiers 2-4 RTI Lab twice per week	Whole group literacy
Math teacher 1	Whole and Small group math	Whole and Small group math Tier 4 Inclusion	Whole and Small group math	Whole and Small group math Tiers 2-3 one-on- one	Lunch	Specials Tiers 2-4 RTI Lab twice per week	Whole and Small group math	Whole and Small group math
Math teacher 2	Whole and Small group math	Whole and Small group math	Whole and Small group math Tier 4 Inclusion	Whole and Small group math	Lunch	Specials Tiers 2-4 RTI Lab twice per week	Tiers 2-3 one-on- one	Whole and Small group math
Science Social Studies teacher	Whole group	Whole group	Whole group Tiers 2-3 one-on- one	Whole group	Lunch	Whole group	Specials Tiers 2-4 RTI Lab twice per week	Whole group

Professional Learning Strategies identified on the Basis of Documented Needs

- a. Table indicating the professional learning activities that staff have attended in the past year.
(See chart below)**
- b. Number of hours of professional learning that staff has attended. (See chart below)**
- c. Percent of staff attending professional learning. See chart below)**

a. Professional Learning Activities	b. Hours	c. % of Staff Attended
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Enhancing Mathematics Instruction	13.5	68%
Class Keys	18.5	88%
ActivBoard Training	11	38%
Response to Intervention	11	96 % of teachers 90% of paraprofessionals
Student Assessments	8	72%
Classworks	8.5	46%
Behavior Interventions	10	91%
Common Core Georgia Performance Standards	32	70%
Working on the Work: <ul style="list-style-type: none"> • English Language Arts – 3rd grade • English Language Arts/Writing/Social Studies – 4th – 5th grades • Science – 4th – 5th grades • Math – 4th – 5th grades 	<ul style="list-style-type: none"> • 10 hours • 20 hours • 20 hours • 20 hours 	18%

d. Detailed list of on-going professional learning.

- The entire faculty will participate in the rollout of the CCGPS focusing on unpacking standards, DOK, essential questions and sample assessments.
- The entire faculty will continue in the implementation of Class Keys Evaluation Instrument focusing on the identified school goal of differentiation.
- Selected personnel will continue to be observed on the implementation of technology resources.
- Entire faculty will continue the implementation of Classworks as a screening, progress monitoring and response to intervention tool.
- The entire staff will continue to design, administer and analyze formative and summative assessment.

e. The preferred method of delivery of professional learning.

The preferred methods of delivery of professional learning includes: during summer with stipends, release time during the school day, scheduled professional development days, or at the end of the school day.

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

Programmatic professional learning is needed in the following areas:

- Teaching foundational skills in literary instruction (i.e. print concept, phonological awareness, phonics, etc.) to all learners.
- Teaching early adolescents using the infrastructural components as found in the “What” document *Reading Next* (extended time for literary, professional learning, on-going, summative assessment, etc.)
- Designing, administering, analyzing formative and summative assessments to guide instruction in student learning and achievement.
- Teaching writing across the curriculum to enhance student learning and achievement.
- Creating and utilizing engaging and interactive technology and other media for literary productions.

Assessment/Data Analysis Plan

a. Detailed listing of the school’s current data assessment protocol

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Dial – 3	To identify students who are delayed in the areas of language, concepts, and motor skills	Readiness, cognition, language and numeracy	Twice a year in pre-kindergarten
GKids	To provide ongoing diagnostic information about students’ developing skills and approaches to learning to determine first grade readiness	Kindergarten Georgia Performance Standards	On going. Summative at the end of the year
Classworks Universal Screener	To identify strengths and deficits and establish a baseline for all students to determine RTI placement	Georgia and national standards	Three times a year in grades K-5
STAR	To assess students’ reading levels and provide norm-referenced reading data	Comprehension and vocabulary	Three times a year in grades 1 - 5
ITBS	Norm-referenced test designed to compare students nationally to inform decisions regarding student placement and advancement	Reading comprehension and vocabulary	Once a year in grades 2 and 4

CRCT	Measures how well a student masters standards	Georgia Performance Standards	Once a year in grades 3 – 5
Georgia Writing Assessment	To evaluate students’ writing performance	Writing standards	Once a year in grades 3 and 5
Formative Assessments	To provide on going data that informs and guides instruction	Georgia Performance Standards	On-going within a lesson
Summative Assessments	Measures how well students meet specific standards	Georgia Performance Standards	On-going through school Year

Data from standardized, formative and summative assessments are analyzed to inform decisions about student achievement. Assessments are utilized to adjust instruction, develop flexible groups, differentiate instruction and inform small groups and one-on-one interventions. More professional learning is needed on utilizing and analyzing formative and summative assessments.

b. An explanation of the current data analysis protocol

In the past, we have not had an assessment protocol; however, we have recently developed an assessment data analysis protocol. The protocol requires the faculty to review, reflect, and respond to students’ performance on assessments, analyze strengths and weaknesses and identify root causes. These reflections are discussed during departmentalized meetings, formal and informal discussions among peers, and School Improvement Team/Literacy Team meetings. (see appendix).

c. Comparison of the current protocol with the SRCL assessment plan

Age/Grade Level	SRCL Assessment	Current Protocol for Carver
Four Year Old	PAL	No
	Get it! Got it! Go!	No
	PPVT	No
	ELLCO	No
	CLASS	No
K-2	DIBELS Next	No
	CRCT	No
	IPI	No
Grades 3-5	DIBELS Next	No
	CRCT	Yes
	IPI	No

d. A brief narrative detailing how the new assessment will be implemented into the current assessment schedule.

Assessments for four year olds will be administered as allowed by Bright from the Start. DIBELS was previously used for benchmarking and progress monitoring. DIBELS Next will be administered in the early childhood grades three times per year as the universal screener and for progress monitoring. The system currently uses the CRCT in grades 3-5. With the implementation of the CCGPS, the PARCC will be administered in 2014, replacing the CRCT. The school desires to administer the SRI in grades 3-5 to address reading comprehension skills, inform instruction and make accurate placement recommendations.

e. A narrative listing current assessment that might be discontinued as a result of the implementation of SRCL.

STAR will be discontinued and replaced with the SRI in grades three through five. DIBELS will take the place of Classworks universal screener in the lower grades.

f. A listing of training that teachers will need to implement any new assessments.

Professional training will be needed for SRI and DIBELS Next.

g. A brief narrative on how data is presented to parents and stakeholders.

Standardized test scores are sent home to parents by students attached to report cards, progress reports or newsletters. Data is presented to parents and stakeholders during PTO meetings, School Council meetings and Parent Involvement meetings.

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Appendices are on hard copies as per Ms. Morrill (via email).