School Profile

Created Wednesday, December 11, 2013

Page 1

School Information

School Information | District Name:	Wilkes
School Information | School or Center Name:	Washington-Wilkes Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal | Name:	Angela McGill
Principal | Position:	Principal
Principal | Phone:	706-678-7124
Principal | Email:	mcgilla@wilkes.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Sherry DuBois
School contact information | Position:	Instructional Coach
School contact information | Phone:	706-678-7124
School contact information | Email:	duboiss@wilkes.k12.ga.us

Grades represented in the building

example pre-k to 6

4 to 5

Number of Teachers in School

20

FTE Enrollment

251

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: _____ Dr. Rosemary W. Caddell _____

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

Address: _____ 313-A North Alexander Avenue _____

City: _ Washington   Georgia _____ Zip: ___ 30673 _____

Telephone: (706) 678-2718 ____ Fax: (706) 678-3799 _____

E-mail: _____ caddellr@wilkes.k12.ga.us _____

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

 Dr. Rosemary W. Caddell   Superintendent _____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____ December 11, 2013 _____
Date (required)

Preliminary Application Requirements

Created Friday, December 13, 2013

Page 1

Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 3

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 3

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

Grant Assurances

Created Friday, December 13, 2013

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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. <u>Employee Relationships</u>

      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.

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

II. **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)

 Dr. Rosemary W. Caddell   Superintendent
Typed Name of Fiscal Agency Head and Position Title

 December 11, 2013
Date

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

 Dr. Rosemary W. Caddell   Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

 December 11, 2013
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)

The Wilkes County School System is a small, rural system located in Washington, Georgia. The system serves families in Washington, Tignall, and Rayle, and several small, unincorporated rural communities. The county has one of the largest land areas in the state, 474 square miles, but has a small, rural population. There are 10,593 people in the county. Our community has a very high poverty rate with the median income at $28, 866. The unemployment rate is 11.3%. Twenty-five percent of the households have single heads of household. Twenty eight percent of the persons above age 25 are non-high school graduates. The community is located between Athens and Augusta, GA- about 45 minutes from each. Although this location makes it easier for our teachers to pursue higher learning, many of our students do not benefit from the proximity to these locales due to economic circumstances. The economic downturn over the last several years has caused the closing of several vital industries in our community. Enrollment in our system is down somewhat due to the lack of viable employment in our area. Likewise, the percentage of students qualifying for free or reduced lunch has risen to an all time high of 93.75% Many of our students enter school with literacy deficiencies due to a lack of literacy materials in their homes. Many also have poor vocabulary and language skills and limited background knowledge due to lack of exposure and experiences.

System Demographics

The Wilkes County School System has four schools and serves approximately 1660 students. Washington-Wilkes Primary (K-3), Washington-Wilkes Elementary (Pre-K, 4-5), Washington-Wilkes Middle (6-8) and Washington-Wilkes Comprehensive High School (9-12). The population is mostly an equal mix of black (51%) and white (40%) students with a very small population of Hispanic (5%) or other ethnic groups. Almost 75% of our students qualify for free or reduced lunch. Wilkes County schools participate in the Title I program. Children in the Primary, Elementary, and Middle Schools (grades K-8) are served in a school-wide Title I setting.

Current Priorities

The mission of the Wilkes County School System is to increase student achievement and provide the necessary support for all students to graduate and flourish in a technological world. Our vision is to achieve "Excellence without Exception".

We believe that:

- Discipline is essential to learning.
- Caring, effective, and highly qualified personnel are essential.
- Technology literacy is vital for all learners.
- High academic performance standards stimulate the development of productive citizens.
- A safe, clean, and orderly environment promotes learning.
- Education is essential for a democracy.
- Positive community support and participation are necessary to provide a comprehensive education.
- Effective communication is essential among students, administrators, teachers, parents, Board of Education, and community.
- Cooperation and teamwork are necessary to the learning process.

Our ultimate goal is for all students to graduate from high school "College and Career Ready ".

We are charged with providing them with the skills necessary to be successful. In order to do so,

our current priorities include:

- Implement the CCGPS, including literacy standards for content areas
- Increase number of meets/exceeds on state required tests (CRCT/EOCT) especially SpEd students
- Increase number of students passing and exceeding writing assessments (3,5,8,11)
- Increase the graduation rate
- Increase technology implementation in the classroom

Strategic Planning

The system has a team, the District Change Team (DCT) that is responsible for school

improvement planning. This team works to revise the vision or mission statement as needed, identify

goals and check progress toward those goals. Everything going on in the system is to be aligned with

the mission and goals. The principals are expected to convey the vision, purpose and goals to their

schools. Principals work with their Leadership or Better Seeking Teams to analyze data and work on

progress toward goals. The DCT revises the school improvement plan each year by identifying

achievement gaps or areas that need to be addressed. Each school team does the same with its school

improvement plan. The system improvement plan guides our professional learning and budget

planning for the year.

Current Management Structure

Dr. Rosemary Caddell has been superintendent of Wilkes County Schools for five years. She has worked in the system for 24 years, serving as an Elementary teacher and principal prior to becoming superintendent. She knows the district well and provides excellent leadership. District Leadership also includes a Director of Curriculum and Instruction, a Director of Student Services, a Director of Instructional Technology.

Each school is led by a principal and an assistant principal, with the exception of the elementary school, which does not have an assistant principal. Two instructional coaches help support the primary, elementary and middle schools. System leadership works as a team to make decisions, share and align resources, and create a focus on student achievement.

Past Instructional Initiatives

Past instructional initiatives for our system include:

- Reading First Grant (K-3
- E-Math (3-5)
- Math/Science Partnership (6-12)
- Learning Focused Schools (K-12)
- Georgia Performance Standards/Standards Based Classrooms (K-12)
- Technology Integration
- Least Restrictive Environment and Co-Teaching

Literacy Curriculum

The literacy curriculum utilized in grades K-12 is the English Language Arts Common Core Georgia Performance Standards. These standards include foundational literacy skills for early learners (concepts of print, phonological awareness and phonics), fluency, vocabulary, comprehension, writing and conventions. Resources available for teachers to use to implement these standards include basal readers and leveled readers, novels, nonfiction texts and trade books.

Literacy Assessments

Literacy assessments used in the system include:

- Georgia Kindergarten Inventory of Developing Skills (GKIDS, K)
- Cognitive Abilities Test(CogAT, Grade 1)
- AIMSWeb (K-8)
- Georgia Alternate Assessment (GAA, Grades 3-12)
- Georgia Writing Assessments (Grades 3,5,8 & 11)
- Iowa Test of Basic Skills (ITBS, Grades 3,5,8)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT,K-12 EL)
- Assessing Comprehension and communication in English State-to State (ACCESS, K-12 EL)
- Georgia Criterion Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, Grades 9-12)
- PSAT,SAT 9-12)
- Advanced Placement Exams (9-12)

Need for a Striving Reader Project

The Wilkes County School system has a history of meeting AYP targets and performing well on state tests. Despite our performance, we still have areas of concern. Many of our students live in poverty and have little access to literacy materials and technology resources. Our graduation rate has decreased with the new cohort calculation due to the fact that many of our students need more than 4 years to meet graduation requirements. Our retention rate for ninth grade students is a concern, and as a small system, we all take responsibility. We have much room for improvement in certain areas in order to better prepare our students for high school and to ensure that they are college and career ready. A system wide focus on literacy is necessary in order to help us meet ever increasing expectations and prepare our student for the world beyond us.

After working with school literacy teams to identify needs, the following goals have been established for our system.

- Goal 1: Create a Culture Focused on Literacy
- Goal 2: Utilize a System of Assessments to Drive Instruction
- Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students
- Goal 4: Providing On-Going Professional Learning Focused on Literacy

Working toward these goals will improve literacy instruction and overall student achievement. The Striving Reader Comprehensive Literacy Grant would help us achieve our goals and greatly impact our community.

District Management Plan and Key Personnel

Lisa Isham, the Director of Curriculum and Instruction, will be the SRCL administrator at the district office. She has been at the district office for 5 years and has experience with managing a Reading First grant in the past. Mrs. Isham oversees curriculum and instruction, testing, professional learning and Title II-A. She is also involved with the development and monitoring of the Consolidated Application and the System Improvement Plan.

SRCL Project Title	Person Responsible & Title	Supervisor
SRCL District Project Administrator	Lisa Isham Director of Curriculum & Instruction	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Primary School Project Coordinator	Florence Sandifer Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Elementary School Project Coordinator	Angela McGill, Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Middle School Project Coordinator	Deleki Lee, Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Comprehensive High School Project Coordinator	Mark Ward, Principal	Dr. Rosemary Caddell, Superintendent

Each school principal will be responsible for overseeing the grant at his/her school. Project coordinators and District Literacy Team will meet as soon as the grant is awarded to begin planning to prioritize needs, create budgets, and establish timelines for plan implementation. Budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and also by the SRCL District Project Administrator and the Superintendent. Our established procedures for internal control for federal programs will be followed.

All project coordinators will meet monthly to discuss project implementation and progress. Day to day implementation of the literacy plan at each school will involve instructional coaches, assistant principals, lead teachers and the Literacy Leadership Team.

SRCL goals and plans will be integrated into our school improvement plans and our system strategic plan.

Experience of the Applicant

The Wilkes County School system is very experienced in grant implementation and has a record of sound fiscal management. The Georgia Department of Audits conducts an audit of the system's financial records annually. During the FY12 audit, Wilkes County was issued a finding to the Title I Grants to LEAs program that it failed to implement internal control procedures over the distribution of salaries for employees working on multiple federal programs. This finding was corrected with the remission of a check in the amount of $221.76.

The system has a procedure for internal controls that is strictly enforced. All purchases are pre-approved with a purchase order prior to any purchases, expenses incurred or contractual agreements being made. Approved requests must supplement and not supplant, must align with grant guidelines and school improvement plans, and must be allowable expenditures for the respective program or grant.

The Wilkes County school system is experienced in coordinating funds from different sources in order to implement an overall plan that will benefit all students in the system.

Previous Initiatives Funded

	Project Title	Funding Received	Is there audit?	Audit results
Schools				
WWPS **WWES**	Competitive E-Math Grant FY05-FY06	$255,612.	yes	Clear
WWPS **WWES**	Competitive Ed-Tech Math Grant FY07	$39,492.	yes	Clear
WWMS **WWCHS**	Competitive Math & Science Partnership Grant FY07	$109,845.	yes	Clear
WWPS	Reading First FY07&FY08&FY09	$790,793.	yes	Clear
WWPS **WWES** **WWMS** **WWCHS**	21st CCLC FY10-FY13	$1,550,000.	yes	Clear

System Coordination of Funds for FY14

FY14	Title I Funds (before carryover)	Title II Part A Funds	Title VI Part B Funds
LEA			
Washington-Wilkes Primary School	$305,796. for teachers	$96,106. for Class Size Reduction teachers	
Washington-Wilkes Elementary School	$105,490. for teachers		
Washington-Wilkes Middle School	$105,814. for teachers $81,002. for Instructional Coach		
Washington-Wilkes High School			$1,634. for Student Agendas for Parent Involvement support $2,125. for student workbooks for Math for Coordinate Algebra

School History

Washington-Wilkes Elementary School is located in Washington, Georgia, the county seat for Wilkes County. The school system serves families in Washington, Tignall, Rayle, and several small, unincorporated rural communities. There are 251 students enrolled in WWES. Washington-Wilkes Elementary School has made significant academic gains over the past 10 years. WWES has moved from being on the AYP Needs Improvement list to achieving AYP 8 consecutive years and had been a Distinguished School for 6 years.

School Leadership

Currently, Angela McGill serves as principal for Washington-Wilkes Elementary School with no assistant principal. Mrs. McGill is a product of Wilkes County Schools and has a vested interest in seeing the students perform well and become community leaders. Washington-Wilkes Elementary School has a Better Seeking Team/Literacy Leadership Team that meets monthly. The team consists of the principal, instructional coach, media specialist, grade level representatives, and a representative from each area of special services. The Better Seeking Team/Literacy Leadership Team ensures that the school improvement plan is implemented and has input on important curriculum and instructional plans at the school.

Past Instructional Initiatives

- **eMath**
- **6+1 Writing Traits**
- **Accelerated Reading and Math**
- **Learning Focused Schools**
- **Georgia Performance Standards Implementation**

Current Initiatives At Washington-Wilkes Elementary School

Common Core Georgia Performance Standards

All fourth and fifth grade teachers are working on units to implement the Common Core curriculum in the classroom. Each grade level participates in professional learning to write units in all subject areas which allow the teachers to continually work on units and make adjustments as needed. The implementation of writing across the curriculum is taking place in all 4th/5th grade classes.

Inclusion of Students with Disabilities in the Least Restrictive Environment

Wilkes County schools are working on a focus to include all students with disabilities within the regular education environment as much as is possible with accommodations and modifications to meet all students' needs. Five years ago, WWES participated in the Georgia Department of Education's Least Restrictive Environment Project. This grant included extensive training in ways to provide instruction to students with disabilities within the regular education program. Through this initiative, regular and special education teachers worked together to meet the needs of all students within the regular education classroom. This year, WWES will continue its focus on the inclusion model to serve its students with disabilities within the regular classroom setting. Teachers and paraprofessionals will participate in professional learning opportunities as they are available through our local RESA, conferences and workshops, or local presenters.

Partnership with 21st CCLC Out of School Program

Washington-Wilkes Elementary School offers an out-of-school program funded through 21st Century Community Learning Centers grant for students who are at risk in the areas of reading and/or mathematics. Students especially identified as scoring at the Did Not Meet level on the CRCT and those struggling in the regular day classroom are invited to participate in the out-of-school program. The Washington-Wilkes Elementary School out-of-school program involves intensive work in areas of reading and mathematics. Instruction focuses on reading vocabulary and comprehension, individualized reading skills such as phonics and decoding, and on basic math skills. Direct instruction in small group and individual settings are also provided. Research-based computer programs such as Destination Math and Reading, Education City, and Study Island are utilized daily. Highly-qualified teachers from the Washington-Wilkes Elementary faculty serve as the teachers in the out-of-school program.

Summer School/Remediation

Summer school and/or remediation are offered contingent on availability of funding to students who do not meet promotion criteria. During the summer, students work to achieve grade level expectations in the area of reading, language arts, and math.

Early Intervention Program

Children start school at a designated chronological age, but differ greatly in their intellectual development and experience base. To assist struggling students, Washington-Wilkes Elementary School offers the Early Intervention Program (EIP) which is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who

are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

Students are selected for the program using the EIP Checklist provided by the State and/or by their scores on the Georgia Criterion-Referenced Competency Test (CRCT). Students are automatically qualified who *Did Not Meet* the minimum score of Level II on the Reading/Language Arts and/or Mathematics sections of the CRCT. An EIP Plan for Improvement is designed for each student served through the program. Washington-Wilkes Elementary School uses Early Intervention Program funds to provide teachers to work with students who are below grade level in reading or math.

Thinking Maps/Write…from the Beginning

In the spring of 2010, Wilkes County schools began a district wide professional learning initiative that introduced all teachers to *Thinking Maps – A Language for Learning.* Thinking Maps are visual teaching tools that foster and encourage lifelong learning. Based on thorough and well-accepted academic study and brain research, the eight Thinking Map tools correspond with eight fundamental thinking processes. These eight maps can be utilized individually or in various combinations to form a Common Visual Language for students and teachers at all grade levels, in all subjects. Teachers that are new to the staff will receive training if need.

All teachers have been trained in the use of *Write…from the Beginning,* a developmental writing program for Kindergarten through 5th Grade focused on those criteria necessary for successful writing achievement beyond the elementary years. The program includes both narrative and expository writing, each utilizing the *Thinking Maps Common Visual Language*. Teachers build upon and extend the instruction of previous grades by using Modeled Instruction, Improvement Rubrics, and Focused Mini-Lessons. The resultant effect is a common, targeted focus and school-wide accountability which creates an expectation of high student writing achievement on state and local writing tests.

Positive Behavior Incentive System

A positive behavior incentive system is used by all Washington-Wilkes Elementary faculty/staff to teach and promote positive behaviors. The students are rewarded for exhibiting positive behaviors through a "Tiger Bucks" system. They can purchase items from a school store using their earned "Tiger Bucks". Since implementing the positive behavior incentive system, the students have demonstrated great improvement in their overall attitudes towards school.

AIMSWeb

Universal screenings are given to 4th and 5th grade students in reading and math three times a year. The students that are below average are progressed monitored weekly or bi-weekly. The progress monitoring is used as part of the school wide RTI/SST process to better serve those students that are in Tier 2 and Tier 3.

Professional Learning Needs

The teachers at WWES have been participating in various professional learning activities for the past several years. All school initiatives have included professional learning. However, there is a need for additional professional learning in direct, explicit literacy and writing skills across content areas and in the use of integrating technology.

Need for Striving Reader Grant

There is no denying it; Washington-Wilkes Elementary has made significant gains over the past several years. The increased student achievement is evident in the data provided in this grant. WWES needs the Striving Readers Comprehensive Literacy Grant in order for us to keep up the good work! The grant will fund a much needed intervention program for struggling readers, professional learning for literacy and writing instruction across content areas, more effective assessments, and building a culture a literacy across school and community.

Scientific, Evidence Based Literacy Plan (a)

Building Block 1. Engaged Leadership

Research in Action –"The Why"

    According to The Georgia Literacy Task Force, the role of leadership in developing literacy cannot be overstated. Strengthening leadership at all levels is necessary to the implementation of a successful literacy program (pg. 156, "The Why"). Leadership does not only come from principals, teacher leaders who have a well developed understanding of teaching reading and writing are also vital for the successful implementation of a literacy program (pg. 156, "The Why").

    The principal at WWES understands and is committed to improving literacy instruction and student achievement across grade levels and disciplines. Professional learning is scheduled bi-weekly, but is usually not topic specific. When planning for and scheduling professional learning in the future, specific topics will be put on the calendar according to needs identified in this grant.

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

Best Practices in Place	Best Practices to be Implemented
- The administrator participates in professional learning related to CCGPS - The administrator provides professional learning on student data - The administrator researches best practices and shares with the staff - The administrator schedules protected time for professional learning on the calendar - Provides professional learning and support for staff in making the transition to the CCGPS	- Participate in professional learning in literacy leadership in order to support classroom instruction - Schedule regular literacy observations and walk-throughs to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices - Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly - Schedule protected time for literacy and teacher collaboration - Develop teacher leaders to conduct professional learning across disciplines

B. Action: Organize a Literacy Leadership Team

Best Practices in Place	Best Practices to be Implemented
- A Literacy Council has been assembled that consists of ELA teachers as well as content area teachers - The administrator uses data to identify and prioritizes students who need to be targeted for intervention	- Involve community and government leaders and parents in the Literacy Council - Involve all stakeholders in professional learning about the purposes and goals of our Literacy Council - Set aside times on the school calendar for the council to meet - Establish a line of continuous communication between school and community - Share student achievement gains with parents and with the local community. (i.e., Open

	house, newspaper articles, website, etc.) ➢ Visit other schools that have successfully improved student achievement to gain valuable insights and innovative ideas. ➢ Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy

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

Best Practices in Place	Best Practices to be Implemented

➢ Intervention teachers are invited to some professional learning when there is a paraprofessional available to cover the class
➢ Collaborative planning is scheduled for grade level professional learning
➢ The administrator coordinates teaching assignments according to teacher area of expertise
	➢ Develop and implement a schedule so that intervention teachers can attend ALL professional learning activities
	➢ Schedule needs to reflect time for collaboration across grade levels and content areas:
	    • Establish agendas and action summaries for all meetings.
	    • Use protocols to examine student work.
	➢ Establish a protocol for communication between Intervention, base teachers, and ELL and SPED teachers

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

Best Practices in Place	Best Practices to be Implemented
➢ Content area teachers are provided with limited professional learning in the area of literacy instruction ➢ Surveys are distributed to evaluate areas of strengths and areas of need/improvement ➢ Participation in CCGPS training in face-to-face and state sponsored webinars	➢ Study current research on disciplinary literacy in the content area ➢ Develop a professional learning plan that provides teachers with more rigorous literacy instructional strategies ➢ Define priorities and allocate resources to sustain them over time ➢ Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge ➢ Select or develop a walk-through and/or observation form to ensure consistency of effective instructional practices ➢ Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives

Best Practices in Place	Best Practices to be Implemented

E. Action: Optimize literacy instruction across all content areas

Best Practices in Place	Best Practices to be Implemented
➢ Various professional learning activities are provided; however, not enough emphasis on literacy strategies for content area teachers has been addressed ➢ WWES ELL coordinator has attended some ELL conferences ➢ Training in Thinking Maps and Write from the Beginning ➢ Formal and informal observations, lesson plans, and walk-throughs are used to monitor literacy instruction across the curriculum	➢ Ensure continued growth through researching and identifying appropriate literacy instructional strategies across all content areas ➢ Identify appropriate strategies to help ELL students meet English language proficiency standards ➢ Support teacher s in their use of appropriate strategies to help ELLs meet English language proficiency standards ➢ Extending professional learning in Thinking Maps and Write from the Beginning (correlated with CCGPS) is necessary for continued effective implementation of both programs ➢ Identify or develop a systematic procedure for teaching academic vocabulary in all subjects ➢ Plan for and provide professional learning on analyzing student work ➢ Identify and/or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance ➢ Share ways for teachers to identify exemplary samples of student work to model features of quality writing ➢ Enlist the help of professors at nearby colleges and universities and local RESA's to help with professional learning ➢ Continue to require writing as an integral part of every class – every day ➢ Ensure that teachers provide meaningful opportunities for students to write, speak, and listen

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.

Best Practices in Place	Best Practices to be Implemented
➢ Active partnership with the Family Connections group in our community ➢ Tutors come once a week to work with students	➢ Plan and coordinate additional literacy activities involving community leaders and parents such as: • Celebrity Reading Day

- ➢ WWES students in 4th and 5th grades participate in 4-H. Meetings are held during the school day. Students were encouraged to participate in DPA (District Project Achievement). Students were allowed to work with the 4-H staff after school to create their projects which include many literacy standards
- ➢ Occasionally, various business leaders in the community are invited to speak to students (eg. bankers, GBI personnel, doctors, dental hygienist, etc.)
- ➢ A partnership with 21st Century Community Learning Centers (CCLC) exists in which students attend the Out-of-School program held at WWES
    - Breakfast club – Monday-Friday, 7:15-8:00
    - After school – Monday-Thursday, 3:10-5:15

- Career Day
- Writing with our Partners
- Reading with (Grandparents, Dad, Mom) days
- ➢ Host family nights that engage parents in activities that demonstrate the importance of proficiency in literacy
- ➢ Enlist members of the various participating entities to provide leadership by:
    - Serving as mentors
    - Speaking to groups of students
    - Publicizing efforts within the community
    - Visiting classroom to support teachers and students
    - Adoption of different schools by civic groups
- ➢ Celebrate academic successes publically through traditional and online media

Building Block 2: Continuity of Instruction

Research in Action –"The Why"

As stated in The Georgia Literacy Task Force document "The Why", educators must consider the range of standards for each grade as well as needs of all students. This includes all students in regular education, special education, gifted, and English Language Learners (pg. 41, "The Why"). The integration of literacy skills is very specific in the CCGPS. There are separate standards for reading informational texts and literature in all grade levels (pg. 48, "The Why"). *Reading Next* suggests that coordinating assignments and reading with out-of-school organizations and community mentors will help maintain consistently with what students do out-of-school (pg. 51, "The Why").

The teachers at WWES have participated in CCGPS roll out trainings through webinars provided by the DOE as well as professional learning provided by the literacy coach. Teachers at WWES collaborate within grade levels; however, there is a need for cross grade level collaboration. WWES and Family Connections are working together by providing mentors who come into the school to work with our students. More collaboration with community members and various agencies would enhance student achievement.

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

Best Practices in Place	Best Practices to be Implemented
➢ Administration is establishing an expectation of shared responsibility for literacy across the curriculum ➢ The Better Seeking Team (BST) serves as our literacy/collaborative teams due to the size of our staff ➢ The majority of professional learning is within grade levels, not across grade levels ➢ County wide professional learning is provided for the entire faculty of Wilkes County schools, Thinking Maps, Write from the Beginning, and CCGPS ➢ The ELA teachers are analyzing student writing samples	➢ Research and plan professional learning concerning literacy across the curriculum. ➢ Schedule time for the team to meet for collaboration, examination of student work, and data analysis. ➢ Alter teams as necessary to ensure optimal effectiveness ➢ Provide more professional learning concerning analyzing student work across grade levels and from school to school ➢ Use protocols to examine student work

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

Best Practices in Place	Best Practices to be Implemented
➢ A Literacy Leadership Team was established ➢ Time for collaborative planning across grade level is on the calendar ➢ Monitor student achievement through benchmark tests and AIMSWeb ➢ Limited peer observations have taken place ➢ Teacher mentors are provided for beginning teachers ➢ Professional learning in literacy instruction is	➢ Study research-based strategies and resources, particularly those found in "The Why" document of the GLP ➢ Provide professional learning on conducting and reflecting on peer observations and feedback ➢ Provide allotted time in the schedule for teachers to meet and discuss observations ➢ Provide additional professional learning on

provided	research-based instructional strategies and use of rubrics to improve literacy instruction ➢ Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area ➢ Study the text structures most frequently used in texts of each content area ➢ Expand types of writing across subject areas ➢ Discuss ways to infuse literacy throughout the day including the use of technology ➢ Infuse all types of literacy throughout the day

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

Best Practices in Place	Best Practices to be Implemented

➢ A partnership was established between Family Connections and Communities in Schools Partnership and our school
➢ 4-H is offered to our 4th and 5th grade students during the school day and after school
➢ WWES has a partnership with 21st Century Community Learning Centers (CCLC). The Out-Of-School program (3:10-5:15) is housed at WWES for 4th and 5th grade students. 21st Century Breakfast Club also takes place Monday-Friday from 7:15-8:00
	➢ Form community and school partnerships between agencies such as:
	   • Local Library
	   • Civic groups
	   • City/County Government officials
	   • Local businesses
	➢ Establish a means of continual communication between teachers and out-of-school providers
	➢ Establish a means of communication between school and community agencies and businesses
	➢ Encourage local businesses and partners to heighten awareness about literacy skills through their websites or other forms of communication
	➢ Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters)

Building Block 3. Ongoing formative and summative assessments

Research in Action – "The Why"

Dr. Richard Stiggins was quoted in regards to assessment practices, "The principle challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom – that assessments are used to benefit pupils….This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning" (pg. 95, "The Why"). Teachers need to be able to identify weaknesses and strengths, establish learning goals, utilize effective instructional strategies, evaluate effectiveness of instruction, and monitor student progress (pg. 96, "The Why"). Along these lines, professional learning should include how to analyze assessment data and use it to inform instruction in the classroom (pg. 98, "The Why").

WWES has implemented common benchmark assessments for each content area. Teachers use this data to drive instruction in whole group and small group needs based time. However, teachers need further professional learning on data analysis and analyzing student work. AIMSWeb is being used as a screener and progress monitoring tool. WWES uses no formal diagnostic assessment. Occasionally, an IRI or phonics inventory has been administered. A plan for using, choosing, and administering diagnostic assessments needs to be in place so that the specific learning needs of all students are being addressed.

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

Best Practices in Place	Best Practices to be Implemented
➢ Utilize Pearson's AIMSWeb for screening and progress monitoring; however, progress monitoring is not consistently being used ➢ Utilize limited intervention materials (McGraw-Hill SRA Decoding) ➢ Utilization of formative assessments in the classrooms	➢ Research, identify, and select an effective tool for screening, progress monitoring, and diagnostic tools to identify achievement levels of all students ➢ Provide professional learning on all new assessment tools ➢ Identify a person to monitor consistent use of progress monitoring across classrooms. ➢ Provide professional learning on specific strategies for differentiation ➢ Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment ➢ Upgrade technology infrastructure to support assessment administration and dissemination of results ➢ Continue professional learning on formative assessments and how to use the data ➢ Analyze student data in teacher teams to develop and adjust instructional plans ➢ Provide timely, descriptive feedback to students with opportunities to assess their own learning

	➤ Provide assessment measures that can help identify high achieving/advanced learners as well as struggling learners who would benefit from enrichment activities ➤ Continue to purchase assessment and intervention materials that align with student needs

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

Best Practices in Place	Best Practices to be Implemented
➤ AIMSWeb benchmark and progress monitoring tools are being used ➤ Some utilization of formative assessments is being used in the classrooms, not consistent across classrooms ➤ Common benchmark assessments are being used in all content areas ➤ Writing benchmarks are being administered in 4th and 5th grades	➤ Research and select effective universal screening to measure literacy competencies for all students across the curriculum ➤ Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines ➤ Analyze student data in teacher teams to develop and adjust instructional plans ➤ Acknowledge staff's efforts to improve their use of assessment data to inform instruction

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

Best Practices in Place	Best Practices to be Implemented
➤ No formal diagnostic tools are being used ➤ Inconsistent use of IRI	➤ Research and identify an effective diagnostic tool ➤ Formally analyze student data in teacher groups to guide instruction ➤ Develop interventions for areas showing up on diagnostic tools that will help teachers with intervention instruction ➤ Identify and purchase diagnostic tools and intervention programs that will meet the needs of the students ➤ Upgrade technology as needed to use new assessment tools ➤ Research and identify devices that could be used for summative, formative, and diagnostic assessments as well as instruction on Interactive boards ➤ Provide professional learning on how to use devices

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

Best Practices in Place	Best Practices to be Implemented
➢ Teachers meet at the beginning of the year to discuss previous year's CRCT data ➢ Teachers meet to discuss AIMSWeb data ➢ Analyze previous year's summative assessment data in isolation	➢ Further professional learning on analyzing data is necessary to ensure data is used effectively to guide instruction ➢ Analyze data across subgroups to ensure positive achievement ➢ Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed ➢ Analyze assessment data to identify teachers who need support ➢ Discuss assessment results with students to set individual goals ➢ Upgrade the capacity of technology infrastructure to support administration of assessments and the dissemination of results

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

Best Practices in Place	Best Practices to be Implemented
➢ The BST/LLT/Grade level teams are the data teams	➢ Plan and provide professional for analyzing and using data to drive instruction ➢ Develop protocols for meetings and for making decisions to identify the instructional needs of students ➢ Teach the protocols for meetings and making decisions ➢ Adjust instructional strategies according to data analysis ➢ Upgrade technology in building to accommodate new software

Building Block 4. Best Practices in Literacy Instruction

Research in Action –"The Why"

As reported in The Georgia Literacy Task force document, teachers should focus on teaching students how to use the seven main strategies for reading. (The Seven Habits of an Effective Reader: Visualizing, Questioning, Making Connections, Predicting, Inferring, Determining Importance, and Synthesizing/Creating. These strategies should be taught in an organized manner, in lieu of in isolation. This will develop an independent reader that will be able to self-monitor for understanding and when text is troublesome the student will have a tool box of strategies that can be used to decipher meaning (pg. 41, "The Why"). As stated on page 55 of "The Why" document, in regards to writing, in a report entitled *Writing to Read,* writing about what you read is significantly more effective than the traditional teaching strategies including but not limited to simply reading the text, rereading it, studying it, discussing it, and receiving instruction (pg. 45, "The Why"). As stated in The Why document, student motivation "requires a unique focus" (pg. 51, "The Why"). Teachers should be providing goals for reading, provide opportunities for students to choose their own books and writing topics, and increase amount of time for students to discuss ideas related to reading (pg. 51, "The Why").

WWES uses the frameworks provided by the GaDOE in ELA and Math. Teachers use the frameworks as a guide and revise them as necessary for instruction. The good news is that the students are writing almost every day. However, we still need to extend teacher knowledge about Thinking Maps and Write from the Beginning to insure continuity of writing instruction across classrooms. Student motivation is also an area of need. WWES has implemented PBIS in an effort to improve positive behaviors, therefore, reducing amount of negativity towards students. We are looking for the positive. Students at WWES are allowed to freely choose books of their choice in the media center. Students also are provided a wide range of informational texts to use in the classrooms. However, more informational texts are needed that correlate with Science and Social Studies GPS.

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

Best Practices in Place	Best Practices to be Implemented

➤ A core program (ELA Units that have been developed from the GADOE frameworks) is being utilized in ELA classrooms
➤ These units are required to be reviewed and revised throughout the year
➤ Teachers plan for differentiation and turn in plans weekly. However, some plans continue to be "centers" instead of true differentiation
	➤ Seek out additional professional learning that focuses on integrating literacy instruction and all literacy skills in unit planning as well as in content areas
	➤ Provide professional learning on how teachers should MODEL The Seven Habits of Good Readers. (RATA, Read-Aloud, Think Aloud)
	➤ Provide professional learning on the tenets of explicit instruction:
	   • Use of data
	   • Selection of appropriate text
	   • Teaching specific strategies to be learned

	- Modeling strategies - Provide guided and independent practice with feedback - Discussion of when and where strategies are to be applied ➢ Seek additional professional learning on differentiation ➢ Share effective differentiation lessons and differentiation strategies in teacher team meetings ➢ Address both academic and workplace literacy skills across all content areas and provide students with knowledge of variety of career pathways ➢ Schedule time on the calendar for collaborative planning across grades and schools ➢ Purchase an effective Intervention program for students who are at risk ➢ Provide time for teachers who are implementing the Intervention program to observe master teachers ➢ Provide professional learning and necessary support for the Intervention teachers ➢ Analyze data to evaluate the effectiveness of the Intervention program and instruction in the classrooms ➢ Further professional learning about TKES and how to use the information from the observations

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

Best Practices in Place	Best Practices to be Implemented
➢ Teachers are trained in 6+1 Trait Writing ➢ Teachers are trained in Thinking Maps and Write from the Beginning; however, consistent use across classrooms is not evident ➢ All students are writing in most classes daily ➢ Writing is taking place in content areas, but no formal instruction is taking place	➢ Develop a coordinated plan for writing instruction across all subject areas to include: - Explicit instruction - Guided practice - Independent practice ➢ Provide professional learning on best practices in writing instruction across all subject areas ➢ Further training in updated Thinking Maps and Write from the Beginning is necessary for ALL teachers (ELA and Content) ➢ Create a formal plan for writing instruction

	and assessment
	➢ Create a plan that describes how technology will be used with writing instruction
	➢ Update to modern technology so that students can use technology to research, produce, and publish their writing
	➢ Provide professional learning for teachers to incorporate grammar, spelling, and writing into reading instruction
	➢ Include a plan for writing assessments on the school calendar
	➢ Provide extensive professional learning about rubrics and how to best use them
	➢ Develop common rubrics for use with all writing

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

Best Practices in Place	Best Practices to be Implemented

➢ The PBIS (Positive Behavior Incentive Program) was implemented in our school in an attempt to encourage more positive behaviors
➢ Students are allowed to choose books freely in our media center
➢ The administrator has conducted a few professional learning sessions on working with economically disadvantaged students
	➢ Continue implementation of PBIS and continue to evaluate its effectiveness
	➢ Research and provide professional learning concerning student interest and motivation
	➢ Provide professional learning on teaching students who live in poverty
	➢ Secure outside professionals to provide motivational workshops for students and teachers
	➢ Create and administer interest surveys for students and use data to help drive instruction
	➢ Purchase more high interest/informational texts for student use in the classrooms and media center
	➢ Teachers should be made to understand the need for any or all of the following:
	   • Providing students with opportunities to self-select reading materials and topics for research
	   • Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives
	   • Increase the opportunities to collaborate with peers
	   • Increase access to texts that students find interesting
	   • Scaffolding students' knowledge and

	competency in navigating content area texts to ensure their confidence and self-efficacy
	• Leveraging the creative use of technology

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

Research in Action –"The Why"

Response to Intervention (RTI) is a technique of tiered layers of interventions for students needing support. Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Data-driven decision making must be available at the classroom level (pg. 125, "The Why").

Georgia's RTI process includes several key components:

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

Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common Core Georgia Performance Standards (pg. 124, "The Why").

WWES has an established RTI plan that utilizes a 4-Tier model. The Washington-Wilkes RTI manual describes in detail the protocols that our school follows. While an RTI plan is in place, more work needs to be done to diagnose areas of weakness and support those needs in the classroom.

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

Best Practices in Place	Best Practices to be Implemented
➤ Determine percentage of students currently being served in each tier at each grade level ➤ Utilize AIMSWeb for screening and progress monitoring ➤ Utilize limited intervention materials ➤ Teachers and administrators analyze data and identify students who are at-risk; however, effective interventions are not implemented with fidelity from classroom to classroom ➤ All teachers continuously track data using a data room	➤ Provide professional learning about instructional classroom strategies and resources for interventions that support phonemic awareness, phonological awareness, fluency, comprehension, and vocabulary ➤ Provide professional learning about all assessments chosen ➤ Schedule time on the calendar for teachers to monitor student achievement through analyzing data ➤ Purchase, schedule, and train providers and implement intervention

	➤ Develop protocols for identifying students and matching them to the appropriate intervention ➤ Monitor to ensure that interventions are occurring regularly and with fidelity ➤ Monitor the ease at which students move between tiers

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

Best Practices in Place	Best Practices to be Implemented
➤ Teachers are trained in and implemented CCGPS ➤ Teachers are trained in Standards Based Classrooms ➤ Teachers have participated in professional learning about differentiation ➤ Teachers within grade levels have common planning ➤ Teachers meet with administration to discuss student progress through the use of a cumulative spreadsheet containing all data	➤ Provide additional professional learning on differentiation and how to use data to judge effectiveness of instruction ➤ Utilize classroom observations to provide feedback for teachers on strategies used ➤ Develop knowledge of instructional strategies and how to choose the strategies that will be effective ➤ Provide protected time for teachers to meet across grade levels and schools (vertical and horizontal) ➤ Use data from universal screening process to identify general weaknesses in instruction Tier 1 as well as struggling students

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

Best Practices in Place	Best Practices to be Implemented

➤ Research based strategies are used during small group instruction
➤ Limited amount of time for teachers to collaborate
	➤ Plan and provide professional learning for instructional strategies to use with ELL and SWD students
	➤ Plan and provide professional learning for interventionists on:
	   • Appropriate use of supplemental and intervention materials
	   • Diagnosis of reading difficulties
	   • Direct, explicit instructional strategies to address difficulties
	   • Charting Data
	   • Graphing progress
	➤ Schedule specific times on the professional learning calendar for teachers to collaborate
	➤ Monitor effectiveness of standard intervention protocols in place for students
	➤ Ensure adequate time for planning and

	implementing interventions

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

Best Practices in Place	Best Practices to be Implemented

➢ SRA Decoding has been used in 4th and 5th grades; however, not consistently
➢ Attempting to create an Intervention program for the students who complete SRA Corrective Reading
	➢ Secure an effective Intervention program for students at-risk
	➢ Provide time for Intervention teachers to observe master teachers
	➢ Provide professional learning AND support to Intervention teachers
	➢ Schedule time for regular education teachers to collaborate and plan with Intervention teachers
	➢ Team should meet to:
	   • Discuss students in Tier 3 who fail to respond to intervention
	   • Receive specific professional learning on protocols and GADOE guidance
	   • Verify implementation of intervention
	   • Ensure that fidelity to program is maintained

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

Best Practices in Place	Best Practices to be Implemented
➢ School schedule is developed to ensure least restrictive environment ➢ Individualized Educational Plans for Tier 4 students addresses weaknesses identified through testing ➢ Teachers are using IEP's for instruction ➢ SPED, ELL, and Gifted teachers attend professional learning with regular education teachers ➢ Case managers participate in all school events	➢ More professional learning in strategies to use with students who are placed in inclusion classrooms ➢ Continue including SPED, ELL, and Gifted teachers in professional learning ➢ A system of checks and balances ensures fidelity of implementation and progress of student subgroups - closing the achievement gap

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Building Block 6. Improved Instruction through Professional Learning

Research in Action –"The Why"

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (pg. 141, "The Why").

Teachers at WWES are engaged in on-going professional learning. With the implementation of CCGPS, all teachers participated in some professional learning concerning literacy standards in content area classes. This professional learning was an overview. Extensive study of literacy standards and strategies in content area classrooms are necessary to the success of our Literacy Plan. We are currently at the "Deep Learning with Limited Capacity" level but are ready to move to the next stage in professional learning. A clear focus on literacy needs to be developed to ensure all teachers are aware of best-practices concerning literacy instruction. Professional learning topics that need to be addressed to enhance literacy are formative assessments, data analysis and usage, writing and literacy strategies, text complexity, and using Lexiles.

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

Best Practices in Place	Best Practices to be Implemented
➢ Ensure that applicants are highly qualified	➢ Include questions regarding content area literacy during all interviews ➢ Initiate contact with PSC in regards to content areas literacy requirements for certification ➢ Form partnerships with local teacher preparation colleges and universities in regards to content area literacy courses

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

Best Practices in Place	Best Practices to be Implemented

➢ Teachers participate in various professional learning activities including but not limited to:
   • ELA and Math CCGPS roll-out
   • ELA and Math unit writing and revision
   • Thinking Maps
   • Write from the Beginning
   • Literacy strategies
   • Depth of Knowledge
   • Instructional strategies for working with ELL and SWD students
   • Formative assessments
	➢ Schedule and protect time during school day for teachers to collaboratively analyze data, study literacy standards, examine student work, and reflect on practice
	➢ Meet in collaborative teams to support teachers using literacy strategies effectively
	➢ Use formal and informal observations to improve literacy instruction
	➢ Identify and schedule times for teachers to do peer observations within the school and district and with other districts
	➢ Ensure new personnel receive vital professional learning from previous years
	➢ Provide professional learning on conducting

- LDS - Web 2.0 and other technology - AIMSWeb ➤ Protected time for collaboration and data analysis is on the calendar	and reflecting on peer observations and feedback ➤ Partner experienced teachers with pre-service and beginning teachers

Needs Assessment, Concerns and Root Cause Analysis

Description of the Process

      The faculty of Washington-Wilkes Elementary School completed the Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. This instrument addressed key areas of literacy: instruction, administrative and community support, proper use of resources, Response to Intervention, and data analysis. The needs assessment was distributed to all certified staff members via email and completed on Survey Monkey. The results of the survey were presented to the school's Literacy Leadership Team who discussed strengths and weaknesses. The team also discussed disparities between the survey results and implemented practices. In addition to the needs assessment survey, team members analyzed assessment results and other data sources (see table below).

Description of Surveys Used in the Needs Assessment

Materials	Description
Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12	This literacy survey was provided to all certified staff electronically.
Grade 8 Writing Assessment	Standardized writing test data
CRCT	Standardized test data
ITBS	Norm-referenced test data
Lexile Data (obtained from CRCT)	Gathered from the CRCT, this data compared student Lexiles with the stretch Lexile bands published by GaDOE.

*See "Analysis of Student Data" section for disaggregated data

Results of Literacy Needs Assessment Survey

	Fully	Operational	Emergent	Not addressed
Engaged Leadership				
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.	68.2	22.7	4.5	4.5
B. A school literacy leadership team organized by the administrator is active.	27.3	13.6	22.7	36.4
C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning.	28.6	52.4	9.5	9.5
D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards (CCGPS).	31.8	*54.5	9.1	4.5
E. Literacy instruction is optimized in all content areas.	13.6	*40.9	27.3	18.2
F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the CCGPS	9.1	9.1	9.1	72.7
Continuity of Instruction				
A. Active collaborative school teams ensure a consistent literacy focus across the curriculum	9.1	27.3	36.4	27.3
B. Teachers provide literacy instruction across the curriculum	31.8	*36.4	22.7	9.1
C. Out-of-school agencies and organizations collaborate to support literacy within the community.	9.5	33.3	19.0	38.1
Ongoing Formative and Summative Assessments				
A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction	*54.5	27.3	13.6	4.5
B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	27.3	31.8	36.4	4.5
C Problems found in literacy screenings are further analyzed with diagnostic assessment.	18.2	*50.0	27.3	4.5
D. Summative data is used to make programming decisions as well as to monitor individual student progress.	27.3	*36.4	22.7	13.6
E. A clearly articulated strategy for using data to improve teaching and learning is followed.	*40.9	22.7	27.3	9.1

Best Practices in Literacy Instruction				
A.1. All students receive direct, explicit instruction in reading	38.1	42.9	19.0	0.0
A.2. Extended time is provided for literacy instruction.	33.3	28.6	9.5	28.6
B. All students receive effective writing instruction across the curriculum.	19.0	*47.6	28.6	4.8
C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.	27.3	*50.0	13.6	9.1
System of Tiered Intervention (RTI) for All Students				
A. Information developed from the school-based data teams is used to inform RTI process	40.0	30.0	30.0	0.0
B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.	45.0	15.0	40.0	0.0
C. Tier 2 needs-based interventions are provided for targeted students.	25.0	*40.0	30.0	5.0
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	23.8	23.8	42.9	9.5
E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.	33.3	38.1	14.3	14.3
Improved Instruction through Professional Learning				
A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	23.8	23.8	28.6	23.8
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	*42.9	19.0	38.1	0.0

*After further discussion, the committee disagrees with these findings. We feel that a lack of knowledge of literacy instruction led to inflated, inaccurate survey results.

Root Causes Analysis

Building Block 1 Engaged Leadership		
Need Area	**Root Cause**	**Steps Taken**
➢ Literacy Leadership Team (pg. 5, The What) ➢ Multiple forms of student, school, and teacher data (pg. 5, The What) ➢ Professional learning concerning Literacy across content areas (pg. 6, The What) ➢ Learning supports within community (pg. 7, The What)	➢ Lack of focus on literacy ➢ Lack of professional learning focused on literacy including writing ➢ Lack of funding for professional learning across content areas ➢ Lack of strategic process for communicating with the community	➢ Literacy Leadership Team (LLT) has been formed ➢ Some professional learning has occurred in literacy and writing ➢ 21st CCLC and Family Connections partnerships have been formed ➢ Social media beginning to be utilized

Building Block 2 Continuity of Instruction		
Areas of Concern	**Root Cause**	**Steps Taken**
➢ Protocols for team meetings (pg. 7, The What) ➢ Teachers coach, co-teach, observe, and give feedback (pg. 7, The What) ➢ Use of a school-wide writing rubric (pg. 7, The What) ➢ Coordinate "wrap-around" services (pg. 5, The What)	➢ Lack of knowledge about protocols ➢ Lack of funding and training for teacher observations ➢ Lack of planning across content areas ➢ Lack of clear goals for writing across grade levels ➢ Lack of community involvement in literacy	➢ The LLT has been created ➢ Minimal professional learning has been provided across content areas ➢ Common writing assessments have been administered this year ➢ Partnerships between 21st Century and Family Connections have been established

Building Block 3 Ongoing Formative and Summative Assessments		
Areas of Concern	**Root Cause**	**Steps Taken**
➢ System of formative and summative assessments (pg. 8, The Why) ➢ Diagnostic assessment tools (pg. 8-9, The Why) ➢ Clear plan for using data to improve teaching and learning (pg. 9, The Why)	➢ Lack of professional learning focused on formative assessments ➢ Lack of funding for technology infrastructure and diagnostic tools ➢ Lack of time to learn and implement new assessment practices ➢ Lack of focus on literacy assessments	➢ Provided initial professional learning on formative assessment and LDS ➢ Utilize AIMSweb for screening and progress monitoring ➢ Use summative assessments to guide placement for RTI ➢ Scheduled collaborative planning to use for data analysis

Building Block 4 Best Practices in Literacy Instruction		
Areas of Concern	**Root Cause**	**Steps Taken**

➤ Clear plan for literacy instruction across all content areas (pg. 9-10, The Why)
➤ Professional learning on the following:
  o Using data
  o Literacy and Writing instruction
  o Text selection
  o Modeling
  o Differentiated instruction (pg. 10, The Why)
➤ Coordinated plan for writing instruction (pg. 10, The Why)
➤ Technology for instruction and motivation (pg. 10, The Why)
	➤ Lack of professional learning on disciplinary literacy skills
	➤ Lack of professional learning on writing for content area teachers
	➤ Lack of funding to purchase technology resources
		➤ Participated in CCGPS literacy strategies professional learning
		➤ Utilize informational text in content area classroom (inconsistently)
		➤ Created LLT

Building Block 5 System of Tiered Intervention (RTI) for All Students		
Areas of Concern	**Root Cause**	**Steps Taken**
➤ School-based data team (pg. 11, The Why) ➤ Literacy interventions (pg. 11-12, The Why) ➤ Professional learning on direct, explicit instructional strategies that build literacy skills (pg. 11, The Why) ➤ Plan for examining and using student data (pg. 11-12, The Why) ➤ Professional learning for interventionist (pg. 12, The Why)	➤ Lack of funding to purchase updated intervention materials and diagnostic assessments ➤ Lack of data analysis ➤ Lack of communication among stakeholders ➤ Lack of professional learning on RTI	➤ SST Team meets to discuss student progress ➤ Utilize some intervention materials ➤ Use AIMSweb to make RTI decisions ➤ Small-group, needs-based time is scheduled everyday

Building Block 6
Improved Instruction Through Professional Learning

Areas of Concern	Root Cause	Steps Taken
➢ Protected time for teachers to collaborate with all aspects of literacy (pg. 13, The Why) ➢ Method to monitor instruction (pg. 13, The Why) ➢ Ongoing professional learning on literacy strategies, assessment development, and data usage (pg. 13, The Why)	➢ Lack of focus on literacy instruction and data analysis ➢ Lack of scheduled time to observe and implement new intervention strategies	➢ Provide on-going professional learning ➢ Provide site-based support for administration, faculty, and staff by instructional coach ➢ Monitor teacher instruction with limited tools, i.e. TKES

Analysis and Identification of Student and Teacher Data

Student Data

CRCT Reading Scores by Grade Level

	CRCT Reading Scores 2010-2013 (Percent of Students in Each Category)								
	2010-2011			**2011-2012**			**2012-2013**		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	21.0	62.7	16.2	13.7	69.0	17.3	10.0	60.2	29.7
4th Grade	19.5	62.4	18.0	7.5	64.5	28.0	7.8	52.3	39.8
5th Grade	21.0	62.7	16.2	18.4	72.3	9.2	12.4	68.6	19.0

Disaggregated CRCT Reading Data

	CRCT Reading Scores 2010-2013 (Percent of Students in Each Category)								
	2010-2011			**2011-2012**			**2012-2013**		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	21.0	62.7	16.2	13.7	69.0	17.3	10	60.2	29.7
SWD	44.4	51.9	3.7	39.4	48.5	12.1	30.6	50.0	19.4
Female	13.9	65.6	20.5	8.2	69.7	22.1	8.5	60.2	31.4
Male	26.8	60.4	12.8	19.0	68.3	12.7	11.5	60.3	28.2
Black	22.2	65.4	12.4	15.1	73.4	11.5	11.3	71.0	17.7
White	20.9	56.0	23.1	11.9	58.3	29.8	6.7	50.6	42.7
Econ. Dis.	21.5	63.6	15.0	13.2	73.0	13.7	12.1	63.7	24.2

CRCT Data (English/Language Arts, Mathematics, Science, and Social Studies)

CRCT English/Language Arts Scores 2010-2013 (Percent of Students in Each Category)								
2010-2011			**2011-2012**			**2012-2013**		
Did Not Meet	**Meets**	**Exceeds**	**Did Not Meet**	**Meets**	**Exceeds**	**Did Not Meet**	**Meets**	**Exceeds**
All 17.6	66.0	16.4	11.6	70.1	18.3	11.8	65.1	23.1
4th Grade 19.5	66.2	14.3	7.5	76.6	15.9	16.4	59.4	24.2
5th Grade 15.4	65.9	18.7	14.9	64.9	20.1	6.4	71.8	21.8

CRCT Mathematics Scores 2010-2013 (Percent of Students in Each Category)								
2010-2011			**2011-2012**			**2012-2013**		
Did Not Meet	**Meets**	**Exceeds**	**Did Not Meet**	**Meets**	**Exceeds**	**Did Not Meet**	**Meets**	**Exceeds**
All 27.7	57.2	15.1	19.0	59.9	21.0	10.6	58.4	31.0
4th Grade 32.6	54.1	13.3	16.7	59.3	24.1	10.9	62.5	26.6
5th Grade 22.8	60.3	16.9	20.8	60.4	18.8	10.3	53.8	35.9

CRCT Science Scores 2010-2013 (Percent of Students in Each Category)								
2010-2011			2011-2012			2012-2013		
Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
All 35.3	43.4	21.3	29.0	46.5	24.5	21.0	50.4	28.6
4th Grade 32.6	48.9	18.5	17.6	53.7	28.7	20.3	52.3	27.3
5th Grade 38.2	37.4	24.4	38.3	40.6	21.1	21.8	48.2	30.0

CRCT Social Studies Scores 2010-2013 (Percent of Students in Each Category)								
2010-2011			2011-2012			2012-2013		
Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
All 43.0	48.8	8.2	29.9	57.7	12.4	16.4	66.0	17.6
4th Grade 36.8	54.1	9.0	16.7	66.7	16.7	17.2	64.1	18.8
5th Grade 49.6	43.1	7.3	40.6	50.4	9.0	15.5	68.2	16.4

Georgia Grade 5 Writing Assessment

	Georgia Grade 5 Writing Assessment 2011-2013 (Percent of Students in Each Category)								
	2010-2011			2011-2012			2012-2013		
	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds	Did Not Meet	Meets	Exceeds
All	39	58	2	35	63	2	37	56	7
White	39	61	0	36	62	2	21	63	16
Black	41	56	3	33	65	1	47	53	0
Female	38	58	4	16	79	5	23	64	13
Male	40	58	1	53	47	0	53	47	0
SWD				69	31	0	57	36	7

Lexile Scores

2012-2013 Lexile Scores (Based on CRCT Results)			
Grade	Minimum Lexile	Percent Meeting	Percent Not Meeting
4th Grade	770	56	44
5th Grade	860	47	53

*Minimum Lexiles are based on CCGPS stretch Lexile Bands.

Iowa Test of Basic Skills

	Iowa Test of Basic Skills (ITBS) 2010-2013 Reading - 5th Grade					
	2010-2011		2011-2012		2012-2013	
	Percentile Rank	Composite	Percentile Rank	Composite	Percentile Rank	Composite
All	40	45	40	46	47	53
White	50	53	41	47	67	68
Black	33	39	39	45	35	41
Hispanic	33	42	21	33	43	51
Female	42	47	42	47	54	57
Male	38	44	40	45	41	49
SWD	8	12	26	22	29	34

<u>Strengths and Weakness Based on Assessment Results</u>

The CRCT scores at WWES are good. The percentage of students meeting and exceeding standards in all content areas are increasing. There is no real achievement gap between black and white students in meeting and exceeding standards. However, the most noticeable gap is the percentage of students, black and white, scoring exceeds. White students outscored the black students in exceeding standards by 25%. The female and male population scores for meeting and exceeding standards is very close. Over the past three years, WWES students have increased percentages meeting or exceeding standards in all content areas.

Over the past three years, the Writing Assessment scores have hovered between 60% and 65% meeting standards indicating very little progress on this assessment. The most significant gap lies between the female and male population. Teachers have been trained in Thinking Maps and Write from the Beginning; however, fidelity to the program is questionable. Writing is certainly a weakness for WWES; consequently, writing must become an integral part of instruction everyday in every class.

Lexile scores were obtained using CRCT data. While the percentage of students meeting or exceeding standards on the CRCT increases each year, the Lexile levels attained by students remain low. Students are not reaching the grade level expectations. The fact that more than half of the students in 5th grade are not meeting expectations and almost half in 4th grade are not meeting expectations is concerning. More professional learning is needed in literacy strategies across all content areas that will lead to higher Lexile scores.

While CRCT scores at WWES are good, ITBS scores are significantly lower. This is alarming because it shows that our students are behind students at other schools across the country. The biggest gap lies between white students and black students at 32 percentage points. There is also a 24 percentage point gap between white students and Hispanic students. On a positive note, percentile rankings have increased over the last 3 years especially the percentages for our SWD students, moving from the 8th percentile to the 29th in percentile.

Teacher Data

Retention Rate of Teachers	
Year	Percent
2012-2013	90
2011-2012	100
010-2011	86

Years of Service	
Year of Service	Number of Teachers
Less than 3 years	0
3-20 years	14
20+ years	7

Certification Level	
Level	Number of Teachers
4	5
5	9
6	7

WWES Project Plan—Procedures, Goals, Objectives, and Support

Goal 1: Create a Culture Focused on Literacy (a, b)

Measurable Objectives (c)

1. Monitor progress through the use of walk-throughs and the Literacy Observation Checklist
2. Include community members on Literacy Leadership Team
3. Share Literacy Plan with community partners by October, 2014
4. Ensure that Literacy is the focus of all instruction, professional learning, data analysis, and events.

Research-Based Practices (The What & The Why) (j)

- Literacy Leadership Team (pg. 5, The What)
- Learning supports within community (pg. 7, The What)
- Professional learning concerning Literacy across content areas (pg. 6, The What)
- Teachers coach, co-teach, observe, and give feedback (pg. 7, The What)
- Use of a school-wide writing rubric (pg. 7, The What)

Practices Already in Place (g)

- Literacy Leadership Team has been formed
- Minimal professional learning has occurred across content areas
- Partnership with 21st CCLC and Family Connections have been formed
- Communicate with the public via school website, social media, and newspaper

Goals to be Funded by Other Sources (h)

Portions of this goal can be funded with Title I Parent Involvement funds. Other possible assistance is available through Communities and Schools. In addition, it is possible to develop partnerships with businesses in the community.

Goal 2: Utilize a System of Assessments to Drive Instruction (a,b)

Measurable Objectives (c)

1. Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments
2. Use universal screener for all students
3. Purchase and use diagnostic assessments as needed
4. Establish and Implement a consistent system of progress monitoring to ensure students are on-track to meet standards
5. Create data teams that meet monthly using and adopted protocol
6. Monitor use of data to drive instruction through lesson plans, observations, work samples, and walk-throughs

Research-Based Practices (The What & The Why) (j)

- ➢ System of formative and summative assessments (pg. 8, The Why)
- ➢ Diagnostic assessment tools (pg. 8-9, The Why)
- ➢ Clear plan for using data to improve teaching and learning (pg. 9, The Why)

Practices Already in Place (g)

- ➢ Provided professional learning on implementation of AIMSWeb
- ➢ AIMSWeb is used as a universal screener and progress monitoring tool
- ➢ Common benchmark and writing assessments are being used
- ➢ Provided professional learning on LDS
- ➢ Use summative assessment to guide placement for RTI

Goals to be Funded by Other Sources (h)

This goal will be funded through the award of the Striving Readers Comprehensive Literacy Grant.

Goal 3: Provide Scientific, Researched-based Literacy Instruction to ALL Students (a,b)

Measurable Objectives (c)

1. Design a vertically and horizontally articulated writing plan consistent with CCGPS including a school wide writing rubrics
2. Provide and Monitor the use of direct, explicit reading instruction across all content areas through lesson plans, observations and walk-throughs
3. Purchase high interest reading materials at various Lexile levels for use in the classroom and media center
4. Purchase modern technology to motivate and engage student learners
5. Research and purchase effective intervention materials and/or software for use with at-risk students
6. Monitor the effective use of interventions through data collected
7. Monitor the fidelity of the RTI process that is already in place

Research-Based Practices (The What & The Why) (j)

- Clear plan for literacy instruction across all content areas (pg. 9-10, The Why)
- Professional learning on the following:
    - Using data
    - Literacy instruction
    - Text selection
    - Modeling
    - Differentiated instruction (pg. 10, The Why)
- Coordinated plan for writing instruction (pg. 10, The Why)
- Technology for instruction and motivation (pg. 10, The Why)

Practices Already in Place (g)

- CCGPS is used as the core for literacy instruction
- Teachers participated in CCGPS literacy strategies professional learning
- ELA and Math teachers revisit and revise CCGPS units quarterly
- Limited use of texts in classrooms
- Teachers are participating in Thinking Maps and Write from the Beginning training; however, implementation is not consistent
- Classrooms are equipped with some 21st Century technology but integrated technology lessons are limited
- Active RTI protocols

Goals to be Funded by Other Sources (h)
This goal will be funded almost entirely through the Striving Reader Comprehensive Literacy Grant.

Goal 4:Provide On-Going Professional Learning Concerning all Areas of Literacy (a,b)

Measurable Objectives (c)
1. Research and provide professional learning in the following areas:
   - Using data
   - Explicit, direct literacy and writing instruction
   - Text selection
   - Modeling writing and literacy strategies
   - Differentiated instruction
   - Peer observations and effective feedback
   - Effective technology integration in all content areas
2. Form collaborative teams that will meet monthly to plan instruction, analyze data, and examine student work
3. Train all teachers on existing RTI protocols

Research-Based Practices (The What & The Why) (j)

- School-based data team (pg. 11, The Why)
- Literacy interventions (pg. 11-12, The Why)
- Professional learning on direct, explicit instructional strategies that build literacy skills (pg. 11, The Why)
- Plan for examining and using student data (pg. 11-12, The Why)
- Professional learning for interventionist (pg. 12, The Why)
- Protected time for teachers to collaborate with all aspects of literacy (pg. 13, The Why)
- Method to monitor instruction (pg. 13, The Why)
- Ongoing professional learning on literacy strategies, assessment development, and data usage (pg. 13, The Why)

Practices Already in Place (g)

- Teachers participate in Thinking Maps and Write from the Beginning training
- Teachers participate in CCGPS training
- Limited technology integration training is provided to teachers and paraprofessionals
- Limited professional learning is provided in Differentiation
- Time is scheduled for team planning by grade level
- Professional learning is scheduled monthly

Goals to be Funded by Other Sources (h)

In addition to the SRCL grant, Title II-A and state professional learning funds may be used to meet this goal.

Sample Schedule showing at least 90 minutes of Tiered Instruction(d,f,i)

Bell Schedule 4th Grade (5th grade schedule is very similar)

7:50-8:00	Whole Group ELA/Reading
9:00-9:50	Activity Rotation (PE, Art or Music, Computer lab, Media Center)
9:50-10:40	Small Group Reading/ELA – RTI
10:40-11:30	Social Studies
11:30-12:30	Small group Math – RTI
12:30-1:20	Lunch/Recess
1:20-2:10	Whole Group Math
2:10-3:00	Science
3:00	Dismissal

(d,f,i) As reflected in this sample schedule, students are receiving 100 minutes of Tiered instruction. Students in 4th and 5th grades are provided whole group instruction as well as small-group needs based instruction (RTI) either during pull out EIP or with the classroom teacher. This Literacy Plan is inclusive of all teachers.

RTI Model (e)

The four tiers of the RTI pyramid are as follows:

- **Tier 1** - Students receive the regular curriculum and learning strategies within the regular classroom as required by the school RTI procedures.
- **Tier 2** - In addition to the regular instruction, students receive extra instruction and individual learning strategies are implemented as required by the school RTI procedures.
- **Tier 3** - Students receive more intense individualized instruction as recommended by the SST. Students continue to receive Tier 1 and Tier 2 support, in addition to Tier 3 intervention.
- **Tier 4** - Specialized service is provided through the Gifted Program, Special Education, 504 Plan, or English as a Second Language for those meeting eligibility requirements.

Assessment/Data Analysis Plan

There are a variety of assessment tools utilized at WWES; however, data analysis and the monitoring of students is minimal. At the beginning of each school year, teachers analyze the previous years' CRCT scores to determine instructional gaps and student strengths and weaknesses. This same data is also used to place students into remediation and enrichment classes for EIP and small group/needs based time. Pearson's AIMSweb is used as a universal screener and is administered three times each year. The results of this screener are also used to place students in remediation. Both the CRCT and AIMSweb report students' Lexiles, and these scores are shared with parents on report cards and progress reports. The SRCL Grant would allow the administration of the Scholastic Reading Inventory which would yield data that shows specific areas of weakness. If the grant is received, Pearson's AIMSweb will no longer be utilized as a universal screener because the SRI will provide better data. (d)

The table includes the elements of the rubric listed below.
Column 1—Current Assessment Practices and SRCL Assessment Practices, including how these assessments will be integrated into the current assessment plan (a, b, c)
Column 2—Professional Learning Needed for Implementation (e)
Column 3—Presentation of Data to Parents and Stakeholders (f)
Column 4—Use of Data to Guide Instruction and Determine Materials and Needs (g)
Column 5—Person(s) Responsible for Implementation (h)

Assessment Practice	Professional Learning Needs	Presentation of Data	Use of Data to Guide Instruction	Person(s) Responsible
CRCT Current and SRCL (April)	Transition to next generation assessment	Send reports home PTG Newspaper Data Teams School Website School Council LLT BOE meeting	Data will be disaggregated by the Better Seeking Team/LLT to make decisions regarding instruction	Administrators, Instructional Coach Counselor, All Teachers Testing Coordinator
AIMSweb Universal Screener Current (August, January, and May)	None	Parent conferences Data Teams RTI meetings	Data will be analyzed at each benchmark and used by teachers to guide instruction	Instructional Coach, All Teachers
ITBS—5th Graders Current (November)	Utilizing ITBS results to guide to identify strengths and weaknesses and guide instruction	Send report home PTG Data Teams School Website School Council LLT BOE meeting	Data will be disaggregated by the Better Seeking Team/LLT to make decisions regarding instruction	Administrators, Instructional Coach, 5th Grade SPED Teachers Testing Coordinator

GAA Current and SRCL (September-March)	Transition to next generation GAA	IEP meetings Parent conferences	SPED teachers will disaggregate data to make decisions regarding instruction	SPED Director, SPED Teachers
ACCESS Current and SRCL (February)	None	Report sent home in dual language ELL meetings with parents Data Teams	Data will be disaggregated by the ELL teachers to make decisions regarding instruction	ESOL Coordinator Administrators Instructional Coach ELL Teachers
Georgia Grade 5 Writing Test Current and SRCL (January)	None	Report sent home PTG School Website School Council Parent conferences	Data will be disaggregated by the Better Seeking Team/LLT and Grade Level Data Teams to make decisions regarding instruction	Administrators, Instructional Coach, 5th Grade Teachers SPED teachers
Common Assessments—End of Term Current and SRCL (October, December, March, May)	Continuous assessment development	Grades are posted in student data system Parent Conferences Team meetings	Data will be disaggregated by the Grade Level Data Teams to make decisions regarding instruction	Administrators Instructional Coach All Teachers
Scholastic Reading Inventory (SRI) SRCL (Three times per year)	Implementation and analysis	Parent conferences Data Teams RTI meetings	Data will be analyzed at each benchmark and used by teachers to guide instruction	ELA Teachers, Instructional Coach, RTI Coordinator
Common Formative Assessments **Projected**	Development, implementation, and analysis	Team meetings	Classroom teachers will use this data to inform instruction and create needs based groups	Instructional Coach All Teachers
Georgia Literacy Instruction Checklist **Projected**	Implementation and analysis	LLT Faculty Meetings	Teachers will use the Checklist for self-evaluation and Coaches will use data to inform professional learning	Administrators, Literacy Leadership Team All Teachers
Georgia Literacy Needs Assessment Survey **Projected**	Implementation and analysis	LLT Faculty Meetings	Data gleaned from the survey will be shared with faculty and staff to determine program effectiveness and areas for improvement	Administrators, Literacy Leadership Team All teachers Paraprofessionals

Resources, Strategies, and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

Needed Classroom Resources to Implement the Literacy Plan (a)

Curriculum Needs
Intervention Program, Materials, Software with multiple entry points
SRI Universal Screener
Informational Texts across content area
Online/Print Resources for Needs Based Instruction
High-Interest Leveled Readers
Games/Manipulatives/Print Resources for Instruction
Classroom Libraries
E-books
Research Materials
Magazines aligned to CCGPS
Writing Resources
Online writing assessment program
Resources for ALL content areas
Recorded books
Digital video subscription
Computer tables, chairs
Desks
Updated video distribution system capable of delivering digital content to each classroom
Technology Needs
Desktops to replace outdated computers in computer lab and classrooms
Up to date Laptops for inst
Mobile laptops and carts
Microsoft Office
Printer (for computer lab)
Tablets with cases
Tablet management software
Apps for tablets and iPod touch devices
Listening stations
Ear buds and headphones
Smart boards
Slates
Projectors
Projector lamp bulbs
Educational Software and Website subscription across content area aligned with CCGPS and GPS
Microphones
Science Lab equipment
Social Studies Lab equipment
Server to store student data for intervention program

Wilkes County School System

Professional Learning Needs
Professional learning for new intervention program implementation and follow-up
Funding of subs for peer observations within the system or outside the district
Professional learning for SRI
RTI and research-based interventions
Data analysis and use to guide instruction
Direct, explicit, research-based literacy instruction across content areas
Text selection, text structures, and text complexity
Direct, explicit writing instruction
Modeling literacy and writing strategies
Differentiated instruction
Instructional technology
Lexile levels
Stipends for teachers to develop literacy units during the summer
Travel to required SRCL trainings, conferences, and workshops

Activities that Support Intervention Programs (b)
- ➤ Observations/Walk-through documentation and feedback
- ➤ Direct, explicit instruction in all areas of literacy (phonemic awareness, phonics, vocabulary, fluency, comprehension)
- ➤ Writing across content areas
- ➤ Incorporate informational text with grade appropriate text complexity and Lexile level
- ➤ Provide professional learning as stated in plan
- ➤ Analyze data and student work to guide needs based instruction

Shared Resources (c)

Generic list of shared resources in every K-12 building:
Microsoft Office
Video distribution; United Streaming
Trade books – fiction and nonfiction – limited in quantity and diversity
Adequate print materials in the media center, but up-to-date materials are needed
Minimal audio-books, DVDs, Videos, TVs, periodicals
All classrooms have high speed Internet access
All classrooms have at least one networked printer
Wireless Internet Access
Mini-lab with 12 computers in the Media Center
13 document cameras
4 student response device sets
Thinking Maps
Write from the Beginning
One 30 computer lab

Library Resources (d)

Library Resources (D)	Current Library Resource (D)	Funding for SRCL and Other Funding (H)	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc. (I)
Nonfiction Books	3722 (average age 18 years)	SRCL Local funds	CCGPS and College and Career Readiness Performance Index (CCRPI) requires students to read more complex texts.
Fiction Books	5308	SRCL Local funds	Students need current and classic recreational texts available for self-selected reading.
Total Books	9030		
Magazine Subscriptions	10	SCRL Local funds	Magazines allow students to experience different kinds of text with current information.
e-books	39	SCRL Local funds	E-books are more durable and allow students practice with electronic research.

List of Activities that Support Classroom Practices (e)

- ➢ Observations/Walk-through documentation and feedback
- ➢ Direct, explicit instruction in all areas of literacy (phonemic awareness, phonics, vocabulary, fluency, comprehension)
- ➢ Writing across content areas
- ➢ Incorporate informational text with grade appropriate text complexity and Lexile level
- ➢ Creation and implementation of Literacy Leadership Team
- ➢ Provide long term, ongoing professional learning as stated in plan
- ➢ Analyze data and student work to guide whole group and needs based instruction
- ➢ Literacy strategies across curriculum
- ➢ Use of technology to engage and motivate students
- ➢ Collaborative planning is provided

Additional Strategies Needed to Support Student Success (f)

- ➢ Include extra support staff and paraprofessionals in all aspects of professional learning
- ➢ Continue to study CCGPS literacy standards across content areas to ensure all elements are being taught through direct, explicit instruction
- ➢ Professional learning and coaching is provided regarding literacy instruction for teachers in content areas
- ➢ Professional learning is ongoing and aligned to the needs stated in our literacy plan

Current Classroom Resources (g)

Elementary School
Average of 1 modern computer per classroom
Average of 3 non-modern computers per classroom
Document camera
Digital camera
72% classrooms have interactive whiteboards
Projector
Limited classroom libraries
Thinking Maps
Write from the Beginning
Limited leveled readers

Alignment Plan for SRCL and Other Funding Sources (h)

Resources, Strategies, and Materials	SRCL	Other Funding
Professional learning	Professional learning for all faculty and staff	Title II-A, State professional learning funds
Technology	All technology addressed in the needed resources section	Title VIB – Low income Local funds
Literacy materials including RTI	Additional books for media center and classrooms Literacy resources RTI materials	QBE, Title I, Limited local funds, Title VIB
Literacy Assessments	Universal Screener, diagnostic, progress monitoring, benchmark	QBE, Local funds
Intervention program	Intervention program and/or software	Title I, Title VIB
Community and Parent Involvement	Literacy events, reading nights, etc.	Title I – parent involvement

Demonstration of how proposed technology purchases support RTI, student engagement, instructional practices, writing, etc. (i)

Funding from the SRCL grant will allow Washington-Wilkes Elementary School to upgrade to 21st Century technology. Students will become more engaged if technology is at the center of instruction and productivity. Students will have immediate access to volumes of information needed to complete tasks assigned by teachers. They will also have hand-held devices, tablets, and computer resources necessary to create effective presentations, documents, and projects all of which correlate directly to the rigor of the CCGPS literacy standards. Students in Tiers 2, 3, and 4 of the RTI process will also benefit from the new technology regardless of ability level. Instruction will be geared directly to the specific needs of the students.

The technology purchased will enable teachers to better integrate technology into their daily lessons plans. Teachers will be able to provide fun, exciting learning opportunities tied directly to literacy standards. Through the use of technology, literacy standards will be integrated into all content areas effectively.   Hand-held devices, tablets, and computers will be used by teachers to administer assessments, and for collecting and analyzing data. These assessments will be used to diagnose, prescribe, and differentiate instruction.

Administrators will use technology to conduct observations and walk-throughs related to TKES and the Georgia Literacy Instructional Observational Checklist. The principal and instructional coach will be able to use new technology to provide professional learning that will be vital to improving student achievement and to the implementation of the grant.

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Activities from the Past Year (a, b, c)

Professional Development Activity (a)	Percent of Staff Participating (b)	On-Going Initiatives (c)
Thinking Maps	80%	Yes
Write from the Beginning	80%	Yes
Instructional Technology	80%	Yes
AIMSweb	70%	
RTI	80%	Yes
Inclusion Strategies	100%	
Literacy Strategies	100%	Yes
TKES	100%	Yes
Collaborative Unit Planning (CCGPS)	80%	Yes
SLDS & TRL Resources	100%	Yes
Differentiated Instruction	80%	Yes
Data analysis and using data to guide instruction	80%	Yes
Developing Common Assessments	75%	Yes
Rubrics	80%	Yes
Working with ELL students	80%	Yes
ELA & Math content area meetings	75%	Yes

Programmatic Professional Learning Needs Identified in the Needs Assessment (d)

According to the needs assessment, root cause analysis, and data analysis more professional learning is needed in literacy instruction across content areas including direct, explicit literacy instruction. There were several other professional learning needs noted:

- Using data
- Explicit Literacy and Writing instruction
- Text selection
- Modeling
- Differentiated instruction
- RTI and supports
- Coordinated plan for writing instruction
- Technology for instruction and motivation

Process Used to Determine if Professional Development was Adequate and Effective (e)

Data from teacher walk-throughs and observations will be used as one means of determining if teachers are utilizing information and strategies gleaned from professional learning sessions. The Georgia Literacy Plan Needs Assessment will be given each year to all faculty and staff. This will be used to determine level of implementation and effectiveness of professional learning. It will also be used to identify which professional learning topics need to be made a priority. Finally, the Literacy Leadership team will discuss effectiveness of professional learning.

Professional Learning Plan (f)

**All professional learning topics would be tied to Goal 4: Providing On-Going Professional Learning Focused on Literacy

Professional Learning	Participants	Project Goals and Objectives
RTI and research-based interventions	All teachers RTI Coordinator Administrators	Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Use universal screener for all students 2.3 Purchase and utilize diagnostic assessments, as needed 2.4 Establish and implement a consistent system of progress monitoring to ensure are meeting on-track to meet standards Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.5 Research and purchase intervention materials and/or software for use with at-risk students 3.6 Monitor the fidelity of the RTI process already established in the school's RTI manual Goal 4: Providing On-Going Professional Learning Focused on Literacy 4.3 Train all teachers on the establish RTI policy and protocols

Professional Learning	Participants	Project Goals and Objectives
Data analysis and data to drive instruction	All teachers Administrators	Goal 2: Utilize a System of Assessments to Drive Instruction 2.1 Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments 2.4 Establish a consistent system of progress monitoring to ensure are meeting on-track to meet standards 2.6 Monitor use of data to drive instructions through lesson plans, walk-throughs, work samples, etc.
Direct, explicit research-based literacy instruction across content areas	All teachers Administrators	Goal 1: Create a Culture Focused on Literacy 1.2 Monitor progress using walk-throughs and the Literacy Observation Checklist Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.2 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs

Professional Learning	Participants	Project Goals and Objectives
Text selection and text complexity	All teachers Administrators	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.2 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs 3.3 Purchase high-interest reading materials, at various of Lexile levels, for use in the media center and classrooms
Writing instruction (across curriculum)	All teachers Administrators	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.1 Design a vertically and horizontally articulated writing plan consistent with CCGPS, including, school-wide writing rubric
Modeling literacy and writing strategies	All teachers Administrators	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs
Peer Observations and Feedback	All teachers Administrators	Goal 4: Provide On-Going Professional Learning Concerning all Areas of Literacy 4.1 Research and provide professional learning in the following areas: peer observations and feedback
Instructional technology	All teachers Administrators	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.4 Purchase modern technology to motivate and engage student learners Goal 4: Provide On-Going Professional Learning Concerning all Areas of Literacy 4.1 Research and provide professional learning in the

		following areas: effective technology integration in all content areas

Method of Measuring Effectiveness of Professional Learning Tied to the Goals and Objectives (g)

Teachers will evaluate professional learning by completing a survey that asks for specific strengths and weakness, and allows teachers to focus on individual needs. The Georgia Literacy Plan Needs Assessment will be utilized annually to determine if teachers have adapted teaching practices to focus on literacy and implement direct literacy instruction across the curriculum. All teachers and paraprofessionals will participate in on-going professional learning which will be documented through agendas, presentations, and sign-in sheets from sessions. Student work, walk-through and observation data, lesson plans, and peer observations will be used to determine the consistency of literacy instruction and implementation of strategies addressed in professional learning. Another means of determining the effectiveness of professional learning is student achievement data. This data will be analyzed to look for gains in achievement and identify areas of weakness.

Sustainability Plan

Clear Plan for Extending the Assessments Protocol Beyond Grant Period (a)

Washington-Wilkes Elementary School (WWES) is committed to funding for assessments beyond the grant period. The school would continue funding for all implemented assessments, including the subscription with Scholastic for SRI. These assessments will be funded through the use of federal, state, and local funds.

Plan for Developing Community Partnerships (b)

WWES has developed strong partnerships with Communities in Schools and 21st CCLC grant. We will continue these partnerships and develop new partnerships as the grant and our literacy plan are implemented. During the grant, we will work to build relationships with parents and the community through a variety of events. Stakeholders will be asked to participate on our Literacy Leadership Team and will be invited to visit classrooms. Literacy events will be held during the school year to promote literacy. Beyond the grant period, WWES hopes to continue these partnerships and continue to develop new partnerships.

Sustainability Table (c,d,e,f,g,h)

Sustainability Table	
Expanding Lessons Learned	➢ Teachers will work collaboratively throughout the grant to develop units and other literacy resources. These resources, as well as, all professional learning resources will be stored on the server purchased through grant resources. Teachers within the school and system will have access to these resources during and after the grant period. WWES teachers will continually work to improve the developed resources and look for ways to make literacy instruction more effective.
Extending Assessment Protocols	➢ As the grant is implemented and teachers learn more about best-practices in literacy instruction, the developed literacy plan will be reviewed and revised.
Training for New Employees	➢ New employees will be trained on the implementation of the Washington Wilkes Elementary School Literacy Plan, universal screener, progress monitoring tools, and technology through redelivery.

Sustainability Table	
Maintaining Technology	➢ Technology will be maintained by the county technician.
Maintaining Software and Databases	➢ Site licenses and subscriptions that have been researched and deemed effective in meeting the goals stated in our literacy plan will be funded using local, state, and federal monies.
On-Going Professional Learning Practices	➢ Teachers will participate in job-embedded professional learning that will be on-going thus creating professional learning communities. Teacher effectiveness will be enhanced due to this continued professional learning. Professional learning is supported by the school and district in order to increase teacher effectiveness and student achievement. ➢ Professional learning opportunities will be on-going after the life of the grant. Funding from state, local, and federal funds will be used to support professional learning. Title II-A and professional learning funds will be designated for continued training.
Replacement of Print Materials	➢ Media funding and possible federal funds will be used to replace print materials.

**Wilkes County is a small system, and we are accustomed to coordinating all available resources to sustain initiatives.

<u>Budget Summary</u>

Washington-Wilkes Elementary School plans to use SRCL grant funding to address essential literacy needs in the following areas for students in grades 4 and 5.

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

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

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

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

   ➢ Intervention program, materials, software with multiple entry points
   ➢ Updated video distribution system capable of delivering digital content to each classroom
   ➢ Intervention Program (Tier 3) for grades 4 and 5
   ➢ Intervention Program for 4 and 5 ESOL
   ➢ Enrichment materials to support the Gifted Program
   ➢ Books for classroom libraries that support cross-curricular efforts
   ➢ Books for media center
   ➢ Cross-curricular instructional materials (other than books)
   ➢ Resources to support Science and Social Studies curriculum

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

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

➤ Desktops to replace computers in media center
➤ Interactive whiteboards to replace out-dated equipment
➤ Laptops for Teacher Instruction
➤ Student desktops/laptops to establish a new computer lab
➤ Student desktops/laptops for classroom to replace aging equipment
➤ SMARTboards to replace aging second-hand equipment
➤ Projectors and bulbs to replace aging second-hand equipment
➤ iPads/tablets for classroom use
➤ Online writing assessment program
➤ Tech-based cross-curricular instructional resources for classrooms
➤ Data storage-retrieval system
➤ Update wireless infrastructure
➤ Video cameras for instructional use
➤ Digital cameras for instructional use
➤ Student response device sets
➤ Student eReaders for classroom use
➤ Tech support for purchases of any online curriculum materials listed above
➤ Mobile tech stations
➤ Printers for instructional use
➤ Poster maker
➤ Laminator
➤ Updated Microsoft Office
➤ Headphones
➤ Server to store student data for intervention program