

School Profile

Created Tuesday, November 11, 2014

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School Information

System Name:	Baldwin
School or Center Name:	Blandy Hills Elementary
System ID	605
School ID	0195

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Charlene Thorpe
Position:	Principal
Phone:	478-457-2495
Email:	charlene.thorpe@baldwin.k12.ga.us

School contact information

(the persons with rights to work on the application)

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

Grades represented in the building

example pre-k to 6

K - 5

Number of Teachers in School

45

FTE Enrollment

773

Grant Assurances

Created Friday, December 05, 2014

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
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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.

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

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

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

Preliminary Application Requirements

Created Friday, November 21, 2014

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

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

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

-
- Yes
-

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

[SRCL Scoring Rubric-Cohort 4](#)

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

-
- Yes
-

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

[SRCL Required Assessments Chart](#)

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

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

- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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.

Noris Price

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

Noris Price

Typed Name of Fiscal Agency Head and Position Title

12/2/14

Date

Charlene Thorpe

Signature of Applicant's Authorized Agency Head (required)

Charlene Thorpe, principal

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

11/18/14

Date

NA

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

NA

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

NA

Date (if applicable)

Fiscal Agent Memo of Understanding

The application is the project 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: Noris Price


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

Address: 110 North ABC Street

City: Milledgeville, GA Zip: 31061

Telephone: (478) 457-3303 Fax: (478) 457-3327

E-mail: noris.price@baldwin.k12.ga.us


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

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

12/2/14
Date (required)

History and Demographics

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

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

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

the unemployment rate in is now over 10 percent. The median household income is \$35,287 with 28.7 % of the families with incomes below the poverty level.

Stakeholders are committed to ensuring all of our students graduate from high school ready for college and career. Current priorities focus on improving academic achievement for all students.

Priorities focus on:

- Implementing Common Core Georgia Performance Standards (CCGPS)
- Participation professional learning for teachers in grades K - 12 including Depth of Knowledge, rigor, and differentiated strategies
- Using technology as a tool for learning
- Increasing parental involvement
- Implementing *6 + One Traits of Writing* in grades K – 5 and writing across the curriculum in grades K – 12
- Using data to drive instruction both horizontally and vertically

Strategic Planning

Strategic plans for improving literacy include working with Communities In Schools to provide parenting classes, adult education, and placing parent volunteers in classrooms. Goals specific to increasing literacy skills that will have an impact on future success include increasing the percentage of students who meet or exceed standards in math, reading, science and social studies; preparing students to be successful in obtaining the opportunity to enter higher education; and fostering engaging, rigorous, and relevant education through the effective use of technology.

Each of the schools in the BCSD uses the school improvement planning process as recommended by the Georgia Department of Education. It is aligned with the improvement

process outlined by Georgia Leadership Institute for School Improvement (GLISI) and with AdvancED school improvement planning process. This process operates as a comprehensive needs assessment for each school. The data collected gives feedback for parents, students and the community. Each school analyzes test data for developing improvement strategies.

Current Management Structure

The Baldwin County Literacy Team includes administrators at the district and school level, curriculum specialists, and Pre-K directors. The literacy team is advisory in nature and facilitates the decision making process by giving suggestions and recommendations based on student data.

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

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

Past Instructional Initiatives

A variety of instruction initiatives have been implemented: DIBELS, READ 180, Scholastic Reader Inventory (SRI), grandfather readers, STEEP, Accelerated Reader, Thinking

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

Literacy Curriculum

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

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

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

Literacy Assessments

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

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

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

Need for a Striving Readers Project

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

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

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

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

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

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

learning to read and interpret data for informed decision making at district and school levels, and receiving information to forecast student performance outcomes.

District Management Plan and Key Personnel

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

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

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

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

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

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

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

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

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 District Management Plan and Key Personnel

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

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

Experience of the Applicant

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

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

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

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

Striving Readers Comprehensive Literacy Grant
 Baldwin County School District
 Experience of the Applicant

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

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

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

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

file server access for local applications. The technology department follows district purchasing policies and submits requests for bids to ensure the best possible price is sought on all equipment purchases. Inventory controls are placed on equipment and procedures in place to track any grant funded equipment checked out through the media center.

Baldwin County School District leaders are cognizant of the need for increasing student achievement by moving our classrooms into the 21st century and have plans for continuing the implementation of 21st Century classrooms in all of our schools. Our system curriculum, special education, English Learners (EL), and technology directors will provide direct support to teachers involved in this project. The system plans to continue to support this endeavor by providing salaries, maintenance of equipment, and substitute teachers so that training and professional learning can take place.

All stakeholders involved in this grant project are fully dedicated to innovative teaching and literacy advancements in Baldwin County School District and to the ultimate goal of improving student achievement in literacy across the curriculum and grade levels. Implementation of the Common Core Georgia Performance Standards and the ongoing commitment to AdvancED accreditation standards has deepened this commitment. Baldwin County School District's teachers and administrators are mindful of the need to change the focus from teacher-centered to student-centered instruction, and of the need to utilize a wide variety of resources and universal design for learning tools to engage all our students in authentic learning activities. Our local institution of higher learning, Georgia College & State University, pledges to continue close collaboration

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

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

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

School Narrative Blandy Hills Elementary

School History

Blandy Hills Elementary is a school that opened in the fall of 1994, with an additional wing for kindergarten added to accommodate the closing of a neighboring school in 1997. Located on Blandy Road, the school serves approximately 773 students. The student demographics for Blandy Hills Elementary is as follows:

Asian	African-American	Hispanic	American Indian	Multi Racial	Pacific Islander	Caucasian
Boys/Girls	Boys/Girls	Boys/Girls	Boys/Girls	Boys/Girls	Boys/Girls	Boys/Girls
6 / 5	244 / 215	15 / 13	0 / 1	15 / 16	0 / 0	128 / 116

The major employers of our community closed during the economic depression. Currently, Baldwin County has a very high unemployment area with 9.7% of the community jobless. This is a red flag considering the national unemployment rate is currently at 6.6%. Many of our parents are struggling to make ends meet which filters down to our students having the lack of tools or supplies to be successful scholars. On top of the unemployment rate Baldwin County is also a blue-collar community where approximately 30% of parents have less than a 12th grade education.

Instruction is provided based upon the Common Core Georgia Standards (CCGPS) and modified to meet the needs of individual student learning styles. Teachers engage in horizontal and vertical planning during common planning time and professional learning opportunities

Academic programs are consistent with mandated local and state Boards of Education.

The school offers a variety of educational and extra-curricular activities for students in Grades K-5. Programs include YES after school program, chorus, 4-H, Jr. Beta Club, and Math Club. Instruction is inclusive of the whole child's academic needs and abilities: every opportunity is provided to all students to reach their potential.

To better serve the needs of students in the Programs for Exceptional Children (PEC), Blandy Hills is steadily increasing the number of students served through the inclusion model. Because students served through the inclusion model have demonstrated success, all students in the PEC program are being served by the inclusion model during 2014-2015 school year. Additionally, teachers have experienced more cohesiveness through collaborative planning and the facilitation of instruction.

The Gifted Program is a component of Programs for Exceptional Children (PEC) that targets students with above grade-level academic and intellectual abilities. Within this program, students identified as being gifted in one or more academic areas are served through the pull-out and inclusion models. Roughly only 1% of our student population is identified as gifted. Academic instruction for these students focuses on providing support to continuously exceed academic expectations. Students who have been identified with above average academic potential may be served through the High Achievers program. This program provides students with enrichment to target their specific areas of academic strength. These services are provided for students in grades K-5.

Elementary aged students identified as ELL (English Language Learners) within the Baldwin county school district are housed at Blandy Hills elementary. Blandy Hills

currently has 26 students identified as ELL. Blandy has a full-time ELL teacher that uses a pull-out model to serve 25 students and monitor 8 students that may be in need of services. She works closely with the content teachers and follows the WIDA standards. In addition to the full-time ELL teacher; we also have seven ESOL endorsed teachers on staff.

Additional services are provided through the PEC program by a full-time speech therapist, a half- time occupational therapist, and a half-time physical therapist. The Baldwin County School System also provides a full-time social worker and a Title I parent coordinator.

Administrative and Teacher Leadership Team

The Leadership Team at BHES is led by Mrs. Charlene Thorpe (principal) and Mrs. Catherine Bazemore (assistant principal). A team-based structure is used to involve all staff.

Team	Team Members	Purpose	Frequency of Meetings
Administrative	Charlene Thorpe/ Principal Cathy Bazemore/ Assistant Principal	Discuss staff evaluation /observation data, student discipline, upcoming projects /event, and ways to promote continuous improvement in teaching and learning while creating a positive climate	Weekly
Leadership	Carlton Stewart/ Counselor Etta Bentley/ Media Specialist	Work collaboratively to develop, review and monitor	Monthly

Team	Lisa McCrickard/ K Jennifer Black/K Mary Ashley McCue-1 Joycelyn Robinson-1 Amy Larson-2 Hope Penington-2 Pam Gooch-3 Kim Pearson-3 Allison Rousey-4 Lynette Bloodworth-4 Hope Pope-5 Sherkeyla Reaves-5	the schools' continuous school improvement plan and Monitor progress toward school goals; Provide input on school budget, and Conduct peer observations	
Grade level Team	Grade Level Teachers, Special Education Teachers, EIP Teachers	Collaborate to discuss instructional best practices and differentiation; Revise CCGPS units; Analyze summative and formative data	Twice a week
Literacy Team	Principal Asst. Principal Etta Bentley- Media Specialist Mary Ashley McCue Allison Rousey Latrina Howell	Analyze summative and formative data to determine needs, frequently investigate instructional strategies and/or programs to support and enhance literacy.	Monthly or more as needed

BHES also has a school council comprised of both school employees and community stakeholders. This council reviews concerns regarding BHES presents them to the leadership team.

Past Instructional Initiatives

- Reading First Grant
- Family Literacy Program
- E- Math Grant
- Safe & Drug Free Schools Grant for Nature Trail/Blandy Blazers
- Georgia Outdoor Classroom Grant
- Reading facilitators
- Accelerated Reader
- STAR levels
- Best Practices
- DIBELS testing
- Grandfather Readers
- Book Carts in the halls early in the morning when the students waited for the day to begin.
- STEEP testing

Current Instructional Initiatives

- Differentiated instruction
- Departmentalization
- Reading and writing across the curriculum
- Math AM Scholar
- Scholastic Reading Inventory (SRI)
- 25 Books Too Good to Miss
- Math in the Fast Lane

- DIBELS
- BrainPop
- BrainPop Jr
- Think Central
- S.M.A.R.T. Goals
- P.B.S./ Positive Behavior Support
- Differentiated Instruction
- Data Analysis and Interpretation to drive instruction
- Vertical Collaboration by content—Grades K-5
- School Improvement Planning and Revising
- **Drop Everything and Read (DEAR)**
- 6 + 1 Traits of Writing
- Literacy Block

Need for a Striving Readers Project

The staff of Blandy Hills Elementary values teaching and learning and seeks to provide instruction that promotes a strong foundation for college and careers. Our school continues to face reduction in funds even as school needs and school size has grown. Lack of funds has prohibited teachers from having access to resources to fully implement the CCGPS. Technology is antiquated within the school, and students do not have consistent access to technology in any classroom. BHES needs funding to be able to provide access to professional learning opportunities to

enhance instruction, provide students with a variety of literary resources that will meet the needs of all of our students, provide a variety of technological and hands-on resources that will reach all learning styles. We know that the Georgia Striving Readers Comprehension Literacy Grant will remove the financial burden we are facing and allow us to obtain the resources necessary to provide our students with a solid literary foundation as well as the components of a strong research-based literacy program that we need in order to support all students' acquisition and growth of grade level literacy skills.

Needs Assessment, Concerns, and Root Cause Analysis Blandy Hills Elementary School

Description of the Process

Blandy Hills Elementary School is continuously studying the needs of our students and staff by examining test data and surveying teachers to determine their professional learning needs. The *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* was disseminated to all certified and noncertified faculty and staff . All content and ancillary teachers, including special education, ELL, media specialists, and paraprofessionals, were asked to participate. The survey was available for completion during a two week window by the staff. This instrument addressed key areas of literacy: instruction, administrative and community support, proper use of resources, Response to Intervention, and data analysis. The results of the survey were studied by the school's Literacy Leadership Team. The team discussed the strengths and weaknesses within our school as well as the disparities between the survey results and practices currently being implemented. The results also allow for our Literacy Team to specify areas of concern, determine a root cause, and develop a plan of action to implement improvement. The results are integrated into the 6 building blocks found within the Georgia K-12 Literacy Plan.

Description of the Types of Surveys Used

In addition to the *Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12* distributed to staff, parents were given a ten item survey asking about the parent's knowledge related to literacy instruction in their child's classroom. The survey also asked the parent on what level they believed their child was reading. Finally the survey inquired about suggestions parents might have

related to writing and literacy instruction. A school crisis call was sent to all parents multiple times to inform them of the survey yet the participation in the survey was too low to determine a root cause.

Professional Learning Needs

Through the needs assessment process, several professional learning needs were identified at Blandy Hills Elementary School. Teachers are in need of a more complex universal screener that will take into account not only fluency, reading accuracy, and comprehension for students but also identify learning needs as well as ongoing assessments to track students' progress. Teachers need training in how to use the data collected from these assessments to tailor instruction to meet the needs of students. Additional training to support the implementation of the Common Core Georgia Performance Standards is also needed. Teachers specifically need more training on integrating writing, instructional technology, and literacy across the curriculum. A Language Arts core curriculum program is needed to support instruction in reading and writing skills, grammar, phonics, text structures, and overall vocabulary. The needs assessment process included all content and ancillary teachers, including special education, ELL, media specialists, and paraprofessionals. The following chart indicates the area of concern or need for each literacy building block as well the root cause for the concern and possible ideas for implementation to resolve the concerns:

Blandy Hills Elementary Needs

Building Block	Area of concern/ Need	Root Cause	Implementation Process	Grade Levels to be included
1. Engaged Leadership	We are lacking in a network of learning supports within the community that target student improvement. (The What, p. 7) Better communication between personnel and community members;	Outside stakeholders within the community were not being included in the grant writing process and the literacy study. Our school has 78% bus riders and some parents have a difficult time	Ask outside stakeholders for feedback and support in both the grant writing process and the literacy study. Hold some informative meetings and activities within the community at	K-5 including all PEC, ELL

	<p>implement self-evaluation and share literacy strategies.</p> <p>Low participation in school literacy functions.</p>	<p>attending parent conferences, afterhour's activities, or visiting the classrooms. This reflects on work schedules and parents struggling just to meet the basic needs of their children</p>	<p>churches, and local community centers.</p>	
2. Continuity of Instruction	<p>Resources to write across the curriculum and to teach reading for information.</p> <p>Differentiating instruction within the classroom setting.</p>	<p>Lack of specific, measurable student achievement goals aligned with CCGPS in all content</p> <p>Lack of professional development on teaching writing across the curriculum.</p> <p>Differentiating instruction with so many reading levels in one setting can be difficult.</p>	<p>Use specific, measurable student achievement goals aligned with CCGPS in all content.</p> <p>Documentation can include: SLO Test Data Georgia Milestones GKIDS Kindergarten DIBELS</p> <p>Differentiating instruction requires more resources such as teachers, in order to provide smaller classroom settings, are needed</p>	<p>K-5 including all PEC, ELL</p>
3. Ongoing Formative and Summative assessments.	<p>A walk through and/or observation form needs to be used regularly to ensure consistency of effective instructional practices that include Progress Monitoring Tools; Technology to progress monitor; Technology related data retrieval system; Effective screening, progress monitoring, and diagnostic tools have been selected to identify achievement levels of all students, advanced as well as struggling ("What", p. 8)</p> <p>Technology infrastructure is inadequate to support administration and storage of assessments as well as the dissemination of results ("What", p. 8).</p> <p>Not enough technology to support student engagement and learning.</p>	<p>Lack of effective progress monitoring tools</p> <p>Lack of student computers.</p> <p>Lack of Mobile labs that allow teachers to teacher all students and have all students using technological equipment simultaneously.</p> <p>Lack of handheld devices that allow for quick scoring so teachers are immediately aware of who has an understanding.</p> <p>Lack of data retrieval system to analyze data.</p>	<p>Teachers will have access to ongoing formative and summative assessments data to inform instructional decisions about the intensity of interventions and to evaluate the effectiveness of instruction.</p>	<p>K-5 including all PEC, ELL</p>
4. Best Practices	<p>Student difficulty with comprehending non-fiction</p>	<p>Lack of printed and non-printed material for classrooms</p>	<p>Classroom libraries full of trade books related to the Common Core Georgia</p>	<p>K-5 including all PEC, ELL</p>

<p>in Literacy Instruction</p>	<p>(especially science and social studies) as well as developing vocabulary and concepts related to these standards.</p> <p>Students cannot read and comprehend on their respective grade level.</p> <p>Reading incentive program to increase Lexile scores</p> <p>Language and Vocabulary Development</p> <p>Small group literacy manipulatives</p> <p>Student data is examined regularly to identify areas of instruction with greatest needs (e.g., phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation and engagement) ("What", p. 9)</p> <p>Technology is used for publication, publishing, and communication across the curriculum ("What", p. 10)</p> <p>Increasing access to texts that students consider engaging ("What", p. 11)</p> <p>Leveraging the creative use of technology within the learning process to promote engagement and relevance ("What", p. 11)</p>	<p>Parent/guardian level of literacy- <i>With less than 30% of parents of students enrolled at Blandy Hills Elementary having less than a 12th grade education. Many of our parents are inept at working with their children on even the most basic skills.</i></p> <p>Lack of student motivation</p> <p>Lack of printed material and spoken language in the home due to low economic status</p> <p>Budget cuts</p> <p>The media culture that these children were born into does not prepare them for thinking in depth or for attending to something for very long. Our students spend a great deal of time with technological products such as video games and television. Minds are literally "shut down" to deeper thinking processes.</p>	<p>Professional Standards need to be available for use by teachers and students. These materials should be current and relevant to the standards being addressed.</p> <p>Current reading series that is relevant to each learner.</p> <p>Parents at Blandy Hills Elementary will receive assistance in becoming the child's first teacher using literacy related activities and the training to be provided.</p> <p>Students at Blandy Hills Elementary will have access to high-quality materials in both print and digital form, narrative and expository, that support the Georgia Performance standards as well as the Common Core Georgia Performance Standards in all content areas.</p>	
<p>5. System of Tiered Intervention for all students</p>	<p>Diagnostic Assessments Programs that provide direct instruction with appropriate interventions and strategies.</p> <p>Teachers participate in ongoing professional learning in using appropriate supplemental and</p>	<p>Insufficient training of staff</p> <p>Lack of a research-based intervention program</p> <p>Teachers at Blandy Hills Elementary need to be adequately trained through</p>	<p>Teachers at Blandy Hills Elementary will be adequately trained through Professional learning in RTI and will employ a four-tiered Response to Intervention model for all students.</p>	<p>K-5 including all PEC, ELL</p>

	intervention materials, diagnosing reading difficulties, using direct, explicit instructional strategies to address instructional needs ("What", p. 12)	Professional learning in RTI.	Blandy Hills Elementary will provide support through extended library hours for those students who need continuous instruction and how it will promote reading and library programs that provide access to engaging reading materials.	
6. Improved Instruction through Professional Learning	<p>Cross curricular collaboration</p> <p>Increase Lexile scores</p> <p>Teachers participate in professional learning in the CCGPS based on the needs revealed by student data as well as by surveys, interest inventories and teacher observations ("What", p. 13)</p> <p>The school calendar includes protected time for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice (The What, p. 13)</p>	<p>Budget cuts</p> <p>Lack of adequate professional learning for reading and writing instruction</p> <p>Limited resources to plan and implement research based strategies to close the achievement gap in literacy.</p>	<p>Provide and properly train teachers on how to effectively use the following data for student achievement:</p> <p>RTI documentation Annual Summative Data Writing Scores Ga Milestone scores</p>	K-5 including all PEC, ELL

In addition to the needs assessment survey, team members analyzed assessment results and other data sources (see table below).

Materials	Description
Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12	Survey provided via paper copy to all staff who were then required to sign off after completion
Grade 5 Writing Assessment	Standardized writing test data
CRCT Standardized test data	Standardized test data for 3 previous years
GKIDS Standardized test data	Standardized test data

Results of Literacy Needs Survey

	Fully	Operational	Emergent	Not Addressed
Engaged Leadership				
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school	20.4	47.7	22.7	9
B. A school literacy leadership team organized by the administrator is active	6.8	70	13.6	9
C. The effective use of time and personnel is leveraged through scheduling and collaborative planning.	77.2	22.7	0	0
D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).	9	13.6	15.9	61.3
E. Literacy instruction is optimized in all content areas.	9	68.1	22.7	0
F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated	9	22.7	47.7	18.1
Continuity of Instruction				
A. Active collaborative school teams ensure a consistent literacy focus across the curriculum	20.4	65.9	13.6	0
B. Teachers provide literacy instruction across the curriculum	20.4	22.7	54.5	2.2
C. Out-of-school agencies and organizations collaborate to support literacy within the community.	11.3	68.1	11.3	9
Ongoing Formative and Summative Assessments				
A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction	11.3	9	70.4	9
B. A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	11.3	13.6	65.9	9
C. Problems found in literacy screenings are further analyzed with diagnostic assessment.	13.6	22.7	56.8	6.8
D. Summative data is used to make programming decisions as well as to	11.3	18.1	63	6.8

monitor individual student progress.				
E. A clearly articulated strategy for using data to improve teaching and learning is followed.	9	22.7	65.9	2.2

School Literacy Plan

Blandy Hills Elementary

Building Block 1. Engaged Leadership

Research in Action - "The Why"

Blandy Hills Elementary School's leadership is dedicated to providing the teachers/staff with the resources they need to provide effective instruction to all students. According to the "Why" document on page 156, it is essential that principals and teachers have a solid understanding of how to teach reading and writing. Currently, there are 3 staff members with a reading endorsement. Several teachers are also gifted and ESOL endorsed. Leadership does not only come from administration, teacher leaders who have a well-developed understanding of teaching reading and writing are also vital for the successful implementation of a literacy program (pg. 156, "The Why").

The administration is committed to analyzing literacy and determining the best way to teach fundamental phonics and reading skills. A literacy team has been developed in order to further study and analyze literacy data and prioritize literacy needs for all scholars.

The administration at BHE is committed to improving literacy instruction and student achievement across grade levels and disciplines. Professional learning occurs regularly, but is usually not topic specific. When planning for and scheduling professional learning in the

future, specific topics will be put on the calendar according to needs identified in this grant.

The BHE administration continues to ensure growth through professional learning by providing opportunities for staff members to receive the support needed in the area of literacy instruction. Based on our literacy needs assessment results, we are operational in our commitment to learn about and support evidence-based literacy instruction. According to the "How" document on page 20, we plan to develop and identify professional learning needs for effective literacy instruction. Specific areas of concentration for professional learning will include:

- On-going professional learning on researched based strategies for literacy instruction
- Reading Endorsements for additional teachers

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

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none"> • The administration participates in professional learning related to CCGPS • The administration provides professional learning on student data • The administration schedules 	<ul style="list-style-type: none"> • Teachers and administrators will participate in high-quality professional learning to build their competence in evidence-based practices in literacy instruction.

<p>protected time for professional learning on the calendar</p>	<ul style="list-style-type: none">• Schedule regular literacy observations and walk-throughs (using TKES) to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices• Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly• Schedule protected time for literacy and teacher collaboration• Develop professional learning communities (PLCs) for teacher leaders to conduct professional learning across disciplines
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B. Action: Organize a Literacy Leadership Team

In analyzing the "Why" document, the principal at BHE has organized a literacy leadership team of certified faculty members with various strengths in literacy and literacy instruction (p. 67). The literacy leadership team consists of the following stakeholders:

- Mrs. Charlene Thorpe, Principal
- Mrs. Catherine Bazemore, Assistant Principal
- Mrs. Mary Ashley McCue, First Grade Teacher
- Mrs. Allison Rousey, Fourth Grade Teacher (Inclusion)
- Ms. LaTrina Howell, Technology/Gifted Teacher
- Ms. Etta Bentley, Media Specialist

One member of the literacy leadership team has a reading endorsement, one member has an ESOL endorsement, and two of the team members have a gifted endorsement and have extensive training in differentiated instruction. This team will be expanded to include members from other disciplines. The team recently analyzed summative/formative and survey data to determine the literacy needs of our students and investigated instructional strategies, practices, and/or programs to develop and promote literacy. Recommendations and findings from the literacy team were shared with the school level leadership/improvement team which is comprised of kindergarten through fifth grade classroom teachers, support staff, special education teachers, activity teachers, media specialist, counselor, the principal and assistant principals, and central office staff members.

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none"> • The administration uses data to 	<ul style="list-style-type: none"> • Assemble a Literacy Council made of ELA

<p>identify and prioritize students who are targeted for intervention</p> <ul style="list-style-type: none"> • Student achievement data and gains are shared with the local community (i.e. Open House, newspaper articles, website, etc.) 	<p>teachers and other content teachers</p> <ul style="list-style-type: none"> • Involve community leaders and parent in the Literacy Council • Schedule times for the Literacy Council to meet • Ensure that the Literacy Council is included in decisions in regards to literacy within the school such as ordering of reading programs, books, etc... • Provide training for the Literacy Council in all aspects in regards to literacy and use these council members as mentors and teachers for the school staff, parents, and community stakeholders
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C. Action: Maximize the use of time and personnel through scheduling and collaborative planning

BHE has allotted a minimum of 120 minutes of instructional time for devoted literacy instruction for all students in grades K-3 as suggested in the "What", the "How", and the "Why" documents. The administration ensures that time and personnel are maximized by working with a scheduling committee to plan schedules for the upcoming year. The master schedule reflects that teachers in all grade levels have a common planning time. During common

planning times, teams meet twice a week to collaborate on instructional planning strategies to enhance literacy instruction ("What" p. 5 and "How" p. 22). Monthly curriculum meetings are held after school and grade level collaboration meetings are held during designated planning days and are used to discuss best practices.

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none">• Collaborative planning is scheduled for grade level professional learning• Administration coordinates teacher and teaching assignments based on area of expertise	<ul style="list-style-type: none">• Professional learning provided for all members on staff at BHE. EVERY staff member from the custodian crew to the principal should have literacy knowledge.• Consistently scheduled meeting times for teachers within the same content area to meet with other grades (vertical planning) to explore and discuss literacy.• Consistently scheduled meeting times for teachers within the same content area to meet, (vertical planning) to explore, and discuss literacy.• Establish agendas and action plans for all

	<p>meetings and follow the plans. Post this information for other teachers to view</p> <ul style="list-style-type: none">• Create a specific protocol and process to examine student work and use this consistently• Develop a protocol for communication between regular education, ELL, Gifted, and PEC teachers
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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

As suggested in the "What" document (p. 6), BHE faculty and staff participate in professional development to support literacy instruction across; however, more professional learning would prove beneficial to the faculty and staff. In an effort to close the reading gap at BHE, we will promote vertical alignment for literacy instruction. In addition, teachers received limited training pertaining to CCGPS in the form of state webinars. In order to monitor and ensure consistency of effective instructional practices, the literacy team will develop a walk through observation form ("How", p. 24-25). In addition, BHE plans to design and implement a curriculum map and plan that will provide support and guidance for parents and families in regards to literacy strategies ("How", p. 24).

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none">• Content area teachers received limited professional learning in the area of literacy instruction• The principal provides faculty and staff with current research on literacy and literacy strategies to read and review.• Received some training from Oconee RESA in assessment and TKES but not in literacy instruction.	<ul style="list-style-type: none">• Develop PLCs and a more rigorous professional learning plan for literacy strategies and instructional routines across the curriculum• Prioritize and allocate resources for improved literacy across grade levels and across the curriculum with special attention to differentiated leveled text to address the learning needs of all students• Develop a clear plan for using data to improve teaching and learning of literacy. Make all staff member aware of the plan• Research and purchase evidence-based interventions for Tiers 2, 3, and 4 of RTI and provide professional learning and support on selected interventions• Develop a walk through/observation form to ensure consistency of effective

	instructional practices (use this as part of TKES) for all grade levels and in content area curriculum
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E. Action: Optimize literacy instruction across all content areas

Accelerated Reader has been used as an independent, supplemental reading initiative to encourage students to read on appropriate levels. Currently, our district has eliminated AR and has implemented the “25 Books Too Good to Miss” program that encourages students in each grade level to read popular and suggested titles according to Lexile. This program is being implemented to encourage students to read more complex text and focus on Lexile levels.

In content area classrooms, teachers are reading informational text and discussing text structure and text features. Students are participating in expository writing.

Professional learning is needed to ensure there is a protocol for literacy instruction that is consistent across grade levels and content areas, and that instruction is built upon the previous year's teaching. Professional learning would also be helpful in creating efficiency in incorporating literacy across the curriculum. Armed with information about effective and efficient literacy instruction, horizontal teams can meet to ensure

consistency across the grade level.

Current Best Practices at BHE

- Various professional learning activities are provided in literacy; however, not enough emphasis on literacy strategies in content area instruction
- Writing is an integral part of every class – every day

Best Practices to be Implemented at BHE

- Support teachers to use appropriate strategies to help ELL students improve English language proficiency in the regular classroom
- Formal and informal observations, lesson plans and walk-throughs will be used to monitor literacy instruction across the curriculum
- Professional learning in Sheltered Instruction Observation Protocol (SIOP) to make standards-based material more accessible to English Language Learners
- Extend professional learning to include Thinking Maps and a formal writing program

	<ul style="list-style-type: none">• Incorporate academic vocabulary and academic language in all subjects (use programs such as BrainPop)• Enlist the help of professors and support staff from nearby colleges/universities (GC&SU) to provide professional learning• Formal and informal observations, lesson plans, and walk-throughs are used to monitor literacy instruction across the curriculum• Develop a plan for analyzing student work• Ensure teachers provide meaningful opportunities for students to write, speak, and listen• Create a school-wide literacy protocol for walkthroughs•
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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.

According to the results of our literacy needs assessment, only 22.7% of faculty/staff believe the community at large supports schools and teachers in the development of students who are college-and-career ready as articulated in the Common Core Georgia Performance Standards (CCGPS). This is an area that requires significant improvement. Low parent participation data in relevant literacy events, such as Family Reading Night and Parent Involvement workshops, validates the survey data.

According to the "Why" document (p. 31), all stakeholders, including educators, media specialists, and parents, are responsible for promoting literacy. We plan to have our literacy team explore the creation of a shared vision for literacy that will enable all stakeholders (teachers, parents, community members) to be actively involved in promoting literacy. We plan to maintain community awareness of our literacy initiatives by sharing the initiative via school newsletters, local newspapers, and/or social media. We would like to expand our literacy team to include key members of the community in order to engage more stakeholders in our literacy initiatives. We want to utilize our existing parent involvement coordinator, as well as the literacy team's community members, to promote increased participation in the following literacy initiatives:

- parent involvement resource room
- parent involvement sessions
- Family Reading Night
- VIP/Celebrity Reading Program
- Technology Night with a focus on literacy regular Curriculum Nights

Our school hosts a Family Reading Night in February that engages parents in reading with their child. While our purpose has been to encourage reading, as suggested in the "How" document (p. 27), we would like to expand Family Reading Night to engage parents in relevant activities and strategies that demonstrate the importance of literacy beyond that of simply reading a book together. We also plan to take our workshops and training into the community in places such as local churches and community centers to better serve our parents.

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none"> • Partnership with Communities in Schools (CIS) currently only provides tutoring • Celebrate and communicate academic successes publically in newspapers and online media (school website, school Facebook page) • BHE 5th grade students participate in 4-H Occasionally, business/community leaders are invited to speak to students (i.e. bankers Law 	<ul style="list-style-type: none"> • Have a more active partnership with Communities in Schools (CIS) and utilize their voice within the community • Expand the communication of academic successes at BHE by having PowerPoint presentations and bulletin boards present at our Partners in Education work places. • Host family curriculum nights that engage parents in activities that demonstrate the importance of literacy proficiency

<p>enforcement, doctors, orthodontists, etc.)</p> <ul style="list-style-type: none">Partnership with 21st Century Community Learning Centers (CCLC) in which BHE students attend the Youth Enrichment Services (YES) afterschool program, Monday-Friday from 3:00 - 5:20	<ul style="list-style-type: none">Coordinate literacy activities involving community leaders and parents such as VIP/Celebrity Reading Day, Career Day Reading with... (Grandparents, Mom, Dad) DaysEnlist stakeholders to participate by:<ul style="list-style-type: none">Serving as mentors and book buddiesVisiting classrooms to support teachers and studentsGuest speakers in content areas to build background knowledgeCollaborate with CIS for outreach to families of our students
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Building Block 2: Continuity of Instruction

Research in Action - "The Why"

As stated in The Georgia Literacy Task Force document "The Why", educators must consider the range of standards for each grade as well as needs of all students. This

includes students in all populations (regular education, special education, gifted, and English Language Learners) (pg. 41, "The Why"). The integration of literacy skills is very specific in the CCGPS. There are separate standards for reading informational texts and literature in all grade levels (pg. 48, "The Why").

The teachers at BHE have participated in CCGPS trainings through webinars provided by the DOE as well as professional learning provided by Oconee RESA. Teachers at BHE collaborate within grade levels; however, there is a need for more vertical collaboration. BHE and Communities in Schools (CIS) are working together to provide more collaboration with community members and various agencies to enhance student achievement.

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

We currently do not have vertical alignment nor cross curricular collaborative planning time. Based on the results of our literacy needs assessment, we plan to establish cross disciplinary teams for literacy instruction and establish or select protocols for team meetings.

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none">• Professional learning is within grade levels• Some district-wide professional learning is provided (TKES, Georgia Milestones, DIBELS, Scholastic Reading Inventory, etc.)• All teachers are analyzing student writing samples	<ul style="list-style-type: none">• Plan literacy professional learning across the curriculum that provides a knowledge of integrated literacy in all subject areas• Become proactive and consistently use forty-five minutes of planning time currently being used for collaborative planning, RTI meetings, and professional development in the areas of curriculum, TKES, and technology.• Schedule time to meet for collaborative planning, analyzing student work, and data analysis• Build cross disciplinary teams for literacy instruction• Establish cross disciplinary teams for literacy instruction and establish or select protocols for team meetings.
B. Action: Support teachers in providing literacy instruction across the curriculum	

Teachers are encouraged to attend conferences for professional learning. Content area teachers sometimes collaborate with computer, music, and physical education teachers to supplement the instruction of CCGPS standards. This is an area that can be expanded. All teachers have participated in CCGPS training. Some of our classrooms have been equipped with Promethean ActivBoards. Our technology is in desperate need of upgrading. It is our goal to have all classrooms equipped with the technology required to be 21st century classrooms. The ESOL teacher meets with general education teachers of English Language (EL) students to review the English-Language Proficiency Standards for the English learners ("How", p. 30).

We plan to evaluate current practices in all classrooms by using an observation or walk-through tool (e.g., Literacy Instruction Checklist, TKES, etc.) to determine strengths in literacy instruction and identify areas of improvement. We also plan to provide PLCs for the entire faculty to learn about CCGPS for literacy in math, social studies, science, and technology, as suggested on page 30 of the "How" document. Additionally, we plan to study other research-based strategies and resources, particularly those found in the "Why" document of the Georgia Literacy Plan. On-going support is needed for general education teachers of English learners.

Current Best Practices at BHE	Best Practices to be Implemented at BHE
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<ul style="list-style-type: none">• Time for collaborative planning within the grade levels• Teacher mentors are provided for new teachers• Literacy Leadership Team in place formed	<ul style="list-style-type: none">• Administration is establishing an expectation of a shared responsibility for literacy across the curriculum• Provide the content area teachers and the activity teachers (computer, music, and physical education teachers) time to collaborate and to supplement the instruction of CCGPS standards.• Peer observations conducted regularly• Provide more literacy instruction professional learning• Provide professional learning on conducting and reflecting on peer observations and feedback• Discuss ways to infuse literacy throughout the school day using technology• Evaluate current practices in all classrooms by using an observation or walk-through tool (e.g., Literacy Instruction Checklist, TKES, etc.) to determine strengths in literacy instruction and identify areas of
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	<p>improvement</p> <ul style="list-style-type: none">• Provide professional learning for the entire faculty to learn about CCGPS for literacy in math, social studies, science, and technology
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C. Action: Collaborate with supporting out-of-school agencies and Organizations within the community

Several community organizations and churches donate school supplies and Blessing Bags for students in need. Community volunteers participate in the VIP Readers' Program. During this time, they read grade appropriate books aloud to students. In the past, the Kiwanis and Rotary Clubs have provided magazines thus giving students access to print media at home. We have a committee of almost ten business owners who are members of our Partners in Education (PIE). These members provide limited monetary donations to support various teacher and student needs such as donating bicycles, coats, socks for students in need for Christmas. The Parent-Teacher Student Organization (PTSO) provides support and programs for the needs of teachers, students, and staff. BHE and the Baldwin County School district partners with the 21st Century Learning Centers (CCLC) to provide Youth Enrichment Services (YES) programs to students in grade 3-5 everyday afterschool. 5th grade students have the opportunity to participate in 4-H once a month during the school

day. Although these are programs and activities in need within our school, few focus on literacy. It is important to meet with any agencies that support BHE and help them understand our literacy needs so that they may become part of the process.

The Mary Vinson Library (public library) staff volunteers to perform puppet shows for our kindergarten and first grade students and encourage student participation in the summer reading program at the public library. Each school year, a local insurance agency donates dictionaries to every third grade student. We plan to continue to incorporate these community literacy activities and programs in our continuum of out-of-school community agencies' and organizations' collaborative literacy efforts.

The local university, Georgia College and State University (GC&SU) works in conjunction with our school to provide student-teachers with practicum experience. These students are armed with knowledge of evidence-based literacy techniques and strategies as well as some novel ideas for incorporating literacy across the curriculum.

While all of the above organizations help to foster a love for reading, they do not provide human resource supports (e.g., tutoring, mentoring, etc.) that will target student achievement ("How", p. 32). We plan to map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur, as stated on page 32 of the "How" document. We will establish a means of continual communication (e.g., texting, BHE Facebook page, Twitter, BHE school website, email, etc.) between faculty/staff

members and out-of-school agencies and organizations ("How", p. 32).

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none">• A partnership with Communities in Schools (CIS)• 4-H is offered to 5th Grade Students once a month during the school day• BHE partners with 21st CCLC to provide the YES program daily after school 3:00-5:20• Support from Mary Vinson Public Library (puppet shows, summer reading program)• Support from Partners in Education (PIE)• Partnership with local university, Georgia College & State University (GC&SU) to provide practicum experience for student-teachers	<ul style="list-style-type: none">• Form more business partnerships within our community• Increase the number of Partners in Education and encourage them to increase awareness of literacy in their forms of communication• Develop a formal means of communication between teachers and out of school stakeholders• Expand support from Mary Vinson Public Library to possibly include library tours for both children and their parents on how to use the public library as well as the resources available for them to utilize located there• Meet consistently with Partners in Education (PIE) to gain further support for our school

	<ul style="list-style-type: none">• Seek support from community & faith based organizations• Expand our university partnership, to not only include Georgia College & State University but also Georgia Military College, and Central Georgia Technical College as well.• Participate in Book-It program sponsored by Pizza Hut annually• Participate in the Read to Succeed sponsored by Six Flags Theme Parks.
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Building Block 3. Ongoing formative and summative assessments

Research in Action - "The Why"

According to Dr. Richard Stiggins, the use of sound assessment practices in every classroom has been a challenge for decades in education. Teachers need to be able to identify weaknesses and strengths, establish learning goals, utilize effective instructional strategies, evaluate effectiveness of instruction, and monitor student progress (pg. 96, "The Why"). Along these lines, professional learning should include how to analyze assessment data and use it to inform instruction in the classroom (pg. 98, "The Why").

In the past, the Baldwin County school district used common benchmark assessments for each content area. This data was used to drive instruction in whole group and small group needs based time. However, the constant change in state standards, adoption of the new CCGPS, and the upcoming switch from the CRCT to the Georgia Milestones has made it difficult to maintain quality assessments that adequately measure student academic performance. Teachers also need further professional learning on data analysis and analyzing student work. Scholastic Reading Inventory (SRI) is being used as a screener for Lexile level and as progress monitoring tool throughout the year. BHE uses no formal diagnostic assessment. A plan for using, choosing, and administering diagnostic assessments needs to be in place so that the specific learning needs of all students are being addressed.

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

BHE uses formative and summative assessments to collect data to guide our school improvement plan. BHE has used or is using the following formative assessments are to monitor student progress and evaluate effectiveness of instruction:

- STAR Reading was used in the past to determine students' independent and instructional reading levels.
- SRI is used to determine a student's Lexile level
- DIBELS measures fluency by assessing the acquisition of early literacy skills beginning in kindergarten.
- The Online Assessment System of Georgia (OAS) and benchmark assessments have been used previously to drive instruction by determining whether students were progressing toward learning targets of the Common Core Georgia Performance Standards.
- Student Learning Objectives (SLOs) are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards.

The following summative assessments provide a snapshot of students' mastery of grade level standards and expectations:

- Assessing Comprehension and Communication in English State to State (ACCESS) is used to assess English language development of students who are English learners.
- The 3rd Grade Writing Assessment measures students' writing ability. (through 2014)
- The Criterion Referenced Competency Test (CRCT) is used to determine whether 3rd -5th grade students have mastered the CCGPS. (through 2014)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS) provides

diagnostic information about kindergarten students' developing skills in the core content areas of ELA (including reading, language, listening, and speaking skills) and Mathematics social and emotional development, and approaches to learning.

Summative assessments are also included within grade level instructional units to determine whether students have mastered the learning targets of that unit. Progress monitoring and diagnostic tools for literacy have been selected. However, based on teacher observation and assessment data, concerns have been noted that some of these tools may not be effective in helping teachers accurately identify students who require additional interventions. We plan to research, select, and purchase effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students as stated in the "How" document on p. 34. Also included on p. 34 in the "How" document, we plan to develop common mid-course literacy assessments used across classrooms and include a variety of formats (multiple choice, short answer, constructed response, essay).

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none">• Utilize SRI for Lexile screening and progress monitoring• Utilizing formative assessments in the classroom• Utilize DIBELS to measure fluency	<ul style="list-style-type: none">• Continue to utilize SRI for Lexile screening and progress monitoring• Continue to utilize formative assessments in the classroom• Continue to utilize DIBELS to measure

<p>and early literacy skills</p> <ul style="list-style-type: none">• Utilize SLOs	<p>fluency and early literacy skills</p> <ul style="list-style-type: none">• Continue to utilize SLOs• Provide professional learning on all new assessment tools• Identify effective tools for screening, progress monitoring, and diagnostic screening to identify achievement levels for all students• Upgrade technology infrastructure to support assessment administration and dissemination of results• Provide professional learning formative assessments, how to effectively how to use data• Analyze student data in teacher teams to develop and adjust instructional plans• Provide timely, specific feedback to students with opportunities to assess their own learning• Provide assessment measures to identify high achieving/advanced learners who would benefit from enrichment activities
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	<ul style="list-style-type: none">• Purchase assessment tools and intervention materials based on student need
<p style="text-align: center;">B. Action: Use universal screening and progress monitoring for formative assessment</p>	
<p>Formative and summative assessments, listed in Section A of Building Block 3, are administered regularly. However, the results of assessment data are not consistently used to drive instruction, possibly due to the lack of understanding of these assessments based on the literacy competencies listed on p. 36 of the "How" document. The "Why" document (p. 96) states that having the "right" assessments in place is one element of an effective literacy assessment plan. Therefore, we plan to research and select progress monitoring tools and supporting technology to effectively progress monitor literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary) as stated on p. 36 of the "How" document. These monitoring tools will include recommendations and guidelines for grades 1-3 from the "Why" document on p. 102. We plan to purchase intervention materials and provide professional development on the use of the materials that align with students' needs based on the results of the selected progress monitoring tools ("What", p. 8).</p>	

<p style="text-align: center;">Current Best Practices at BHE</p>	<p style="text-align: center;">Best Practices to be Implemented at BHE</p>
<ul style="list-style-type: none"> • Utilize SRI for Lexile screening and progress monitoring • Utilizing formative assessments in the classroom but not consistent across all classrooms 	<ul style="list-style-type: none"> • Continue to use SRI for Lexile screening and progress monitoring and provide ongoing professional learning on the most effective ways to utilize the data • Focus more on writing instruction • Analyze student data in teacher teams to develop and adjust instructional plans • Assign key persons to be responsible for monitoring and maintaining all formative assessment procedures and timelines • Research and select progress monitoring tools and supporting technology to effectively progress monitor literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary)
<p>C. Action: Use diagnostic assessment to analyze problems found in literacy screening</p>	

Universal screeners identify students who are performing below grade level. According to p. 99 of the "Why" document, a universal screener is a general outcome measure used to identify underperforming students, but the screener will not identify why students are underperforming by identifying specific skill weaknesses. The utilization of diagnostic assessments to analyze problems found in screening as stated on p. 9 of the "What" document would be beneficial. We plan to research and purchase effective assessments to ensure that students who are identified by screening receive further diagnostic assessment by isolating the component skills needed for mastery of literacy standards also included on p. 9 of the "What" document and p. 37 of the "How" document. The diagnostic assessment selected will identify literacy skills that are problematic so that appropriate individualized interventions can be selected to target these problems and avoid a one-size-fits-all approach ("How", p. 37).

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none"> • Utilize SRI for Lexile screening and progress monitoring • Utilize DIBELS 	<ul style="list-style-type: none"> • Identify an effective diagnostic tool and formally put the tool in place • Formally analyze student data in teacher groups to guide instruction • Upgrade technology as needed to use new assessment tools • Develop interventions for low areas

	<p>indicated on diagnostic tools</p> <ul style="list-style-type: none"> • Provide professional learning on how to use new tools • Adoption of a Qualitative Reading Inventory (QRI) for grades 1 - 5 as well as professional learning in how to use the data gained from the chosen QRI effectively • Professional learning on performing running records to help teachers embed assessment into daily instruction •
<p>D. Action: Use summative data to make programming decisions as well as to monitor individual student progress</p>	
<p style="text-align: center;">Current Best Practices at BHE</p> <ul style="list-style-type: none"> • Teachers meet at the end and at the beginning of the year to discuss the previous years' CRCT data • Analyze previous year's summative assessment data in isolation 	<p style="text-align: center;">Best Practices to be Implemented at BHE</p> <ul style="list-style-type: none"> • Further professional learning on analyzing data is necessary to ensure data is used effectively to guide instruction • Analyze data across subgroups to

	<p>ensure positive achievement</p> <ul style="list-style-type: none"> • Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed • Analyze assessment data to identify teachers who need support • Discuss assessment results with students to set individual goals • Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results
<p align="center">Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning</p>	
<p align="center">Current Best Practices at BHE</p> <ul style="list-style-type: none"> • Team leaders from each grade level are on the data team 	<p align="center">Best Practices to be Implemented</p> <ul style="list-style-type: none"> • Plan and provide professional for analyzing and using data to drive instruction • Develop protocols for meetings and for making decisions to identify the

	<p>instructional needs of students</p> <ul style="list-style-type: none">• Teach the protocols for meetings and making decisions• Adjust instructional strategies according to data analysis• Upgrade technology in building to accommodate new software
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Building Block 4. Best Practices in Literacy Instruction

Research in Action - "The Why"

As reported in The Georgia Literacy Task force document, teachers should focus on teaching students how to use the seven main strategies for reading. (The Seven Habits of an Effective Reader: Visualizing, Questioning, Making Connections, Predicting, Inferring, Determining Importance, and Synthesizing/Creating. These strategies should be taught in an organized manner, in lieu of in isolation. This will develop an independent reader that will be able to self-monitor for understanding and when text is troublesome the student will have a tool box of strategies that can be used to decipher meaning (pg. 41, "The Why"). As stated on page 55 of "The Why" document, in regards to writing, in a report entitled *Writing to Read*, writing about what you read is significantly more effective than the traditional teaching strategies including but not limited to simply reading the text, rereading it,

studying it, discussing it, and receiving instruction (pg. 45, "The Why"). As stated in The Why document, student motivation "requires a unique focus" (pg. 51, "The Why"). Teachers should be providing goals for reading, provide opportunities for students to choose their own books and writing topics, and increase amount of time for students to discuss ideas related to reading (pg. 51, "The Why").

BHE uses the frameworks provided by the GaDOE in ELA and Math. Teachers use the frameworks as a guide and revise them as necessary for instruction. The good news is that the students are writing almost every day. However, we still need to extend teacher knowledge about Thinking Maps and Write from the Beginning to insure continuity of writing instruction across classrooms. Students at BHE are allowed to freely choose books of their choice in the media center. Students also are provided a wide range of informational texts to use in the classrooms. However, more informational texts are needed that correlate with Science and Social Studies GPS.

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

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none"> • A core program (ELA Units that have been developed from the GADOE frameworks) is being utilized in ELA classrooms • Units are required to be reviewed and 	<ul style="list-style-type: none"> • Seek out additional professional learning that focuses on integrating literacy instruction and all literacy skills in unit planning as well as in content areas

<p>revised throughout the year</p> <ul style="list-style-type: none">• Teachers plan for differentiation and turn in plans weekly. However, some plans continue to be "centers" instead of true differentiation	<ul style="list-style-type: none">• Provide extended Media Center hours to ensure full use of the Media center by students, parents, and teachers.• Seek additional professional learning on differentiation• Provide professional learning on how teachers should MODEL The Seven Habits of Good Readers. RATA, Read-Aloud, Think Aloud)• Provide professional learning on the tenets of explicit instruction including use of data, selection of appropriate text, teaching specific strategies to be learned, and modeling strategies• Share effective differentiation lessons and strategies in teacher team meetings• Provide guided and independent practice with feedback• Discussion of when and where strategies are to be applied
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	<ul style="list-style-type: none">• Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways• Schedule time on the calendar for collaborative planning across grades and schools• Purchase an effective Intervention program for students who are at risk• Provide time for teachers who are implementing the Intervention program to observe master teachers• Analyze data to evaluate the effectiveness of the Intervention program and instruction in the classrooms• Provide further professional learning about TKES and how to use information from observations to improve instruction

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

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none">• Teachers are being trained in 6+1 Trait Writing• Writing is taking place in content areas daily, although formal instruction is not consistent	<ul style="list-style-type: none">• Develop a coordinated plan for writing instruction across all subject areas to include:<ul style="list-style-type: none">• Explicit instruction• Guided practice• Independent practice• Provide professional learning on best practices in writing instruction across all subject areas• Further training in updated Thinking Maps and Write from the Beginning is necessary for all teachers across the curriculum• Create a formal plan for writing instruction and assessment• Create a plan that describes how writing instruction will be used with technology

	<ul style="list-style-type: none"> • Update to modern technology so that students can use technology to research, produce, and publish their writing • Provide professional learning for teachers to incorporate, grammar, spelling, and writing into reading instruction • Include a plan for writing assessments on the school calendar • Provide extensive professional learning about rubrics and how to use them • Develop common rubrics for use with all writing
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C. Action: Teachers work to develop and maintain interest and engagement as student’s progress through school.

<p>Current Best Practices at BHE</p> <ul style="list-style-type: none"> • The PBS (Positive Behavior 	<p>Best Practices to be Implemented at BHE</p> <ul style="list-style-type: none"> • Continue the implementation of PBS and
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<p>Support) team was implemented in our school in an attempt to encourage more positive behaviors</p> <ul style="list-style-type: none">• Students are allowed to choose books freely in our media center	<p>continue to evaluate its effectiveness</p> <ul style="list-style-type: none">• Research and provide professional learning concerning student interest and motivation• Secure outside professionals to provide motivational workshops for students and teachers• Create and administer interest surveys for students and use data to help drive instruction• Purchase more high interest / informational texts for students to use in the classroom and media center• Teachers should be made to understand the need for all of the following:<ul style="list-style-type: none">• Providing students with opportunities to self-select reading materials and topics for research• Taking steps to provide students with an
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	<p>understanding of the relevance of their academic assignments to their lives</p> <ul style="list-style-type: none">• Increase the opportunities to collaborate with peers• Increase access to text that students find interesting• Scaffolding students' knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy•
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Building Block 5. System of Tiered Intervention (RTI) for All Students

Response to Intervention (RTI) is a vital process to reaching *all* learners. This technique of tiered layers of intervention requires a school-wide common understanding of the Common Core Georgia Performance Standards (CCGPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level. (pg. 125, "The Why")

Georgia's RTI process includes the following components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms
- Evidence-based instruction as the core of classroom pedagogy
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally
- Data Teams comprised of teachers, administrators, parents, and business/community leaders in each school or school district who serve as the driving force for instructional decision making in the building
- Purposeful allocation of instructional resources based on student assessment data (pg. 125-126, "The Why")

In order for teachers to effectively reach all students, on-going professional learning is needed in identifying specific learning needs of students, evidence-based intervention techniques, and how to match these techniques with targeted students. Professional learning in ways to create a dynamic differentiated classroom with flexible grouping in order to ensure that students move from tier to tier based on their needs is also vital.

While BHE has an RTI plan in place, additional steps are needed to be taken to ensure

that all struggling students are identified, their specific learning needs are targeted, and their progresses in these areas are monitored in a consistent way by all stakeholders.

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

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none"> • Determine percentage of students currently being served in each tier at each grade level • Utilize the intervention materials that are available, although they are limited • Analyze data gathered from intervention materials to identify students who are at risk 	<ul style="list-style-type: none"> • Budget for recurring cost of data collection, intervention materials, and technology used for implementation • Develop protocols for identifying students and matching them to the appropriate intervention • Purchase, train, and implement data collection • Analyze data for individuals to identify students in need of intervention according to established protocols • Monitor to ensure that interventions are occurring regularly and with fidelity

	<ul style="list-style-type: none"> • Monitor results of formative assessment to ensure students are progressing • Provide professional learning to all teachers focused on instructional strategies and resources to implement interventions that support all areas of literacy including concepts of print, phonemic awareness, phonological awareness, fluency, comprehension, and vocabulary • Provide dedicated time for teachers to monitor students' progress and analyze student data
<p>B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections IV. A & B)</p>	
<p style="text-align: center;">Current Best Practices at BHE</p> <ul style="list-style-type: none"> • Examine student data using assessments already in place to determine the current percentage of 	<p style="text-align: center;">Best Practices to be Implemented at BHE</p> <ul style="list-style-type: none"> • Develop a plan to strengthen Tier I instruction of literacy across the curriculum • Use a universal screener to target specific

<p>successful students in the areas of literacy including reading and writing</p> <ul style="list-style-type: none">• Grade level teachers share a common planning time in order to discuss literacy instruction• Professional learning on differentiated instruction in the classroom• Implement a standards-based classroom environment based on the CCGPS	<p>learning needs of students in areas of literacy and training on how to effectively use the universal screener chosen</p> <ul style="list-style-type: none">• Provide professional learning on direct, explicit instructional strategies that child students' word identification, fluency, vocabulary, comprehension, and writing skills• Provide professional learning on team-teaching and inclusion model• Promote the creation of PLCs with protected meeting times to discuss differentiated instruction strategies, student data based on universal screener results, and effective literacy strategies in the area of literacy• Continue to examine student data using assessments already in place to determine the current percentage of successful students in the areas of literacy including reading and writing• Create a literacy environment and expand
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	upon the implementation a standards-based classroom environment based on the CCGPS
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C. Action: Implement Tier 2 needs-based interventions for targeted students

<p style="text-align: center;">Current Best Practices at BHE</p> <ul style="list-style-type: none"> • Grade level teachers have a common planning time • Dedicated Extended Learning Time (ELT) for teachers and interventionists to work with targeted students • Data points are documented to monitor students' response to interventions 	<p style="text-align: center;">Best Practices to be Implemented at BHE</p> <ul style="list-style-type: none"> • Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year • Provide professional learning on appropriate use of, progress monitoring, supplemental and intervention materials • Provide professional learning of diagnosis of reading difficulties • Schedule time on the calendar for collaborative discussion and planning between content T1 teachers and interventionists • Establish protocols to ensure consistent
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	<p>progress monitoring, data collection, and reporting</p> <ul style="list-style-type: none"> • Monitor student movement through T1 and T2 • Provide sufficient resources like time, training cost materials, and implementation of interventions •
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D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly

<p style="text-align: center;">Current Best Practices at BHE</p> <ul style="list-style-type: none"> • The Student Support team meet to discuss students in T3 who fail to respond to intervention • Ensure that interventionist has maintained fidelity to intervention protocol prior to referral • Interventions are delivered 1:1 - 1:3 during a protected time 	<p style="text-align: center;">Best Practices to be Implemented at BHE</p> <ul style="list-style-type: none"> • Obtain an effective intervention program for targeted students • Professional learning on SST processes and procedures as outlined in the GA DOE manual and guidance • Professional learning on research-based interventions and how to find the interventions for teachers and all others
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	<p>involved in the intervention process</p> <p>tailored for students' individual needs</p> <ul style="list-style-type: none"> • Provide time for interventionists to observe master teachers
<p align="center">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</p>	
<p align="center">Current Best Practices at BHE</p> <ul style="list-style-type: none"> • Students are served in their least restrictive environment • IEP teams include key members required to support students' progress • Data is collected regularly to support the exit of students from T4 	<p align="center">Best Practices to be Implemented at BHE</p> <ul style="list-style-type: none"> • Establish PLCs with general education, special education, ESOL, and gifted teachers to ensure the strict alignment of CCGPS even in separate settings • Provide professional learning in strategies to address the needs of students placed in the inclusion setting • Establish system of checks and balances to ensure fidelity of implementation and progress of student subgroups to close the achievement gap between targeted

	<p>students and typical peers</p> <ul style="list-style-type: none">• Highly qualified and experienced teachers are responsible for the delivery and instruction for students with the most significant needs• Special education, EL, and gifted teachers meet regularly with general education teachers to discuss students' progress•
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Building Block 6. Improved Instruction through Professional Learning

Research in Action - "The Why"

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (pg. 141, "The Why"). Teachers at BHE are engaged in ongoing professional learning. With the implementation of CCGPS, all teachers participated in some professional learning concerning literacy standards in content area classes. This professional learning was an overview. Extensive study of literacy standards and strategies in content area classrooms are necessary to the success of our Literacy Plan. We are currently at the "Deep Learning with Limited Capacity" level but are ready to move

to the next stage in professional learning. A clear focus on literacy needs to be developed to ensure all teachers are aware of best-practices concerning literacy instruction. Professional learning topics that need to be addressed to enhance literacy are formative assessments, data analysis and usage, writing and literacy strategies, text complexity, and using Lexiles.

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

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none"> • Ensure that applicants are highly qualified 	<ul style="list-style-type: none"> • Include questions regarding content area literacy during all interviews • Initiate content with PSC in regards to content area literacy requirements for certification • Form partnerships with local teacher preparation colleges and universities in regards to content area literacy courses

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

Current Best Practices at BHE	Best Practices to be Implemented at BHE
<ul style="list-style-type: none">• Teachers participate in various professional learning activities including but not limited to:• Literacy strategies• TKES and LKES implementation• using DIBELS for progress monitoring• Lexile use• Common Core unit planning• Creation of curriculum units to utilize more complex texts• Standards-based instruction	<ul style="list-style-type: none">• Schedule and protect during the school day for teachers to collaboratively analyze data, study literacy standards, examine student work, and reflect on current instructional practices• Meet in collaboration teams to support teachers using literacy strategies effectively• Use formal and informal observations to do peer observations within the school, within the district, and with other districts• Ensure new personnel receive vital professional learning from previous years• Provide professional learning on conducting and reflecting on peer observations and feedback• Partner experienced teachers with pre-service and beginning teachers

Analysis and Identification of Student and Teacher Data

Blandy Hills Elementary School uses several standardized tests to measure students' competency in all subject matter. The data is shown below:

CRCT Data

Reading	2012			2013			2014		
	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade
# tested	110	124	129	137	115	131	150	128	105
DNM%	11.8	16.1	9.3	7.3	5.2	8.4	11.3	7.8	8.6
M%	42.7	60.5	72.9	46.0	57.4	72.5	57.3	52.3	54.3
E%	45.5	23.4	17.8	46.7	37.4	19.1	31.3	39.8	37.1
M&E%	88.2	83.9	90.7	92.7	94.8	91.6	88.7	92.2	91.4
State M&E%	90.60	90.16	91.49	92.1	92.5	92.9	92.3	93.6	94.8

ELA	2012			2013			2014		
	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade
# tested	108	124	129	137	115	131	150	127	106
DNM%	4.6	13.7	6.2	9.5	7.0	9.2	10.7	11.0	7.5
M%	62.0	67.7	70.5	58.4	63.5	67.9	66.7	66.1	61.3
E%	33.3	18.5	23.3	32.1	29.6	22.9	22.7	22.8	31.1
M&E%	95.3	86.2	93.8	90.5	93.1	90.8	89.4	89.0	92.4
State M&E%	90.51	90.88	94.38	88.1	90.2	94.2	88.5	88.7	94.7
Math	2012			2013			2014		
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th

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	grade	grade	grade	grade	grade	grade	grade	grade	grade
# tested	110	123	128	137	116	129	150	126	106
DNM%	8.2	22.8	26.6	16.1	15.5	15.5	11.3	20.6	7.5
M%	39.1	51.2	53.9	37.2	53.4	51.2	38.0	52.4	51.9
E%	52.7	26.0	19.5	46.7	31.0	33.3	50.7	27.0	40.6
M&E%	91.8	77.2	73.4	83.9	84.4	84.5	88.7	79.4	92.5
State									
M&E%	80.97	80.21	83.68	78.5	84.3	89.5	80.7	81.7	87.7

Science	2012			2013			2014		
	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade
# tested	112	128	134	138	121	135	150	129	108
DNM%	16.1	41.4	32.1	15.9	15.7	32.6	11.3	16.3	20.4
M%	46.4	39.8	50.7	47.1	47.1	51.1	46.7	48.8	50.0
E%	37.5	18.8	17.2	37.0	37.2	16.3	42.0	34.9	29.6
M&E%	83.9	58.6	67.9	84.1	84.3	67.4	88.7	83.7	79.6
State									
M&E%	78.14	80.81	77.96	78.4	82.7	79.6	77.1	80.9	81.9

Social	2012	2013	2014
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Studies	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade	3rd grade	4th grade	5th grade
# tested	112	128	134	138	121	135	150	129	107
DNM%	9.8	39.8	39.6	13.8	20.7	31.1	11.3	17.1	25.2
M%	59.8	53.9	55.2	52.9	61.2	59.3	64.0	66.7	62.6
E%	30.4	6.3	5.2	33.3	18.2	9.6	24.7	16.3	12.1
M&E%	90.2	60.2	60.4	86.2	79.4	68.9	88.7	82.9	74.7
State M&E%	81.04	78.40	76.61	83.4	81.3	80.5	83.7	81.2	80.7

Reading	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
Asian	0	100	0	20	60	20	0	60	40
Black	15	68	17	10	66	24	13	62	25
Hispanic	0	75	25	0	57	43	27	36	36
Multi-Racial	0	44	56	0	45	55	0	42	58
White	11	44	45	3	50	47	4	48	48
SWD	12	60	44	8	58	34	9	55	36

ELA	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
Asian	0	100	0	0	20	80	0	60	40
Black	10	71	19	11	70	19	12	73	15
Hispanic	0	83	17	0	64	36	18	55	27
Multi-Racial	11	56	33	0	73	27	8	67	25
White	6	60	34	6	52	42	7	55	38

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SWD	8	67	25	9	63	28	10	65	25
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Math	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
Asian	25	25	50	60	20	20	20	20	60
Black	25	54	22	17	53	30	16	52	31
Hispanic	0	67	33	7	50	43	27	36	36
Multi-Racial	22	33	44	9	45	45	17	58	25
White	13	41	46	13	39	48	7	40	53
SWD	20	48	32	16	47	37	13	47	40

Science	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
Asian	50	50	0	40	40	20	20	40	40
Black	39	47	13	32	51	17	21	51	28
Hispanic	8	67	25	8	71	21	27	36	36
Multi-Racial	33	22	44	0	36	64	0	33	67
White	17	60	34	9	44	46	8	48	44
SWD	30	46	24	22	48	30	16	48	36

Social Studies	2012			2013			2014		
	DNM	M	E	DNM	M	E	DNM	M	E
Asian	50	50	0	0	40	60	20	60	20
Black	39	55	6	27	58	15	23	61	16
Hispanic	17	75	8	29	64	7	27	45	27
Multi-Racial	33	33	33	0	73	27	8	75	17

White	19	58	23	14	56	30	9	70	21
SWD	22	48	30	22	58	21	17	65	18

5th Grade Writing Assessment

	2012	2013	2014
5th Grade Writing Assessment	81%	69%	65%

*Percentage of students who met and exceeded expectations.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS)

GKIDS Data (Percent of Students in Each Category)			
	2012	2013	2014
ELA			
Reading	82.4	73.6	80.7
Writing	76.1	47.5	64.2
Listening/Speaking/Viewing	88.5	NA	NA
Speaking and Listening	NA	82.3	84.9
Language	NA	62.7	72.9
ELA Total	82.7	67.5	76.4
Math			
Numbers and Operations	81.2	56.0	66.4
Geometry	87.5	80.1	87.3
Measurement	89.6	NA	NA
Data Analysis	84.0	NA	NA
Counting and Cardinality	NA	82.1	84.2
Operations and Algebraic Thinking	NA	61.6	77.4
Measurement and Data	NA	72.8	87.8
Math Total	85.6	75.1	83.0
Approaches to Learning			
Curiosity and Initiative	85.0	88.3	92.0
Creativity and Problem Solving	74.4	46.0	81.4
Attention/Engagement	69.4	71.2	79.7
Approaches Total	75.6	68.8	83.9
Personal/Social Development			
Personal	79.3	82.1	82.0
Social	82.9	86.7	88.2
P/S Development Total	81.6	85.0	85.9

Strength and Weaknesses Based on Assessment Results

Overall, the CRCT scores at BHE are among the highest percentage in our school district. The percentages of students, meeting and exceeding standards in the majority of content areas, have steadily increased over the past three years. Reading, ELA, and Math are the subject areas with the highest percentage of students meeting or exceeding the standards. The areas of weaknesses include science and social studies.

Over the past three years, the Writing Assessment scores have steadily declined. The highest score, 81% in 2012, has decreased to a 65% over the past school year. Writing is certainly a weakness at BHE. To improve this, writing has been incorporated into each grade levels' 120 minute Literacy Block. However, additional support, materials, and professional learning are needed in order for writing to become an integral part of every subject, every day.

According to BHE GKids scores for the 2014 school year, strengths include Reading, Speaking/Listening, and Curiosity/Initiative. Weaknesses include Writing, Language, Creativity/Problem Solving, and Attention/Engagement. These areas continue to be a weakness for many BHE students through fifth grade. This is due to a lack of Writing and ELA curriculum that has not been updated in the past ten years and a lack of properly functioning technology. More professional learning is also needed in strategies to be a more effective and engaging ELA teacher.

Goals and Objectives Based on Assessment Data

Goal 1: Horizontal planning teams will focus on being data driven to improve literacy instruction across the curriculum to close achievement gaps among subgroups.

Goal 2: Analyze pre/post test data to tailor instruction to meet the needs of all learners.

Goal 3: Use universal screeners to determine students in need of interventions and the type of intervention that should be used.

Teacher Experience and Retention Data

The majority of BHE's 44 teachers have between 3 and 20 years of experience and 75% of the teachers have a Master's degree or higher. Specific numbers and percentages are demonstrated in the chart below. The retention rate for teachers at BHE is high, with only three teachers leaving, primarily for retirement over the last school year.




Annual Teacher Retention Rate	94%
Number of Master Teachers	0
Highly Qualified	100%
Percentage with Level 4 Certification	25%
Percentage with Level 5 Certification	34.2%
Percentage with Level 6 Certification	38.6%
Percentage with Level 7 Certification	2.2%

Average teaching experience in years	19
Teachers with less than 3 years experience	4%
Teachers between 3 and 20 years experience	60%
Teachers with more than 20 years experience	36%
Number of gifted certified teachers	7
Number of reading endorsed teachers	3
Number of certified ESOL teachers	8

District Prescribed Data



Blandy Hills began using Scholastic Reading Inventory (SRI) in the fall of 2013. Below is our school data for the 2013-2014 school year:

Blandy Hills (479 total students)


Grade	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD
K	N/A	N/A	N/A
1	BR	BR	0
2	BR	BR	0
3	58	282	224 
4	348	489	141 
5	637	698	61 

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Grade 1 (20 total students)

Class	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD
Black-First Grade Reading	N/A	N/A	N/A
Blandy Hills	N/A	N/A	N/A
Blandy Hills Students	N/A	N/A	N/A
Brasill-First Grade Reading 2	BR	BR	0
Frazier-First Grade Reading 3	BR	BR	0
McCue-First Grade Reading 4	BR	BR	0
Robinson-First Grade Reading 5	BR	133	133 
T. Dunn- First Grade Reading	BR	BR	0
Williams-First Grade Reading 6	BR	42	42 

Grade 2 (108 total students)

Class	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD
Blandy Hills	N/A	N/A	N/A
Blandy Hills Students	N/A	N/A	N/A
Booker-Second Grade Reading	BR	BR	0
Larson-Second Grade Reading 2	BR	115	115 
Pennington-Second Grade Reading 3	BR	BR	0
Stanley-Second Grade Reading 4	BR	BR	0
Wilson-Second Grade Reading 5	BR	BR	0

Grade 3 (107 total students)

Class	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD
Attaway-Third Grade Reading	BR	191	191 
Blandy Hills	N/A	N/A	N/A
Blandy Hills Students	N/A	N/A	N/A
Daniel-Third Grade Reading	141	319	178 
Gooch-Third Grade Reading 3	BR	BR	0
Kirby-Third Grade Reading 4	1	201	200 
Little-Third Grade Reading	124	380	256 
Pearson-Third Grade Reading 5	310	542	232 

Grade 4 (135 total students)

Class	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD
A.Dunn- Fourth Grade Reading	419	583	164
Blandy Hills	N/A	N/A	N/A
Blandy Hills Students	N/A	N/A	N/A
Bloodworth-Fourth Grade Reading	399	509	110
Rousey-Fourth Grade Reading 4	40	227	187
Thompson-Fourth Grade Reading 5	534	646	112
Veal- Fourth Grade Reading	371	497	126

Grade 5 (109 total students)

Class	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD
Blandy Hills	N/A	N/A	N/A
Blandy Hills Students	N/A	N/A	N/A
Pope-Fifth Grade Reading	758	811	53
Primas-Fifth Grade Reading 2	642	713	71
Reaves-Fifth Grade Reading 3	523	595	72
Willis-Fifth Grade Reading 4	627	676	49

Professional Learning

Teachers at Blandy Hills are engaged in on-going professional learning as well as professional learning communities. With the implementation of CCGPS, all teachers participated in some professional learning concerning literacy standards in content area classes. This professional learning was an overview with much more to follow. Extensive study of literacy standards and strategies in content area classrooms are necessary to increase student achievement in literacy. A clear focus on literacy needs to be developed to ensure all teachers are aware of best-practices concerning literacy instruction.

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Project Plan, Procedures, Goals, Objectives, and Support

Blandy Hills Elementary strives to increase literacy achievement by focusing on school improvement goals, using research based instructional strategies, and targeting professional learning. The purpose for the Striving Reader Comprehensive Literacy Grant at Blandy Hills Elementary will be to develop and implement a literacy plan that would address the needs of our students currently enrolled at Blandy as well as the younger siblings that will be attending Blandy Hills at a later date. This grant would also allow our school to strengthen our current practices and establish and train teachers to implement new practices with the ultimate goal system-wide that upon graduation, all students will be college and career ready. The overall goals for the Striving Readers Literacy Grant at Blandy Hills are as follows:

Project Goal (s):
To create a culture of literacy that allows for reading improvement.
Project Objective(s):
<ul style="list-style-type: none">• Students will continue to receive a standards-based curriculum as well as materials to support the teaching of this curriculum.• Students will continue to receive 90 to 120 minutes of instruction in Literacy (Reading, Writing, Listening, Speaking, Viewing), and English Language Arts (ELA).• Students will have access to high-quality materials in both print and digital form, narrative and expository, that support the Georgia Performance standards as well as the Common Core Georgia Performance Standards in all content areas.• Blandy Hills Elementary will develop procedures for selecting children to receive tutorial

assistance to be used in cases where insufficient funds are available that give priority to children who are assessed and determined to be most in need of tutorial assistance.

Research Based Practices:

- Provide professional learning in literacy instruction in all content areas.
- Integrate literacy in all content areas (“Why”, p. 48)
- Purchase technology software/devices and new books for the Media Center for students to use for more exposure to literacy. (“What”, p. 10)
- Provide ongoing professional learning opportunities to analyze student data.

Accountability:

- Increase the Lexile scores for each student from the fall to the spring administration of the SRI (Scholastic reading inventory)
- Focus walks using the Georgia Literacy Observation Checklist
- Formative/Summative assessments
- 3rd grade writing assessment

Project Goal (s):

To have ongoing formative and summative assessments data to drive effective instruction.

Project Objective(s):

- Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments
- Use universal screener for all students
- Purchase and use diagnostic assessments as needed
- Establish and Implement a consistent system of progress monitoring to ensure students

are on-track to meet standards

- Use data teams that meet monthly using and adopted protocol
- Monitor use of data to drive instruction through lesson plans, observations, work samples, and walk-throughs

Research Based Practices:

- Use a system of formative and summative assessments (pg. 8, The Why)
- Develop a clear plan for using data to improve teaching and learning (pg. 9, The Why)
- Research and purchase evidence-based interventions for Tiers 2, 3, and 4 of RTI
- Provide professional learning and support on selected interventions

Accountability:

- Growth shown through progress monitoring tools and universal screeners
- Diagnostic assessment data
- RTI intervention logs
- Professional development logs

Project Goal (s):

To provide opportunities for parents in participating in their child's education.

Project Objective(s):

- Parents of students at Blandy Hills Elementary will be provided with early and emergent literacy materials to assist their children from birth –to-five years of age at home that are preparing to enter school.
- Parents of students at Blandy Hills Elementary will be provided with family activities and parent workshops that will promote parent and student success.

- Parents at Blandy Hills Elementary will receive assistance in becoming the child's first teacher using literacy related activities and the training to be provided.

Research Based Practices:

- Provide extracurricular activities to promote student/parent engagement in literacy.
- Involve community members/parents with the literacy team to analyze literacy needs and plan extracurricular literacy events.
- Fund resources for parent workshops.
- Train school personnel to develop/implement literacy workshops.
- Utilize parent mentor to conduct literacy workshops.
- Seek assistance from community & faith based organizations to increase parent participation in
- Extracurricular activities (family meals, door prizes, transportation to/from event, etc.)
- Provide student incentives for participation (homework pass or free book
- Stakeholders, community, and parents collaborate to share literacy plan.
- Literacy teams will survey community/parents for input.

Accountability:

- Percentage of parent/student participation
- Parent survey
- Parent/student survey
- Parent/community survey
- Percentage of community members/parents participating

Project Goal (s):
To provide on-going professional learning concerning all areas of literacy
Project Objective(s):
<ul style="list-style-type: none">• Teachers will be adequately trained through Professional learning in RTI and will employ a four-tiered Response to Intervention model for all students.• Teachers will be adequately trained through Professional learning in the proper use of any technology presented to them.• Teachers and administrators will have access to high-quality professional learning to build their competence in evidence-based practices in literacy instruction, provided by the State in a variety of methods: face-to-face, through a synchronous polycom system , webinars, and through asynchronous online archives.• Teachers will also be provided professional learning in the following areas:<ul style="list-style-type: none">• Using data• Explicit, direct literacy and writing instruction• Text selection• Modeling writing and literacy strategies• Peer observations and effective feedback• Effective technology integration in all content areas
Research Based Practices:
<ul style="list-style-type: none">• Use a school-based data team (pg. 11, The Why)• Provide literacy interventions for all needed students. (pg. 11-12, The Why)

- Provide professional learning on direct, explicit instructional strategies that build literacy skills to all staff(pg. 11, The Why)
- Create a systematic plan for examining and using student data (pg. 11-12, The Why)
- Ensure that there is protected time for teachers to collaborate with all aspects of literacy (pg. 13, The Why)

Accountability:

- Staff participation percentages in ongoing professional learning.
- Walk-throughs to assess knowledge of PL
- Peer to peer monitoring
- Collaborative team support and discussion of professional learning

Teacher Scheduling

All teachers at Blandy Hills Elementary receive:

- A protected and dedicated 90- 120 minutes minimum block of time in grades K-5 for instruction in the 5 essential components of early reading instruction
 - This block will provide teachers with extended, uninterrupted time for whole group and small group instruction
 - This block should be dedicated to reading instruction, including some writing instruction most appropriate to the genre being studied.

- Extended time for literacy, which includes approximately 1 1/2 to 4 hours of literacy instruction and practice that takes place in language arts and content-area classes.

Blandy Hills Elementary incorporates a four tiered model of instruction for Response to Intervention (RtI):

Tier I	Tier II	Tier III	Tier IV
Core classroom reading instruction that all students receive, assessment of student progress three times per year, and ongoing professional development.	Intervention (additional reading instruction) and frequent progress monitoring. (e.g., every 2 weeks) that struggling readers receive.	More intensive intervention and frequent progress monitoring (e.g., every 2 weeks) that students with extreme reading difficulties receive after not making adequate progress in Tiers I and II.	Specialized service is provided through the Gifted Program, Special Education, 504 Plan, or English as a Second Language for those meeting eligibility requirements.

Consideration of Practices Already in Place

Blandy Hills has always been an environment that focuses on data driven instruction and is constantly working to maintain goals and objectives for student achievement.

Many practices are already in place and will be continued and/or expanded upon.

Universal screeners and diagnostic assessments are in place, across grade levels.

Instructional interventions are in place across grade levels, however, they are

inconsistent within, between or across grade levels. The CCGPS in ELA are taught.

Additional professional learning on the standards, assessments, instructional strategies and targeted interventions is needed.

Goals Funded with Other Sources

Blandy Hills will provide support to our school by additional staff to include:

- Intervention Specialist
- Parent Literacy Coordinator
- Literacy Coach

Sample Schedules by Grade

Kindergarten Schedule

7:45-8:00 – Morning Work	10:55-11:25- Finish Math
8:00-8:50 – Extended Learning Time	11:25-1:30 – Literacy/Science/Social Studies
8:55 –9:40- Activity (Virtual Arts Lab, Computer Lab, Music, P.E.)	1:30-2:00 – Recess
9:40-10:25 – Math	2:00-2:10 – Snack/Restroom
10:25-10:55-Lunch	2:10-2:45 – Review, Sing Songs, Prepare to go home

First Grade Schedule

7:45 – 8:00 – Morning Work	11:30 –1:00- Literacy Block: Reading/ELA/Grammar
8:00 – 8:50 – Extended Learning Time	1:00-1:30 – Recess/Snack Break
8:55 – 9:40 – Math	1:30-2:30 – Science/Social Studies
9:45-10:30 – Activity (Virtual Arts Lab, Computer Lab, Music, P.E.)	2:30-2:45 –Pack up/Dismissal
10:30-10:55 – Wrap up Math and Math Calendar	
11:00-11:30 – Lunch	

Second Grade Schedule

8:00-8:50- Extended Learning Time	11:35-12:05-Lunch
8:50-9:50- Group 1(Reading/SS) Group 2(Math)	12:10-12:30- Recess
9:55-10:25- Begin Group 2(Reading/SS) Begin Group1(Math)	12:35-2:25-Literacy Block
10:30-11:20- Activity	2:25-2:45- review, Pack-up, Dismissal

Third Grade Schedule

7:45-8:00 –Homeroom /AM Scholars	11:20-12:10- Activity
8:00-8:50 – Extended Learning Time	12:10-12:25- Finish Literacy Block
8:50-10:30- Literacy Block	12:25-12:55 -Lunch
10:30-10:50- Recess	12:55-1:55-Math
10:50-11:00-Water Break/Restroom	1:55-2:45- Science /Social Studies
11:00-11:20- DEAR	

Fourth Grade Schedule

7:45-8:00 Homeroom/ AM Scholars	11:45 -12:10 – Recess
8:00-8:50- Extended Learning Time	12:10-12:55 – Block 2 $\frac{1}{2}$ 4 th grade teachers -Math $\frac{1}{2}$ 4 th grade teachers- Literacy Block
8:50-10:40 Block 1	12:55-1:45 – Activity

Striving Readers Comprehensive Literacy Grant
Baldwin County School District
Blandy Hills Elementary

<p>½ 4th grade teachers -Math ½ 4th grade teachers- Literacy Block</p>	
<p>10:40- 11:00 – Block 2 ½ 4th grade teachers -Math ½ 4th grade teachers- Literacy Block</p>	<p>1:45-2:35 – Block 2</p>
<p>11:00-11:45 – Lunch (staggered times)</p>	

Fifth Grade Schedule

7:45-8:00 AM Scholar/Unpack	11:00-12:05- Literacy Block
8:00-8:50- Extended Learning Time	12:10-12:40- Lunch
8:50-9:55- Group 1 Extension/Group 2 Small Group Math	12:40-1:40- Literacy Block continues with Writing & DEAR
9:55-11:00-Group 2 Extension/Group 1 Small Group Math	1:45-2:35- Activity

Assessment/Data Analysis Plan Blandy Hills Elementary

Teachers are actively involved in decisions regarding the use of academic assessments. Blandy Hills has a school-wide system for progress monitoring. Student performance in reading fluency and phonic awareness is tracked through the monitored assessment tool DIBELS on a weekly basis. The information teacher’s gain through monitoring student progress is used to structure small groups and organize learning for future instruction. Teachers meet with peers and administration on a regular basis to determine the effectiveness of instruction, as well as curriculum and resources.

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency	Who will Perform the assessments
Scholastic Reading Inventory (SRI)	Screening and Progress Monitoring	Measures and links instruction with assessment Provides a common scale for measuring text difficulty and student reading ability.	4 x annually	Classroom Teachers EIP Teachers
DIBELS	Screening and Progress Monitoring	Measures fluency by assessing the acquisition of early literacy skills beginning in kindergarten.	3 x annually	Classroom Teachers EIP Teachers
GKIDS	Performance of core content.	Provides diagnostic information about kindergarten	1 x	Kindergarten Teachers

		students' developing skills in the core content areas.	annually	
SLO	Performance of curriculum standards.	Measures growth in student learning, and aligned to curriculum standards.	2 x annually	Classroom Teachers EIP Teachers
GA Milestones	Screening and Progress Monitoring	Measure understanding of CCGPS	1 x annually	Classroom Teachers EIP Teachers

Explanation of Current Data Analysis Protocol

Blandy Hills utilizes multiple measures of data to analyze student needs and make decisions for instruction in the classroom. Student learning data is gathered from informal assessments, as well as formative assessments, which give us achievement information for each student. Student discipline data is used to brainstorm strategies to develop school-wide behavior plans and intervention strategies for individual students. Students are monitored by grade level teachers, as well as content area teachers. All data is monitored and analyzed by data teams (which consist of the administration, grade level and PEC teachers) and continually examined through the SST process.

Comparison of Current Protocol with the SRCL Assessment Plan

Our school commits to continue using the DIBELS Next and Scholastic Reading Inventory (SRI) assessment as part of the Striving Reader grant. DIBELS Next and SRI will allow for appropriate progress monitoring for all tiers of Response to Intervention (RTI). DIBELS Next and SRI will be administered three times per year. Baseline information in the fall will be used to identify students who are not meeting grade level expectations. These “at-risk” students will have an opportunity for in-class interventions with progress monitoring assessments to measure the effectiveness of the interventions. A follow-up assessment in the spring will give further information about student’s progress toward grade level goals and objectives. The final administration during the last month of the school year will measure the success of our literacy plan and be used to make further educational decisions.

How any New Assessments will be Aligned with the Current Assessment Schedule

DIBELS Next and the Scholastic Reading Inventory will continue to be used as part of our assessment schedule. These assessments will continue to be screeners and progress monitoring tools and will be administered according to the Striving Readers’ assessment plan.

There are currently no assessments that will be discontinued.

Professional Learning Needs Teachers May Need to Implement Any New Assessments

The continued use of both DIBELS Next and the Scholastic Reading Inventory will be a priority for Blandy Hills Elementary. On-going professional development will be provided for teachers on how to any changes in administration of these assessments. The training will include data collection methods and tools from purchased programs. Professional development will assist teachers and interventionists in using assessment data to address individual student needs and drive instruction. All teachers will be trained on the proper way to implement appropriate reading interventions with fidelity based on assessment results.

The following personnel will be included in professional development and assessment administration that are pertinent to the role they serve in accomplishing our literacy goals:

- All Teachers (General Ed, Special Ed, EIP, EL, and Gifted)
- Administrators
- Counselors
- Pre-service teachers working at school
- Support Staff
- Paraprofessionals

- Representatives from out-of-school agencies

How Assessment Data is Shared with Parents

Current achievement data is shared on a consistent basis with all stakeholders. We believe that all stakeholders should understand and be familiar with our strides to promote growth in all subjects. We share assessment data with parents in the following ways: hallway displays, parent newsletters, parent-teacher conferences, weekly reports, annual Title I meeting, state of the school address, curriculum nights, PTSO and community meetings.

How the data is used to develop instructional strategies

Upon completion of assessments, teachers at each grade level input and analyze assessment data according to the school's established timeline and protocol. During teacher team meetings, results of assessments will be disaggregated by subgroups for reading, ELA, and writing, then summarized, identifying performance strengths and weaknesses for individual students and groups of students. Grade level instructional goals will be established based on assessment results and evidence-based interventions and materials will be identified to support literacy instruction in areas targeted. Interventionists and classroom teachers will collaborate on the specific needs of students. Assessment data will be utilized to determine placement of students in

appropriate small groups for instruction as well as to monitor the progress of students at designated checkpoints.

Resources, Strategies, Materials Blandy Hills Elementary

Blandy Hills Elementary school is committed to moving our classrooms into the 21st century to ensure that our students receive the most current technology and educational teaching methods. We will work collaboratively with our system technology, curriculum, special education, and Title II directors will provide direct support to teachers involved in this project. BHE will use funding from the Striving Readers Literacy grant to support and enhance the strategies and resources outlined below. All strategies and resources directly align with the needs assessment results, student data, and root cause analysis. They also directly impact literacy, access to print, instructional engagement, and teacher support.

A. Resources Needed:
Each classroom will be equipped with:
<ul style="list-style-type: none">• Microphones• Headphones• Promethean / MimeoBoard• Document camera• Flat screen mounted television• Color printer• Three additional student computers• Response devices• Surge protectors• Any required cables/cords needed• High quality resources to teach informational reading• Educational supplies for literacy interventions such as hands on materials and teacher• Technology related data retrieval system• Up to date equipment for listening centers
Each grade level will be equipped with:
<ul style="list-style-type: none">• Variety of high quality books (including eBooks) on different reading levels including informational and complex text in content areas to add to classroom libraries and media center• Resources to teach writing across the curriculum (professional development)• Electronic devices for focus walk to evaluate literacy instruction• Progress monitoring tool (technology to support progress monitoring tool)

- Instructional Technology to support student engagement such as tablets, software, and interactive apps
- Effective screening, progress monitoring and diagnostic tools
- resources
- Substitutes' salaries for CCGPS professional learning
- Literacy consultants' fees for professional learning
- Stipends, travel expenses, fees and materials for professional learning
- High quality, evidence-based intervention materials
- Purchase Lexile based reading program
- Web-based computer intervention programs
- Instructional technology to expand media titles for student access to print, increase student engagement, and add more current periodicals for teacher/student use for research, planning and instruction

B. Professional Learning to support literacy intervention programs

- Professional learning in Writing Instruction
- Professional learning in Literacy Instruction
- Professional learning in administering screeners and using data to diagnose reading difficulties
- Professional learning in providing literacy interventions

C. A list of shared resources available at each building

- 50 interactive technology devices (iPads)
- Current trade books to correlate with the CCGPS
- 3 HD Video Camcorders
- Mimeo
- Document cameras

- Blandy Hills will also have available *Direct Television* with capability for classrooms to view channels such as Discovery, History, and National Geographic explorer. In addition to this, Blandy Hills will purchase a streaming program such as *Safari Montage* that will allow individual classroom to view learning programs without the use of school-wide closed circuit.

D. Media Center Resources

The BHE media center houses 29,000 books with an average copyright date of 1995. SACS recommends that we have an average of 10 books per student. The average number of checkouts per day is 500. Many of our books are outdated and are not aligned with the current CCGPS standards. The use of Lexile over AR levels is new therefore the range of Lexile leveled books is narrow.

Blandy Hills Media Center will

- update the reference, biography, and non-fiction sections of our media center
- be equipped with 10 laptops and/or I pads available for parent check-out.

E. A list of activities that support classroom practices

- Professional learning activities
- Family Reading Night
- Response to intervention teams that assist teachers in differentiation and intervention strategies
- Extended Learning Time
- Guided Reading
- 25 Books Too Good to Miss
- Royal Readers program

F. A list of additional strategies needed to support student success
<ul style="list-style-type: none">• Literacy Team needs to include parent and community stakeholders• Design and implement an initiative for community members to invest in literacy for our schools and community• Accountability for providing writing instruction/practice time• Have more teachers obtain reading, gifted, ESOL endorsements in order to expand options for use of personnel• Additional, high quality, diverse technology tools, media and software to engage and support all students
G. A list of current classroom resources for each classroom in the school
<ul style="list-style-type: none">• Teacher Computer• Student Computer (1 to 3 in each classroom)• Core Reading Program• Short and extended text (1 per teacher) to accompany CCGPS units
H. A clear alignment plan for SRCL and all funding
<ul style="list-style-type: none">• Provide professional training for teachers in all areas of literacy and writing including any new programs and/or technology purchases• Purchase technology and software to extend initiatives that are already in place• Offer literacy programs and materials to parents to help them understand the curriculum and ways they can help their children at home• Purchase supplemental, evidence-based instructional programs to improve reading interventions• Resources purchased will focus on materials to increase administrators', teachers', and

all stakeholders' expertise in literacy strategies across the content area.

I. A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.

- Teachers will have access to a progress monitoring program that has an accompanying technology component, thus allowing for efficiency in developing and collecting student data in support of tiered instruction/RTI.
- Students will have more opportunities to use technology in literacy related activities that require them to access digital materials or make presentations using selected digital software due to availability of more computers, tablets, etc.
- Students will be more motivated and engaged as a result of having access to more varied technology tools, media and software.
- Writing will be part of the comprehensive literacy plan. Accountability and integration across the curriculum will be sustained through student displays of work through multiple types of media and through students' test data.

Professional Learning Strategies Blandy Hills Elementary

The school literacy and improvement plans contain strategies which target specific needs or areas of improvement. Blandy Hills Elementary school is dedicated to providing professional learning opportunities for faculty and staff in order to improve the literacy skills of all learners. Staff members at BHE have and will continue to participate in various professional development Professional learnings specifically relating to literacy. Even though budget cuts have prevented large group participation in Professional learning sessions off campus, many of our teachers have been able to attend sessions and redeliver valuable information learned. Building capacity and sustaining on-going professional learning is important to our school.

The opportunities include developing curricular units that correlate with the Common Core Georgia Performance Standards, more technology integration as we move toward STEM, Thinking Maps, focusing on literacy development and various book studies such as The Excellent 11 and Molasses Classes both by Ron Clark.

In 2013-2014, our teachers participated in Professional learning on a *Read with Sarah*, a reading program designed to help develop children through reading models and concentrated activities based on current research. This program has been proven to increase literacy and comprehension skills by adapting the teaching and learning process to the students' needs.

This school year, our reading focus has shifted from use of the Accelerated Reader program to a in county program called *25 Books Too Good To Miss*. This consists of specific books for each grade level that are required reading. Students then do an extension activity such as a brief synopsis, a character sketch, or a test on Book Adventure. *BrainPop* and *BrainPop Jr.* also continue to be popular programs used in the grade levels to review subject matter and enrich vocabulary.

BHE teachers have participated in professional learning regarding fluency provided by the Oconee RESA Director as well Professional learning in DIBELS and Lexile levels.

Professional development is consistently evaluated at the conclusion of sessions offered at the school using a district-designed evaluation form. Feedback provided on the session evaluation is used to improve future sessions relating to the same topic, coupled with student performance results that may be relevant.

Professional Learning Offered	Year	% of Participants
Scholastic Reading Inventory: Using the data	2013-2014 2014-2015	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)
Accelerated Reader to Lexile conversion	2013-2014 2014-2015	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)
DIBELS Professional learning	2013-2014 2014-2015	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)
BrainPop / BrainPop Jr.	2013-2014	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)

25 Books Too Good to Miss	2013-2014 2014-2015	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)
Common Core GPS Unit Planning	2012-2013 2013-2014 2014-2015	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)
Creation of curriculum units to utilize more complex text	2012-2013 2013-2014 2014-2015	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)
Study Island	2013-2014	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)
Standards Based Instruction	2012-2013 2013-2014 2014-2015	100% of (1-5, PEC, EIP , Gifted, ELL, Activity teachers)

The professional learning opportunities listed above have provided great benefits to our students and our teachers. However, in order to sustain the level of implementation needed and to see ongoing gains in student achievement, we plan to build on the programs, resources, and Professional learnings listed to receive the greatest value of the resources we currently have. Our professional learning plan will also allow us to continuously explore additional 21st century learning strategies and provide on-going Professional learning to support their implementation.

Ongoing Professional Learning

The current on-going professional learning initiatives for Blandy Hills are as follows:

- Teacher Keys Effective System
- Depth of Knowledge
- Formative Instruction Practices (FIP)
- Baldwin’s BEST

- Academic Rigor
- 6 + 1 Writing Traits
- Common Core Revisions
- Number Talks
- Standards Based Instruction

Engaging teachers in high quality professional learning which encompasses a deep understanding of their subject area, knowledge of how students learn specific subject matter and a range of both strategies and practices that support student learning is the most successful way to improve teacher effectiveness. Feedback gathered through the needs assessment process provides teachers and staff the opportunity to determine professional learning that is appropriate for their needs. Professional learning is provided in a variety of ways at BHE.

- Professional Learning Communities
- Face to face Professional learning provided by: RESA consultants and private consultantts
- On-line professional learning through state sponsored webinars, etc.

Programmatic Professional Learning Needs Identified

The programmatic professional learning needs that have been identified are as follows:

- Professional learning in RTI and that will employ a four-tiered Response to Intervention model for all students.

- Professional learning in the proper use of any technology presented to for use.
- Professional learning in using data to enhance student achievement and increase instruction.
- Professional learning in text selection
- Professional learning in modeling writing and literacy strategies
- Professional learning Peer observations and effective feedback
- Professional learning in literacy instruction across content areas including direct, explicit literacy instruction

Process Used to Determine if Professional Development is Adequate and Effective

Data from teacher walk-throughs and observations will be used as one means of determining if teachers are utilizing information and strategies gleaned from professional learning sessions.

The *Georgia Literacy Plan Needs Assessment* will be given each year to all faculty and staff. This will be used to determine level of implementation and effectiveness of professional learning. It will also be used to identify which professional learning topics need to be made apriority. Finally, the Literacy Leadership team will discuss effectiveness of professional learning.

Professional Learning Plan

Professional Learning	Project Goals and Objectives	Methods of Measuring Effectiveness
<p>Professional learning on updated RTI processes and with any interventions used.</p> <p>Provide professional learning in literacy instruction in all content areas.</p> <p>Provide ongoing professional learning opportunities to analyze student data.</p>	<p>To have ongoing formative and summative assessments data to drive effective instruction.</p>	<p>Monitor use of data to drive instruction through lesson plans, observations, work samples, and walk-throughs</p> <p>RTI intervention logs, data sheet, and progress monitoring</p> <p>Growth shown through progress monitoring tools and universal screeners</p> <p>Diagnostic assessment data</p>
<p>Professional learning on the development of effective home-school communication for the implementation of any new literacy strategies or programs.</p> <p>Professional learning on how to develop/implement literacy workshops.</p>	<p>To provide opportunities for parents in participating in their child's education.</p> <p>Increase family and community involvement in the area of literacy.</p>	<p>End of session evaluations and/or parent surveys</p>
<p>Professional learning to build competence in evidence-based practices in literacy instruction.</p> <p>Professional learning on research-based strategies/best practices in literacy instruction.</p>	<p>To create a culture of literacy that allows for reading improvement.</p>	<p>Review of lesson plans to ensure evidence of best practices.</p> <p>Utilize classroom focus walks to monitor the implementation of strategies learned.</p>
<p>Professional learning in the following areas: Using data Explicit, direct literacy and writing instruction</p>	<p>To provide on-going professional learning concerning all areas of literacy</p>	<p>Staff participation percentages in ongoing professional learning. Walk-throughs to access knowledge of PL</p>

<p>Text selection Modeling writing and literacy strategies Peer observations and effective feedback Effective technology integration in all content areas</p>		<p>Peer to peer monitoring Collaborative team support and discussion of professional learning</p>
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Sustainability Blandy Hills Elementary

Sustainability of this grant will be our number one priority. District leaders will work with school literacy teams to ensure that resources, materials, and training is available to guarantee that Georgia's Literacy Plan is fully implemented at Blandy Hills Elementary School. Attention to horizontal and vertical alignment, transition of information, understanding of assessments, and continuity of services will be a top priority. Blandy Hills will have a clear and precise plan for extending the assessments protocol beyond the grant.

Extension Beyond Grant

	Striving Readers Funding	Other Funding Sources
Professional Learning	Intensive, aligned PL for all SRG teachers on interventions, best practices, instructional technology	Title I Local School System RESA Affiliation
Electronic and Print Materials	Lexile-leveled classroom materials for interventions	Title I Local School System
Assessments	New assessments for literacy as outlined in the SRLG	State Title I
RTI Support	Technology tools and resources for Tiers 2, 3,4	Title I Local School System
Instructional Technology	Professional learning on all hardware, software, and equipment	Company of purchase RESA Affiliation
Community Outreach Funds	SRLG updates and information to Parents, families, & community via website and school	Title I Local School System

	newsletters, newspapers, social media, and Family Literacy Nights	
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Blandy Hills will also have a clear and precise plan for sustaining the literacy goals implemented, extending professional learning and lessons learned, extending assessment protocols, replacing print materials, sustaining technology, and developing community partnerships and/or other sources to assist with maintaining the goals and objectives set forth by the grant.

Plan for Sustainability of Literacy Goals

- Success stories will be shared on the school web page, our Facebook page, and the county website.
- Literacy successes of students will be celebrated in a timely manner (i.e., 25 Books Rewards, SRI progress, etc...)
- Teachers will continue to expand types of writing across all subject areas.
- Literacy goals will be placed on the school's web page and will be shared with parents and stakeholders at our annual parent information meetings.
- Community volunteers, such as tutors, mentors, etc., will continue to be utilized.
- Blandy Hills will continue to host a Family Reading/Literacy Night with a focus on proficiency in literacy.

Plan for Extending Professional Learning and Lessons Learned

- Master teachers will serve as literacy coaches to facilitate job embedded professional learning (Over the five-year period of the grant, we will assist a number of teachers in getting reading endorsements so that we will have a large number of master literacy teachers on staff).
- All teachers will have the opportunity to receive job embedded professional learning during the summer and throughout the school year using RESA, GADOE modules, Webinars and online resources.
- Teachers and administrators will attend sessions sponsored by GADOE Striving Reader project staff to participate in discussions on lessons learned. Lessons learned will be included in project updates and used to improve literacy implementation, when appropriate.
- Teachers new to Blandy Hills and to the profession will be assigned a master teacher mentor to assist with on-going literacy training on topics previously covered.
- Teachers will be provided instructional planning days throughout the school year to revise units based on the CCGPS standards using local funds.
- Collaborative teams will function as professional learning communities and support teachers in using literacy strategies effectively.
- Peer observations will be conducted in model literacy classrooms for ongoing modeling and support of evidence-based literacy practices.
- Leadership/Literacy Team will continuously analyze student data to evaluate the effectiveness of professional learning on mastery of the CCGPS in all subgroups.
- Topics for on-going literacy PL will be selected based on student and teacher identified needs.

Plan for Extending Assessment Protocols, Replacing Print Materials, Sustaining

Technology

- Purchase assessment protocols and replacement materials as part of the annual school budget allocations.
- Use faculty members with technology expertise, system technology staff, and RESA consultants to train new personnel and update current staff on use of Blandy Hills literacy technology inventory.
- Use system technology staff to troubleshoot technology, as needed.

Plan for Developing Community Partnerships and/or Sources to Assist with Funding

- Continue to use school improvement dollars to assist in funding literacy resources.
- Foster relationships with and seek help from community partners to heighten awareness about reading and literacy.
- Continue to share student successes in the local newspaper, school newsletters, and via social networks.
- Continue to communicate with our Partners in Education and Parent/Teacher/Student organization to continue funding for teacher and student incentives and request additional funds for literacy resources.

Budget Summary Blandy Hills Elementary

All stakeholders at BHE understand the importance of having a high quality and highly effective literacy program. As participants in this grant, we intend to incorporate technology into daily classroom instruction in order to increase literacy, writing, and technology skills among students in grades kindergarten through five. This grant would allow Blandy Hills to equip all classrooms with the much needed technology to move us into the 21st century and to make students active learners.

Blandy Hills Elementary School plans to use SRCL grant funding to address essential literacy needs in the following areas for students in grades K-5.

Professional Learning Requests

An ongoing, comprehensive and effective professional learning program that covers all areas of literacy instruction will lead to better instruction and students who are better prepared to meet challenges in college and the workplace. In order to provide teachers with instructional strategies to implement best practices as they assist students in meeting rigorous academic standards, professional learning will be provided on the following topics:

- Implementation of new intervention program and follow-up
- Funding of subs for peer observation within the system or outside district
- RTI and research-based interventions
- Data analysis and use to guide instruction
- Direct, explicit, research-based literacy instruction across content areas
- Text selection, text structures, and text complexity
- Modeling literacy and writing strategies
- Differentiated instruction

- Use of Lexile levels
- Writing instruction across curriculum
- Instructional Technology

Expenses will include cost of training/classes, instructional learning materials, travel expenses, substitute pay, and stipends for participants.

Curriculum Requests

In an effort to meet the instructional needs of students while implementing the CCGPS and having students write across the curriculum, the following needs have been identified:

- Intervention program, materials, software with multiple entry points
- Updated video distribution system capable of delivering digital content to each classroom
- Enrichment materials to support the PEC and Gifted Program
- Books for classroom libraries that support cross-curricular efforts
- Books for media center
- Cross-curricular instructional materials (other than books)
- Resources to support Science and Social Studies curriculum

- Resources to support writing instruction
- Resources to support assessment development
- Comprehensive screener
- Comprehensive screening program
- Diagnostic monitoring tool
- Intervention program to address auditory processing deficits
- Digital video subscription

Technology Requests

While BHE has many computers, a high percentage of them are outdated. Based on the list of curriculum needs, it will be necessary to update existing technology, as well as purchase new devices to adequately implement and maintain the programs that will help support our literacy instruction. Funds from the SRCL grant will enable us to purchase the following:

- Desktops to replace computers in media center
- Interactive whiteboards to replace out-dated equipment
- Student desktops/laptops to establish a new computer lab
- Student desktops/laptops for classroom to replace aging equipment
- Promethean/ Mimeo Boards to replace aging second-hand equipment
- Projectors and bulbs to replace aging second-hand equipment

- iPads/tablets for classroom use
- Online writing assessment program
- Tech-based cross-curricular instructional resources for classrooms
- Data storage-retrieval system
- Update wireless infrastructure
- Video cameras for instructional use
- Digital cameras for instructional use
- Student response device sets
- Student eReaders for classroom use
- Tech support for purchases of any online curriculum materials listed above
- Mobile tech stations
- Printers for instructional use
- Headphones
- Listening Centers
- Server to store student data for intervention program

Explanation of Requests

Our plan is to utilize the funds from this grant to further develop goals identified in our needs assessment. This grant will fund items that our school system cannot otherwise afford and make it possible for us to strengthen and enrich our students'

abilities “to access, use, and produce multiple forms of media information and knowledge in all content areas at all grade levels”(Why, p. 31). Thus, we will equip our students to meet Georgia’s goal for all students to “become self-sustaining, lifelong learners and contributors to their communities” (Why, p. 31).By accomplishing this we will create a continuous cycle of literacy in our community. A large portion of the funds will be allocated to professional development, technology, and high quality ,high interest reading and writing materials.

Professional learning will be provided to the Blandy staff that will allow them learning opportunities that will help them to integrate technology into the classroom and use materials and supplies needed for the development and implementation of effective literacy strategies (reading, writing, listening, viewing and speaking) ,data collection and disaggregation, and other professional learning needs. A minimum of 50 hours will be required through the life of the grant. There will also be scheduled Instructional Technology Workshops per school year that will focus on developing and strengthening skills associated with the use of software and hardware as well as showcasing/publishing student computer generated projects

Equipment such as Promethean/ Mimeo boards, student response systems, and document cameras just to name a few will promote engaged learning in our classrooms. Existing classroom computers equipped with basic items such as headphones and microphones will allow individualized, teacher-guided instruction through the use of

online literacy sites. Student response systems will provide opportunities for student involvement and assessment. Promethean/ Mimeo boards will provide for an environment of engaged learning. Online resources will also help teachers engage students to develop the five essential dimensions of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension. Items such as new computer software products that are aligned with state standards will assist in improving a variety of reading skills on all grade levels.

Our school Media Center will undergo a transformation as our collection of non-fiction, reference, and biography books will be updated to the most current information available. Installment of Direct television and *Safari Montage* will allow classrooms to use the resources available via satellite to further engage their students. Having items available for check out such as class sets of laptop computers or I-touch pads would be an invaluable tool for student use.

With both the School Administrator and Media Specialist working together to oversee the implementation of the SRCLG, this will ensure that all checks and balances are in place and that the process runs efficiently. The School Administrator will ensure that all staff members are working in accordance to the grant guidelines while the Media Specialist would ensure that all equipment and materials were in place, training for use of technology was provided, and equipment issues were reported to the technology department.

Tentative Funds Allocation Plan for the Duration of the Grant

Professional Development	\$62,500
Technology Resources	\$112,500
Technology Accessories	\$25,000
Print Media	\$50,000