School Profile

Created Friday, November 21, 2014

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School Information

System Name:	Effingham
School or Center Name:	Marlow Elementary
System ID	651
School ID	0105

Level of School

Other (please specify): pre-K to 5

Principal

Name:	Wallace Blackstock
Position:	Principal
Phone:	912 728-3262
Email:	wblackstock@effingham.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Leslie Dickerson
Position:	Assistant Principal
Phone:	912 728-3262
Email:	ldickerson@effingham.k12.ga.us

Grades represented in the building

 example pre-k to 6

pre-K to 5

Number of Teachers in School

50

FTE Enrollment

742

Grant Assurances

Created Tuesday, December 02, 2014

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created 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.

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

        1. Disqualify the Applicant, or

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

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

b. **Employee Relationships**

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

c. **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.

III.   **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
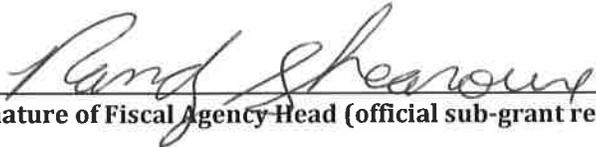
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

Randy Shearouse, Superintendent
Typed Name of Fiscal Agency Head and Position Title

_____11/11/14_____
Date

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

Randy Shearouse, Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

_____11/11/14_____
Date

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: <u>Judith Shuman</u>
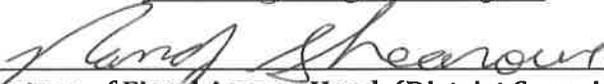
Position/Title of Fiscal Agent's Contact Person: <u>Student & Professional Learning Coordinator</u>

Address: <u>405 N. Ash St.</u>

City: <u>Springfield</u>   Zip: <u>31329</u>

Telephone: <u>(912) 754-5508</u>   Fax: <u>(912)754-5637</u>

E-mail: <u>jshuman@effingham.k12.ga.us</u>

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

<u>Randy Shearouse</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____
Date (required)

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately $107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A.   Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	$10,000
Smaller Learning Communities	High	2008-2013	$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	$518,820
Effingham College & Career Academy	High	2007	$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B.   Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. **Sustainability of Past Initiatives**

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over $2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. **Initiatives Implemented Internally**

ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

District Narrative

Brief History of the System

First settled in 1734 by protestant German exiles, Effingham County was established in 1777. With approximately 53, 293 residents, Effingham County has been among the nation's top 100 fastest growing counties prior to the recession. The Effingham County School System is currently the 32nd largest in Georgia. Newcomers are attracted to Effingham County's family-oriented communities and the district's reputation for providing a quality education in safe, state-of-the-art facilities. Annually Effingham spends approximately $700 less per pupil than the state average while maintaining a full 180-day school calendar. The district is currently ranked 133rd out of 180 school districts in the state in terms of the value of local revenue collected relative to the number of students it serves. Despite the inability of the district to generate sufficient tax dollars per child as compared to other systems in the state, the Effingham County School System maintains above average results and provides a robust, engaging, and comprehensive educational program. The Center for American Progress includes Effingham as one of only 20 Georgia school districts that provide the lowest cost and highest achievement.

System Demographics

	Total Students	Black	Hispanic	White	Other
Effingham County High	1836	22%	4%	67%	7%
South Effingham High	1522	9%	4%	82%	5%
Effingham County Middle	811	25%	3%	67%	5%
Ebenezer Middle	796	18%	7%	70%	5%
South Effingham Middle	980	6%	5%	86%	3%
Blandford Elementary	682	19%	10%	64%	7%
Ebenezer Elementary	617	11%	5%	80%	4%
Guyton Elementary	652	16%	4%	73%	7%
Marlow Elementary	679	4%	5%	87%	4%
Rincon Elementary	638	24%	8%	62%	6%
Sandhill Elementary	537	6%	4%	86%	4%
South Effingham Elementary	713	9%	7%	77%	7%

Springfield Elementary	**599**	**28%**	**5%**	**64%**	**3%**
System	**11062**	**15%**	**5%**	**72%**	**8%**

Special Populations:

- Special Education – 16.1%
- ESOL – .8%
- Homeless - .3%

- Gifted – 10.3%
- PreK – 23 Classrooms
- Pre-School (Migrant/Sp Ed) – 52 students

The current overall free and reduced lunch rate for the system is 44.2%. Five of the thirteen schools are Title I eligible. The Effingham College & Career Academy opened in 2010 and serves students from both high schools.

Current Priorities

The Effingham County School District is committed to providing rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post secondary success.

- Increase graduation rates
- Provide opportunities which maximize potential for learning and minimize achievement gaps
- Establish challenging growth targets and provide instruction that enhance, extends or expands student learning
- Use writing as a tool for learning and assessment in all content areas
- Deep understanding and systematic implementation of CCGPS

Strategic Planning

Strategic Planning Goals	
Safe Environment	Provide a safe and nurturing environment for all learners and district employees.
Maintenance of Quality Workforce	Maintain a quality work-force with the goal of all teachers and paraprofessionals obtaining Highly Qualified status.
Facility Strategic Planning	Maintain quality school facilities and insure strategic facility planning to meet the needs of the district's continuing growth
Career and Work-force Readinesss	Continue to improve the graduation rate and enhance opportunities for students in Career Technical Agriculture Education
Improvement of Instruction	Work toward providing subject area specialists in English, Math, Science and Social Studies.
School Improvement	Support schools in maintaining scores above the state average on the College and Career Ready Performance Index (CCRPI)

Current Management Structure

CCSS Superintendent	
Principals	

Elementary	Middle
• Blandford	• Ebenezer
• Ebenezer	• Effingham County
• Guyton	• South Effingham
• Marlow	
• Rincon	**Secondary**
• Sand Hill	• Effingham County
• South Effingham	• South Effingham
• Springfield	• Effingham College & Career Academy

Assistant Superintendent of Instruction and Technology
- Student and Professional Learning Coordinator
  - Elementary Curriculum & K-12 Gifted Asst. Coordinator
  - Student Intervention and Support
- Assessment Coordinator
- Information Systems Coordinator
  - Information Systems Asst. Coordinator
- Information Technology Coordinator
- Special Programs Coordinator
- Exceptional Students Coordinator
  - Asst. Coordinator for Exceptional Children
  - IEP/Eligibility Program Manager
- CTAE Coordinator

Past Instructional Initiatives

Initiative	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ELA											
Implementation of CCGPS ELA							■	■	■	■	■
ELA 6-12 Language Arts Adoption						■					■
iRead adoption (K-2)											■
Balanced Literacy Block								■	■	■	■
Reading Recovery (Gr.1)	■	■	■	■							
Comprehensive Intervention Model									■	■	■
Georgia Center for Assessment Training - Writing					■		■				
Literacy Coaches (# of coaches)						1	1	1	1	.5	
Reading First					■	■	■	■	■	■	■
Write from the Beginning					■	■	■	■	■	■	■
Write for the Future						■	■	■	■	■	■
Scholastic Reading 180 & System 44 (Gr 8-6)									■	■	■
Scholastic Reading 180 & System 44 (Gr 9)										■	■
Words Their Way										■	■
GaDOE Summer Academy										■	
Reading Rockets for Paraprofessionals										■	■

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Guided Reading				■							
Scheduling for Literacy								■	■		
ASSESSMENTS	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Cold Read Assessments										■	■
Benchmark Assessments				■	■	■	■	■	■	■	■
OAS				■	■	■	■	■	■	■	■
LEOCT(high school)	■	■	■								
ESOL	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Camp Can Do											
iReady											
ESOL Endorsement	■	■	■	■	■	■	■	■	■	■	■
General	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
High School Academic Coaches					■	■	■	■	■	■	■
Standards Based Classrooms						■	■	■	■	■	■
Smaller Learning Communities (high school)					■	■	■	■	■		
Ken O'Conner Grading Study					■	■	■				
Thinking Maps					■	■	■	■	■	■	■
Six Elements of an Effective Math Lesson	■	■	■	■	■	■	■	■	■	■	■
Gifted Endorsement										■	■
Co-Teaching and Inclusion			■	■	■	■	■	■	■	■	■
21st Century Classrooms					■	■	■	■	■	■	■
Bring Your Own Technology										■	■
Interactive Notebooks						■	■	■	■	■	■
Literacy Design Collaborative								■	■	■	■
Document Based Questions								■	■	■	■
Literacy Strategies in the Content Areas								■		■	
Using Data to Inform Instruction							■	■	■	■	■
SLDS									■	■	■
SLO Development											■
Implementation of CCGPS Mathematics							■	■	■	■	■
Social Studies Resource Adoption								■			
Science Resource Adoption					■						
Formative Instructional Practices										■	■
TKES/LKES										■	■

Literacy Curriculum

ECSD's literacy curriculum is driven by the CCGPS. Locally developed units are currently being used in ELA classrooms. High schools adopted Pearson's Literature series in 2014 and middle schools adopted Scholastic's Code X series. Elementary schools adopted Scholastic's iRead for grades K-2 as a supplemental resource but are still making a core choice for grades K-5.

Literacy Assessments Used District-wide

	Beginning of Year	Middle of Year	End of Year
K	• GKIDS Baseline • Fry Words (quarterly) • DIBELS 6th Ed.	• GKIDS(quarterly) • Fry Words (quarterly) • DIBELS 6th Ed.	• GKIDS • Fry Words (quarterly) • DIBELS 6th Ed.
K-5	*Words Their Way* Spelling Inventory		*Words Their Way* Spelling Inventory
1-5	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)

Instructional plans are determined based on results from literacy assessments listed above. Teachers choose from various assessments from Reading First resources for Phonological Awareness, Phonics, Fluency, and Comprehension as needed.

Need for a Striving Reader Project

The following concerns were evidenced in the compilation of needs assessment data at the district level:

- Lack of explicit, systematic, and CCGPS-aligned resources for reading, writing, language, and speaking/listening
- Lack of continuity in literacy instruction across the curriculum
- Lack of sufficient varied materials to meet the explicit needs all students
- Lack of a reliable and vertically applicable tool to assess reading levels and record growth over time
- Absence of robust professional development
- Weakness in utilization of reliable data to drive instruction

As stated in the Why document (page 26), "Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement." Considering the increasing diversity of our student population, class sizes, staff reduction, inconsistent support of previous instructional initiatives, rising assessment expectations, TKES/LKES, and Georgia Milestones, timing is extremely critical. Instructional staff members are anxious to receive instructional direction, horizontally and vertically aligned materials, intense professional learning with support, and resources to assist with the mission for excellence.

District Management Plan and Key Personnel

The decision for the Effingham County School District (ECSD) to apply for Georgia's Striving Reader Comprehensive Literacy Grant was a collaborative one made only after careful consideration and discourse. Through face-to face meetings as well as electronic and document sharing tools, the district and school grant writing teams have already established communication modes that will continue throughout the duration of the grant. As with any initiative that ECSD undertakes, we are committed to implementing and monitoring the grant with an ongoing goal of sustaining all initiatives once funding from the grant has ceased. The office of Student and Professional Learning will supervise the implementation, monitoring, and reporting on goals and objectives for the project at the district level.

The following chart indicates those individuals responsible for grant administration at the district level:

District Department	Individual/Position	Tasks
Curriculum and Instruction	Judith Shuman, Student and Professional Learning Coordinator	Grant Administrator – Oversee implementation/reporting
	Dr. Melodie Fulcher, Asst. Coordinator for K-5 Curriculum & K-12 Gifted Dr. Greg Arnsdorff, Asst. Superintendent for Instruction & Technology Kristie Long, Student Intervention & Support Specialist	Coordination of district-wide initiatives; support for gifted education; support for intervention and ESOL services
Business Services	Ron Wilson, CFO Kathy Morgan, Purchasing Agent	Budget approval Payments
Technology	Jeff Lariscy, Information Technology Coordinator Gregg Miles & Justin Keith, Instructional Technology Specialists	Support for technology
Special Education	Stacy Boyett, Exceptional Students Coordinator	Support for special education

The following individuals will manage day-to-day operations:

Site	Individual/Position
Guyton Elementary School	Charla Connelly, Principal Brenda Barrow, Instructional Supervisor
Marlow Elementary School	Wallace Blackstock, Principal Lori Dasher, Instructional Supervisor
South Effingham Elementary School	Anna Barton, Principal Stacy Bolton, Instructional Supervisor
Effingham County Middle School	William Hughes, Principal Lyn Long, Instructional Supervisor

The decision to apply for the SRCL grant was a collaborative one. District and school personnel learned about requirements together and made the decision to move forward. Just as with the decision to apply and the work throughout the application process, the grant implementation will be a collaborative effort. Although not every school in the district could apply for the grant, each school is committed to the same literacy priorities and as such will bring a complementary perspective to the grant implementation. Teachers at each site have expressed a desire for job-embedded professional learning and are committed to participation. The district key personnel will be leading on-going professional collaboration and discourse among both grant-recipient and non-grant recipient schools in order to promote and sustain district goals. The district and school level literacy teams have made developing and implementing a viable and purposeful literacy plan their priority. ECSD has participated in a wide variety of initiatives in recent years; however, the implementation of a literacy plan is both long over-due and critical for us to continue to provide students with the skills needed to be successful in their post secondary endeavors. ECSD embraces this opportunity.

Experience of the Applicant

The Effingham County School System (ECSD) has extensive experience in the successful implementation of large-scale initiatives. The district oversees a total annual budget of approximately $107 million. As a result of strategic budgeting, students benefit from enhanced learning opportunities through technology via SPLOST funded technology and Title IIA funded Instructional Technology Specialists. In its continued effort to fully serve all students, with the exception of one year, ECSD has offered a full 180 school calendar to its students and has maintained a variety of programs despite the lack of full funding for many.

A. Initiatives and Audit Results

The table below indicates large scale initiatives undertaken by the district during the past five years.

Initiative	School Level(s) Impacted	Year(s)	Total Funds
Ford Next Generation Learning Community	High	2012-2014	$10,000
Smaller Learning Communities	High	2008-2013	$3,999,119
Chromebook labs	Elementary, Middle & High	2013-2015	$518,820
Effingham College & Career Academy	High	2007	$6,590,825

The following table indicates audit findings over the past five year. All findings have been corrected.

Five-Year Audit Results		
Fiscal Year	Financial Findings	Federal Findings
FY2013	No matters reported	No matters reported
FY2012	No matters reported	No matters reported
FY2011	1 Inadequate Internal Control at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2010	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts	No matters reported
FY2009	1 Inadequate Internal Controls at the Central Office 2 Inadequate Internal Controls over School Activity Accounts 3 Inadequate Controls over Financial Reporting	1 Failure to Properly Record and Monitor Subrecipient's Activities

B. Coordination of Resources and Spending Controls

ECSD practices conservative and proactive budgeting and strategic coordination of resources. Spending controls are strictly followed to ensure that all purchases and payments fall within budgeted parameters set forth through policies and guidance. All local, state, and federal funds are monitored under direction of the Chief Financial Officer. An electronic requisition system is used to request funding. Requisitions require site-based administrator and/or program coordinator approval. Once received by the business office, these requisitions are reviewed for proper coding to the correct funding source, and the purchasing agent converts the requisition to a purchase order. Annual audits are performed to confirm that all funds have been expended as directed. ECSD consistently follows proper internal controls with regard to governmental accounting procedures.

C. Sustainability of Past Initiatives

ECSD is committed to implementation and sustainability of initiatives that have direct impact on students. In 2008, ECSD received over $2.4 million dollars via a Smaller Learning Communities federal grant and served as the fiscal agent for another district as a part of a consortium, bringing the total award amount managed by the district to 3.9 million over a five-year period. Following the grant's completion, the school system continued to fund positions which had originated through grant funding, such as academic coaches in the high schools. Additionally, the high schools maintain freshmen academies in order to better transition students into the challenging world of high school.

D. Initiatives Implemented Internally

ECSD began a deployment of mobile Chromebook labs in 2012 which has continued into 2014. ECSD via SPLOST funds has deployed 1,770 Chromebooks. These labs provide students and teachers access to the technology necessary to actively engage in the research prescribed in the Common Core Standards as well as access intervention resources. During the implementation of the CCGPS, curriculum coordinators have maximized sparse financial resources to convene teacher teams to create local strong curriculum documents and select needed resources. ECSD has also implemented and maintained Reading Recovery for first grade students.

School Narrative

School History

Marlow Elementary School is a community school located in Guyton, Georgia. This location is approximately one mile from the original Marlow Elementary campus built in the early 1950's. The new building was opened in August of 2004.

At MES, we have 52 highly-qualified full-time certified staff members at MES. There are eighteen with their Bachelor's of Science degrees, nineteen with their Master's degrees, nineteen with their Specialist's degrees, and two with their Doctorate degrees. Our teachers have the following endorsements:

Reading Endorsement	10
ESOL Endorsement	2
Gifted Endorsement	7
Teacher Support Specialist	13

MES has a total enrollment of 747 students for the year 2014-2015. Our current population consists of 85% white, 5% black, 5% Hispanic, 2% Asian and 3% Multi-racial. The percentage of Economically Disadvantaged students, as indicated by students eligible for free/reduced lunch during the 2014-2015 school year, has shown a gradual increase each year due to the change in the economy. Now, we have 44% of our students qualifying for free lunch and 8% qualifying for reduced lunch. We also have a special education population of 15%.   We anticipate that this trend will continue for the 2015-2016 school year.

Our school's mission is to provide a safe, supportive learning environment that will enable our students to grow academically and socially. In order for this to happen, our students will need to be equipped with the necessary tools to enjoy learning and strive for academic excellence.   The problems we presently face are the many years of hard economic times and not having all resources needed to enhance the educational experience for all of our students. The Striving Readers Grant has the potential to help our teachers close the gaps for all of our students.

Administrative and Teacher Leadership Team(LT):
 The LT collaborates weekly to make instructional decisions that will positively impact the overall instructional day and student achievement. The LT is composed of the principal, the assistant principal, the instructional supervisor, the counselor, grade level representatives, elective teachers, and special education teachers.

The following participates on the Literacy Team:

Wallace Blackstock, Principal	wblackstock@effingham.k12.ga.us
Leslie Dickerson, Asst. Principal	ldickerson@effingham.k12.ga.us
Lori Dasher, Asst. Principal	ldasher@effingham.k12.ga.us
Shannon Moore	smoore@effingham.k12.ga.us
Janet Clark	jclark@effingham.k12.ga.us
Holly McNally	hmcnally@effingham.k12.ga.us
Cheryl Bacon	cbacon@effingham.k12.ga.us
Kelly Fortson	kfortson@effingham.k12.ga.us
Debby Beam	dbeam@effingham.k12.ga.us
Emily Long	eslong@effingham.k12.ga.us
Brandi Morgan	bemorgan@effingham.k12.ga.us
Jenny Wilkins	jwilkins@effingham.k12.ga.us

Past Instructional Initiatives

 MES has a rich history of implementing instructional initiatives to improve student achievement. One area that was changed was the adoption of the Canady's model for an Instructional Schedule. This schedule change allowed for intervention time and better collaboration time for teachers to plan and review data daily. In 2012, the implementation of the Common Core Georgia Performance Standards required our teachers to focus on Standards based units. We also have two Reading Recovery teachers that also serve students through Comprehensive Intervention Model (CIM) groups. Other initiatives include: Reading First, Write From the Beginning, Saxon Phonics, Daily Oral Language, Daily Oral Grammar, Daily Reading Practice, Thinking Maps, Mountain Math, Language For Learning, SRA, DIBELS, Oral Reading Fluency, Guided Reading, Six Elements of a Math lesson.   Computer assisted programs have been purchased that include Reading Centers, Headsprout, Accelerated Reader, Study Island, Brain Pop Jr, iStation, and iPass.

Current Instructional Initiatives

Many of the past initiatives continue to be implemented, as well as the current initiatives, such as: more advanced units to address CCGPS, Balanced Literacy Framework, Guided Reading Plus, and iRead. iRead is a computer based program to help support literacy instruction. For the 2014-2015 year, we have continued to use a variation of the Canady Model of scheduling to help our students get the most instructional time out of the school day. This schedule also allows for intervention, collaboration, and data analysis to take place daily.

Professional Learning Needs

MES tries to offer professional development for faculty and staff; however, due to budget constraints, professional learning opportunities with trained consults have not been a possibility. Our district office works diligently with our local RESA and GLRS to deliver professional learning to help us meet district and school goals. Our needs are in all areas.

1) In order for reading fluency to improve, all content area teachers need professional development in research-based training that covers word study, vocabulary, comprehension, fluency, and motivation.
2) Literacy research is needed in assisting teachers on how to effectively evaluate data in order to make decisions improving student achievement.
3) Writing is taught by the Reading/Language Arts teachers; however, CCGPS has forced teachers to emphasize writing across all subject areas. Training is needed for all subject area teachers.
4) Teachers need professional development on how to integrate digital technology in literacy instruction in order to engage and motivate all students.
5) With the emphasis of instruction being centered on student engaged learning, teachers need professional development on how to provide better differentiated instruction and create literacy centers across all subject areas.

Need for a Striving Readers Project:
Marlow has a long history of providing our students with as many opportunities possible to reach academic excellence. MES has implemented many instructional initiatives; however, our concern is how much of an impact we have really been able to make due to our lack of a systematic and comprehensive literacy program. The lack of funding to provide consistent training and proper materials has made it difficult for teachers to implement many standards for CCGPS.

In order to have our students to be college and career ready, our students need to be equipped with technology. Our students currently have limited access to technology. The grant would help provide much needed technology access to our students.

MES needs professional learning. We need training from experts in the field of literacy to help teachers use content-based materials, research based instructional strategies, and focused assessments to teach and monitor student progress. We want to close the gaps for all students: students with disabilities, gifted identified students, economically disadvantaged students, and students of different ethnicity. The grant would enable us to meet all of our students needs from one end of the spectrum to another.

Needs Assessment, Concerns and Root Cause Analysis

Description of Needs Assessment Process/Surveys/Participants

There were two surveys, Georgia Literacy Plan Needs Assessment (GLPNA) and Literacy Instruction Needs Assessment (LINA) administered to our faculty to gather specific data for improving literacy at our school. The surveys were collected and analyzed at the system level and school level. Our school Literacy Team studied the results and compared the results to the best practices in the Why document.

The needs assessment gave us some specific areas that we want to focus on to meet our students needs. The topics were specific to reading, writing, language, materials and resources, instructional time, professional learning, integration of technology, and literacy across the curriculum.

The following data is presently being used to determine needs :

1. AdvancEd surveys from all stakeholders
2. Annual professional learning needs survey
3. SLDS Data
4. CCRPI data
5. Test Data: GKIDS, CRCT, 3rd and 5th grade writing scores, DIBELS, DRA, and ORF
6. Georgia Literacy Plan Needs Assessment (GLPNA)
7. Literacy Instruction Needs Assessment (LINA)

Building Block 1: Engaged Leadership

Concern # 1: Need for a shared literacy vision which is supported by school leadership, staff members, students, parents, and community.

Root Causes:	**Current Practices:**
- Implementation of programs for literacy that have not been sustained over the years. - Focused professional learning development for foundational reading skills - Transition to CCGPS "Create a shared vision for literacy for the school and community, making the vision tangible and visible. **(The HOW, pg 28)**	- Units aligned with CCGPS - School newsletters and PTO meetings - School/system websites - School council meetings - VIP-Very Important Parent - Weekly Collaboration time - Parent Reading Nights

Data Analysis Notes: Based on the Georgia Literacy Plan Needs Assessment, 39 teachers believe we have a literacy team that is active in supporting community literacy; only 14 of teachers reported that they believe the community at large supports schools and teachers in the development of students who are college and career ready as articulated in the CCGPS.

Building Block 2: Continuity of Instruction

Concern #2: Need for further development in foundational literacy skills through the Balanced Literacy Framework across the curriculum.

Root Causes:	**Current Practices:**
- Lack of teacher knowledge of Balanced Literacy Framework - Deficiency in students' foundational literacy skills - Need resources to implement the Balanced Literacy Framework "Use research-based strategies and appropriate resources to support student learning of the CCGPS." **(The How, p.30)** "…stay abreast of effective strategies for literacy instruction." **(The How, p.30)** "At the same time, teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process. Acquiring knowledge, enhancing understanding, and constructing meaning are essential to this process." **(The Why, p.65)**	- Some teachers in grades K-2 are being trained in the reading components of the Balanced Literacy Framework - Diagnostic technological literacy based programs available for use in grades K-5 - Collaboration of teachers within grade levels at a common planning time - Increasing use of technology in the classroom. - School partnerships with various local groups and organizations - Communication with stakeholders is maintained via School Messenger, email and social networking - Very Involved Parent program enlists volunteers as student mentors

Data Analysis Notes:
Teachers express the need for professional learning and resources to develop students' foundational literacy skills.
- According to the GLPNA survey, 32% of teachers feel that only 20% of their students have mastery of reading foundational skills from the prior grade.

- According to the GLPNA survey, 25% of teachers do not have adequate materials and resources for teaching reading foundational skills aligned to the CCGPS.

Building Block 3: Ongoing Summative and Formative Assessments

Concern #3: Need for a consistent method of assessment that can be used at all grade levels to drive instruction.

Root Causes:

- Too many different assessments giving varying data results
- Stakeholders have difficulty discerning the data that needs to be used to drive instruction
- Too much instructional time being used for testing to retrieve data
- RTI referral is delayed due to the various sources of data collected from the assessments

"The Georgia Literacy Plan recognizes the importance of identifying the literacy needs of students, the instructional approaches needed to achieve literacy, and the assessment components necessary to improve student growth and success." **(The Why pg. 95)**

Current Practice:

- ORF
- DRA
- Pioneer Valley Assessment
- Cold Reads
- Observation Survey
- GKIDS
- SLO
- DIBELS
- STAR
- Informal Phonics Inventory
- Words Their Way Spelling Inventory
- CRCT/Georgia Milestones
- GAA
- ACCESS for ELs
- Phonological Awareness Inventory
- iREAD
- iStation
- Fry Word Inventory
- Unit Assessment Test

Data Analysis Notes:

- According to the LINA survey provided by the county, about 23% of teachers feel that they have little confidence, 38% feel that they have some confidence, and 40% feel that they have a good bit of confidence in using the data produced from a universal screener. No teachers feel that they have a significant amount of confidence in using the data produced from a universal screener.
- According to the LINA survey provided by the county, about 12% of teachers feel that they have little confidence, 37% feel that they have some confidence, 40% feel that they have a good bit of confidence, and 12% feel that they have a significant amount of confidence in using the data produced from a formative assessment.
- According to the LINA survey provided by the county, about 15% of teachers feel that they have little confidence, 40% feel that they have some confidence, 40% feel that they have a good bit of confidence, and 4% feel that they have a significant amount of confidence in using the data produced from a diagnostic assessment.
- According to the GLPNA survey, about 5% of teachers feel that we are fully operational, 73% of teachers feel that we are operational, and 22 % of teachers feel that we are emergent in using an infrastructure for ongoing formative and summative assessments in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
- According to the GLPNA survey about 20% of teachers feel that we are fully operational, 44% of teachers feel that we are operational, and 16 % of teachers feel that we are emergent in regards to using a system of ongoing formative and summative assessment (universal screening and progress

monitoring) to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. 20% of teachers feel that this is not addressed.

- According to the GLPNA survey about 27% of teachers feel that we are fully operational, 70% of teachers feel that we are operational, and 3 % of teachers feel that we are emergent in regards to problems found in literacy screenings being further analyzed with diagnostic assessment.
- According to the GLPNA survey, about 28% of teachers feel that we are fully operational, 66% of teachers feel that we are operational, and 3% of teachers feel that we are emergent in regards to summative data being used to make programming decisions as well as to monitor individual student progress. 3% of teachers feel that this is not addressed.
- According to the GLPNA survey about 24% of teachers feel that we are fully operational, 42% of teachers feel that we are operational, and 34% of teachers feel that we are emergent in regards to ensuring that a clearly articulated strategy for using data to improve teaching and learning is followed.

Building Block 4: Best Practices in Literacy Instruction

Concern #4: Need for quality research based materials, resources, and professional learning for literacy instruction that are systematic, explicit, and aligned with CCGPS

Root Causes:	Current Practices:
- Implementation of numerous literacy and writing initiatives over the years has left teachers overwhelmed and unsure of which parts of which programs to use; this has led to a lack of focus and inconsistent literacy and writing instruction throughout the school - Lack of program for enrichment in reading and writing for advanced students - Lack of professional development, funding to supply materials, and time management for proper implementation of the Balanced Literacy Framework	- Using county generated units for CCGPS - K-2 use iREAD - Some 3-5 classes use iStation or Study Island - Some teachers use the Reading First Box - Some use Basal for reading instruction - Some teachers are implementing pieces of the Balanced Literacy Framework - Some teachers use Thinking Maps and Write from the Beginning
"A core program is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts." **(The What, p. 9)** "A coordinated plan has been developed for writing instruction across all subject areas that includes: a. Explicit instruction, b. Guided practice, c. independent practice." **(The What, p. 10)** "Instruction is driven by research-based practices, such as direct and sheltered instruction, that have been found effective with all students. High-quality teacher professional development is considered a key factor in effective instruction and student success. **(The Why, p. 73)**	

Data Analysis Notes:
- According to LINA survey, 59%of teachers feel that they carry out Tier 2 and Tier 3 Interventions. 40% of teachers feel that interventions are carried out by Paraprofessionals.
- According to LINA survey, 40% of teachers feel that the person carrying out the intervention is fully trained in the program.
- According to LINA survey, 34% of teachers feel confident in their understanding of and ability to use Lexile measures as a tool in selecting appropriate text for their students.
- According to LINA survey, 19% of teachers feel that they have adequate materials and resources for differentiation of reading skills for students at Grade Level, Below Grade Level and Above Grade Level.
- According to the GLPNA survey, 20% of respondents feel that RTI is not currently being formally implemented.
- According to the GLPNA survey, 22% of respondents stated that Tier 1 instruction is not currently being formally implemented in classroom settings.
- According to the GLPNA survey, 31% of respondents feel interventionists participate in ongoing professional learning in program use and how to diagnose and correct reading difficulties.
- According to the GLPNA survey, 30% of respondents say the Student Support Team meets regularly to ensure that interventions are at appropriate teacher-students ratio and are delivered with fidelity
- According to the GLPNA survey, 16% of respondents state that to ensure that the most highly qualified teachers provide Tier 4 instruction, SPED, ESOL, and Gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS. ("The How" p. 47)

Building Block 5: System of Tiered Intervention RTI for all students

Concern #5: Need for stakeholders to understand, implement with fidelity, and communicate the RTI process

Root Causes:	Root Causes:
- The RTI process is ever changing - Time constraints within the daily schedule leave room for inconsistent delivery of materials - Untrained staff members are utilized due to trained professional being unavailable - Teachers do not understand the RTI process - Lack of materials in order to address specific areas of concern	- The RTI process is ever changing - Time constraints within the daily schedule leave room for inconsistent delivery of materials - Untrained staff members are utilized due to trained professional being unavailable - Teachers do not understand the RTI process - Lack of materials in order to address specific areas of concern
"Schools have the responsibility of implementing scientifically validated interventions methods that efficiently and effectively offer student opportunities to be successful." **(The Why pg. 123)**	

Data Analysis Notes:
- According to LINA survey, 59%of teachers feel that they carry out Tier 2 and Tier 3 Interventions. 40% of teachers feel that interventions are carried out by Paraprofessionals.
- According to LINA survey, 40% of teachers feel that the person carrying out the intervention is fully trained in the program.

- According to LINA survey, 34% of teachers feel confident in their understanding of and ability to use lexile measures as a tool in selecting appropriate text for their students.
- According to LINA survey, 19% of teachers feel that they have adequate materials and resources for differentiation of reading skills for students at Grade Level, Below Grade Level and Above Grade Level.
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- According to the GLPNA survey, 16% of respondents state that to ensure that the most highly qualified teachers provide Tier 4 instruction, SPED, ESOL, and Gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS. ("The How" p. 47)

Building Block 6: Improved Instruction through Professional Learning

Concern # 6: Need focused professional learning for all stakeholders in identified areas

Root Causes:
- Lack of funds to pay for professional learning training
- Lack of quality professional learning training to support our identified needs
- Lack of funds to secure substitutes during leave time for professional learning
- Lack of release time for professional learning
- Lack of clear understanding to identify beneficial professional learning needs

"The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement." **(The Why, p.141)**

"…ensure that all stakeholders understand the link and develop the knowledge necessary to serve as advocates for high quality professional development for all staff." **(The Why, p.144)**

Current Practices:
- Relying on training at county level through train-trainer method
- In house paraprofessionals used to cover classes during training
- Paraprofessionals unable to attend training due to covering classes for teachers to attend trainings
- Rely on RESA and GLRS for trainings

Data Analysis Notes:
- According to the GLPNA survey, 42% of teachers believe that preservice education does not include coursework in all aspects of literacy instruction including disciplinary literacy in the content areas.
- According to the GLPNA survey, 23% of teachers believe that school administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in the preservice training.
- According to the GLPNA survey, only 3% of teachers believe that all administrative and instructional personnel participate in professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

- According to the GLPNA survey, 34% of teachers believe that administrators and ELA instructors participate in professional learning in all aspects of literacy instruction including training on the use of the core program.

Building Block 1. Engaged Leadership

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

Success of our literacy plan begins with the administrators. Our administration is anxious to improve and provide quality professional learning for teachers. According to the NSCD (2001, para. 1), "Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement." (The Why, p. 144)

The administration at MES is committed to constant improvement of student achievement across the grade levels and all subject areas. Our teachers showed a concern in the area of a shared literacy vision by all stakeholders.

What are we doing?
- Established expectations for all staff with literacy in mind
- RESA consultants to meet our literacy needs
- Schedule protected time for literacy and teacher collaboration
- Use of "in house" experts training for the Balanced Literacy Framework

Planning:
- Literacy Leadership Team will make sure all stakeholders understand literacy goals
- Create a shared literacy vision for the school and community
- Literacy walk-through to ensure use of literacy strategies and effective instructional practices
- Ongoing data collection and analysis to drive improvement

Implementing:
- Provide time for staff to participate in professional learning
- Schedule time for teacher collaboration for literacy across all grade levels
- Leadership will model participation in professional learning on best practices

Expanding:
- Specific topics for collaborative grade level meetings
- Continue data analysis and adjust professional learning to meet needs

Sustaining:
- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies
- Make hiring decisions collaboratively based upon literacy goals

B. Action: Organize a Literacy Leadership Team

We recognize the need for improvement in all literacy areas. "Leadership can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in school", (pg 156, The Why). In order to maintain a strong literacy vision, it is necessary to have a strong Literacy Leadership Team.

What are we doing?
- Established planning time for school Literacy Leadership Team
- Participate on District and school Literacy Leadership Team
- Established a list of students identified for intervention
- A system of communication for informing stakeholders
- Use of data for informed decision for student intervention

Planning:
- Visit other schools for innovative literacy ideas
- Evaluate and analyze current practices to determine current strengths in literacy instruction and to identify needs for improvement
- Identify and allocate additional funding sources to support literacy

Implementing:
- Communication will be shared via email and/or school or district website
- Develop an information brochure for family literacy resources
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals

Expanding:
- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work throughout the school
- Analyze all data to meet teacher and student needs through professional development

Sustaining:
- Pursue external funding sources to support literacy
- Define priorities and allocate needed resources to sustain over time
- Analyze formative student assessment results and refine literacy goals based on CCGPS
- School Literacy Team will continue to collaborate to ensure that goals are communicated to all stakeholders

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

Collaborative Planning is essential for proper time management and student achievement. In this planning time, it is crucial to allow for collaboration with special education, English language learners teachers, and intervention teachers.   "Providing extended time for reading with feedback and guidance across the curriculum has been well documented and conforms to the extensive literature on academic learning time," (p. 58, the Why). The Why, page 58 states, "the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction." This time requirement increases in the upper elementary grades—"literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework."

What are we doing?
- A version of the "Canady Schedule Model" is implemented for maximum instructional time
- A 90-120 minute block is allocated for literacy instruction in grades K-5
- Collaborative planning is scheduled for grade-level teams within and across curriculum
- Professional learning is shared or re-delivered at staff meetings and common planning times
- Collaborative meeting notes and agendas are sent to administration to ensure the time is meaningful and productive

Planning:
- Use technology to provide professional learning to new and continuing teachers
- Identify effective strategies for differentiating instruction, promoting active engagement, and teaching areas of literacy and writing instruction in order to maximize scheduled instructional time
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time

Expanding:
- Encourage teachers to share stories of success in the community, both online and through traditional outlets
- Peer observations within and among schools with the use of technology

Sustaining:
- Dedicated time for grade level teams and support personnel to consistently meet for collaborative planning and data analysis

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

The need to communicate clearly and quickly had never been more important than in today's highly competitive, technology-driven global economy," (pg. 27, the Why). MES recognizes that all teachers play a vital role in teaching reading skills for all aspects of life. Explicit literacy instruction in all content areas is a must. "Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers," (pg. 26-27, the Why).

What are we doing?
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy
- Science and Social Studies are integrated into the ELA CCGPS units
- Evaluate the school culture and current practices through surveys to determine strengths and needs for improvement (Advanced Ed surveys, Professional Learning surveys, Literacy Grant Needs Assessment survey, etc.)

Planning:
- Utilize all staff to support literacy instruction in the Balanced Literacy Framework
- Use a consistent observation form to ensure effective practices

Implementing:
- Provide professional learning to develop an understanding of the importance of a comprehensive literacy learning system
- Design and implement a system to provide guidance and support for students and families

Expanding:
- Expand literacy resources for parents and caregivers in the school
- Implement Academic Parent Nights that covers literacy in all academic areas

Sustaining:
- Keep the focus on literacy development even when we are faced with competing initiatives.

E. Action: Optimize literacy instruction across all content areas

Educators across all content areas are held accountable for teaching literacy standards. "Strategic literacy instruction integrated into all curriculum areas is critical for the development of students' ability to use language," (pg. 32, The Why). "Students must be able to comprehend, to make inferences, to draw conclusions, to communicate in oral and written formats, and to create and synthesize ideas" (pg 49, The Why).

What are we doing?
- Journaling is incorporated in content areas
- CCGPS integrates literacy instruction and skill development in all subject areas
- Teachers identify exemplary samples of student work to model features of quality writing.

Planning:
- Require writing as a part of every class everyday and use technology when available.
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics.
- Ensure instruction, modeling, and opportunities for writing opinion, informative and narrative pieces

Implementing:
- Identify and develop a systematic procedure for teaching vocabulary in all subject areas.
- Monitor literacy instruction across the curriculum through: formal and informal observations, lesson plans, and student work samples.
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen.
- Use writing rubrics so that clear expectations and performance goals are met

Expanding:
- Provide students with research-based resources to help support student learning of the CCGPS.
- Use student work in the areas of reading and writing as examples of exemplar work.
- Expand opportunities for students to write, speak, and listen

Sustaining:
- Discuss alternative instructional strategies that may be better suited to promoting student learning of the CCGPS.
- Use online resources to stay informed of the most effective strategies for the development of literacy within the content areas.

(The What, pg. 6) (The How, pg. 25-27)

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.

We support the goal as referenced in the Why, "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities" (pg. 31). Members of the community assist teachers through our school VIP (Very Important Parents) program. "All stakeholders, including educators, media specialists, and parents of Pre-K, primary, adolescent, and post-secondary students, are responsible for promoting literacy," (g. 31, The Why).

What are we doing?
- Active VIP program
- Cadets from SEHS mentor students
- Active Parent Teacher Organization
- Stakeholders are included in School Council meetings
- Partnership with Armstrong State University and Georgia Southern University

Planning:
- Create a shared vision for literacy for the school and community.
- Involve mentors in developing literacy strategies for assisting students with reading needs.

Expanding:
- Expand a parent resource center
- Build a relationship with other educational institutions, families, and communities by including them in decision-making and by sharing information.

Sustaining:
- Pursue additional funding sources for specialized literacy staff and materials.

Building Block 2: Continuity of Instruction

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

All stakeholders are responsible for promoting literacy in each content area and all grade levels. (The "Why", p.31). The school will continue to provide common planning time to allow collaboration as necessary for continuity of literacy in all areas. Professional development will be provided to deepen "educators' content knowledge provides them with research base instructional strategies to assist students in meeting rigorous academic standards." (The "Why", p. 143).

What are we currently doing?
- Share professional learning at team and faculty meetings
- Collaborative planning time within grade levels

According to the GLPNA survey, only 10% of teachers feel that we are operational. We will move forward by:

Planning:

- Research best practices to build students' foundational reading skills
- Monitor and adjust schedules to include comprehensive coverage of literacy in all content areas

Implementing:
- Provide professional development to teachers for effectively implementing the Balanced Literacy Framework throughout grades K-5
- Plan and implement lessons that address literacy needs of students in all content areas

Expanding:
- Study formative student assessments and use the results to continually adjust instruction
- Research effective strategies for differentiation in literacy and writing instruction through all content areas
- Collaborate with team members to analyze lessons for improvement of literacy instruction in all content areas

Sustaining:
- Provide ongoing professional development in the Balanced Literacy Framework for new and continuing teachers
- Share professional learning at team and staff meetings
- Encourage teachers and students to share success stories with parents and the community

(The How, p. 29) (The Why, p. 63-67)

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

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Literacy is evident in all aspects of life and therefore should be taught throughout all content areas. "All teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively". (The Why, pg. 31)

What are we currently doing?
- Integrate technology whenever possible to enhance literacy instruction (bring your own technological device, access to various programs and websites via classroom computers and technology lab)
- Teaching differentiated guided reading groups in grades 1-2 and special education
- Teach and have students practice the writing process (pre-write , draft, revise, edit, and publish) as appropriate by grade level according to CCGPS writing standards
- Plan and host a literacy celebration for students that meet an individualized goal in the Renaissance Place Accelerated Reader program

According to GLPNA, only 37% of our teachers believe we are fully operational or operational in this area.

Planning:
- Provide time for teachers to collaborate to ensure that literacy is being taught in all content areas (science, social studies, math, art, music, technology)
- Study research- based strategies and resources for teaching literacy in the content area, particularly those found in "The Why" of the Georgia Literacy Plan
- Provide professional learning on research based instructional strategies and best practices to improve reading foundational skills
- Provide a schedule to allow time for teachers to incorporate all areas of the Balanced Literacy Framework

Implementing:
- Identify strengths and weaknesses of students' reading foundational skills to effectively integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Use research-based strategies and appropriate resources to support student learning of foundational skills through all content areas
- Teach academic vocabulary in all subject areas as it relates to the content
- Coach, model, observe and provide feedback to teachers to promote effective implementation of the Balanced Literacy Framework and differentiation of reading foundational skills

Expanding:
- Identify specific reading skills or knowledge that needs to be strengthened in specific lessons.
- Monitor the use of effective instructional strategies through formative assessments and use the assessments to plan future lessons
- Provide students with resources and opportunities for reading varied genres of fiction and nonfiction literature
- Share creative ideas to infuse literacy throughout the day

Sustaining:
- Maintain awareness of effective strategies for literacy instruction
- Expand opportunities for students to use written and spoken communication (both face-to-face and via technology) in all content areas as appropriate
- Expand the types of writing across all subject areas including academic electives (art, music, technology)
- Celebrate and publish good student writing in a variety of formats

(The What, p. 7-8) (The How, p. 30-31)(The Why, p.151)

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

The Georgia Literacy Task Forces states that "The Georgia definition for literacy encompasses the ability to access, use and produce multiple forms of media, information, and knowledge in all content areas at all grade levels." (The Why, p. 31) "Georgia's goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities." (The Why, p. 31). With this goal in mind MES believes the school and community should form a partnership in educating our students.

What are we currently doing?
- We partner with local faith-based groups, YMCA of Coastal Georgia, United Way, South Effingham High School ROTC, Georgia Southern University, Armstrong State University, Georgia Pacific and Mary Warnell Center
- Students that experience economic difficulties receive help from the school clothing closet and Back Pack Buddies weekend/ holiday food program
- School Messenger is used by administrative staff to contact all parents as needed.
- Social media is used to communicate with teachers, parents and community
- Provide English-language services on a county level (parent night, newsletter committee, teacher training)
- Use of technology to translate school documents and communication to other languages as necessary
- Homeless students or those with extenuating circumstances receive assistance via an Effingham County Board of Education Social Worker
- Collaborate with local universities (Armstrong State University and Georgia Southern University)
- Use of parents as student mentors, tutors and teacher aids in the Very Involved Parent Program
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities

Planning:
- Further develop avenues of communication (virtual and face-to-face) with key personnel in out-of-school organizations to support students and families
- Appoint a person in a leadership role to aid new students in transition
- Evaluate all funding sources to determine what can be leveraged to support literacy efforts
- Plan with community organization to develop enrichment activities for all students

Implementing:
- Utilize all staff to support literacy
- Incorporate technologies to more creatively and effectively support stakeholder engagement
- Design avenues to connect students to proper service providers in the community
- Implement a collaboration model of the ESOL teacher and regular education teacher for planning and teaching of ESOL students

Expanding:
- Provide for professional learning and resources that support literacy and learning in outside organizations
- Provide an opportunity for English language training to all teachers
- Provide online and face to face family focused services that engage parents and families in literacy based activities and programs

Sustaining:
- Ask local businesses to help heighten awareness about reading or literacy topics
- Have a book collection drive and ask local agencies to donate books for students that do not have access to books at home
- Pursue additional funding sources for specialized literacy staff and resources
- Continue to focus on broad issues that may impact student learning (homelessness, health, nutrition, attendance)
- Include academic supports such as tutoring to enhance literacy learning
- Opportunities for classroom teachers to be ESOL endorsed

(The What, p.8) (The How, p.32-33) (The Why, p.158-59)

Building Block 3: Ongoing formative and summative assessments

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

"Effective reading and writing instruction requires both summative and formative assessments" (The Why, pg. 97). The data that is retrieved from formative and summative assessments is used to drive instruction on a daily basis as well as to determine appropriate interventions needed. "Screening helps to determine the level of intervention needed to assist individual students; an informal diagnostic assessment helps the educator to plan and focus on various interventions. This allows the educator to adjust the instruction. Because with new information with each assessment, the educator is able to provide a continual cycle for student improvement" (The Why, pg. 97).

What are we currently doing?
- ORF
- DRA
- Pioneer Valley Assessment
- Cold Reads
- Observation Survey
- GKIDS
- Student Learning Objectives (SLO)

- DIBELS
- STAR
- Informal Phonics Inventory
- Words Their Way Spelling Inventory
- CRCT/Georgia Milestones
- GAA
- ACCESS for ELs
- Phonological Awareness Inventory
- iREAD
- iStation
- Fry Word Inventory
- Unit Assessment Test

According to the Literacy Instruction Needs Assessment survey (LINA), teachers indicated that their level of confidence regarding the use of data for instruction was:

	Little Confidence	Some Confidence	A good bit of confidence	Significant amount of confidence
Universal Screening	23%	38%	40%	0%
Formative Assessment	12%	37%	40%	12%
Diagnostic Assessment	15%	40%	40%	4%

According to the GLPNA, 5% of teachers feel that we are fully operational, 73% of teachers feel that we are operational, and 22 % of teachers feel that we are emergent in using an infrastructure for ongoing formative and summative assessments in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

Planning:
- Select a more efficient and universal program(s) to help teachers better monitor, progress check, and assess students of all learning levels
- Select a program(s) that will assist teachers in identifying struggling students as well as those who are high achieving
- Ensure teachers fully understand the purpose of both formative and summative assessments as well as how they differ from one another
- Provide consistent expectations across classrooms and teachers by developing common curriculum-based assessments (formal, informal, and performance-based)
- Develop common mid-course assessments to be used in all classrooms that contain a variety of formats (multiple choice, short answer, essay, constructed response)
- Ensure all teachers are aware of the process by which appropriate interventions are selected for struggling readers

- Schedule times for teachers to communicate concerns and data about shared students

Implementing:
- Implement selected assessment program(s)
- Administer assessments and input data in a timely fashion so that it can be used effectively to drive instruction in the classroom
- Allow students to monitor their own progress by providing timely, descriptive feedback
- Ensure teachers are trained to use the program(s) effectively and can interpret/use the data to drive instruction effectively

Expanding:
- Designate a team to train and collaborate with teachers to ensure the program(s) is used to its maximum effectiveness
- Grade level teams will meet to analyze data and adjust instruction to meet the learning needs of students
- Use technology to reflect the data from the program(s) to share with stakeholders

Sustaining:
- Continue to research and educate teachers regarding effective program(s) and assessments that reach all learning levels
- Teachers will continue to monitor and maintain data retrieved from the program(s) to drive instruction
- Continue to provide consistent expectations for teachers by implementing common curriculum-based assessments (formal, informal, and performance-based)
- Continue using a program(s) that will assist teachers in identifying struggling students as well as those who are high achieving

(The How, pg. 34) (The What, pg. 8)

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

"Research has clearly established the difficulties of remediating children's reading skills after grade three. Catching problems early has been shown over and over that prevention is by far the better alternative (National Reading Panel, 2000)" (The Why, pg. 100). Also, "The Why" stresses the importance of screening and progress monitoring students "multiple times throughout the year with a valid and reliable instrument in order to track progress or lack of it" (The Why, pg. 101). The data retrieved from such screenings would be used to drive instruction and help place students in the appropriate interventions.

What are we currently doing?
- ORF
- DIBELS

According to the LINA survey provided by the county, about 23% of teachers feel that they have little confidence, 38% of teachers feel that they have some confidence, 40% feel that they have a good bit of confidence, and no teachers feel that they have a significant amount of confidence in using the data produced from a Universal Screener.

According to the GLPNA survey, 20% of teachers feel that we are fully operational, 44% of teachers feel that we are operational, and 16 % of teachers feel that we are emergent in regards to using a system of ongoing formative and summative assessment (universal screening and progress monitoring) to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. 20% of teachers feel that this is not addressed.

Planning:
- Select an effective universal screener to be used for all students across the curriculum, which is consistent across grade levels
- Select appropriate progress monitoring tools to measure basic literacy competencies
- Include assessment measure to help identify high achievers who would benefit from a more rigorous and advanced work load

Implementing:
- Administer assessments and input data in a timely fashion so that it can be used effectively to drive instruction in the classroom
- Allow students to monitor their own progress by providing timely, descriptive feedback

Expanding:
- Allow collaboration time to analyze data and develop instructional plans according to the findings from assessments
- Use technology to communicate with parents and caregivers to ensure that they are able to easily interpret and monitor students progress

Sustaining:
- Provide professional learning opportunities for teachers and staff to ensure that all stakeholders are aware of the current standardized procedures as well as accurate data recording
- Acknowledge staff's efforts of implementing assessments and data usage to drive instruction
- Ensure teachers have enough time for collaboration in order to compare data to inform instruction

(The How, pg. 36) (The What, pg. 8)

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

"Once the pool of at-risk students is identified, more comprehensive assessments of their reading ability should be conducted to inform appropriate intervention placements. A student whose performance on a screening instrument is extremely low may require a different type and/or intensity of intervention than a student whose screening score is close to the cut-score. (Johnson, et al, 2011)." (The Why, pg. 102).

What are we currently doing?
- DRA
- Observation Survey
- iREAD
- iStation
- Informal Phonics Inventory
- Words Their Way Spelling Inventory

According to the LINA survey provided by the county, about 40% feel that they have some confidence, 40% feel that they have a good bit of confidence, and 4% feel that they have a significant amount of confidence in using the data produced from a Diagnostic Assessment.

According to the GLPNA survey, 27% of teachers feel that we are fully operational, 70% of teachers feel that we are operational, and 3 % of teachers feel that we are emergent in regards to problems found in literacy screenings being further analyzed with diagnostic assessment.

Planning:
- Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessment
- Select interventions that include diagnostic assessments and multiple-entry points to avoid a one-size fits all approach

Implementing:
- Use results of the diagnostics for student placement within an intervention and to adjust instruction

Expanding:
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward these goals
- Use technology to share relevant student progress data with families in an easily interpreted format

Sustaining:
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

(The How, pg. 37) (The What, pg. 8-9)

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

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"Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur" (The Why, pg. 96).

What are we currently doing?
- Inadequate time is set aside to analyze summative data in grade group meetings
- Administrators and teachers study summative data individually
- SLDS is utilized to determine students' needs and growth
- CRCT scores are shared with parents and care givers

According to the GLPNA, 28% of teachers feel that we are fully operational, 66% of teachers feel that we are operational, and 3% of teachers feel that we are emergent in regards to summative data being used to make programming decisions as well as to monitor individual student progress. 3% of teachers feel that this is not addressed.

Planning:
- Teachers and administrators will collaboratively examine summative data to improve learning for all students

Implementing:
- Discuss summative test data with students to set individual goals
- Continue professional learning to improve/maintain skills in data interpretation and the ways to better educate students

Expanding:
- Develop a school wide procedure to examine data to improve learning for all students
- Devise a plan for effective data gathering, publishing, and analysis
- Monitor students' progress and assist them with monitoring their own progress (keeping their own data notebook)

Sustaining:
- Teachers and administrators will monitor summative data to eradicate gap(s) in students' progress
- Teachers will ensure that students are suitably placed in appropriate programs using the data

- The literacy instruction is continuously evaluated to determine its effectiveness
- Share students' success in the program

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning

The National Center on Educational Excellence posted "five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning".
        "Classroom-level recommendations:
                1. **Make data part of an on-going cycle of instructional improvement**
                2. **Teach students to examine their own data and set learning goals**
       Administrative recommendations:
                3. **Establish a clear vision for school-wide data use**
                4. **Provide supports that foster a data-driven culture within the school**
                5. **Develop and maintain a district-wide data system"**

(The Why, pgs. 120-121).
What are we currently doing?
- SLDS is available in Infinite Campus
- Students' grades and CRCT scores are available in Infinite Campus
- The AdvancED information is shared and further developed at faculty meetings and grade group meetings. This is done to improve our instruction and identify areas of weaknesses and strengths
- School wide procedures are in place to examine data to improve instructional needs for all students
- Common planning time devoted to examining data as needed
- Implementing the district's procedures, examining the data to appropriately meet the instructional needs of students

According to the LINA survey, 40% of teachers have a good bit of confidence in using data produced from a Diagnostic Assessment, and 4% feel that they have a significant amount of confidence in using the data produced from a Diagnostic Assessment.

According to the GLPNA survey, 24% of teachers feel that we are fully operational, 42% of teachers feel that we are operational, and 34% of teachers feel that we are emergent in regards to ensuring that a clearly articulated strategy for using data to improve teaching and learning is followed.

Planning:
- Develop a protocol for making decisions to identify the instructional needs of students

Implementing:
- Teach school wide procedures of examining, gathering, publishing and analyzing of data to all stake holders
- Ensure the consistency of the data procedures with all stakeholders

- Communicate/review district procedures in order to meet the instructional needs of all students
- Analyze data to develop and adjust instructional plans to meet the instructional needs of all students

Expanding:
- Stakeholders will continue to participate in professional learning to improve skills in data collection, analysis, gathering, and publishing
- Monitor the process for using data to ensure that it continues to meet the instructional needs of students and stakeholders

Sustaining:
- Stakeholders will continue to meet to examine data to meet the instructional needs of students
- Ensure that data is assessable and stored effectively

Building Block 4. Best Practices in Literacy Instruction

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

"Generally, quality instruction at an early age may decrease incidents of reading difficulties (Juel, 1988; Snow, Burns, & Griffin, 1998). In grades K-3, early literacy instruction provides instructional anchors that, when mastered, provide the beginning readers with an enormous capacity to identify words and translate the alphabetic code into meaningful language" (The Why, p. 64). "Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided" (The Why, p. 65).

What are we currently doing?
- We are conducting professional development on the Balanced Literacy Framework and Guided Reading for 1st grade, special education, and 6 other teachers (total of 16 teachers)
- Ensure a daily literacy block for K-5 which includes whole-group explicit instruction in the five essential components of early reading instruction as well as some small groups for differentiation for students

According to the GLPNA survey, an average of 18.4% teachers feel we are fully operational, and 56% teachers feel we are operational. 23% of teachers felt we were emergent in this area. Further examination of the survey indicated that teachers feel that more professional development on *the* most effective literacy teaching methods is needed.

Planning:
- Assess the needs of our literacy program and compile the data
- Choose the program(s) that meet(s) the identified needs and provide direct, explicit literacy instruction for all students
- Visit schools that have successfully implemented the chosen program(s)

Implementing:
- Provide professional development for the chosen program(s)
- Provide coach training for on-site teacher who works with teachers as a "coach" so that her work with fellow teachers is more effective
- Provide further professional development in Balanced Literacy Framework

Expanding:
- Continually monitor student and teacher data to inform and improve instruction
- Expand current professional development in literacy to all grade levels and across all subject areas

Sustaining:
- Continually analyze data to determine the effectiveness of implemented strategies
- Provide on-going training and coaching for all pertinent and new staff for use of the core program

(The What, p. 9-10) (The How, p. 40-41)

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

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"Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills… The implementation of strong writing programs is crucial to literacy initiative" (The Why, p. 45). "This latest report documents the efficacy of writing to improve reading comprehension" (The Why, p. 45).

What are we currently doing?
- Some teachers are using Write from the Beginning for writing instruction
- CCGPS focuses on different genres of writing and includes writing across the curriculum

According to the GLPNA survey, an average of 16% of teachers feel that we are fully operational, an average of 38% of teachers feel we are operational, and an average of 46% of teachers feel that we are only emergent in or that we had not addressed students receiving effective writing instruction across the curriculum.

Planning:
- Survey teachers to determine how much time is spent on modeling writing, shared writing, guided writing, and independent writing across the curriculum to inform the literacy team of the weaknesses in writing instruction
- Choose the program(s) that use(s) best practices and meet(s) the identified needs in writing instruction
- Ensure the program(s) provide(s) direct, explicit writing instruction and give(s) opportunities for guided and independent practice

Implementing:
- Provide professional development for teaching writing across the curriculum
- Purchase supplies needed for the chosen writing program

Expanding:
- Analyze data (county writing rubrics) to determine the effectiveness of the implemented program
- Provide on-going training and coaching for staff in the writing program chosen

Sustaining:
- Continually monitor data in order to be aware of other writing needs that arise
- Continue with training and coaching for teachers in all subject areas in the writing program chosen
- Ensure that new staff receives training and materials needed for the implemented writing program

(The What, p. 10) (The How, p. 41-42)

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

"Susan Ebbers (February 1, 2011) has recently published a brief summarizing the research on the effect of motivation on comprehension" (They Why, p. 53). "In an IES Practice Guide on *Improving Reading Comprehension in Kindergarten through Third Grade*, Recommendation Five is to establish an engaging and motivating context in which to teach reading comprehension" (The Why, p. 54). "Playful social interactions with adults and peers motivate young children to explore, create with, and begin to make meaning with print" (The Why, p. 54).

What are we currently doing?
- Accelerated Reader rewards are used to motivate students to read and maintain a high level of comprehension
- We have added books to our leveled library so there is a wider variety of reading material for guided reading that may pique the interest of students

According to the GPLNA survey, 8% of teachers feel that we are fully operational, 38% of teachers feel that we are operational, and more than half of teachers feel that we are only emergent in or that we have not addressed intentional ways of maintaining the interest and engagement of students. We will improve this by:

Planning:
- Teachers provide a variety of texts for students to choose from for each piece of the Balanced Literacy Framework
- Teachers conduct an interest survey to determine which books students might be most interested in reading

- Allow students to use technology more for reading and writing
- Investigate programs that work to develop student interest and engagement in reading and writing across the curriculum

Expanding:
- Implement a program focused on developing interest and engagement in reading and writing across the curriculum
- Incorporate disciplinary literacy to further develop critical thinking, speaking, writing, and reading skills
- Incorporate more *student* use of technology for the consumption of literary media, for writing, and for communication with others

Sustaining:
- Stay updated on current trends/topics students are interested in
- Maintain initiatives implemented in earlier stages of this action

(The What, p.11) (The How, p. 42)

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

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

"Intervention refers to strategic techniques that are based on student needs and usually supplement the general education curriculum", ("The Why" page 123). Intervention helps to identify and support the students that struggle with general education classroom instruction by giving the support of individual and differentiated instruction using "well-researched, evidence based specific instructional techniques", ("The Why" page 123).

What are we currently doing?
- The intervention team (including administration, SLPs, interventionist, counselor, reading recovery teachers) meets bi-weekly to discuss specific student intervention programs in order to determine adequate progress
- Meetings are held between classroom teacher, administration, and interventionist to create effective plan of action for Tier 2 and Tier 3 students
- K-5 have implemented a 30-minute "REACT" time in order to implement classroom interventions and enrichment
- K-2 uses a computer-based literacy program in order to supplement general education teaching strategies

According to the LINA survey, approximately 31% of teachers say that they have 3-4 students in intervention. This is not an accurate depiction of the intervention program based on information given by the interventionist. This leads the team to believe that teachers do not have a clear understanding of what defines intervention.

According to the GLPNA survey, 20% of respondents feel that RTI is not currently being formally implemented.

Planning:
- Schedule an In-service with intervention specialist in order for teachers to become confident with the RTI system
- Develop protocols for identifying students based on specific education needs that can be matched with appropriate researched based interventions
- Determine percentage of students currently being served in each tier at each grade level and communicate more effectively and consistently with their general education teachers regarding progress being made in specific interventions
- Train teachers to better understand when differentiation in the classroom is not sufficient and more intense intervention is needed (referral to tier 2 from tier 1)

Implementing:
- Purchase, train, and implement data collection program
- Analyze data for individuals to identify students in need of interventions according to established protocols
- Monitor to ensure that interventions are occurring regularly and with fidelity

Expanding:
- Schedule grade level data-analysis team meetings led by administration
- Use technology to reflect the data from the program to share with stakeholders
- Create a method of communicating with parents in order for them to better understand the RTI process

Sustaining:
- Continue to monitor progress of all students, program effectiveness, and teacher understanding of the RTI process as it continues to evolve

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

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

Using effective tier 1 strategies "seating arrangements, flexible groupings, lesson pacing, collaborative works, differentiation, demonstrations of learning and student feedback" allow teachers to quickly and effectively determine whether further, specific interventions are required. ("The Why" p. 126)

What are we currently doing?
- We use ORF (oral reading fluency) to identify struggling readers in order to place in small group, differentiated instruction the classroom
- We use CCGPS in order to identify students who are not meeting grade level expectations

According to the LINA survey, 59% of teachers believe that they are carrying out interventions within the classroom. It is not clear nor communicated to other intervention team members as to whom or what these interventions are.

According to the GLPNA survey, 22% of respondents stated that Tier 1 instruction is not currently being formally implemented in classroom settings.

Planning:
- Develop protocol to collect data to determine correct percentage of successful students in all areas of literacy
- Develop a plan to strengthen consistent Tier 1 intervention strategies based on each component of the Balanced Literacy Framework

Implementing:
- Institute professional learning/training to ensure that all identified Tier 1 intervention strategies are implemented with fidelity
- Use data from universal screening process to identify general weaknesses in instruction of the Balanced Literacy Framework in order to further develop differentiated techniques for the classroom

Expanding:
- Ensure adequate time for planning and implementing flexible common classroom based formative assessments, across all areas of literacy, to ensure consistent classroom measurement of grade-level achievement
- Utilize existing GaDOE resources for consistent student monitoring
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery throughout the school year

Sustaining:
- Continue to monitor progress of all students, program effectiveness, and teacher understanding of the RTI process as it continues to evolve

("The How" p. 43-44, "The What" p. 11)

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

Tier 2 interventions are needed to address those students with specific educational needs that are identified and cannot be addressed with Tier 1 intervention strategies carried out in the general education classroom. "These protocols are typically implemented in a specific sequence" using research-based practices to address student's literacy needs while keeping a clear focus on the GPS. During Tier 2 interventions "progress monitoring is used to monitor the student's response to the intervention". ("The Why" p. 126)

What are we currently doing?
- As students are identified at Tier 2, the interventionist implements assessments to identify the best program to meet the student's educational needs
- Intervention specialist, reading recovery teachers and paraprofessionals implement Tier 2 interventions for targeted students
- Tier 2 is carried out in a small group setting outside of the general educational classroom
- The interventionist is responsible for progress monitoring all students' progress towards goals

According to the LINA survey, 67% of the teachers believe that the person carrying out the intervention is fully trained in the program used.

According to the GLPNA survey, 31% of respondents feel interventionists participate in professional learning in program use and how to diagnose and correct reading difficulties.

Planning:
- Provide professional learning opportunities for the interventionist on the appropriate use of supplemental and intervention materials
- Ensure effectiveness of intervention by building sufficient and fluid blocks of time into the daily schedule to enable interventions to be carried out with consistency and fidelity

Implementing:
- Undertake regular progress monitoring to measure the effectiveness of the intervention
- Monitor the effectiveness of the intervention by holding regular meetings to discuss the generalization of the skills being remediated

Expanding:
- Ensure adequate time for planning and implementing research-based intervention programs across all areas of literacy to ensure consistent measurement of growth towards grade-level achievement
- Utilize existing GaDOE resources for consistent student monitoring
- Provide professional learning to ensure school-wide understanding of intervention programs and anticipated levels of student mastery throughout the school year as it relates to grade level **standards**

Sustaining:
- Continue to monitor progress of all students, program effectiveness, and teacher understanding of the RTI process as it continues to evolve

("The How" p. 45, "The What" p. 12)

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

Constant updated information is needed at this level of intervention in order to "aggressively monitor the students' response to the intervention and the transfer of learning to the general classroom". This requires collaboration to ensure that this information is monitored and available to all stakeholders. ("They Why p. 127)

What are we currently doing?
- At the Tier 3 level, students are more frequently monitored for progress and regular SST meetings are held to discuss progress within the interventions and generalization into the classroom
- The intervention team meets bi-weekly in order to discuss progress at the tier 3 level
- The interventions are administered in a more individualized manner, no more than a ratio of 1:3. Wherever possible, 1:1 administration is favored

According to the GLPNA survey; 30% of respondents say the SST team meets to ensure that interventions are at appropriate teacher-students ratio and are delivered with fidelity.

Planning:
- Develop a standard protocol for consistent communication between SST members in order to effectively monitor data in a timely manner
- Train SST members to interpret data in order to better identify individual student needs

Implementing:
- Institute professional development to ensure that all identified tier 3 intervention strategies are implemented with fidelity
- Institute professional development to ensure that all SST members are adequately interpreting data in order to distinguish between a difficulty, difference, or a disorder

Expanding:
- Along with the research-based interventions currently implemented at the tier 3 level, the SST members will use available collected data to develop additional intervention strategies based on individual student needs
- Provide professional learning to ensure school-wide understanding of the link between intervention programs, collected data, and a move towards deciphering between a difficulty, difference, or disorder

Sustaining:
- Continue to monitor progress of all students, program effectiveness, and teacher understanding of the RTI process as it continues to evolve

("The How" p. 46-47) ("The What" p. 12)

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

At Tier 4, a disability has been identified demonstrating that general education teaching is not sufficient to meet the academic needs of the student. "Specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual". These interventions must be delivered by a certified professional specific to the area of the disability. ("The Why" p. 127)

What are we currently doing?
- We assign each Tier 4 student a case manager to maintain the IEP, progress reports, and individual learning strategies based on the student's needs
- We hold annual IEP meetings to discuss progress with all IEP team members
- We serve the student in the most least restrictive environment possible

According to the GLPNA survey; 16% of respondents state that the most highly qualified teachers provide Tier 4 instruction. SPED, ESOL, and Gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS.

Planning:
- Help special education teachers align their goals with CCGPS standards
- Ensure that schedules are developed in order to meet all needs of Tier 4 students; academically, extracurricular, and socially

Implementing:
- Meet as a faculty/staff in order to align annual schedules and activities to allow access to all students
- Stakeholders, Special education, gifted, and ESOL teachers participate in professional learning to ensure strict alignment with delivery of CCGPS even in separate settings

Expanding:
- Provide professional learning to ensure school-wide understanding of the link between intervention programs, collected data, and special education protocol.
- Provide opportunities for regular collaboration between case managers and general educators to discuss student progress and integration into regular education classrooms

Sustaining:
- Through data collection, we will monitor the implementation of the IEP and progress based on the student's needs and disability
- Through professional learning, ensure that the most highly qualified and experienced teachers support the delivery instruction to students with disabilities

("The How" p. 47, "The What" p. 13)

Building Block 6. Improved Instruction through Professional Learning
A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom

Teachers not only impact students for one year, but a lifetime. All teachers must be trained properly so that students get a quality education. "The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007)." The Why addresses, "requiring teachers to demonstrate competency in theory and application ensures having a quality teacher in every classroom" (p.150). Along with the basic theory and application, they will need support from Administration and colleagues.

What are we doing?
- MES works with Georgia Southern University and Armstrong University preservice teacher, educating them in the current standards and research-based instructional strategies
- New teachers are a part of a grade level team that meets weekly for collaborative planning
- New teachers are assigned a school based mentor

Planning:
- Meet with representatives from Professional Standards Commission (PSC) to enlist support for ensuring that preservice teachers receive coursework in disciplinary literacy within content areas

Implementing:
- Utilize the TKES for specific evaluation instruments for preservice teachers and revise if needed

Expanding:
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

Sustaining:
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions.

(The How, pg. 48)

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

"According to the National Staff Development council, substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning" (The Why, pg. 142). Teachers are dedicated to being lifelong learners. It is important for the continued learning to promote critical thinking and higher order performance. The ultimate goal is to promote student achievement. "Effective professional learning is linked to higher student achievement" (The Why, pg 141).

What are we doing?
- The school schedule includes collaboration time to analyze data and share expertise
- Teachers are monitored through classroom observations using the TKES
- Experienced teachers are partnered with preservice and beginning teachers
- Training is provided for all staff

Planning:
- Provide opportunities for teachers to observe, practice, and evaluate reading instruction and techniques

Implementing:
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation

Expanding:
- Revisit and revise professional learning yearly based on student mastery of the CCGPS, classroom observations, surveys and staff evaluations of professional learning

Sustaining:
- Ensure that new personnel receive vital professional learning from earlier years
- Expand and strengthen school-university partnerships to build networks of support of literacy programs

(The How, p. 49)

Analysis and Identification of Student and Teacher Data

GKIDS Results 2014

Content Area/Strands	Mean % Elements Meets/Exceeds
ELA	94.6
Math	94.7
Approaches to Learning	83.8
Personal/Social Development	87.4
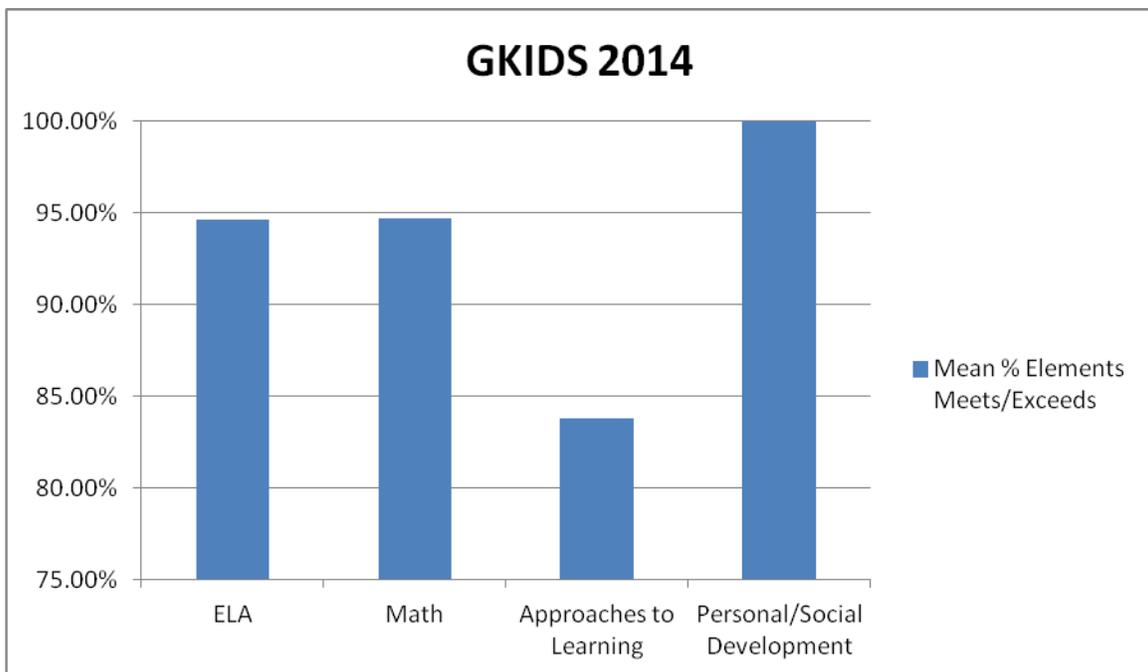
GKIDS data indicate that students have weaknesses in approaches to learning, which includes curiosity, initiative, creativity, problem solving, attention, engagement, and persistence. Our scores indicate a need for literacy instruction and support. Reading foundational skills are critical for our students' in all content areas.

DIBELS Data System Kindergarten
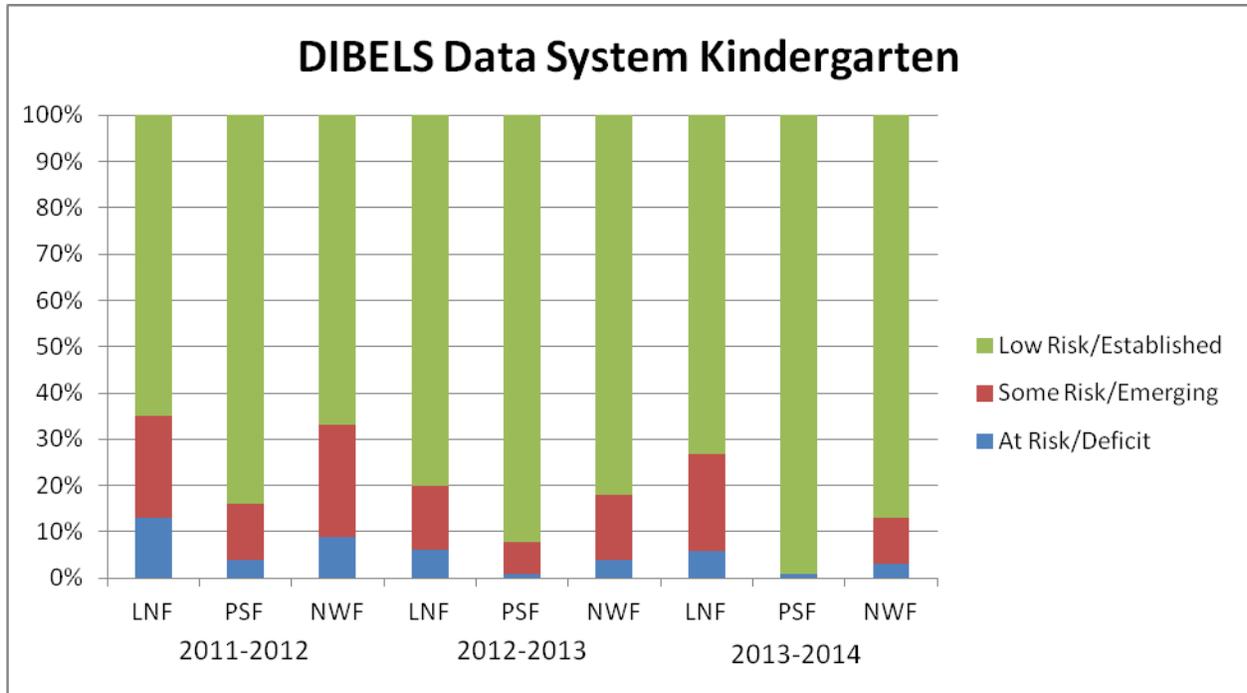
Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency(NWF)

DIBELS 6th Edition has been implemented as a screener for our Kinderagrten classes to identify students who are struggling with reading foundational skills. Our Kindergarten students fell below the benchmark for Nonsense Word Fluency. Knowing fluency is in part based on accuracy in word identification (Why, p.72), this data substantiates the teachers' assessment in the needs survey, that we have a serious weakness in Kindergarten in the instruction of foundational skills and need for a more systematic and sequential word identification program.

## End Of Year Progress Check 2014
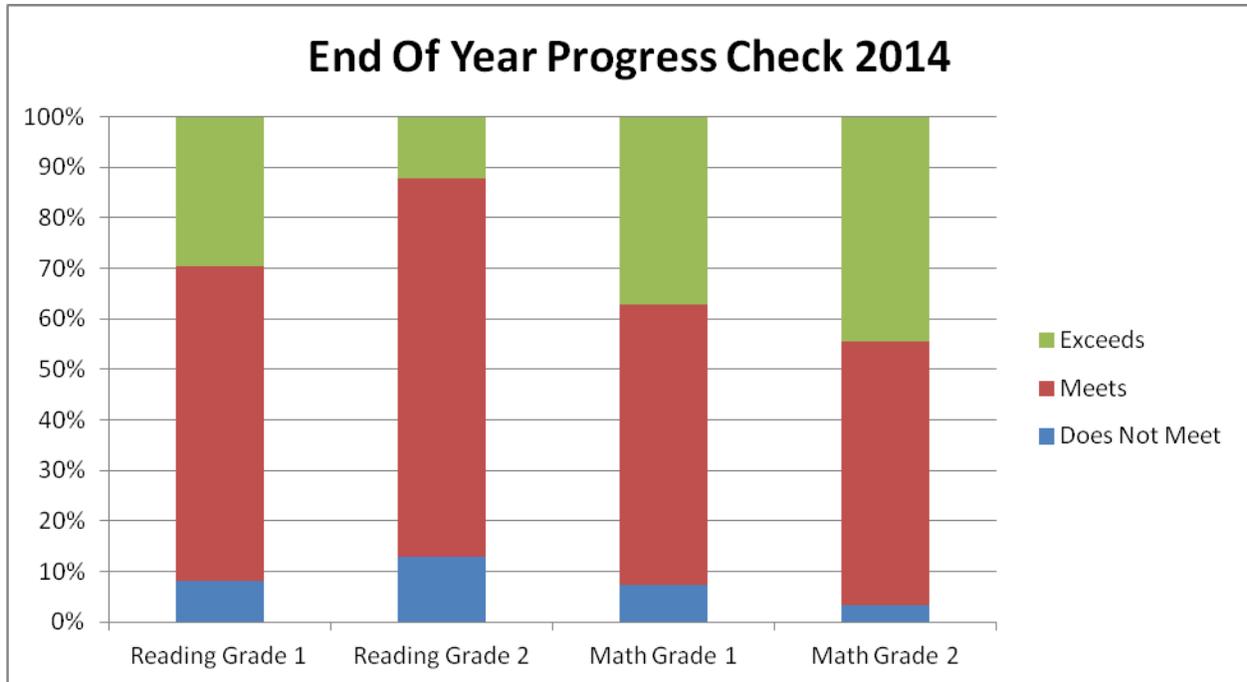
In Effingham County, our teachers collaborated with other county teachers for Grades 1 and 2 to establish a End of Year Progress Check (EOYPC) to identify students who had needs in the areas of Reading and Math. Based on our results, there was a significant amount of students who fell in the Does Not Meet area for Reading for both Grades 1 and 2.

CRCT Reading

CRCT Language

CRCT Mathematics

CRCT Science

CRCT Social Studies
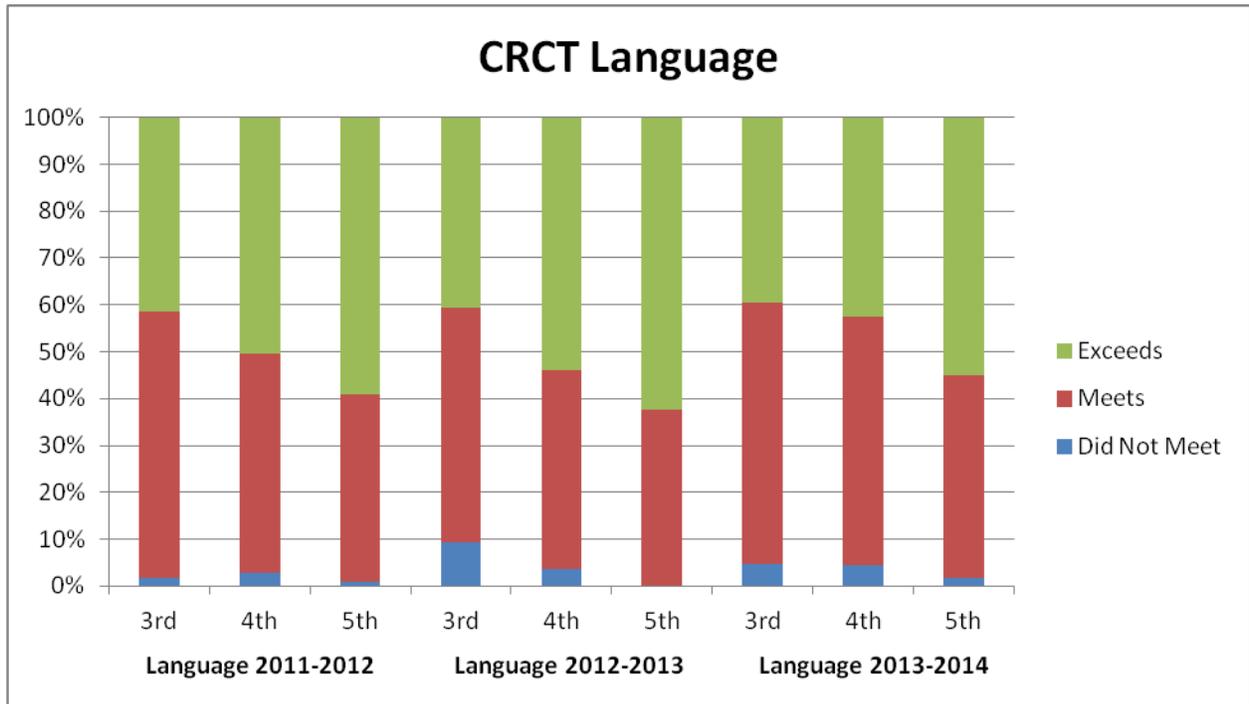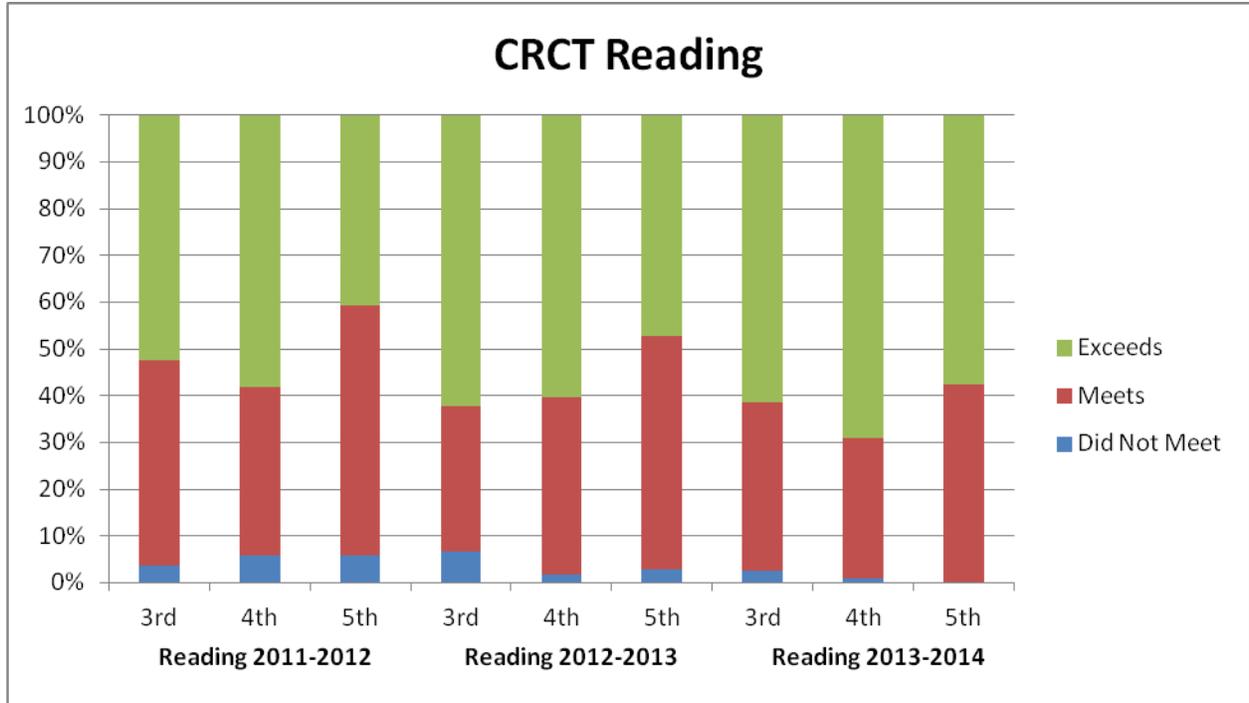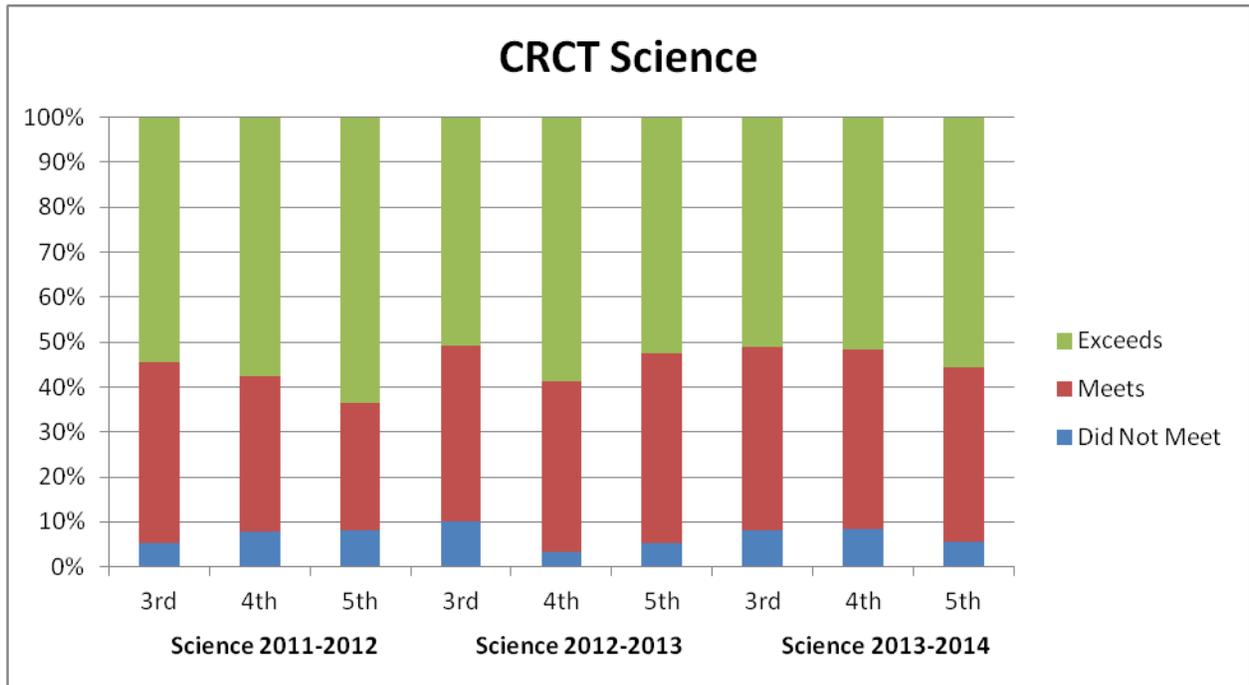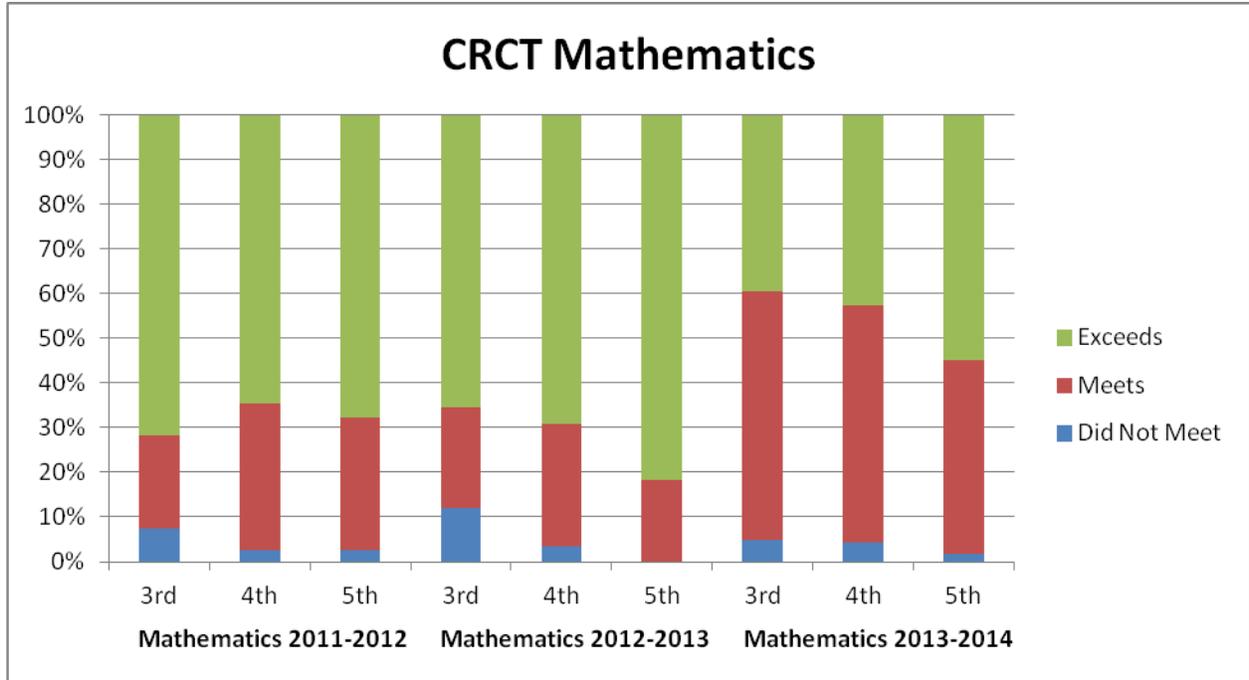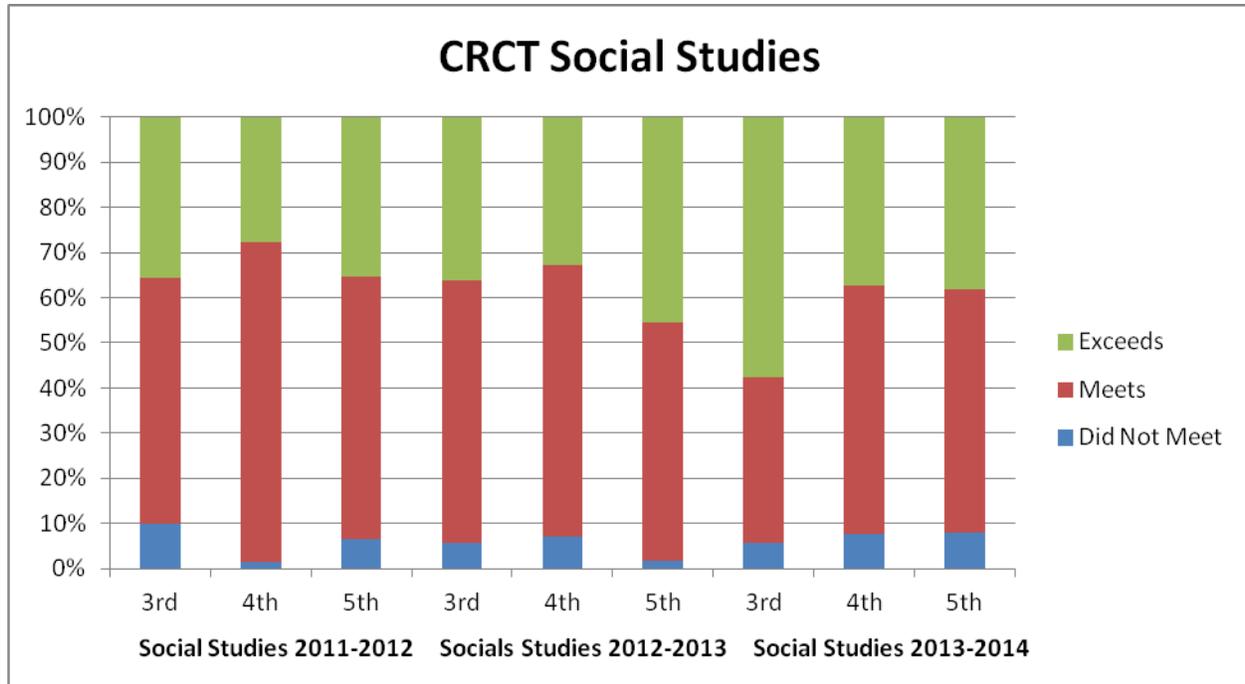
While these summary scores appear encouraging, looking deeper into the data indicates the performance of those students who are generally the most vulnerable in specific subgroups.
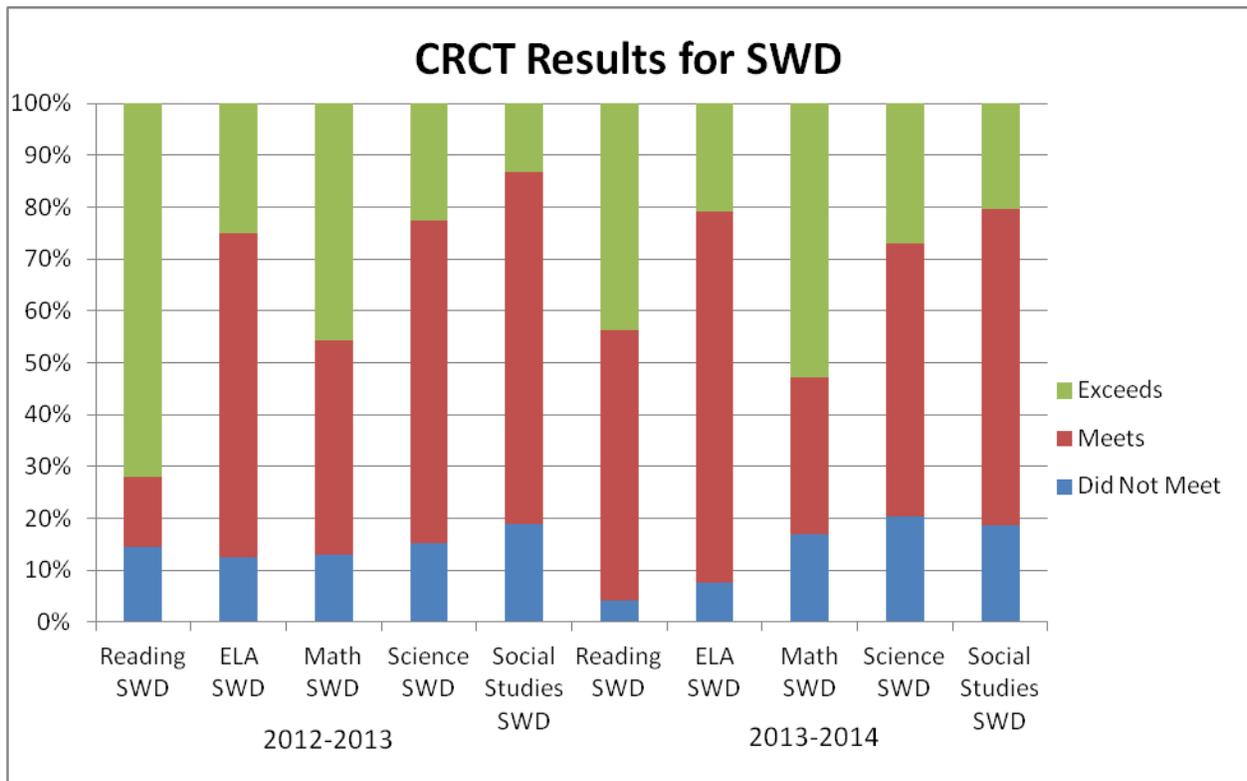
The data in the preceding charts indicates the need to address literacy across disciplines. Student achievement in science and social studies reveals many students' difficulty in accessing the information in more complex content area texts. This difficulty is particularly evident in the social studies scores. Although many of MES students scored in the Meets and Exceeds categories, there is a gap among our multi-racial students as shown in the CRCT Reading data 2012-2013 and 2013-2014.

The general population of grade 3-5 students demonstrates mastery in reading skills. Most students score in the Meets and Exceeds categories. Few students score Does Not Meet. Subgroups score equally well, with the exception of the Students with Disabilities group (SWD). Grade five is particularly strong with ELA skills. This grade level outperformed its younger peers at grades three and four. While most grade five students scored in the Meets and Exceeds areas, a gap is noted between general education students and the SWD subgroup.
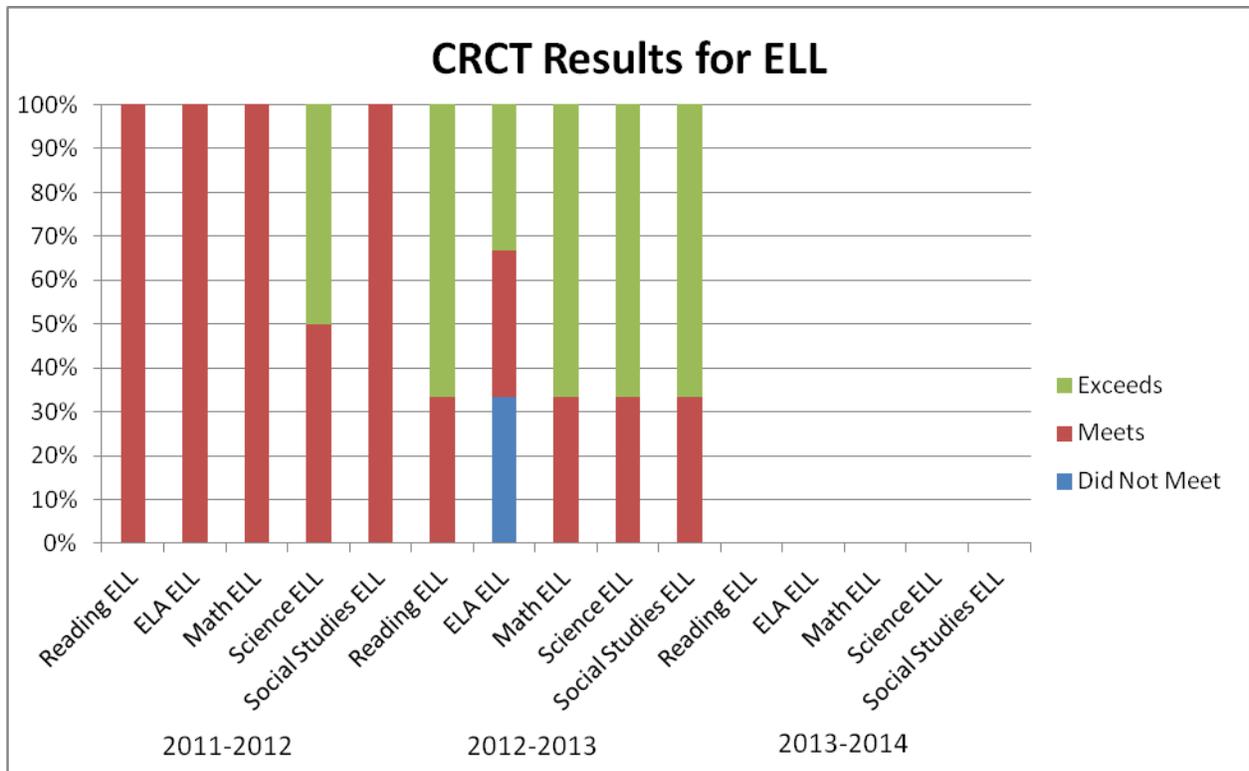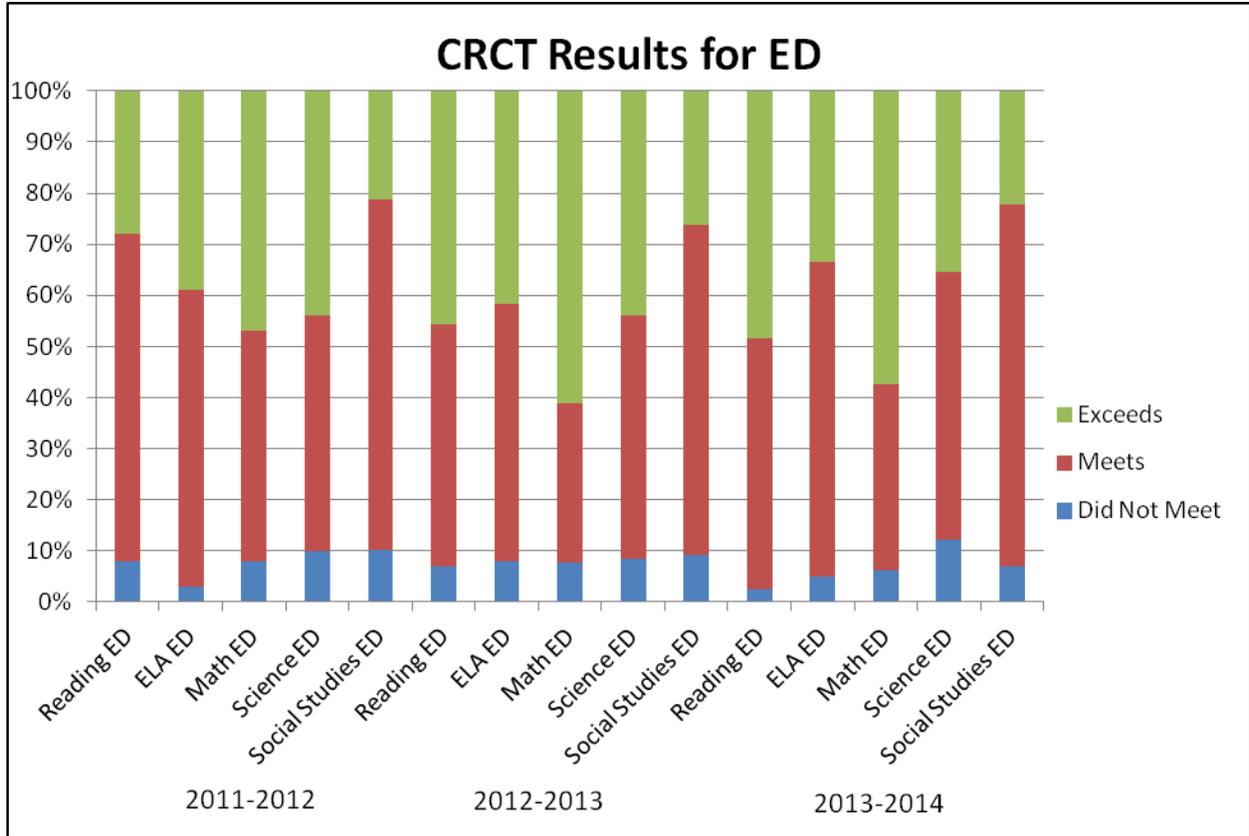
Further, an analysis of the gaps for the College and Career Readiness Performance Indicators (CCRPI) and our CRCT scores, shows that there are noticeable gaps in learning in the areas of Reading and ELA at all grade levels for the SWD subgroup. Specific literacy instruction is needed for this subgroup. Math is a stronger content area for all students. The SWD subgroup scored well in this content area too with the exception of grade 4. However, in the content
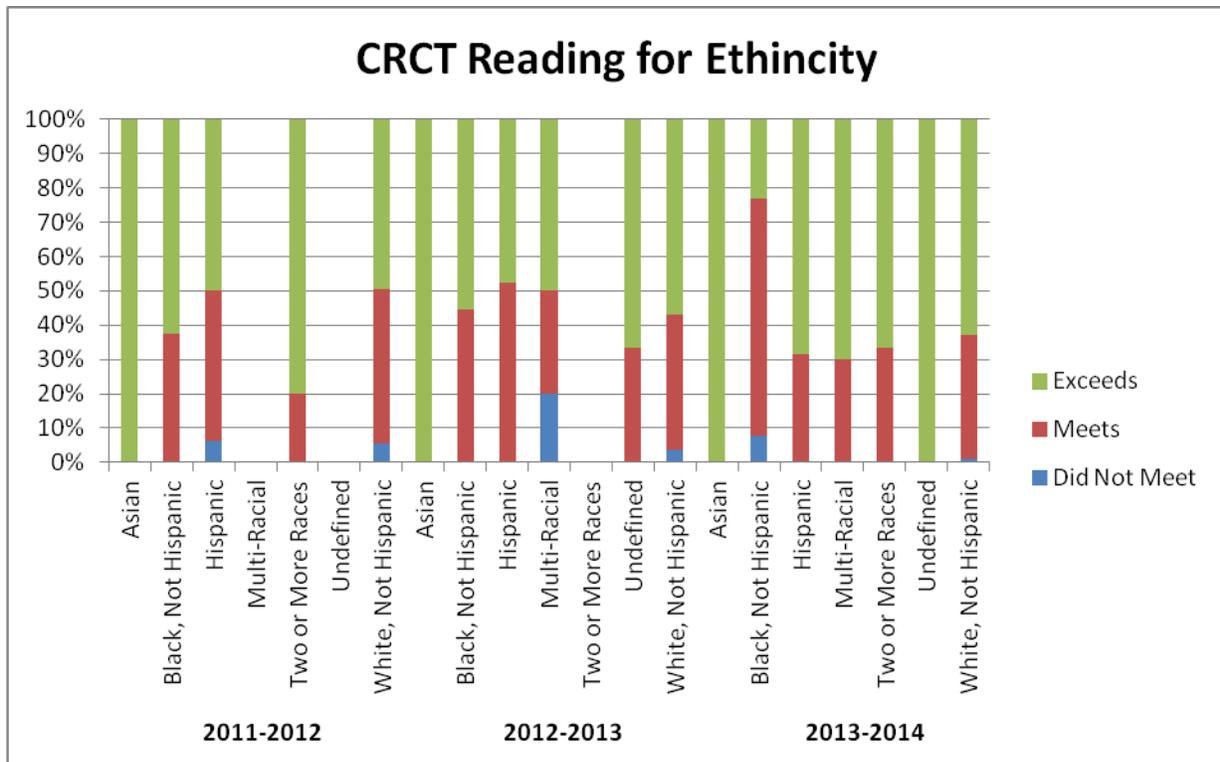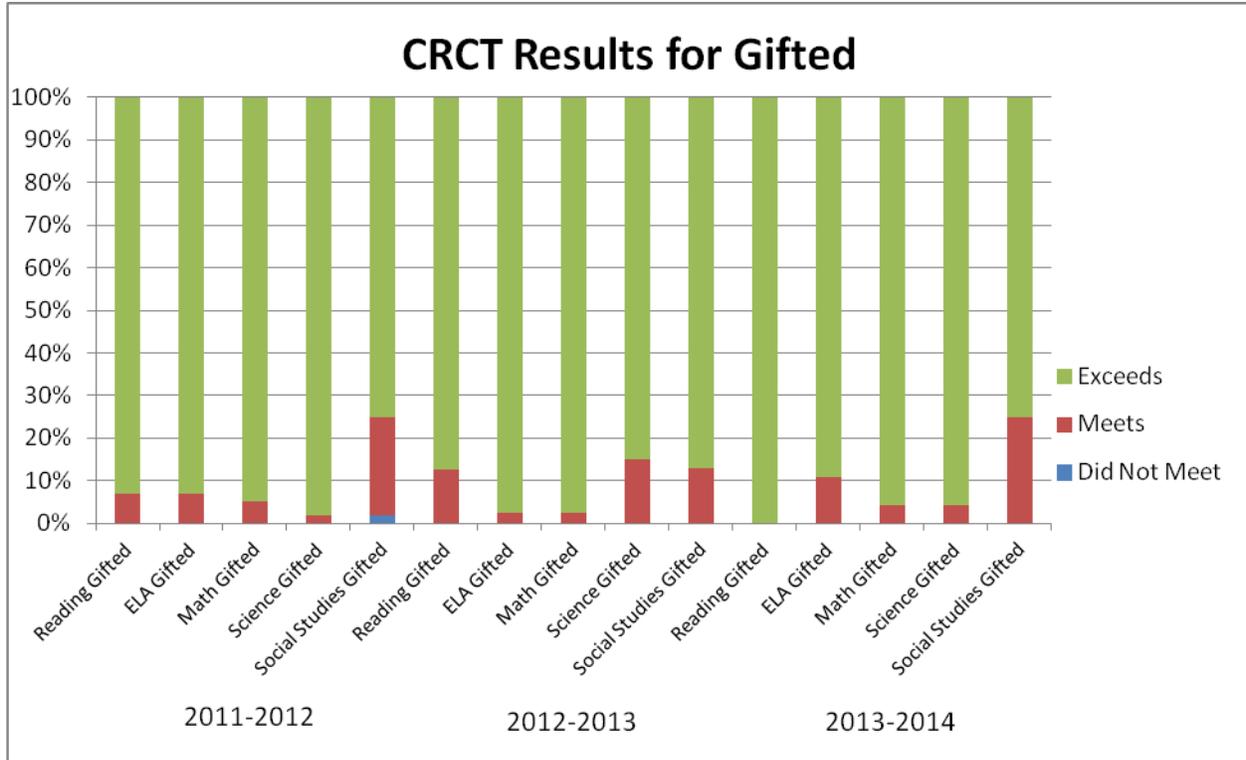
area of Math fewer students scored in the Exceeds or Commendable category that they did in other content areas.

CRCT Results for ED

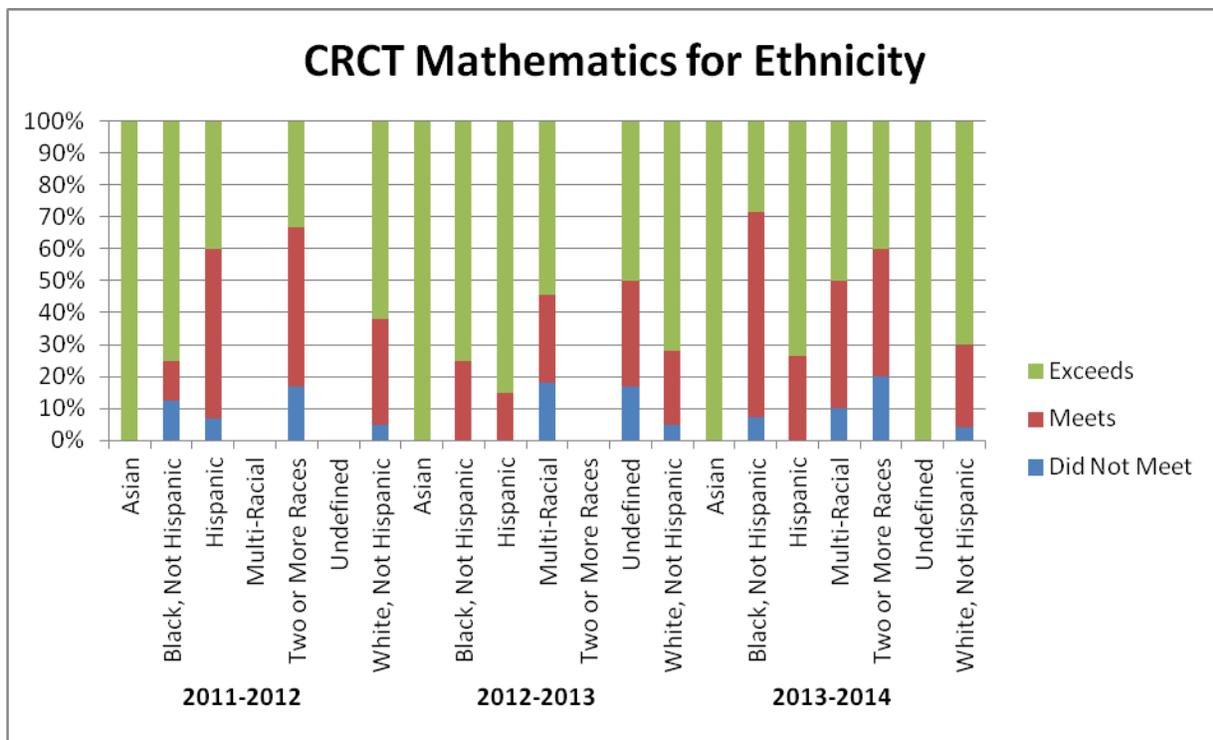CRCT Results for ELL
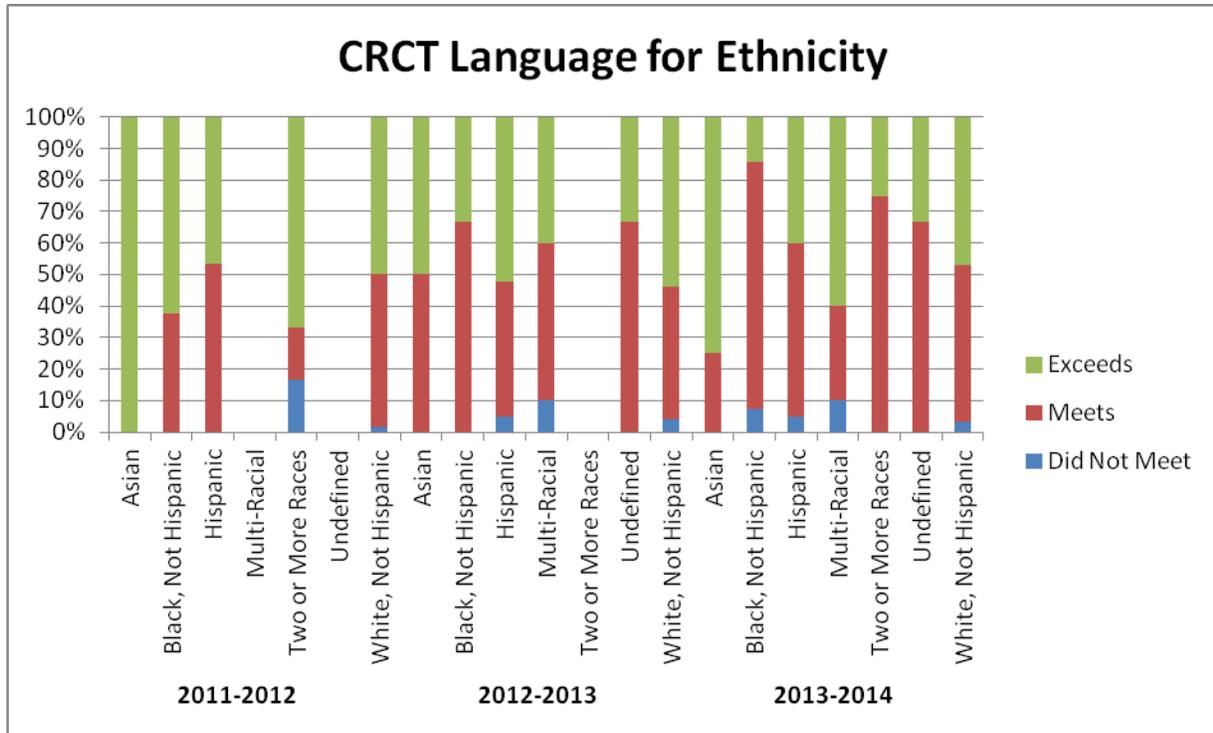
CRCT Results for Gifted

CRCT Reading for Ethincity

CRCT Language for Ethnicity

CRCT Mathematics for Ethnicity

CRCT Science for Ethnicity

CRCT Social Studies for Ethnicity
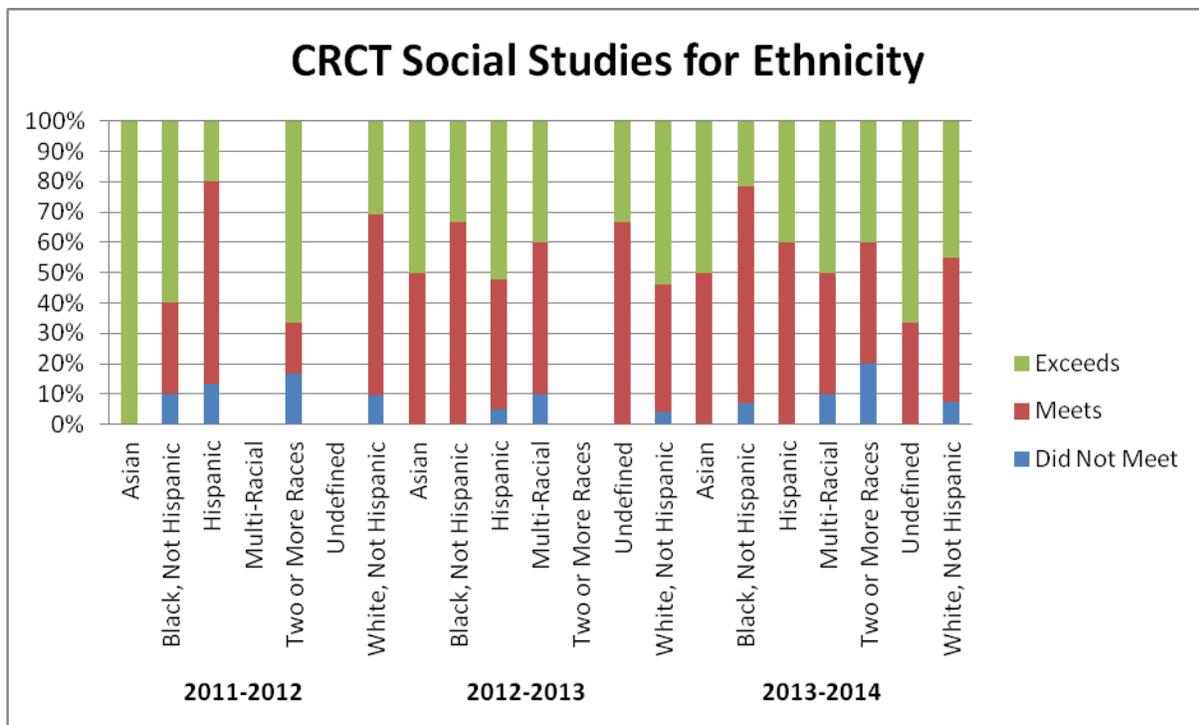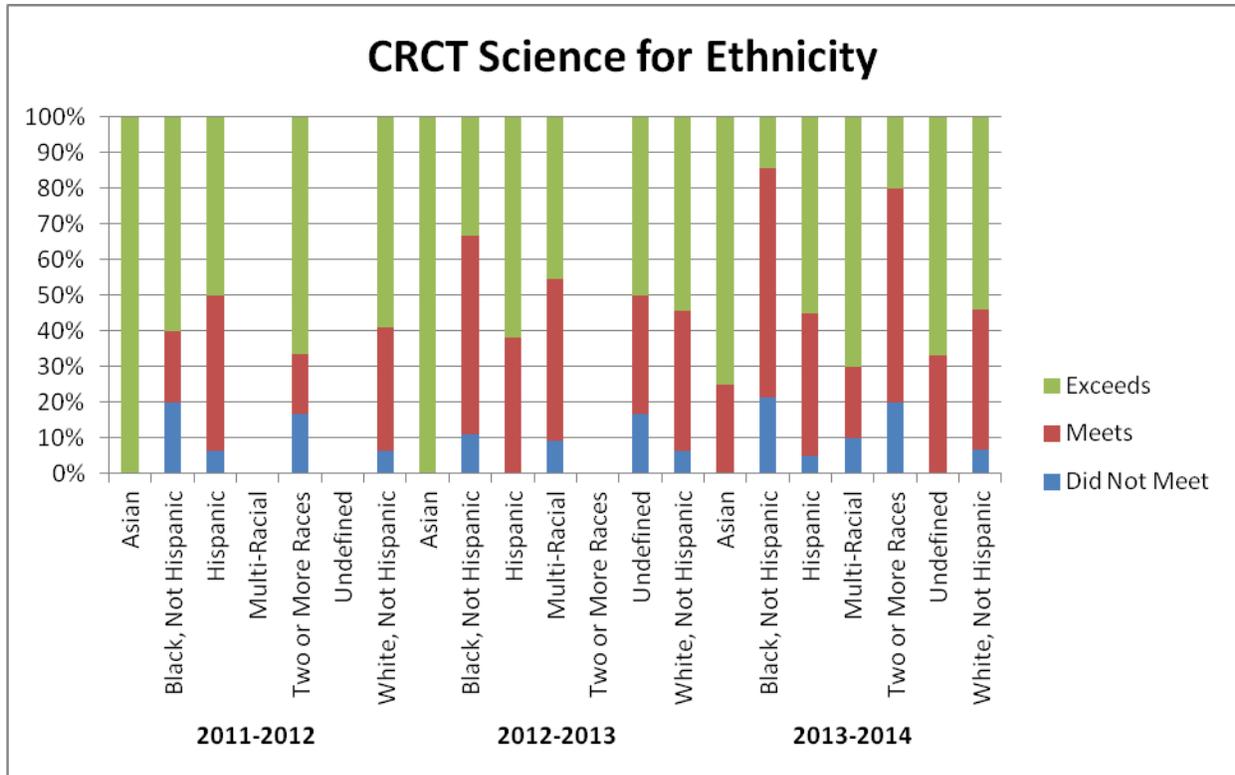
Data analysis indicates that specific teaching in the area of reading across the curriculum is needed for all students. With regards to math performance, improved teaching skills and teaching strategies are needed to better develop a literacy component with math knowledge and application so that more students score in the Exceeds/Commendable range for state testing. While science and social studies scores are comparable to state and local schools, MES test scores lag in comparison to the content areas of reading and math. An effort needs to be made to improve literacy and comprehension in the content areas of science and social studies as a means for increased student scores. ELA shows the most gaps across the board with inconsistent abilities noted for the following subgroups: SWD, male, white, and general education students. These gaps may be symptomatic of the curriculum itself. Teacher training in ELA content and delivery need to be a priority for all teachers in order to improve reading and writing in content areas.
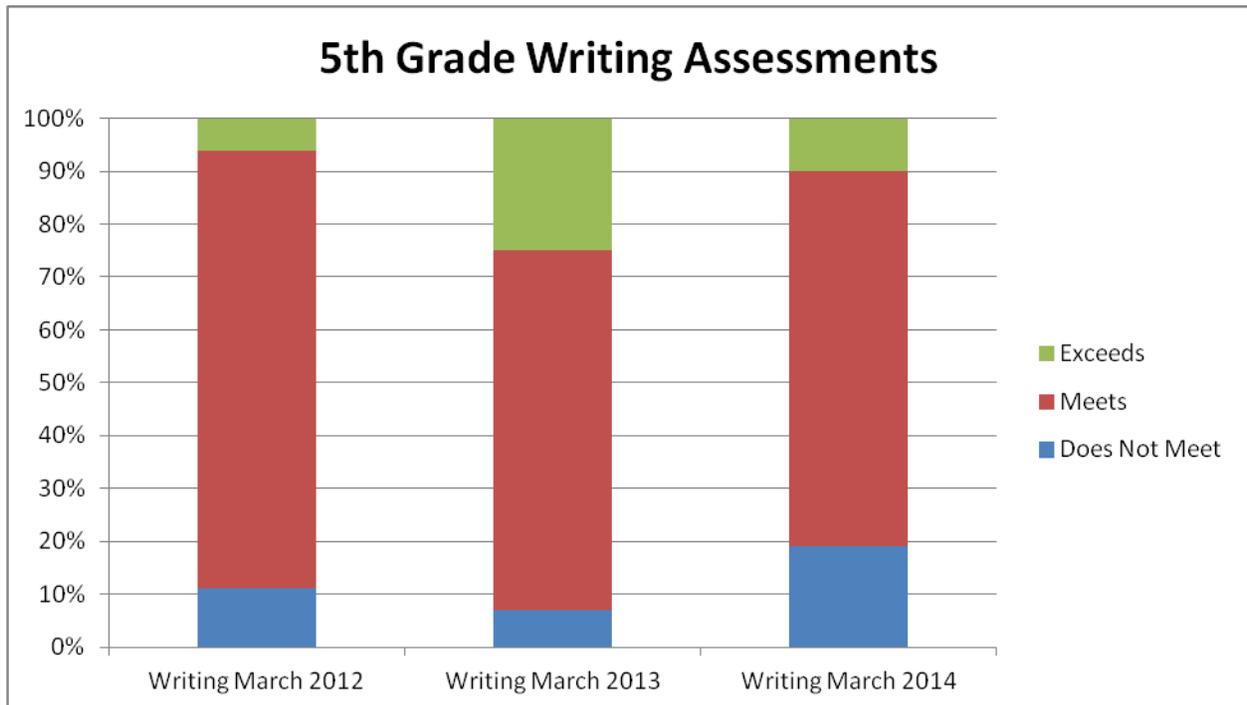
All students, and particularly SWD, need improved writing scores with more students scoring in the Exceeds/Commendable range. The 2014 fifth grade writing scores had a strong down-turn in scores with a loss of 15 percentage points in the exceed category.

Teacher Retention Years:

Currently, teachers have taught at MES for an average of 13 years with an average of 7 years of teachers teaching at the same grade level. Due to growth we added, some special education teachers and a third grade teacher. In the past three years, 96% of all certified staff has remained at MES.

Strengths and Weaknesses:

The major strengths we found in our program:

- Most students meeting or exceeding standards in Reading/ELA on CRCT

- Faculty/ staff that is dedicated to doing what it takes to meet student needs

- Faculty/staff that experiences very little turnover

- Significant numbers of parents participating in mentoring, assisting in classrooms and financial support

The major weaknesses we discovered:

- Students with disabilities in grades 3-5 not meeting standards

- Number of ALL students in grades 3-5 not meeting standards in science and social studies

- Black students not exceeding the standard in all areas

- Percentage of grade 3-5 students not meeting in writing

Goals and Objectives

Goal 1: Implement a systematic and balanced approach to reading: Balanced Literacy Framework	
Objective 1:	Monitor implementation through collaborative meetings and literacy observation through TKES
Objective 2:	Visit other schools who are implementing a successful approach to reading
Objective 3:	Research materials to provide instruction in the foundational literacy skills

Objective 4:	Implement the approach with fidelity
Objective 5:	Conduct an audit of current resources
Goal 2: Implement writing instruction consistent with CCGPS	
Objective 1:	Make writing required of every subject area and use technology when possible
Objective 2:	Integrate writing instruction across all subject areas
Objective 3:	Develop a coordinated plan for writing instruction
Goal 3: Strengthen teacher understanding in selecting and implementing appropriate interventions	
Objective 1:	Provide a protected time for direct instruction in a small group setting
Objective 2:	Participate in professional learning on research-based interventions linked to direct instructional strategies
Objective 3:	Identify students needs and choose the most appropriate intervention

Project Plan – Procedures, Goals, Objectives, and Support

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

Goal: Steadily increase the percentage of students scoring at and above expectation in reading each year. (Building Blocks 4/5)			
Current Best Practices: (What, 9) DIBELS – disaggregation/use of data, diagnostic testing (Phonological Awareness, Phonics Inventory, Decoding Inventory, Fry Words), running records (What, 7), collaborative planning (What, 9), ORF			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Conduct an audit of current resources/materials based on carefully articulated scope/sequence of skills and CCGPS alignment (What, 9)	Spring, 2015	Release Time SRCLG Local Funds	CCGPS Scope and Sequence *LT
Research, select, purchase needed instructional materials (What, 9)			
Conduct classroom literacy observations to gauge current practice in reading instruction (What, 10)	Baseline Spring, 2015 Ongoing	N/A	Classroom Observation Data *SA
Provide research-based professional learning on components of literacy for all staff including literacy coach training for onsite staff member (Why, 141)	Summer, 2015 Ongoing	Release Time SRCLG	Professional Learning Log Classroom Observation Data *SA
Ensure daily literacy block of 120 minutes includes all grade-appropriate literacy components (whole group explicit instruction and differentiated small groups) (What, 10)	Fall, 2015	N/A	Classroom Schedules Walkthrough Observations *SA, LT
Create and implement system plan for vertical/shared responsibility of literacy goals across curriculum (What, 10)	Fall, 2015 Ongoing	N/A	Lesson Plans *SA, LT, T
Strengthen system-wide formative/summative assessments with standardized administration of tests	January, 2016 Ongoing	Release Time SRCLG	Assessments Analysis of Student Work *SA, T

Provide professional learning for teachers and paraprofessionals to develop and sustain best practices in literacy for student engagement/motivation (What, 11)	Summer, 2016 Ongoing	SRCLG/PL Funds Release Time	Classroom Observations Formative/Summative Assessments *SA, LT, T
Increase family involvement and parental education	Fall, 2016	SRCLG PTO	Advanced Ed Surveys *LT, SA, T
Improve technology resources in order to improve student achievement in literacy	Summer, 2016	SRCLG PTO Local Funds	Formative and Summative Assessments *SA, LT
Additional Evidence of Research-Based Practice: "The ability to read is the bedrock of all types of literacy." (Why, 98)			

Goal: Steadily increase the percentage of students scoring at and above expectation in writing each year. (Building Blocks 4/5)			
Current Best Practices: (What, 10) CCGPS units, writing rubrics, use of student exemplar work			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Conduct classroom literacy observations to gauge current practice in writing instruction (What, 10 and 13)	Baseline Spring, 2015 Ongoing	N/A	Analysis of Writing Samples *LT
Research/select best approach to develop/implement a writing curriculum aligned with CCGPS which includes meaningful opportunities for daily writing (What, 10)	Spring, 2015	SRCLG Local Funds	
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2015 Ongoing	SRCLG	Professional Learning Log Writing Samples *SA
Ensure that daily literacy block of 120 minutes includes explicit writing instruction, guided practice, independent practice for all students (What, 10)	Fall, 2015	N/A	Writing Samples Classroom Observations *SA
Design/implement CCGPS-aligned plan for writing that is articulated horizontally/vertically across all content areas (What, 6,7, and 10)	Fall, 2015 Ongoing	SRCLG Local Funds	Plan for Writing Instruction Lesson Plans Writing Samples *SA
Develop/incorporate valid formative/summative (Why, 94-98) writing rubrics for administration/using data	Spring, 2016 Ongoing	Release Time SRCLG	Rubrics Analysis of Student Work *GA

| Improve family involvement/parental education | Fall, 2016 | SRCLG PTO | Advanced Ed Survey *LT. SA. T |
| Improve technology resources | Summer, 2016 | SRCLG PTO Local Funds | Formative and Summative Assessments *SA, LT |

Evidence of Research-Based Practice:
- "The implementation of strong writing programs is crucial to a literacy initiative." (Why, 45)

Goal: Steadily increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies each year. (Building Block 2)			
Current Best Practices: grade level math, science, and social studies units incorporating writing daily			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Provide professional learning on literacy instruction within content areas: (What, 6 and 10) • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary • Writing experiences in all genres incorporating content area topics (Why, 50-55)	Summer, 2016 Ongoing	SRCLG PTO Local Funds	Professional Learning Log Classroom Observations *SA
Purchase content-based texts (multiple formats)	January, 2016		Record of Purchase *GA
Develop common formative/summative assessments within content areas with protocol for using data (What, 8)	January, 2016 Ongoing	Release Time SRCLG	Student Data *GA, SA, T
Adopt systematic plan for teaching academic vocabulary in all subjects. (What, 6)	Fall, 2016 Ongoing	SRCLG Local Funds	

Evidence of Research-Based Practice:
- "A successful interaction with any text depends on the student's ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content." (Why, 49)

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students. (Building Blocks 3/5)			
Current Best Practices: (What, 11) System assessment calendar, follow-up diagnostic testing (What, 10), reading foundational block in daily schedule (What, 12), intervention groups, school RTI committee, system SST review process			
Objectives	**Timeline**	**Funding Source**	**Measure of Effectiveness**
Strengthen use of screening, diagnostic, and progress monitoring assessments	Fall, 2015	SRCLG	DIBELS Next Data SRI Data *GA, SA, T
Train teachers on effective data usage for planning/implementing interventions and monitoring student progress (Why, 122-124)	Fall, 2015 Ongoing		RTI Data *GA
Inventory, evaluate, purchase, and train individuals on appropriate intervention materials			Inventory of Materials *GA, SA
Schedule protected intervention time either during the day or in extended day/year			Schedules *SA, T
Review data to determine effectiveness of all instruction	January, 2016 Ongoing	N/A	RTI Data Analysis of Assessments *GA, SA
Evidence of Research-Based Practice: • "The Georgia Literacy Plan includes a deliberate and comprehensive plan for assessment…to plan for instruction." (Why, 94)			

Response to Intervention Model

Leveled Instructional Tier	Instructional Strategies
Tier I Quality standards-based instruction provided to all students in all classrooms (Why, 126)	• Classroom instruction based on CCGPS • Universal screening • Differentiated instruction
Tier II Standard protocol interventions provided for targeted students (Why, 126)	• Targeted screenings to identify causes of student weaknesses • Consistent segments of instruction based on need (phonemic awareness, phonics, fluency, vocabulary, comprehension) – small group setting (5-7 students) • Progress monitoring • Adjustment of interventions • Differentiated instruction
Tier III Based on evidence-based protocols SST/Data teams monitor progress jointly (What,12 and Why, 127)	• Intensive interventions in small groups (1-3) • Increased frequency and duration • Intensive monitoring/adjustment of interventions • Differentiated instruction • Diagnostic evaluation to determine academic strengths and weaknesses
Tier IV Specially-designed learning to meet individual needs (Why, 127)	• Guided by Individual Education Plan (IEP) • Specialized programs, methodologies, and instructional deliveries • Intensive monitoring/adjustment of interventions • Annual reviews to ensure continued effectiveness of the IEP

Sample School Schedule

2014-2015 Master Schedule for Marlow Elementary School — Revised 8-13-2014

		7:20-7:45	7:45-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30
PreK (approx. times)			Breakfast	Bathroom	Large Group	Small Groups	Dodge/Helmy - Recess / Snack — Proctor - Centers	Centers —	Clean up — snack — recess	Clean up - Phonics b-room — Phonics	Lunch 12:05-12:51	Dodge/Proctor - Bathroom - Rest/Nap - Portfolios - Pack Helmly - Bathroom - Rest/Nap - Portfolios			Lrg-Grp-Closing Act. Pack - Closing Activity	
Kindergarten			ELA - ELG's	Specials 8:05-8:45	ELA - Early Literacy Groups - Writing					Lunch 10:45-11:27	Computer Lab	Math	Math	Recess	Rest Time	**REACT
Grade 1			ELA - Guided Reading - Writing		Specials 8:50-9:30		IREAD Module		Math	Computer Lab / Lunch 11:15-11:54	Recess	Math	ELA-Handwriting	Sci/SS	**REACT
Grade 2			ELA - Guided Reading - Writing			Specials 9:40-10:20		Sci/SS 10:20-11:15	Recess 11:15-11:45	Lunch 11:45-12:30-12:10	Computer Lab	Math	Math	**REACT
K-2 Resource			Guided Reading 7:45-8:30	K-2 Collab with Grade Levels as Needed / K-2 ELA - Rdg. - Wrt'g Resource			Push-In	Lunch	Push In	K-2 Math Resource				**REACT
Grade 3 2-Tchr Teams				Block 1 / Computer Lab				3rd - Specials 10:30-11:10	Lunch 11:15-12:00	Recess	Block 2 / Computer Lab			**REACT
3rd Resource			Guided Reading Groups 7:45-8:30	Block 1 Resource		Push In	Block 2 Resource	Collab with Grade Level	Planning	Lunch and Planning	Block 2 Resource			**REACT
Grade 4 2-Tchr Team			Morning Routine	Block 1 / Computer Lab		Math 8:00-9:45	ELA 9:45-10:45	Block 2	Lunch 10:45-11:25	Recess 11:25-11:55	Specials 11:55-12:35	ELA 12:35-1:30	Block 2 / Computer Lab	Block 2 Sci/SS 1:30-2:00	**REACT
Grade 4 Self Cont'd															
4th Resource			Guided Reading Groups 7:45-8:30	Block 1 Resource		Block 2 Resource	Push In	Block 2	Lunch 10:45-11:15	Block 2 Resource	Collab with Grade Level	Block 2 Resource	Planning	Block 2 Resource	**REACT
Grade 5 3-Tchr Team			Morning Routine	Block 1 8:00-9:20 / Computer Lab		Block 2 9:20-10:40 / Computer Lab		Block 3 10:40-2:00 / Computer Lab	Lunch 11:45-12:27	Specials 12:45-1:25	Recess	**REACT
Grade 5 2-Tchr Team				Block 1		Block 2									
5th Resource			Guided Reading Groups						Lunch	Planning	Collab with Grade Level			**REACT
*Computer Lab 2				5	3	4	5	Vorel	1	5	K		2	3	4	**REACT
Specials:			Morning Routine	K - Specials 8:05-8:45		1st - Specials 8:50-9:30		2nd - Specials 9:40-10:20		3rd - Specials 10:30-11:10	Lunch 11:15-11:45	4th - Specials 11:55-12:35	5th - Specials 12:45-1:25	Planning	Morgan - REACT Planning and Dismissal
Grade Level Collaboration				K Wednesday		1 Tues. & Wed.	2 Wednesday	3 Wed.-All Thurs-Content		4 Tues. - ELA Wed. - All Thurs.-M.S.SS	5 Tues.-Content Thurs.-All		Pre-K After School Monday	

*Grade Level Computer Times are optimal lab openings when a teacher may take a class to the lab for teacher centered instruction it is the reponsibility of the grade level to work-out a schedule for their grade level.

** REACT = Remediation, Enrichment, Acceleration Curriculum Time: Grade Levels will collaborate to flexibly group across the hall to meet student needs in any content area. Based on need, some students may group with a grade level below or above their current placement.

(Left vertical column label: Student Arrival - Breakfast - (Morning Clubs to 8:00))

Assessment/Data Analysis Plan

Current Assessment Protocol

Assessment	Grade Level Assessed	Purpose	Skills Assessed	Frequency
GKIDS	Kindergarten	Measure/monitor mastery of skills	CCGPS	Baseline and Quarterly
Pioneer Valley	P-2	Diagnostic	Reading levels	Ongoing
DRA	K-5	Diagnostic	Fluency, Spelling, Vocabulary	2 times per year
Fry Word Inventory	K-3 4-5 as needed	Assess fluency/accuracy of high frequency words	High Frequency Words	Ongoing as needed
Phonological Awareness Inventory	K-1	Diagnostic	Phonological Awareness Skills	Ongoing as needed
iStation	P-5	Diagnostic	All ELA skills	Ongoing as needed
iREAD	K-2	Diagnostic	Phonics	Ongoing as needed
STAR Reading Levels	1-5	Assess reading level	Independent reading level (Accelerated Reader)	Ongoing throughout the year
DIBELS	K	Universal Screener	Oral Reading Fluency and Comprehension	3 times per year
Informal Phonics Inventory	1-3	Diagnostic	Alphabetic Knowledge and Decoding	As necessary
Informal Decoding Inventory	3-5	Diagnostic	Decoding	As necessary
ACCESS for ELs	K-5	Screener, Diagnostic	Language	1 time per year
Georgia Online Assessment	3-5	Formative	CCGPS/GPS	Ongoing
Georgia Milestones	3-5	Formative	CCGPS	1 time per year
ORF	1-5	Universal Screener	Fluency	3 times per year
Georgia Alternate Assessment	K-5	Achievement	CCGPS/GPS	Ongoing/Reporting 1 time per year
Unit Assessment Tests	K-5	Mastery Guide Instruction	CCGPS	Weekly/Bi-weekly

Comparison of Current Assessment Protocol with SRCL Assessment Plan

Currently the district requires administration of DIBELS three times per year in Kindergarten only.   Follow-up diagnostic testing including Phonological Awareness, Informal Phonics Inventory, and Informal Decoding Inventory protocol are well established. iStation is a computer program that is being piloted by MES that assists with P-5 ELA skills. iRead is a computer program that is a county mandate that has been started this year for grades K-2.   Consistent progress monitoring is in the emergent stage. The DIBELS Next components are presently not being used. Scholastic Reading Inventory is not being used at this time. State-mandated testing will definitely continue for outcome measures.

Implementation of New Assessments/Discontinuation of Current Assessments

With implementation of the grant, our school will follow the schedule for literacy assessments as listed below. The intervention team approach for school-wide oral reading fluency testing has been used with success the past six year. State tests will continue as mandated.

Assessment	Grade Level Assessed	Persons Responsible	Frequency
DIBELS Next ISF, LNF, PSF, NWF, LSF	K-1	School Assessment Intervention Team	3 times per year
Phonological Awareness Inv.	K-1	**Replace with DIBELS Next**	
DIBELS	K		
DIBELS Next ORF	1-5	School Assessment Intervention Team	3 times per year
ORF	1-5	**Replace with DIBELS Next**	
Scholastic Reading Inventory	3-5	School Assessment Intervention Team	3 times per year
Diagnostic Reading Assessment	K-5	Classroom Teachers	3 Times/As Needed
Fry Word Inventory	K-3 and 4-5 as needed	Classroom Teachers	As Needed
Running Records	K-5	Classroom Teachers	Ongoing
Unit Assessment Tests	K-5	Classroom Teachers	Weekly/Bi-weekly
Progress monitoring components of DIBELS Next, SRI, and diagnostic assessments will be implemented with fidelity to guide instruction as expected within the RTI model.			

Professional Learning Needs for New Assessments

Teachers and administrators will receive formal training on administration of Scholastic Reading Inventory (SRI) and DIBELS Next. A school team will be trained on SRI by Scholastic consultant, and will then have a full day of on-site support. The school team will use online training options for DIBELS Next. The school team will use the "train the trainer" model to redeliver information at the schools. In addition, training will be provided on progress monitoring tools, available reporting, and effective use of all data to guide instruction.

Refresher training will be provided for all teachers on the administration of diagnostic tests in

order to insure fidelity. Teachers will be trained to use the data for differentiation within the classrooms, with a focus on the entire cycle of using data and progress monitoring to improve student achievement. This will lead to the development of formative assessments using CCGPS and knowledge gained from analysis of data.

Communication of Data to Parents and Stakeholders

The results of school-wide data reports will be communicated to parents and stakeholders in the following manner:

- Hardcopy reports sent home to parents
- PTO meetings
- School Report Card
- School Council, Literacy Team, Leadership Team, and Board Meetings
- School website or other media

Individual student data will be shared with parents at parent teacher conferences or hardcopy reports sent to parents. We will provide parents with an easily interpreted graph of their child's DIBELS Next data, which allows us to "use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format" (How, 3B).

Use of Data to Develop Instructional Strategies/Determine Materials and Needs

The use of assessment data is crucial to the implementation of an effective Response to Intervention model. "This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning." (Why, 95) Effingham County Schools are determined to overcome the danger of allowing the process of testing to overwhelm the students and teachers. We are committed to effectively using the data to drive decision making at all levels.

The results of student assessment data will be used for the following purposes (Why, 96):

- Identify students' strengths and weaknesses, thus grouping as indicated for targeted instruction
- Establish learning goals for students
- Inform students and parents of progress toward goals and work to adjust goals as warranted
- Inform all stakeholders of the process of intervention
- Evaluate effectiveness of the instruction in meeting the goals for each student, thus being able to adjust instruction as needed
- Match instruction to learning through effective instructional design
- Evaluate effectiveness of Tier 1 instruction
- Determine if fundamental content-based literacy skills are lacking, thus identifying programmatic needs
- Identify areas of need for professional learning opportunities

Resources, Strategies and Materials to Support Literacy Plan

Resources Needed to Implement Literacy Plan (including student engagement)
- Research-based literacy instructional materials
- Professional learning – consultant fees, stipends, or release time (subs), and materials
- Literary and informational texts on various levels (specific focus on student interests) for classrooms and media center
- Content-based texts on various levels and aligned to units of study
- Take-home libraries
- Digital content-based texts on various levels and aligned to units of study
- K-5 literacy manipulative classroom sets
- Travel expenses for conferences
- Scholastic Reading Inventory
- DIBELS Next Data Management
- Research-based intervention materials and/or software with necessary professional learning (to include all content areas)
- Trained intervention specialists
- Grant administrator
- Site-based instructional specialist
- Literacy Instruction Observation Checklist
- Family involvement activities
- Extended day/year program for students
- Transportation for extended day/year activities
- Personnel to staff extended day/year program
- Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.
- Classroom computers
- Networkable printers
- Interactive boards for unequipped classrooms
- Portable lab of interactive tablets with appropriate applications
- Wireless connectivity infrastructure

Activities that Support Literacy Intervention Programs
- Dedicated scheduled time for intervention
- Flexible, needs-based grouping
- DIBELS Next Screening for oral reading fluency and comprehension
- Use of diagnostic follow-up tools
- Use of data to drive instruction
- Research-based intervention materials
- ESOL training on strategies for teaching academic content vocabulary
- Mentor program
- Parent education through family academic nights
- Special Education and ESOL – Co-teaching Training
- ESOL – Rosetta Stone student software and teacher training
- WIDA and ACCESS training

Shared Resources Available
- Pacing guides
- Instructional units with resources on the local share drive
- Progression of Reading Skills document (explanation of reading foundational skills with examples of instructional activities)
- Classroom Extended Text Sets (grades 3-5 for integrated units)
- Guided Reading Materials – for grade level instruction and intervention
- Interactive boards
- Teacher/student computers
- Computer lab
- Mobile classroom set of student tablets
- Student Response Systems
- Bookrooms including professional resources as well as student leveled readers
- Media Center resources

List of Library Resources/Description of Library
- Fiction and Nonfiction book collection to support curriculum
- Online Catalog
- Parent resources
- Videos and DVDs to support all subjects
- iPads
- Teacher Resources-professional books, trade books to be used as read alouds for language arts areas
- Digital cameras/flipcams
- Reference materials
- Laptops
- 2 chrome book portable labs
- Student Response Systems
- Data/Video Projectors
- Interactive slates
- Print resources: 14,267 in the school media center
- Average yearly circulation per patron: 19.31

Activities that Support Classroom Practices
- Use of integrated units with resources available on local share drive
- Alignment of county pacing guides to CCGPS
- Research-based instructional strategies
- Differentiated instruction
- Progress monitoring
- Formative and summative assessments
- Vocabulary instruction in all content areas
- Technology-enhanced lessons
- Instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Collaborative grade-level and cross grade-level planning including resource staff (school-wide and county-wide)

- Formative Instructional Practice training

Additional Strategies Needed to Support Student Success
- Strategies for increasing student engagement
- DIBELS Next data management system
- Consistent use of DIBELS Next Progress monitoring
- Scholastic Reading Inventory – full use of data
- Access to technology based learning programs
- Explicit phonics instruction
- Grammar assessments
- Writing Rubrics
- Professional Learning in the following areas:
    - Best teaching practices for all components of literacy (including Balanced Literacy Framework)
    - Best teaching practices for direct instruction on process of writing
    - Best practices for writing instruction across content areas
    - Understanding Lexiles
    - Strategies for student engagement and motivation
    - Integration of technology in instruction
    - Literacy across all content areas
    - Development and utilization of common formative/summative assessments
    - Effective data usage for planning instruction, implementing interventions, and monitoring student progress
    - Interventions for all tiers of RTI
    - Refresher training on existing intervention materials
    - Differentiation and small group instruction
    - Specific training for paraprofessionals

Current Classroom Resources
- Leveled libraries
- Limited resources for station activities
- Interwrite boards (not every classroom) and projectors
- Printers
- Digital Cameras
- Internet access
- iPad access (not for every classroom)
- Limited teacher/student computer workstations
- Choromebook Mobile Lab

Alignment Plan for SRCLG and Other Funding

Resources, Strategies, and Materials	SRCLG will provide…	Funding Sources
Professional Learning	Literacy specific - consultant fees, training materials, reimbursement for substitutes, travel and registration fees for conferences, stipends	The following funding sources will be utilized as deemed appropriate and available: IDEA, SRCLG, eSPLOST, Local Funds, PTO
Instructional Technology	Computers, tablets, printers, cost of technology programs, wireless infrastructure	
Instructional Literacy Materials	Explicit literacy materials (and staff professional learning) for remediation and acceleration, leveled readers, manipulatives and supplies	
Literacy Assessments	DIBELS Next data management, Scholastic Reading Inventory, teacher resources for implementation of assessments	
Family Engagement	Materials for parent education, supplies for make it/take it sessions with families	
Extended Day/Year Activities	Personnel, supplies, transportation	
Field Trips	Admission fees, transportation	
Consumable Materials	Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.	

Demonstration of How Any Proposed Technology Purchases Support Literacy Advancement in the following areas: RTI, Student Engagement, Instructional Practice, Writing, Etc.

Research shows that the use of technology substantially facilitates collecting, managing, and analyzing data used with RTI and all instructional programs. A technology-based literacy assessment program/process (DIBELS Next data management and SRI) will allow for effective, efficient, and immediate data to drive instructional decision-making. In addition, the progress monitoring tools will be personalized and beneficial for student growth. With decreased financial resources, funding supplemented by the SRCL grant will allow the updating of technological devices as well as the replacement of printers and supplies necessary for data reports and instruction.

Students become more motivated when instructional technology is utilized in classrooms. Providing consistent classroom opportunities to integrate technology will engage students in the process of learning. In addition, access to software, programs, activities, and strategies which promote engagement and individualized instruction will increase student engagement/motivation.

Technology is an essential tool for enhancing the learning experience, and professional learning for school staff is imperative for effective integration. Students' motivation to learn is increased when

using technology. Effective use of technology must support four key components of learning – active engagement, group participation, frequent interaction and feedback, and connection to real-world experiences. Resources and training must be provided to ensure implementation of these strategies.

Professional Learning Strategies Identified on the Basis of Documented Needs

The chart below shows the number of current staff that participated in some of the professional learning opportunities last school year. With a lack of funding available to train teachers in all areas of professional learning, most of the training was provided through district level trainers. Professional learning is the primary focus of funding provided by the SRCLG.

	Attended
TKES (Teacher Keys Effectiveness System)	42
ELA Countywide Grade Level Meetings	6
Math countywide Grade Level Meetings	6
IPad/Chromebook Training	42
ESOL Strategies	4
ELA Unit Writers K-5	6
Gifted Endorsement	2
Advanced ED Review	10
CCGPS Reading/ELA Webinars	40
Thinking Maps	3
Formative Instructional Practices (Math)	6
EFF Technology Training	5
CPR Training	10
CPI Training	2
Special Education Collaborative/Co-Teaching	6
Guided Reading	16
Balanced Literacy Frameworks	16

Ongoing Professional Learning
- TKES (Teacher Keys Effectiveness System)
- ELA Schoolwide/Countywide Grade Level Meetings
- Math Schoolwide/Countywide Grade Level Meetings
- IPad/Chromebook Training
- Gifted Endorsement
- Advanced ED Review
- CCGPS Reading/ELA Webinar
- Use of Statewide Longitudinal Data System resources
- Rosetta Stone – ESOL
- EFF Tech Training
- Special Education Collaborative/Co-Teaching Training
- Thinking Maps Training
- Georgia Milestone Training
- CCGPS Social Studies Training
- Continuing Contact for Reading Recovery and CIM

Programmatic Professional Learning Needs Identified in Needs Assessment
- Differentiated Instruction: activities, strategies, and management
- Implementation of CCGPS
- Disaggregating DIBELS Next data
- Direct and explicit reading strategies to help struggling readers
- Explicit phonics instructional strategies
- Direct and explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement
- Literacy instruction across the curriculum
- Response to Intervention
- Mentoring for new teachers
- Participation in statewide professional literacy-based learning webinars, online courses, and conferences
- Strategies to support EL and SWD learners
- GA DOE OAS (Online Assessment System)
- Components of Balanced Literacy Framework
- Literacy Coach training for onsite teacher

Process Used to Determine if Professional Development was Adequate and Effective
In order to determine if professional development was adequate and effective, the following measures are used to assess:
- Analysis of student achievement data-benchmark data for DIBELS and summative data for GKIDS & CRCT (Georgia Milestones)
- Formative assessments to measure student achievement gains
- Collaborative meetings and documentation
- Walk-throughs and observations to collect data on professional learning implementation
- Written feedback and summaries of conducted walk-throughs and observations
- Evaluation of professional learning activities through a Needs Assessment Survey
- Presentation by teachers of successful strategies at grade-level and collaborative team meetings
- Course evaluation data from PD Express
- Review of lesson plans by administration
- Analyzing student work collaboratively

The following chart contains the MES Professional Learning Plan which compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCLG. To develop this plan, we examined the needs assessment results to determine which types of professional learning is most needed to ensure a successful implementation and to promote strong literacy instruction in our school. This plan includes references with page numbers that correlate to the literacy plan presented in a previous section of this grant.

Goal: Increase the percentage of students scoring at and above expectation in reading.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide professional learning for teachers and paraprofessionals to develop/sustain intentional strategies for student engagement/motivation (What, 11)	Spring, 2016 Ongoing	Building Block 4 - A	Collaborative documentation and minutes
Provide research-based professional learning on components of literacy for all staff (Why, 141)	Summer, 2015 Ongoing	Building Block 4 - A	CCGPS Units
Review Balanced Literacy Framework	Fall, 2015 Ongoing	Building Block 4 - A	Walk-through observations
Provide direct and explicit reading strategies to help struggling readers on: phonics, phonological awareness, fluency, and comprehension	Ongoing	Building Block 4 - A	Summative Assessment Data, DIBELS Next

Goal: Increase the percentage of students scoring at and above expectation in writing.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide professional learning on best practices for writing instruction across all content areas (What, 10)	Summer, 2016 Ongoing	Building Block 4 - B	Collaborative documentation and minutes
Review "Writing" modules on Comprehensive Reading Solutions website	Fall, 2015 Ongoing		CCGPS units
Provide professional learning on Best Practices in writing instruction in all content areas	Spring, 2016 Ongoing		Walk-through observations
Provide training on use of technology to support literacy instruction and assessments	Summer, 2016 Ongoing	Building Block 4 – C	Summative Assessment Data, DIBELS Next

Goal: Increase the percentage of third, fourth, and fifth graders scoring at and above expectation in math, science, and social studies.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Provide professional learning on literacy instruction within content areas: (What, 6 and 10) • Explicit comprehension strategies • Text complexity • Incorporation of non-fiction and literary texts • Academic vocabulary	Spring, 2016 Ongoing	Building Block 2 – all sections	Collaborative documentation and minutes CCGPS unit plan with documentation of the use of technology Walk-through observations Summative Assessment Data, DIBELS Next
Provide professional learning on data analysis within content areas (What, 8)	Summer, 2016 Ongoing	Building Block 5 – A Building Block 3 – all sections	
Review "Teaching Vocabulary" modules on Comprehensive Reading Solutions website	Spring, 2015 Ongoing	Building Block 4 - A	
Provide professional learning on research-based instructional strategies to teach vocabulary across content areas	Fall, 2016 Ongoing	Building Block 2 – A, B	

Goal: Using school-based data, design a comprehensive system of tiered interventions for all students.			
Objectives in Professional Learning	**Timeline**	**Literacy Plan Reference**	**Measure of Effectiveness**
Identify research-based strategies and appropriate resources to support student learning of CCGPS as well as for differentiated instruction through tiered tasks (RTI)	Summer, 2016 Ongoing	Building Block 5 – B, C, D, E Building Block 1 – D	PLC documentation and minutes CCGPS units Walk-through observations Summative Assessment Data, DIBELS Next
Review data to determine effectiveness of all instruction	Ongoing	Building Block 5 – A Building Block 3 – all sections	
Review "Understanding Assessment" and "Designing Schoolwide Instruction" modules on Comprehensive Reading Solutions website	Fall, 2016 Ongoing	Building Block 5 – all sections Building Block 3 – all sections	

Objectives in Professional Learning	Timeline	Literacy Plan Reference	Measure of Effectiveness
Provide PL for new staff on any new literacy initiatives: • CCGPS • Effective vocabulary instruction • Online Assessment System • DIBELS Next administration & disaggregation of data Differentiated Instruction	Ongoing	Building Block 6	PLC documentation and minutes CCGPS units Walk-through observations Summative Assessment Data, DIBELS Next

Sustainability Plan

Marlow Elementary School is committed to ensuring the success of the grant beyond the funding cycle. Sustaining all programs and best practices initiated through the grant process is our intent. Funding will be secured from all available sources including local, state, and federal funds, as well as the local business community.

Sustainability	• Review expectations of the SRCL Grant annually with all staff • Train experienced teachers to provide training/mentoring assistance to new staff across all content areas • Train all administrators/instructional support specialists along with teachers to ensure implementation of initiatives with fidelity • Provide members of the Board of Education with ongoing information about the need for and progress of the literacy initiatives
Expanding and Extending Lessons Learned	• Creatively schedule extended planning times for all staff at least once each nine weeks, allowing for collaborative planning and review of data • Continue Collaborative Meetings that allow sharing of successful literacy practices, resulting in more effective teaching and academic gains for students • Create an online professional learning library by recording exemplar lessons, with videos being used as resources to extend best practices. • Schedule county-wide grade level meetings throughout school year for curriculum, assessment, and grant implementation discussions • Hold district meetings for administrators to discuss curriculum, best practices occurring in classrooms, and analysis of assessment data • Use data obtained throughout the grant to update/strengthen literacy plan • Encourage teacher participation in Gifted, ELL, Reading, Science, and Math endorsement programs to stay abreast of latest research/strategies • Provide families access to resources that differentiate support for students (How, 39) in order to expand learning into homes
Extending the Assessment Protocol	• Continue use of assessment instruments to monitor literacy achievement: GKIDS, DIBELS Next, SRI, Georgia Milestones, ACCESS, and formative assessments • Monitor continuation of assessment protocols as required by RTI guidelines • Purchase one-time site license for assessments – budget local, state, and federal funds for assessment costs after life of the grant • Establish Literacy Assessment Training Team who will provide subsequent professional learning on assessment protocols to all new staff • Collaborate with First District RESA to provide support/training
Professional Learning	• Assign mentors to new staff members • Designate professional learning days in school calendar • Utilize Comprehensive Reading Solutions website for ongoing training in Professional Learning Communities • Create a professional learning video library by recording professional learning sessions

	• Develop library of professional books, journals, and online sources • Develop resource pack of professional learning materials for new teachers • Collaborate with/participate in First District RESA trainings • Participate in EFFTech professional learning opportunities • Utilize Resources in SLDS and TKES links
Developing Community Partnerships/ Other Funding Sources	• Communicate frequently with all stakeholders concerning the importance of literacy across all content areas • Strengthen communication between schools and afterschool providers • Continue involvement of stakeholders in informational meetings • Establish a partnership between businesses or civic organizations and school • Utilize parent volunteers within schools to provide assistance in classroom and materials/funding if appropriate • Enlist PTO to designate fundraisers for literacy initiatives
Replacing Print Materials	• Annually inventory/determine condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace resources when needed
Sustaining Technology	• Coordinate purchases of hardware/software obtained with grant funds through the system Technology Specialist to prevent duplication • Arrange for regular maintenance of equipment to extend life of hardware • Renew software and site technology licenses using local/federal funding if product is deemed effective • Budget annual renewal fees from local funds after the life of the grant

Budget Summary

As a result of a review of literacy efforts at Marlow Elementary School, needs have been identified, data and available resources have been analyzed, and plans have been made to wisely utilize funding from the Striving Reader Comprehensive Literacy Grant.

Basic literacy needs to be funded through the grant as outlined below:

Curriculum Needs:

- Research-based materials/resources for direct instruction in reading and writing (across all content areas)
- Leveled texts for classroom/media center across all content areas (digital and print)
- Take home libraries
- Instructional literacy-based field trips
- Family Education/Parent Involvement Opportunities
- Consumable materials
- Release time/funding for substitutes to develop common formative and summative assessments

Professional Learning:

- Consultant fees
- Instructional materials for training
- Conference registration fees and travel expenses
- Stipends for off-contract training
- Funding for substitutes
- Consumable materials for training
- Literacy Coach training for an onsite teacher
- Intervention specialist training for an onsite teacher
- Personnel training for any extended day/year programming

Response to Intervention:

- Screening/Assessment Tools- Scholastic Reading Inventory and DIBELS Next (including professional learning for implementation)
- Intervention resources/materials/programs (print and digital)
- Progress monitoring tools

Technology:

- Computers/Laptops
- Wireless tablets
- Interactive/Interwrite boards and/or pads
- Printer/Copier

- Chromebooks with cart
- Headphones
- Wireless mouse
- Document cameras
- Consumable materials
- Site license for online programs to support literacy in all subject areas

Additional Needs:

- Transportation costs associated with extended day/year programming