School Profile

Created Tuesday, December 02, 2014

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School Information

System Name:	Whitfield County Schools
School or Center Name:	North Whitfield Middle School
System ID	755
School ID	0575

Level of School

Middle (6-8)

Principal

Name:	Andrea Bradley
Position:	Principal
Phone:	706-259-3381
Email:	abradley@whitfield.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Belinda Sloan
Position:	Instructional Coach
Phone:	706-537-7027
Email:	belinda_sloan@whitfield.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

50

FTE Enrollment

839

Grant Assurances

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

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

SRCL General Information Packet-Cohort 4

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

- Yes

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 4

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

- Yes

Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

              1. Disqualify the Applicant, or

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

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

b. **Employee Relationships**

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

              1. The names of all Subject Individuals who:

                  a. Participated in preparation of proposals for award; or

                  b. Are planned to be used during performance; or

                  c. Are used during performance; and

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

              1. The award; or

              2. Their retention by the Applicant; and

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

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

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

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

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

c. <u>Remedies for Nondisclosure</u>
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. <u>Annual Certification</u>. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. **<u>Disclosure of Conflict of Interest after Agreement Execution</u>**

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.

Sherrie M Cline

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

Accounting Specialist Sherrie M. Cline

Typed Name of Fiscal Agency Head and Position Title

_12/2/14_

Date

Judy Thereatt

Signature of Applicant's Authorized Agency Head (required)

July Gilreath

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

_12/2/14_

Date

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

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

Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: Judy Gilreath

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

Address: 1306 South Thornton Ave

City: Dalton   Zip: 30722-2167

Telephone: (706) 217-6700   Fax: (706) 278-5042

E-mail: jgilreath@whitfield.k12.ga.us

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

Judy Gilreath
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-2-2014
Date (required)

Audit Findings

The following chart summarizes WCS experience with funded programs:

Year	LEA Grants/Projects	Project Title	Funded Amount	Audit Yes or No	Audit Results
2013		Title IIA	469,401.00	Y	No findings
		Title III	333, 864.00	Y	No findings
		Special Ed Cluster	2,629,301.35	Y	No findings
		Bright from the Start	797,816.74	Y	No findings
2012		Title IIA	443,398.00	Y	No findings
		Title III	340,391.00	Y	No findings
		Special Ed Cluster	2,477,322.00	Y	No findings
		Bright from the Start	808,022.99	Y	No findings
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings

		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

- Salary—Person charged to SPED that should have been charged to QBE.

Whitfield County Schools

District Narrative
Brief History

Whitfield County School System (WCS), established in 1872 to serve children no longer needed on family farms, serves four cities: Cohutta, Dalton, Tunnel Hill, and Varnell. Cohutta is a railroad town known for its land and agriculture, including a fish hatchery and a museum. Dalton is known as the Carpet Capital of the World, and is rich in Civil War and railroad historical events. Tunnel Hill is famous for 100 year old homes with various architectural styles and a yearly Civil War re-enactment. Varnell is the City of Ethics, dedicated to serving others in an environment of equality, honesty, openness, and integrity. Local businesses include high-tech chemical, plastics, and automotive companies.

WCS, the 26th largest of Georgia's 180 public school systems, envisions a responsive school district focused on students which is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. We believe learning should involve more than listening to lectures, and that it is sometimes loud and messy. Students are provided choices in their education and have valuable relationships with educators. WCS teachers employ customizing, communicating, collaborating, critical thinking, and problem solving to support all students.

System Demographics

Whitfield County School System lies between Atlanta and Chattanooga. Approximately 13,400 students attend 24 schools including 13 elementary, five middle, three traditional high schools, a career academy, an alternative school, and a special purpose high school. Since 2002, WCS has experienced a 15% growth in enrollment; 72% of students are economically disadvantaged. According to 2010 census data, Whitfield County had approximately 102,599 residents. The median household income for Whitfield County was $42,345 compared to the state of Georgia median household income of $49,347. Current student demographics include: 55% White, 39% Hispanic, 3% Multi-Racial, and 2% Black.

Current Priorities

After an analysis of system and school achievement data, areas of need identified are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices
- Align Professional Learning offerings to district and campus needs based on assessment analysis, TKES system, and District Leadership Committees

- Create a district strategic plan
- Create a coordinated professional development plan
- Implement instructional coaches at all elementary campuses
- Attend GaDOE ELA and Math Summer Academies
- Progress monitoring of all students through collaboration between district and campus data teams
- Increase students *Exceeding* standards on CRCT
- Increase writing scores on state assessment
- Increase student access to a variety of texts
- Expand technology usage with students
- Communicate with parents frequently, clearly, and consistently

Strategic Planning

WCS's mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. With the leadership of our new superintendent, and the creation of three new positions: elementary, middle school, and high curriculum directors strategic planning is firmly established. Curriculum Directors meet and plan regularly with teachers and principals to develop and ensure district and school initiative are aligned. Through these collaborations the following initiatives are under way:

- Implementing pilot studies of Math Design Collaborative at middle and high school

- Implementing K-12 Formative Assessments

- Implementing K-12 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement**: WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.

- **Professional Learning**: WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.

- **Parent and Community Involvement**: Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.

- **Technology**: WCS is working to provide equitable technology at all campuses.

Current Management Structure

Dr. Judy Gilreath, WCS Superintendent since March 2013, re-organized the Central Office to strengthen the district's commitment to curriculum and instructional leadership. WCS has five divisions: Finance, Human Resources; Assessment, Accountability, and Technology; Operations; Teaching and Learning; and Student Services. Each division is supervised by a Chief Officer with the exception of Teaching and Learning which is supervised by the Assistant Superintendent for Teaching and Learning.

Past Instructional Initiatives

WCS initiatives since 2005 include implementation of the Schlechty Center's Working on the Work (WOW) framework, guiding our endeavors in designing work for students. In 2007, we participated in Georgia's Reading First Struggling Reader training. Other past instructional initiatives include:

- Common Core Transition Training for ELA and Math
- WIDA Standards
- SIOP (Sheltered Instruction Observation Protocol) for ESOL and regular education teachers
- Metametrics Lexile Training (K-12)
- Response to Intervention (K-12)
- Assessment Driven Instruction
- Technology Integration
- ActivStudio Software Training
- Literacy and Math Work Stations (K-5)
- Content Specific Professional Learning in ELA, Reading, Math, Science & Social Studies

Literacy Curriculum

The PreK-12 literacy curriculum is based on the English/Language Arts Common Core Georgia Performance Standards (CCGPS) which encompass foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and conventions. The literacy curriculum is supported by Bright from the Start standards, Scholastic, basal readers, trade books, novels, and content text books. Pre-K purchased and implemented Scholastic Big Day Curriculum.

District Literacy Assessment Program

Literacy Assessments used with fidelity are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternative Assessment (Grades K, 3-5,6-8,11)
- Georgia Kindergarten Inventory of Developing Skills
- Georgia Writing Assessments (Grades 3,5,8,11)
- CogAT (Grade 4)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, K-12)
- Assessing Comprehension and Communication in English (ACCESS, K-12) and Alternate ACCESS where appropriate

- Georgia Criterion-Referenced Competency Test (Georgia Milestones, 3-8)
- Georgia Milestones (EOC, 9-12)
- SAT, AP Exams (9-12)
- PSAT, ACT, AP exams
- MAP (Measures of Academic Progress System, K-8)

Need for Striving Reader Project

District data reveals that grades 3-8 CRCT Reading scores range from 93% to 98%, but few students EXCEED the standards. Additional "what if" data from the GADOE indicate our true reading passing scores would tumble if the passing threshold was increased. Informational reader response and narrative writing are linked to increased reading and vocabulary levels (Why document). Therefore, concurrent implementation of a strong writing program is critical to a complete literacy initiative. CRCT data summarized in the table below demonstrates basic student reading needs are being met, but SRCL funds would provide much needed professional development and instructional resources, fostering teacher leaders and college/career ready students.

Students Meeting/Exceeding Standards on the 2014 State Assessments					
	Reading	**ELA**	**Writing**	**Science**	**Social Studies**
3rd Grade	93%	93%		78%	84%
5th Grade	95%	95%	81%	84%	81%
8th Grade	98%	98%	75%	78%	77%
EOCT	**American Literature**	**9th Grade Literature**	**11th Grade Writing**	**Biology**	**U.S. History**
High School	93%	88%	92%	80%	65%

In 2013-2014, Whitfield County Schools benefitted from Northwest High School and its feeder schools receiving the SRG for Cohort 3as well as the Birth to 5 Grant. Through the funds available to those schools, resources and professional learning experiences have begun to bring consistency in practice and a focus on literacy throughout the district spurring an interest at Cohutta Elementary School and North Whitfield Middle School to apply for Cohort 4 Grant. They are not satisfied with simply meeting standards. SRCL will allow these schools to build professional learning communities with the Cohort 3 WCS schools that will serve as a model for the district and continue to build capacity for exemplary literacy instruction.

Whitfield County Schools

District Management Plan and Key Personnel
District Support

Due to last minute administrative changes and increase in state programs, a second feeder pattern did not apply for SRCL funding. However, North Whitfield Middle School (NWMS) and Cohutta Elementary School (CES) accepted the challenge.

 WCS and the Cohort 3 schools met regularly to support-NWMS and CES grant applications in a number of ways. Planning meetings were held to provide coherence and support for budgets and applications. District Instructional Coaches provided support to *applying* schools and attended all trainings to build their capacity for training our other schools. Our Teaching and Learning Team (TL) will closely monitor progress and continue to support the Literacy Teams by providing regular opportunities for collaboration. This collegial discourse will both inform and empower leaders as they implement SRCL grant requirements.

Strategic Plan

WCS has reorganized the TL Staff to emphasize a deeper focus on curriculum and enhanced communication among teachers, administrators, and Central Office. The TL positions were rearranged to create grade-banded Directors, who are housed in one office to facilitate discussion focused on vertical alignment. Regular Friday meetings with the Assistant Superintendent allow Directors to share information on current projects and programs.

Teacher Leader Teams were formed to help align curriculum horizontally throughout the district. These teams develop instructional resources, produce Curriculum Maps, and construct common assessments and benchmarks to support data-driven classroom instruction. Teams also provide teachers a voice in the direction of education for WCS students. These initiatives were implemented internally with no outside funding.

The WCS reorganization resulted in the creation of a Strategic Planning Committee (SPC) and Professional Development Committee (PDC). The SPC surveyed all stakeholders, analyzed K-12 assessment data, and assembled district leaders to create a comprehensive 5-year plan. The PDC reviewed the data and created a comprehensive district professional development plan.

Grant Administration & Supervision

The WCS Literacy Leadership Team includes, Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director, Dr. Meg Baker, ESOL Director, and Lorijo Calhoun, Federal Program Director. This team will ensure successful grant implementation. This team meets weekly to ensure a vertical alignment in regard to literacy curriculum and instruction. Dr. Judy Gilreath, Superintendent, and Karey Williams, Assistant Superintendent, will provide the district's leadership support.

Dr. Merry Boggs will manage all aspects of this grant. While the principal and Leadership Team in each participating school will be charged to implement and monitor their specific *of Striving Readers Grant*, district leaders will regularly participate in campus walkthroughs to monitor each school's progress. Dr. Boggs will ensure that all reports are filed in a timely manner and funds expended as stipulated. School site monthly implementation reports provided to Kathy Mashburn, Administrative Assistant, will record activities, monitoring data usage and budget updates. Principals will submit monthly progress/expenditure reports for review by the district. The Technology Department will support technology acquisition and use. Lorijo Calhoun, Federal Program Director, will ensure compliance with all grant requirements.

The individuals listed below understand the goals, objectives, and implementation requirements of these *SRCL GRANT Plans* and will oversee these schools.

RESPONSIBILITY	PERSONNEL	SUPERVISOR
Purchasing	Frieda Talley Administration Assistant	Dr. Judy Gilreath, Superintendent
Finances	Lorijo Calhoun, Federal Program Director	
Professional Learning	Dr. Jonathan Willard, Director of Professional Development	
Technology	Pam Pettyjohn, Instructional Technology Coordinator	Audrey Williams, Chief Officer for Assessment and Accountability
Assessment	Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director; Dr. Meg Baker, ESOL Director	Karey Williams, Assistant Superintendent for Teaching and Learning
Site Level Coordination		

Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

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		Bright from the Start	808,022.99	Y	No findings
2011		Title IIA	517,535.00	Y	No Findings
		Title III	355,083.00	Y	No Findings
		Special Ed Cluster	3,275,512.00	Y	FA 7551-11-01*
		Bright From the Start	808,022.99	Y	No Findings
2010		Title IIA	529,015.00	Y	No Findings
		Title III	371,781.00	Y	No Findings
		Special Ed Cluster	2,320,156.00	Y	FA 7551-10-01*
		Bright From the Start	691,814.58	Y	No Findings
2009		Title IIA	514,383.00	Y	No Findings

		Title III	342,655.00	Y	No Findings
		Special Ed Cluster	2,248166.00	Y	No Findings
		Bright From the Start	418,296.56	Y	No Findings

- Salary—Person charged to SPED that should have been charged to QBE.

WCS initiatives, that have been funded through QBE and Title funds, include Working on the Work by Phillip Schlechty, SIOP training, Reading Recovery, and Literacy Collaborative.

WCS has sustained past initiatives implemented by supporting continued professional development through the addition of three District Instructional Coaches, instructional coaches at each elementary, schools successful management of grant funds by the Federal Program Director/Finance Division, and ESOL Coordinator.

WCS has proven its capacity to coordinate resources and control for spending in the past through supporting individual campus smaller grant applications including:

- Grants from WCS Educational Foundation

- Cohort 3 Striving Readers Grant

- Birth to 5 Grant

- Local business grant awards to individual campuses

    o Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

School Narrative

School History

North Whitfield Middle School (NWMS) opened in 1954 as North Whitfield High School with an enrollment of 493 students. High school consolidation in 1974 repurposed our building as North Whitfield Middle School, one of five Whitfield County middle schools serving students in grades 6-8. Our facility has undergone numerous renovations and additions over the years. Close proximity to our four feeder elementary schools and Coahulla Creek High School, where our students transition for ninth grade, allows for outreach opportunities that enable our students to participate at events at each of the schools. Our campus includes a gymnasium and a football field that are also used by Whitfield County Recreation Department for organized sports.

NWMS is a Title I "High Progress" Reward School with a shared vision, mission, and belief system that is unified throughout the Whitfield County School (WCS) system. Together, we envision a school of excellence that is focused on students and is valued by the school community. Our mission is to maximize student learning by providing students and staff with engaging, meaningful, and challenging educational experiences in a positive environment where relationships are built and successes are celebrated.

Whitfield County faces many challenges including an unemployment rate of 11.3% (October 2012). The county has experienced several industry/business layoffs and business closings. The flooring industry, the major industry of Dalton, Georgia, suffered greatly in the economic downturn in 2008. Currently, 71% of our students qualifying for free or reduced lunch.

NWMS currently educates 831 students that include 515 Caucasian (62%), 268 Latino (32%), 6 Asian (0.7%), 14 African American (1.6%), 2 American Indian or Alaska Native (0.2%), 1 Native Hawaiian (0.1%), and 25 multiracial students (3%). We serve 100 students who receive special education services in least restrictive environments that are inclusive, in resource settings, or in self-contained environment, as determined by their individual needs. Our ESOL teachers serve 39 English Language Learners (ELL) in a push-in model. All staff at NWMS are highly qualified as defined by the Georgia Department of Education, and we take pride in the fact that 39 (72%) staff members hold a Master's degree or higher.

NWMS offers a variety of programs for students to experience success that include:

- A scheduled time for Response to Intervention (RTI) where students in small group settings receive individualized instruction
- Remedial classes are offered in reading and math for students who score between the 11th and 20th percentiles on the Measure of Academic Progress (MAP) test

- Advanced/Gifted Program with additional scheduled time for enrichment

- ELL supplemental services and academic support through Compass Learning

- Band, Chorus, Careers, Art, Physical Education, and Health

- 6th and 7th grades Junior Achievement

- 7th grade field trips associated with the University of Georgia System, Adopt A Stream, Rivers Alive, and the Tennessee Aquarium to reintroduce the extirpated Lake Sturgeon

- 8th grade week-long, capstone trip to Washington, D.C.

- A variety of clubs based on interest meet twice a month and include Beta Club, Fellowship of Christian Athletes (FCA), Y-club, Drama, and Archery

- A newly renovated STEM lab staffed by highly qualified teachers is an extension of the WCS Career Academy

Students receive recognition in a number of ways.

- 7th grade students work with Dalton Whitfield Landfill and Recycling as well as Dalton Utilities in conservation efforts

- Outstanding platform award at Junior Youth Assembly

- United Way Kiwanis Outstanding Youth Volunteer Group

- Consistent recognition for recycling efforts; named in top five schools for recycling in Georgia

- PBS (Public Broadcasting System) featured documentary on our seventh grade work with the Conasauga River

- Rotary club award for good citizenship

NWMS has received grants from Modern Woodman, the Farm Bureau, and the Whitfield Education Foundation.

NWMS students have distinguished themselves as winners in county essay contests; district speech competitions; county and region spelling bees; and honors band competitions. The athletic program has garnered awards in baseball, football, basketball, cross country, golf, track, soccer, and softball.

All of our eighth grade class of 2014 (100%) completed Georgia College 411 career cluster surveys, interest profiles, study plans, and career keys

Administrative and Teacher Leadership Team

Collaboration with our stakeholders drives leadership at NWMS through the following teams:

- **Administrative Team**: Andrea Bradley (Principal), Bob Brotherton (Assistant Principal), David Privett (Assistant Principal), Belinda Sloan (Instructional Coach), Carly Morrison (School Counselor), Traya Stewart (School Counselor)

- **Title I Team:** Andrea Bradley (Principal), Belinda Sloan (Title I Instructional Coach), David Privett (Assistant Principal), Carly Morrison (School Counselor), Jessica Moseley(Special Education Teacher), Samantha Bacchus (ELA Lead/8th grade ELA teacher), Jill Ryerson (Social Studies Lead/7th SS teacher), Emily Jones(Math Lead/7th grade math teacher), Tammy Barnett (Science Lead/8th grade science teacher), Penny Turso (Gifted Lead/8th grade math teacher), Nathaniel Vanoy (6-8 connections teacher), Shea Brooker (ELL Teacher)

- **Literacy Team**: Andrea Bradley (Principal), Belinda Sloan (Instructional Coach), Traya Stewart (School Counselor), Jill Ryerson (7th grade ELA/SS teacher), Tim Gossett (7th grade ELA teacher), Samantha Bacchus (8th grade ELA/SS teacher), Anne Mantooth (6th grade ELA teacher), Melanie Burgess (6th grade ELA/SS teacher), Tammy Barnett (8th grade science teacher), Rachel Wiggins (6th grade math teacher)

- **Data Team:** Bob Brotherton (Assistant Principal), Belinda Sloan (Instructional Coach), Carly Morrison (School Counselor), Traya Stewart (School Counselor), Samantha Bacchus (ELA Lead/8th grade ELA teacher), Emily Jones (Math Lead/7th grade math teacher), Jill Ryerson (Social Studies Lead/7th SS teacher), Tammy Barnett (Science Lead/8th grade science teacher), Dr. Terry Bullock (School Psychologist)

- **School Council:** President—Andrea Bradley (Principal), Belinda Sloan (Instructional Coach), Kelly McAllister (parent), Lisa King (parent), John Creswell (parent), Lisa Sloan (parent), Lisa Hughes (parent), Brian Fossett (parent), Samantha Bacchus (teacher), Joe Conway (teacher)

Past and Current Instructional Initiatives

NWMS students have benefited from the following instructional initiatives:
- The Schlechty Center's *Working on the Work* philosophy directs motivating instruction for students that include project based learning and formative assessment design.
- An Instructional Coach funded through Title I provides guidance, resources, and job-embedded staff development while supporting data analysis to drive instruction initiatives.
- Gifted, special education, and ESLteachers provide support for students with special needs.
- RESA Math Design Collaborative
- Newly initiated cohort with our RESA Literacy Design Collaborative
- The Olweus Bully Prevention program

Professional Learning Needs

NWMS staff is highly qualified and experienced. All teachers are fully certified and highly qualified in their basic areas of instruction. Teachers have been trained in the W.O.W. (Working on the Work) framework over the last eight years. Multiple hours of various learning activities, professional readings, and participation in staff development at the local and district levels have been completed by staff members. Over half of the academic classroom teachers also hold gifted certification. Numerous staff members have been trained in SIOP (Sheltered Instruction Observation Protocol).

Our staff will benefit from additional training in differentiated instruction, data analysis, using data to drive instruction, fostering student engagement, integrating technology, and providing support to students with diverse needs to close achievement gaps and ensure the highest level of learning for all students.

Need for Striving Reader Project

Although our students have scored near or above the state averages on recent state assessments, few exceed the standards. There is also a noticeable achievement gap with the SWD population. We believe that given additional interventions and focused professional development that is monitored by data and frequent administrator walkthroughs, we can empower our students to make significant gains toward mastery of standards. Our plan follows.

Needs Assessment, Concerns and Root Cause Analysis

A Literacy Survey was completed electronically by all certified teachers to assess the NWMS literacy needs. The survey consisted of questions focusing on the key components of literacy as defined in Georgia's Literacy Plan.

The CRCT, Georgia Writing Test, and benchmark tests have also been analyzed to determine literacy needs. The following table summarizes the actions and outcomes of the Literacy Leadership Team in assessing the needs of NWMS:

A. The Needs Assessment Process	The Literacy Team: • Collected data electronically from 100% of certified staff regarding strengths and weaknesses in literacy achievement, available resources, and professional development opportunities • Disaggregated the data to identify strengths and weaknesses in order to develop a school literacy plan.
B. Materials / Resources Used in the Needs Assessment	• Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12 • Teacher Responses based on "What" document • CRCT Data 2008-2014 • 8th Grade Writing Assessment 2010-2014 • Benchmark / Progress Monitoring Data • ACCESS Data • Measurement of Academic Progress (MAP) data
A. Analysis of Needs Assessment	• Assessment data analyzed to identify deficient students • Identified professional development (PD) needs: assessment, differentiated instruction, content literacy, response to reading, and literacy strategies • Determined that teachers understand the importance of literacy, but need training to address these needs across content areas

D. Needs Assessment Participants (100% of certified staff)	**Administration:** Bradley, Privett, Brotherton, Sloan, Stewart, Morrison
	Math: Moreland, Ridley, Wiggins, Penson, Case, Hallman, Jones, Hale, Coffey, Turso, Elrod, Smith
	Social Studies: Burgess, Reed, Conway, Byers, Ryerson, Jackson, Beck, Hickman, Bragg, Bacchus, Clements, Ramsey
	ELA: Burgess, Byers, Johns, Mantooth, Ryerson, Hawkins, Veach, Gossett, Bacchus, Clements, Bragg, Ramsey
	Science: Conway, Reed, Penson, Dubee, Jackson, Hallman, Beck, Hickman, Barnett, Turso, Coffey, Pascal
	Connections: Bacchus, Holliday, Buckner, Vanoy, Henry, Bates, Cagle, Johnson, Turner
	Special Education: Moseley, Muller, Wilson, Hicks, Middleton, Randolph, Taylor
	ELL: Brooker, Jenkins
	Media: Weaver
	Paraprofessionals: Langham, Cuenca, Jumper, Carnes

C. **Root Cause Analysis**

NWMS Literacy Team identified the following obstacles/opportunities:

- NWMS has outdated technology and lacks the resources to replace and purchase more research-based literacy software that will support best practices in literacy instruction
- All teachers need PD in the area of literacy instruction (vocabulary development, comprehension, writing, speaking, and listening) and best practices across the curriculum.
- All content area teachers need a vertically aligned literacy plan
- Students have limited access to informational texts on a variety of Lexile levels in classrooms or in the media center.
- Funds for the media center have been so limited that more high interest reading materials or current periodicals have not been purchased.

- Increased population of economically disabled limits student access to printed material and/or online or computer based programs outside of school
- Increased funding for digital tools will promote student motivation and engagement while accelerating literacy through personalized learning

E. Specific Concerns Identified by Data

Disaggregated data (See: Analysis and Identification of Student and Teacher Needs Section) identified the following concerns:

- While students with disabilities (SWD) performance on CRCT have improved for Reading in grades 6 and 8 and show continuous improvement in ELA in grades 6 and 7, consistent frameworks and practices supporting literacy in all classrooms will allow them to close the achievement gap between them and non-identified students in all content areas.

- Grade 8 Writing scores will show continual improvement if teachers in all content areas regularly require writing and employ a common writing rubric.

- Students entering NWMS multiple years below grade level in reading need intensive support to accelerate progress in order to be successful at NWMS and be ready for college and careers in the future. Students at Level 1 on CRCT also need this support.

- Hispanic performance on Social Studies CRCT is below performance by White students at all grade level, creating a gap of 5% at grades 6 and 7, and 9% at grade 8. Expanded literacy resources that reflect cultural issues/interest may support increased student interest and achievement.

F. Areas of Concern		
Component from the Georgia Literacy Plan	**Area of Concern**	**Steps Taken**
Strategies for developing and maintaining engagement (GLP,"The Why",51-52) Leverage technology within the learning process to promote engagement and relevance (GLP,"The Why",51-52)	Tech support and PD need to expand technology use in the classroom. Innovative technology tools are needed to boost student engagement	ActivBoards and projectors are in grade 6-8 academic classrooms System-wide literacy PD 3 Computer labs (w/at least 28 computers) Carts of 28 Dell mini laptops, 30 iPad Part-time Tech support eSplost funding will begin

		updating aging technology and infrastructure

I. College & Career Readiness Anchor Standards from the CCGPS (CCRA-CCGPS) A. Key Ideas and Details: logical inferences, textual evidence B. Craft**:** Analyze structure of texts C. Range of reading and level of text complexity (GLP,"The Why", pg.86) D. Read/comprehend complex literary and informational texts independently/proficiently. (GLP,"The Why", pg. 86).	Increase the scores of all students to prepare for increased rigor of the Georgia Milestones Assessment. GLP states students who minimally meet state standards lack comprehension skills for grade level instructional material	PD for differentiated instruction in regular classroom setting 66% academic teachers currently hold/are pursuing gifted certification SIOP training (3 cohorts) in progress. Establishment of Literacy Team and practice of collaborative conversations with data analysis Title I Instructional Coach provides resources, support, collaboration, and coaching for all teachers.

I. College & Career Readiness Anchor Standards in Reading from the CCGPS (CCRA-CCGPS) (GLP,"The Why", pg. 86). • Key ideas and details • Craft: Interpret words and phrases as used in text, determining technical, connotative, and figurative meanings • Integration of knowledge and ideas • Range of reading and level of text complexity	NWMS teachers do not incorporated reading in all disciplines. Vocabulary development, comprehension skills, and reading fluency are pertinent to academic success and developing college/career readiness. GLP states teachers should ensure students use reading strategies in all classes. More literacy resources are needed to address level of text complexity across content areas. Math, science, and social studies teachers need strategies for incorporating vocabulary acquisition, technical writing, and writing and research.	RTI classes provide support for struggling students ELA teachers address areas of literacy through the CCGPS daily Content area teachers do not feel adequately trained to address literacy needs in their content area
II. College & Career Readiness Anchor Standards for writing from the CCGPS (CCRA-CCGPS) (GLP,"The Why", pg.87). Consistent writing rubric and framework needs to be implemented to teach writing effectively across all content areas to ensure student mastery of CCGPS skills: • Types of texts and purposes • Production and distribution of writing • Research to build and present knowledge	Writing across the curriculum should improve writing skills and the overall quality of the writing process by addressing these areas of concern: • Lack of continuity (K-12) • Limited knowledge of research skills (gathering and synthesizing information, text evidence, and citation) • Deficient skills in idea generation and collaboration • Underdeveloped media literacy skills • Need for clarity in purpose of writing (argumentative, persuasive,	PD based on the CCGPS and the Georgia 8th Grade Writing Rubric for ELA teachers PD on the writing component of the Georgia Milestones Assessment and strategies to prepare students for ELA teachers Currently, academic teachers in other disciplines are beginning to be trained to provide good writing instruction.

• Range of writing	informational/technical, reflective, explanatory) GLP: teachers should ensure students use reading and writing strategies to enhance learning in all classes.	

School Literacy Plan

Building Block 1. Engaged Leadership

According to the Georgia Literacy Plan Needs Assessment conducted this fall, the school leadership team needs to improve upon optimizing literacy instruction across the content areas at each grade level and provide professional development to more adequately train content teachers on literacy instruction. "Many policy makers and administrators are anxious to improve student outcomes and are looking, correctly, to professional learning for solutions" (The Why, p.141).

"Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (Greenwald et al., 1996)." (The Why, p. 141).

The data collected for North Whitfield Middle School indicates that the school leadership needs to improve the ability of teachers to teach literacy standards in all content areas with more of a focus in science, math, and social studies than has been previously emphasized. The state testing data for the CRCT administered in the Spring 2014 testing window as indicated in the Statewide Longitudinal Data System shows that North Whitfield Middle School scored above the state average in 6th grade Reading, Language Arts, Math, and Social Studies, 7th grade Social Studies, and 8th grade Reading, Language Arts, Science, and Social Studies. The scores for Math, Science and Social Studies were as follows for each grade level: 6th grade Math 85% meets/exceeds, Science 75% meets/exceeds and Social Studies 81% meets/exceeds, 7th grade Math 85% meets/exceeds, Science 83% meets/exceeds and Social Studies 85% meets/exceeds, 8th grade Math 80% meets/exceeds, Science 84% meets/exceeds and Social Studies 84% meets/exceeds

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

According to the Georgia Literacy Plan Needs Assessment, 50% of the staff believes that the administration demonstrates full commitment to literacy instruction. North Whitfield Middle School has committed to the following and plans to implement:
1. Participation in state webinars, face to face sessions to continue our learning of the CCGPS standards.
2. Schedule of protected time for literacy but need to improve upon teacher collaborative time to plan for literacy instruction and for interventions. (The How, p. 20).
3. Regularly schedule literacy walk-throughs and job embedded professional learning for all

academic faculty members to monitor the implementation of learned literacy strategies (The How, p. 20).

4. Ensure the continued excellence in professional learning by continuing to analyze data and by mentoring new teachers to receive necessary support to build continuity in light of staff turnover (The How, p. 20).

B. Action: Organize a Literacy Leadership Team

North Whitfield Middle School's literacy team was formed this fall in an effort to focus on improved literacy instruction, and therefore, the data indicates a lack of literacy team action. 48% of the staff indicated that the literacy team was not in existence or emergent which indicates the inactivity of the literacy team.

Current Practice:

1. We are creating a shared vision for literacy for the school and community aligned with the state literacy plan.
2. Expand the literacy leadership team to involve community members and parents to promote the shared vision (The How, p.21) (The What, p. 5).

We plan to implement:
1. Ensure that stakeholders understand literacy goals and their roles in meeting these goals (The How, p. 21)
2. Determine what additional data is needed in order to make informed decisions about the path forward (The How, p. 21). This would include a shift toward using formative assessment data, student conferencing, and SLDS data to better inform instruction (The Why, p. 123).
3. Implementation of an evidence based decision making cycle to evaluate current practices on a regular basis to make sure the data is supportive of student growth in achievement. (The Why, p. 130).
4. Best practices that focus on all students accessing and attaining the Georgia Performance Standards and the Common Core initiatives and support the state's definition of literacy (The Why, p. 131).
5. Implementation of researched-based literacy strategies in all subject area as articulated in the CCGPS, especially in mathematics and social studies and science (The How, p. 26).

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

Based on the Georgia Literacy Plan Needs Assessment, 30% of the teachers at North Whitfield Middle School feel that time and personnel are effectively scheduled to maximize collaborative planning opportunities at the fully operational levels. 45% believe that maximizing the opportunities for collaborative plan time is not addressed or emergent. More specifically the staff feels the time is provided for content collaboration, but there is a need for a more structured protocol and cross

curricular collaboration.

Current Practice:

1. At least 55 minute period allocated for Reading and Language Arts instruction daily.

2. At least 55 minutes of instructional time for math, science and social studies instruction.

3. An additional 50 minute intervention block is dedicated to struggling readers who have been identified for Tier II and Tier III interventions.

We plan to implement:

1. More protected time for teacher collaboration. Teachers at NWMS currently have common grade level planning time, and protocols need to be established to fully utilize this time for providing collaboratively designed instruction and assessment. From "The Why" document pp. 123-124 we know that interventions designed to provide support to teachers can have impacts at two levels: teacher practices and students outcomes"

2. Study flexible scheduling options to include additional time for reading intervention (double dosing) (The How, p. 23).

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

Based on the Georgia Literacy Plan Needs Assessment less than 10% of the faculty of North Whitfield Middle believes that we are fully operational for teachers accepting responsibility for literacy instruction as articulated in the CCGPS. 74% of the staff indicates they have received professional learning in disciplinary literacy across some content areas, but implementation is not consistent. As a group we have participated in a basic level of literacy training. There are initiatives at the central level beginning that will address some of the need for training.

Current Practice:

1. A literacy design collaborative beginning, in conjunction with RESA, to address literacy across the curriculum especially in the areas of science and social studies.

2. Annual professional learning associated with our ESOL/ELL program that addresses best practices for language development for all learners.

We plan to implement:

1. Reading and writing across the curriculum as it aligns with CCGPS, the use of writing extends and reinforces reading (The Why, p. 131).

2. Focused literacy professional development for content teachers including the RESA literacy design collaborative.

3. Administrative overview of new initiatives to encourage implementation through regular walk-throughs and lesson plan review.

E. Action: Optimize literacy instruction across all content areas

According to the Georgia Literacy Plan Needs Assessment on 83% of the North Whitfield Middle faculty feel that literacy instruction, supported by a systematic comprehensive core language arts program, only occurs in one or two content areas.

Current Practice:

1. Writing consistently in one to two content areas through journals, response to literature or media, and reflective or summative writing on class work. There is also a developing constructive response component of the current formative assessment project through the Math Design Collaborative.

We plan to implement:

1. Writing as an integral part of every class, every day (The What, p. 6).

2. Expanding the types of writing across the curriculum through meaningful opportunities to write, speak, and listen (The How, p. 26, The What, p. 6).

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

Based on the Georgia Literacy Plan Needs Assessment, 24% of the faculty at North Whitfield Middle feel the community supports schools and teachers in the development of students who are college and career ready as articulated in the CCGPS while 76% feel the community support is at the emergent or not addressed levels. We believe that effective communication of the literacy standards associated with CCGPS implementation has not occurred. The school council meets approximately once a month. However, it has not been the goal of the school to provide opportunities for community support of schools and teachers in the development of students who are college-and-career ready as articulated in the CCGPS.

Current Practice:

1. Host literacy and content area parent learning nights to inform parents of learning objectives, content standards, and rigor of assessments.

2. Include curriculum updates to school council parent and community members during regular meetings.

We plan to implement:

1. Add parent and community members to our Literacy Team to seek ways to make our literacy vision tangible and more visible to the community (The How, p. 28).
2. Encourage a literacy focus for our school council (The What, p. 7).

Building Block 2: Continuity of Instruction

Teachers need to focus on the Seven Main Strategies for Reading according to Dole, Duffy, Roehler, and Pearson (1991) as found in "The Why" document (p. 41). It is important to note that these strategies should not be taught in isolation or just in the reading class. These strategies should be taught across the curriculum.

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

Based on the Georgia Literacy Plan Needs Assessment, 58% of the teachers at North Whitfield Middle believe that cross-disciplinary teams are not meeting regularly with a focus on achieving literacy goals.

Current Practice:

1. Reading instruction takes place in language arts classes almost exclusively.
2. Collaboration occurs bi-weekly between shared grade-level content teachers.

We plan to implement:

1. Design infrastructure and establish cross-disciplinary teams for literacy instruction including protocols and priority scheduling for regular collaboration, identification of team roles and expectations, identification of specific measurable student achievement goals aligned with grade level expectations ("The How" p. 29).
2. Teachers use a school-wide, commonly adopted writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance ("The What" p. 7).
3. All types of literacy are infused into all content areas throughout the day (e.g., print, non-print, online, blogs, wikis, and social media ("The What" p. 7).
4. Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction ("The How" p. 29).

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

According to the Georgia Literacy Plan Needs Assessment, only 9% of North Whitfield Middle School teachers believe that literacy instruction is optimized in all content areas. CCGPS offers a "Reading Across the Curriculum" strand to support content-area instruction which will support collaborative efforts to improve overall literacy achievement ("The Why" p. 84). *Reading Next* states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework ("The Why" p. 58).

Current Practice:

1. Students have access to books in the media center during language arts classes
2. Student growth is measured by MAP testing two times per year in the fall and spring.

We plan to implement:
1. Develop protocols and practices for monitoring the use of instructional strategies to improve literacy through formal and informal observations ("The How" p. 30).
2. Improve student engagement and motivation by providing students with opportunities to make choices, particularly in what texts to read, thus highlighting the need for classroom libraries and a broader spectrum of content related reading materials especially in the areas of science and social studies.
3. Incorporating technology into literacy through the use of e-readers, blogs, and social networking ("The Why" p. 59).
4. Integrate literacy strategies and skills development necessary for achievement in all subjects ("The How" p. 30-31).
5. Ensure opportunities for writing in all subject areas and implement a school-wide writing rubric ("The How" p. 27).
6. Research and participate in high quality teacher professional development as a priority for effective instruction and student success ("The Why" p. 73).
7. Provide media literacy with emphasis on credibility and safety. "Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement," (Merchant, 2001, "They Why p. 53).
8. Include reading and writing as an integral part of every class, every day ("The What" p. 6).

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

According to the Georgia Literacy Plan Needs Assessment, 76% of the North Whitfield staff believes that either, out-of school organizations and agencies are making plans to develop learning supports to complement literacy instruction, or that there is no system of learning supports available in our community.

Current Practice:

1. Junior Achievement in 6th and 7th grade social studies classes
2. 7th grade field trips associated with the University of Georgia System, Adopt A Stream, Rivers Alive, and the Tennessee Aquarium to reintroduce the extirpated Lake Sturgeon
3. 8th grade week-long, capstone trip to Washington, D.C.
4. Rotary and Kiwanis student recognition programs
5. Grants from Modern Woodman, the Farm Bureau, and the Whitfield Education Foundation.
6. Student participation in county essay contests; district speech competitions; county and region spelling bees; and honors band competitions.
7. Athletic program (baseball, football, basketball, cross country, golf, track, soccer, and softball) provides opportunities for social and educational community engagement

We plan to implement:

1. Identify and contact learning supports in the community that target student improvement ("The How" p. 32)
2. Articulate what literacy achievement looks like and how it benefits our students, school, and community ("The How" p. 33).
3. Ensure that all stakeholders participate in critical planning and decision-making activities ("The How" p. 33).
4. Plan with out of school organizations to develop enhancement activities for all participating students ("The How" p. 33).
5. Research culturally diverse community resources. Adolescents who struggle to read in subject area classrooms deserve instruction that is developmentally, culturally, and linguistically responsive to their needs ("The Why" p. 52).

Building Block 3. Ongoing formative and summative assessments

Each school should have a team in place to set criteria for expected growth and identification of scientifically based interventions needed to support the learner (The Why, p. 141). According to "The Why" document, a school needs a variety of assessments and assessment data to determine the needs of the student (The Why, p. 126).

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

According to the NWMS Georgia Literacy Plan Needs Assessment, 59% of the teachers indicate belief that mid-course assessments across the classrooms are either operational or fully operational.

Current Practice:

1. Universal screenings and progress monitoring components are in place

2. Unit and /or benchmark assessments are being developed, at the system level, in academic content classes that provide ongoing data throughout the school year. Teachers analyze assessment data during grade level collaboration to inform and improve instruction.

We utilize data from NWEA's Measure of Academic Progress (MAP), AIMSweb, Criterion-Referenced Competency Test (CRCT), ACCESS for ELLs, State Writing Exam, and common unit assessments in science, social studies, and math in order to measure academic growth to both inform and evaluate instructional effectiveness. The content area benchmarks are being utilized across the curriculum areas this year as a part of the system's focus on fidelity of assessment at each grade level. The 2014/2015 school year will be a baseline data year for the new Georgia Milestones State Assessment.

We plan to implement:
1. Continue to develop unit and /or benchmark assessments in all academic content classes that will continue to provide ongoing data throughout the school year.
2. Ensure that all teachers can use these data to drive instruction that provides individual student support through professional development, coaching, and ongoing collaboration.

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

According to the NWMS Georgia Literacy Plan Needs Assessment, 63% of teachers consider the school's ongoing formative and summative assessment operational or fully operational while 37% view it as not addressed or emergent.

Current Practice:

1. Utilize data from NWEA's Measure of Academic Progress (MAP), AIMSweb, Criterion-Referenced Competency Test (CRCT), ACCESS for ELLs, State Writing Exam, and common unit assessments to measure academic growth to both inform and evaluate instructional effectiveness.

2. AIMSweb provides progress monitoring for students in RTI.

We plan to implement:

1. Consistently analyze student data in teacher teams to develop and adjust instructional plans

2. Support teachers to use student data effectively through coaching and collaboration

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

According to the NWMS Georgia Literacy Plan Needs Assessment, 73% of teachers state that we are emergent/operational in the use of diagnostic assessments to analyze literacy problems.

Current Practice:

NWEA's MAP and AIMs Web results are used in monthly meetings with the school's Pyramid Facilitator/Testing Coordinator and school psychologist to form RTI groups.

Previous year's CRCT and ACCESS scores are also considered when looking for student achievement gaps.

We plan to implement:

1. Establish protocols to be consistently implemented to assess and evaluate student progress (The How, p.38).
2. Protect planned time for data review in teams to identify needed program/instructional adjustments through the analysis of student work (The How, p. 38).

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

According to the NWMS Georgia Literacy Plan Needs Assessment, 61% of teachers voiced the belief that the use of summative data to make programming decisions and to monitor progress is operational/fully operational; 39% feel it is not addressed/emergent.

Current Practice:

 NWEA's MAP and AIMs Web results are used in monthly meetings with the school's Pyramid

Facilitator/Testing Coordinator and school psychologist to form RTI groups.

We plan to implement:

1. Establish protocols to be consistently implemented to assess and evaluate student progress (The How, p.38).
2. Protect planned time for data review in teams to identify needed program/instructional adjustments through the analysis of student work (The How, p. 38).

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

According to the NWMS Georgia Literacy Plan Needs Assessment, 70% of the faculty believes we are emergent/operational in having a clearly articulated strategy to use data to improve teaching and learning.

We plan to implement:

1. Establish protocols to be consistently implemented to assess and evaluate student progress (The How, p.38).
2. Protect planned time for data review in teams to identify needed program/instructional adjustments through the analysis of student work (The How, p. 38).

Building Block 4. Best Practices in Literacy Instruction

According to the National Commission on writing (2004), the demands for clear and concise communication, especially in writing, in the work place are increasing. If students are not prepared for these commands, the chances for employment and advancement decrease (The Why,p.27).

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

According to Georgia Literacy Plan Needs Assessment, 57% of the teachers believe that this is not addressed or emergent, and 43% believe that this is fully operational or operational. In Georgia, a common core program (CCGPS) is in use that provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts (The What, p.9).

We plan to implement:

1. Address both academic and workplace literacy skills across all academic content areas: language, math, science, and social studies. Provide students with knowledge of a variety of career pathways (The How, p.40).
2. Share effective differentiated strategies in collaborative meetings (The How, p. 40).
3. Examine student data to identify areas of instruction with greatest needs (The How, p.40).

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

According to the Georgia Literacy Plan Needs Assessment, 51% of the teachers believe this element is not being addressed or is emergent. The teachers feel that the core program needs to be developed to provide a strong basis for instruction in all aspects of literacy. Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area (The Why, p. 66).

Current Practice:

1. We are just beginning to re-establish writing across the curriculum as an instructional focus.

2. Twenty-five percent of students read below the basic level, which means they do not have sufficient reading ability to understand and learn from text at their grade level (Kamil et al., 2008). (The Why, p.65).

We plan to implement:

1. Provide instruction and opportunities one day a week in their classes for developing a persuasive argument citing relevant and reliable evidence, and teachers will provide models for writing coherent informational or explanatory texts (The What, p. 10).
2. Provide instruction for writing narratives to develop real or imaginary experiences to explore

content area topics (The What, p. 10).

3. Provide intensive writing including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond (The Why, p. 66).
4. Provide diverse texts, which are texts at a variety of difficulty levels and on a variety of topics (The Why, p.66).

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

According to the Georgia Literacy Plan Needs Assessment, 69% of the teachers believe this is fully operational or operational. Adolescents' perceptions of how competent they are as readers and writers, generally speaking will affect how motivated they are to learn in their classes (science, social studies, mathematics, and literature). Thus if academic literacy instruction is to be effective, it must address issues of self-efficacy and engagement (The Why, p. 52).

Current Practice:

North Whitfield Middle School teachers make every effort to engage students during the school day and throughout the school year applying Schlechty Center's *Working on the Work* framework.

We plan to implement:

1. Increase access to texts that students consider engaging (The What, p. 11).
2. Increase learning opportunities for collaborating with peers in the learning process (The What, p.11).
3. Provide students with opportunities to self-select reading material (The What, p.11).
4. Scaffolding students' background knowledge and competency in navigating literary and informational texts to ensure their confidence and self-efficacy (The What, p. 11).

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

"Standards based classroom learning describes effective instruction that should be happening in all classrooms for all students resulting in an effective learning environment"(The Why, p. 123) . Even with the best of learning opportunities, gaps are still occurring and this prompts the need for interventions to help address learning gaps. "Intervention refers to strategic techniques that are based on student needs and usually supplements the general education curriculum" (The Why, p.123). A high percentage of the faculty and staff feel the RTI program is at least operational. A review of the "What " document highlights weaknesses in our ability at North Whitfield Middle school in addressing the needs of all students in the RTI process.

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

Based on the Georgia Literacy Plan Needs Assessment slightly more than half of teachers (53%) believe that a clearly articulated strategy for using data to improve teaching and learning is followed at an operational or fully

operational level.

Current Practice:

1. A protocol for using data to identify students with learning gaps and matching them with interventions (The How, Planning , p. 43).
2. Scheduled grade level data analysis team meetings. (The How, Expanding p. 43).

We plan to implement:

Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions (The How, Expanding p.43).

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

Based on the Georgia Literacy Plan Needs Assessment , almost all of the teachers (94%) at North Whitfield Middle School feel Tier I instruction based on the CCGPS in grades K-12 is provided to all students in all classrooms at a minimum of an emergent level.

Current Practice:

1. A regularly administered assessment MAP (2x per year) to look at individual student achievement data and focus on instructional data of greatest need (The How, Planning, p. 44).
2. Unit/Benchmark Assessments are being administered across the curriculum to measure student progress toward mastery of CCGPS.

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

Based on the Georgia Literacy Plan Needs Assessment, the vast majority of teachers (91%) feel that Tier 2 needs-based interventions are provided for target students at least at the emergent level.

We plan to implement:

1. Provide regular professional learning for interventions on:

   - Appropriate use of supplemental and intervention materials.

   - Accurate diagnosis of reading issues and difficulties.

   - Effective strategies to address specific reading gaps for students.

   - Coaching (peer to peer and IC) on effective reading strategies.

2. Provide opportunities to visit other schools exhibiting success in closing achievement Gaps (The How, Expanding, P. 45).

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

progress jointly

Based on the Georgia Literacy Plan Needs Assessment, almost all of North Whitfield Middle School teaching staff (93%) reported that the Tier 3 SST students' data are monitored regularly by grade level data meetings directed by the school counselor and school psychologist, this is done at least at the emergent level.

Current Practice:

1. Tier 3/SST data team meet to discuss students' progress based on intervention (The What, p. 12).
2. SST data team meets to discuss students that fail to make progress (The What, p. 12).

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

Based on the Georgia Literacy Plan Needs Assessment, 91% of the teachers at North Whitfield Middle perceive that specially designed learning is implemented through specialized programs, methods, or strategies based upon students' inability to access the CCGPS any other way at least at the emergent level.

Current Practice:

We provide Tier 4 students with specialize instruction in the following ways:

1. Least restrictive environment (The What, p. 12).
2. Supplementary services provided during the school day for special education and ELL students.
3. Building level and system level administrators are familiar with funding formulas (The What, p.13).

We plan to implement:

Recognizing the need for literacy support for students multiple years below grade level, we will implement an engaging, personalized, digital intervention that supports these students to accelerate their progress.

Building Block 6. Improved Instruction through Professional Learning

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

Current Practice:

The Whitfield County School system has recently developed and implemented a teacher mentoring program with each school contributing a school site piece that deals with the specifics of classroom and school expectations. The specifics of pre-service teacher training would be enhanced by efforts to create clearer lines of communication with teacher education programs in our area and in our state.

We plan to implement:

1. Develop revised evaluation instruments for pre-service teachers (The How, p. 48).
2. Ensure mentoring teachers are fully trained in providing instruction in disciplinary literacy (The How, p. 48).

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

Current Practice:

Much of the professional learning is currently system wide. Striving Readers will support professional learning that addresses our school specific needs as identified in this Literacy Plan.

We plan to implement:

1. Schedule and protect time during the school day (teacher planning time designated for collaboration) for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine school work, and reflect on practice (The How, p. 48).
2. Teachers will need professional development on literacy and writing strategies across the curriculum.
3. In addition, teachers will receive professional development from Whitfield County School teacher experts on implementing technology for best practices and Title I instructional coaches for specific content research based literacy based standards.
4. To facilitate transfer of PD to all classrooms, checklists tied to professional learning will be used when conducting classroom observations and walk-throughs to ensure clear expectations and to provide specific feedback to teaches on student learning (The How, p. 49).

Analysis and Identification of Student and Teacher Data

North Whitfield Middle School (NWMS) student performance is exemplary on Georgia Criterion-Referenced Competency Testing (CRCT) when viewed compositely. NWMS faculty has made strides in mastery of Common Core Georgia Performance Standards in ELA, reading, science and social studies. Recent instructional initiatives include school-wide writing and reading, inclusion classes, English learners (SIOP), and two connections classes that emphasize additional academic support. A comprehensive structured literacy plan that is implemented school-wide will promote academic progress for all student sub-groups. However, closer examination reveals achievement gaps.

A-B. Data Tables and Disaggregated Data by Subgroups

The following table summarizes NWMS student progress on CRCT over the last three years for all students and for student subgroups.

Students	6th Grade				7th Grade				8th Grade		
Reading	2012	2013	2014		2012	2013	2014		2012	2013	2014
All	94%	95%	98%		94%	95%	93%		96%	97%	99%
ELL			82%		86%	82%	56%		91%	92%	91%
SWD	69%	65%	93%		64%	63%	68%		82%	80%	90%
Hispanic	98%	92%	97%		93%	98%	90%		94%	97%	98%
White	94%	95%	99%		95%	93%	96%		96%	97%	99%
ELA											
All	91%	92%	94%		92%	90%	93%		94%	94%	95%
ELL	85%	72%	82%		86%	82%	75%		82%	100%	92%
SWD	53%	58%	79%		57%	56%	64%		72%	77%	75%
Hispanic	96%	91%	95%		92%	94%	92%		89%	99%	97%
White	90%	93%	93%		92%	89%	93%		95%	92%	95%
Math											
All	75%	74%	74%		88%	88%	85%		77%	75%	80%
ELL	46%	40%	70%		68%	82%	50%		73%	57%	83%
SWD	39%	24%	48%		47%	54%	44%		46%	42%	39%
Hispanic	75%	72%	81%		85%	94%	83%		75%	72%	85%
White	74%	77%	87%		89%	86%	86%		76%	77%	77%
Science											
All	69%	75%	75%		85%	83%	83%		74%	66%	84%
ELL	46%	35%	17%		55%	55%	45%				67%
SWD	31%	28%	36%		53%	34%	41%		34%	28%	38%
Hispanic	71%	69%	70%		83%	82%	80%		73%	60%	88%
White	69%	77%	76%		86%	85%	84%		75%	68%	82%
Social Studies											
All	72%	75%	81%		71%	80%	85%		77%	77%	84%
ELL	46%	35%	42%		37%	45%	56%		45%	43%	50%
SWD	32%	28%	50%		32%	22%	34%		38%	38%	29%
Hispanic	72%	74%	78%		61%	80%	81%		69%	77%	77%
White	72%	76%	83%		74%	81%	86%		80%	78%	86%

NWMS student progress on the Georgia Writing Assessment for 8th grade is summarized in the following table:

Writing	2012	2013	2014
All	209	210	209
Female	213	217	216
Male	205	205	201
ELL	201	201	198
SWD	177	186	175
Hispanic	207	208	209
White	210	211	209

C. Strengths and Weaknesses

Grade 6

Overall 6th grade student average meets or surpasses the state average in Reading, ELA, Science, and Social Studies. Continuous improvement is noted in all areas except for Math, which has remained steady. The scores for Hispanics and Whites are within six percentage points of each other with Hispanic's outperforming Whites for ELA. Student with disabilities (SWD) showed improvement in 2014, performing at the state average for this subgroup in reading, ELA, and social studies. The ELL subgroup outperforms the state average for this subgroup in ELA and math. Greatest concern focuses on SWD, despite improved performance of this group in all areas except ELA.

Grade 7

Student average exceeds grade 6 and 8 for math and social studies but are below the state average in all subjects. Whites outperformed Hispanics in 2012 and 2014 for all subjects. In 2013, Hispanics outscored Whites in all but science and social studies. SWD performance needs to show a continual improvement which can be achieved through improved literacy practices for struggling students.

Grade 8

Overall student average exceeds the state average in all subjects except math (1% lower). All 8th grade subgroups surpassed state average for that same subgroup in reading and all subgroups exceeded scores for grades 6 and 7. Hispanic sub-group outperformed Whites in ELA, math, and science in2014. Whites and Hispanics were statistically similar in reading with whites scoring significantly higher in social studies. ELL showed a significant leap in reading, math and science from 6th to 7th/8th grades. SWD scores show a decline for math and social studies, but a 10% increase in reading. This seems to indicate that much more can be done for students in this subgroup.

Writing performance for grade 8 indicates that the mean scaled scores of all groups are below the state average with the exception of the ELL subgroup. The data reveals that the SWD, White, ELL, and Male groups have declined over the last three years.

D. Teacher Data

NWMS highly qualified staff is summarized in the following table. There are several teachers on staff certified for both high school and middle school which allows the option of offering students high school credits. High School Spanish is just one option benefiting students.

Staff Position	Number	Advanced Degrees	Number of Years on Staff	Certification
Administrators	3	3		Level 6
Counselors	2	2		Level 6
Instructional Coach	1	1		Level 6
Teachers	48	32	<u>25</u> - 1-4 years <u>18</u> - 5-9 years <u>12</u>- 10 or more yrs	18 – Level 4 18 – Level 5 18 – Level 6 1 - Level 7
Special Educators	7	5		
Media Specialists	1	1		
Paraprofessionals	3	0		

E. Teacher Retention Data

Educators enjoy their work at NWMS which is indicated by our high retention rate (91%) and educator attendance rate (95%). Students benefit from a veteran staff with an average of 15 years of experience.

F. Goals and Objectives

Summative data from CRCT and GAWriting Assessment drives decisions about curriculum and instruction. The NWMS school improvement plan states student goals in each content area based on the previous year's scores. Strategies to improve instruction and meet each goal are outlined and implemented. The school improvement plan is reviewed three times each year by a committee of teachers, administrators, and parents for review and necessary revisions.

G. Additional District Data

The following table summarizes student growth by grade level on the Measure of Academic Progress (MAP) test:

Students	Fall 2013	Spring 2014	Mean Growth	Normative Data
NWMS MAP Student Performance				
Reading				
6th	210.1	213.9	3.8	216.4
7th	213.1	217.0	4.0	219.7
8th	217.6	220.3	2.7	222.4
Math				
6th	214.8	221.2	6.4	225.6
7th	219.3	225.7	6.4	230.5
8th	225.2	228.4	3.3	234.5
Language				
6th	211.4	214.7	3.2	216.2
7th	214.4	218.4	3.9	218.7

8th	217.6	220.1	2.5	221.3

 NWMS students are below the national norms for students performing in each grade level. The two areas that show the least amount of growth are 8th reading and language. The greatest areas of weakness are all grade levels in math.

H. Teacher Participation in Professional Learning

 NWMS staff demonstrates a desire for continuous improvement through their participation at District and site-based professional development summarized in table format in Section 9.

Teachers participate in professional learning communities that meet weekly by grade level and content area to collaboratively design lessons and assessments, analyze assessment data, and reflect on classroom practices. Teachers meet weekly by grade level for professional learning on a variety of topics including differentiation, co-teaching strategies, using data to drive instruction, and improving literacy instruction. We look forward to strengthening this practice by instituting protocols and expectations for regular collaborative teacher teams to address literacy issues that need support in all content areas.

Project Plan-Procedures, Goals, Objectives & Support

A, B, C, J. Project Goals and Aligned Objectives

NWMS's goals, objectives, and tasks are informed by the Building Blocks, "What?" "How?" and "Why?" documents (See: Literature Plan section) as summarized in the table below.

Goal 1: Students in grades 6-8 will demonstrate improved performance in reading as measured by positive trends in proficiency scores on the Georgia Milestones State Assessment (GMSA) over the course of the grant.	Goal 2: Students in grades 6-8 will demonstrate improved performance in English language arts as measured by positive trends in proficiency scores on the GMSA over the course of the grant.	Goal 3: Students in grades 6-8 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the writing portions of the GMSA over the course of the grant.
Objective 1: Implement a school-wide writing program that crosses content areas ***BB*-1,2,4;** *What?-Page* **6,7,10*; How?-Page* 26,27,30,40*; Why?-Page*131**		
Objective 2: Increase student engagement through incorporation of best practice instruction using data to target student need and leveraging the creative use of technology to address student engagement and 21st century relevance. ***BB*-1,2,3,4,5;** *What?-Page* **11*; Why?-Page* 53,66,73*; How? P.* 26,29,30-31,38,44*; Why? P.* 59,123,130.**		
Objective 3: Implement, monitor, and facilitate small groups instruction for differentiated learning through well-functioning, collaborative teacher teams ***BB*-1,2,3,4,6*; What?-Page* 11*; How?-P.* 20,29,38,40,48*;Why?-Pages* 123-124**		
Objective 4: Institute a process for regularly monitoring RTI implementation ***BB*-1,3,4,5,6*; What?-Page* 12*; Why?-Page* 131*; How?-Pages* 23,38,40,43,45,49**		
Objective 5: Provide teachers and administrators with high quality professional learning and resources on research based writing strategies in all content areas, differentiation , co-teaching strategies, the use of protocols for collaboration, effective use of data, grouping strategies, tiered instruction, as well as other best practices to improve literacy in all content areas. ***BB*- 1,2,3,4,5,6;** *What?-Page* **13;** *Why?-Page* **7A,7B2,7B3**		

Administration will make adequate time for all staff to participate in professional learning and implementation

Our SMART goals include summative measures of our success using GMSA. Since the state assessments are changing to reflect the CCGPS, this school year's scores on GMSA will set a benchmark for us. Each year we will expect our scores in ELA and reading to increase as teachers build capacity to deliver data-driven instruction and collaborate for instructional improvement. Formative measures will allow progress monitoring of our objectives that include:

- Weekly observation of change during classroom walkthroughs

- Collaborative Teacher Team inform standards for student work

- Student work displayed in hallways and classrooms meet identified standards

- Measures of Academic Progress (MAP) and AIMSweb scores

- Timely reporting from intervention tools

- RTI protocol codified and monitored

- Monitoring of lesson plans to ensure students are writing and increasing academic language in all classrooms

D, I. **Sample Schedule**

The following bell schedule is used to ensure all students receive four periods of tiered instruction daily through the content areas.

Grade 6	
7:55-8:45	**Period1/Connection1/RTI/Remedial**
8:45-9:35	**Period2/Connection2/RTI/Remedial**
9:35-10:30	**Period 3**
10:30-11:25	**Period 4**
11:25-12:20	**Period 5**
12:20-1:45	**Period 6/Lunch**
1:45-2:40	**Period 7**
2:40-3:35	**Period 8**

Grade 7	
7:55-8:50	Period 1
8:50-9:45	Period 2
9:45-10:35	Period3/Connection1/RTI/Remedial
10:35-11:25	Period4/Connection2/RTI/Remedial
11:25-12:50	Period 5/Lunch
12:50-1:45	Period 6
1:45-2:40	Period 7
2:40-3:35	Period 8

Grade 8	
7:55-8:50	Period 1
8:50-9:45	Period 2
9:45-10:40	Period 3
10:40-12:05	Period 4/Lunch
12:05-1:00	Period 5
1:00-1:55	Period 6/ Connection2/RTI/Remedial
1:55-2:45	Period 7/ Connection2/RTI/Remedial
2:45-3:35	Period 8

E, F, G. RTI Model Current Program

The NWMS instructional day begins at 7:55 and ends at 3:35 for all students. All ELA blocks are 110 minutes. All teachers are encouraged to integrate literacy instruction into all content areas. All grade levels are incorporating literacy instruction into their school day for 110 minutes. All students will receive 4 periods of tiered instruction through the content areas. The four tier RTI model is summarized in the following table:

	WHO	Instructional Strategy	ELA Interventions
TIER 1	All Standards Based Classrooms **Monitoring:** *MAP (minimum 2 times a year)*	-Common Core Georgia Performance Standards -Differentiated Instruction	1. CCGPS 2. Attendance Monitoring 3. Differentiated instruction 4. Pre-teaching and re-teaching 5. Flex grouping 6. Collaborative planning 7. Parent/teacher conferences 8. Learning Odyssey 9. Previewing 10. DGP/DRP
TIER 2	Less than 10% on MAP **Monitoring:** • *AIMSweb (twice monthly)* • *MAP (3 times a year)*	-RTI Academic Connection -Researched based intervention	1. Learning Odyssey 2. Florida Center Reading Research 3. Destination Reading 4. Moby Max 5. Fluency 6. Read Naturally
TIER 3	Less than 10% on MAP with limited TIER 2 progress **Monitoring:** • *AIMSweb (weekly monitoring)* • *MAP (3 times a year)*	-Intensive; teacher directed -Researched based intervention -SST strategy team plan	1. Learning Odyssey 2. Previewing standards 3. Flash Cards & Vocabulary builders 4. Moby Max 5. Florida center Reading Research
TIER 4	Individual Education Plan **Monitoring:** *individualized goals/objectives monitored through ongoing data collection*	-Specially Designed Instruction -Individual goals with specific data collection	1. Co teaching Model of Instruction 2. Supplemental 55 minute small group instruction 3. Previewing

H. Goals to be Funded with Other Sources

Portions of our goals will continue to be funded with other sources.

- Assessments measuring our goals will continue to be funded through system funds. Newly mandated assessments will be funded through SRCL.
- Objectives will require PD and technology support. System-wide professional learning and coaching support will be proved through our shared System Instructional Coaches. PD

specific for the grant will be provided through SRCL funding. Funding for technology will be shared between the ESPLOST funding, and SRCL.

- SRCL funding will also provide teachers released time using substitutes or stipends for work completed outside the school day so they may attend PD or collaborate in their teacher teams.

J. Research Based Practices

Our Literacy Plan was the basis for developing our Project Plan Goals and Objectives. The summary table at the beginning of this document provides links between each objective and the research base identified in the Literacy Plan by noting Building Block, Georgia Document (What, Why, and How), and their specific page numbers.

Assessment/Data Analysis Plan

A. Current Assessment Schedule

The following table summarizes the current WCS assessment schedule for all middle schools:

Current WCS Middle School Assessment Schedule				
Assessment What?	**Grade Who?**	**Timeline When?**	**Responsible Party**	**Analysis What's Next?**
Measures of Academic Progress (MAP)	6-8	2 times Year	MAP Coordinator Academic Teaching Teams	NWMS Leadership Team Data Committee Grade Level Teaching Teams Counselor School Psychologist
AIMSweb	6-8	As needed for RTI process	RTI Teachers	Grade level Teacher Teams Counselor Vertical Content-Area Teams School Psychologist
ACCESS	6-8	January to March	Principal Testing Coordinators ESOL Teacher	NWMS Leadership Team Data Committee Grade Level Teaching Teams ELL Teacher
Georgia Alternate Assessment (GAA)	6-8	As needed for Special Education Students	Special Education Teachers Principal Test Coordinators	IEP Committee Data Team
Georgia Milestones Assessment	6-8	April	Principal Testing Coordinators All Teachers	NWMS Leadership Team NWMS School Improvement Committee Literacy Committee Grade Level Teachers Data Committee

B,C,H. Proposed Assessment Schedule

Successful SRCL funding of our plan will find the following assessment schedule for NWMS.

Proposed North Whitfield Middle School Assessment Schedule				
Assessment What?	**Grade Who?**	**Timeline When?**	**Responsible Party**	**Analysis What's Next?**
Scholastic Reading Inventory (SRI)	6-8	3x per year	ELA Teachers	NWMS Literacy/Leadership Team Data Team
ACCESS	6-8 English Language Learners (ELL)	January to March	Testing Coordinators Principal ESOL Teacher	NWMS Leadership Team Data Team Academic Teaching Teams ELL Teachers
Measures of Academic Progress (MAP)	6-8	2x per Year	MAP Coordinator Academic Team Teachers	NWMS Leadership Team Data Team Counselor
AIMSweb	6-8	As needed for progress monitoring	RTI Teachers	Grade level Teacher Teams RTI Teachers Counselors School Psychologist Data Team
Georgia Alternate Assessment (GAA)	6-8 students identified w/special needs	Throughout the year	Special Education Teacher Test Coordinators Principal	Data Team IEP Committees Special Education Teacher Leadership Team

D. Discontinuation of Assessments

The current Whitfield County assessment plan provides data to better inform instruction through MAP. AIMSweb is used to screen and monitor the progress of those students who fall beneath the tenth percentile in both math and reading. In comparison, the proposed plan will add the SRI given three times per year to screen and monitor progress related to literacy performance of individual students. This will provide data similar to what NWMS currently analyzes to inform reading and language usage. The Data Team, in collaboration with the Leadership and Literacy Team, will determine whether MAP data is necessary after Year 1 implementation of both. After our Data Team has an opportunity to compare these data, MAP test data in reading and language usage may be eliminated.

E. Assessment Implementation Professional Learning

Assessments will be administered as directed by publisher which will require specific training for all teachers and leaders who will have responsibility for administering SRI and ACCESS to be sure they are implemented with fidelity.

F. Presenting Assessment Data to Parents and Stakeholders

NWMS will provide parents and stakeholders with current and specific data periodically throughout the school year using print and online media. Parents and students will receive information through personal, face-to-face, communication. Communication with stakeholders will include the following opportunities:

- Title I Parent Meetings
- Infinite Campus Parent Portal
- Annual School Improvement Plan meetings
- School Council Meetings
- CCRPI state level report card access
- Bi-Annual Parent Teacher Conferences
- Website Page
- Student Learning Plans (SLP)

In addition, a Community Advisory Board will be established to help oversee NWMS's plan. It is our hope that this group of community business leaders, professionals, and parents will become advocates for literacy ("The How," p.28; "The What," p.7) that will spark partnerships and propose unique solutions for hurdling barriers to success. The action steps for establishing the Community Advisory Board follow:

1. Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of community advisory board.
2. Identify and contact learning supports in the community that targets student improvement (e.g., tutoring, mentoring, afterschool programming) to serve as a network of support.
3. Meet quarterly to review goals, objectives, and progress data.

      a. Identify barriers to success

      b. Brainstorm ways to overcome obstacles

4. Utilize social media to communicate and promote the goals of literacy throughout the community at large.

5. Celebrate success of NWMS's plan.

G. Data Informed Instruction

Our in-place Literacy Team will have primary responsibility for analyzing all data. Our current Data Committee will conduct data talks with horizontal and vertical teams to ensure analysis that is consistent with data. A major focus of the collaborative framework included in our plan will be to take data and data analysis to the next level by planning instruction that is differentiated to remediate and expand student learning

The NWMS Data Team works to look at the school wide picture of data across the grade levels and across the curriculum content areas. Regularly scheduled meetings are held to look, not only at the data that has been collected, but also how data can be collected and used to inform instruction, classroom management, and behavior interventions. They include the following:

- The teaching teams meet together weekly to collaboratively design lessons and as teaching teams to discuss specific student data.

- The entire grade level gets together once per week to participate in PD that will include expanding data literacy and using data to drive instruction.

- The entire grade level also meets quarterly with the school counselor and school psychologist to discuss progress monitored students who are at Tier 2 or Tier 3 and to discuss any new student concerns across the grade level.

- Bi-weekly "Who Review" meetings are held with each academic teaching team and the school counselor to discuss student academic, social, and emotional needs.

Informed data use will be supported with job-embedded training to effectively use data to inform and strengthen instructional practices.

H. The **Proposed Assessment Schedule** table near the beginning of this document summarizes who will perform the assessments and how the plan will be accomplished. The principal is responsible for overseeing the purchase and scheduling of all assessments and the required training to ensure implementation of all assessments with fidelity.

Resources, Strategies, and Materials Including Technology

A. Proposed Resources

Resources proposed for engaged student learning envisioned in the NWMS plan include the following:

Materials	• Data review Protocol • Literary and Informational books to engage student interest • Intervention materials and site licenses • Site licenses for online writing assessment
Technology	• Adequate computers for producing writing in many formats • Printers and publishing equipment • iPods • iPads • eReaders or Surface Tablets • Online reader resources
Professional Learning	• Literacy across the curriculum training • Leadership training for teacher team facilitators • Protocols for teacher team training • Collaborative protocols for analyzing data and student work • Writing in the content area training • Best-practice strategies for student engagement • Collaborative planning for instruction/intervention • Administration of new assessments

B. Activities that Support Literacy Intervention Programs

Literacy intervention is currently supported in the following ways:

• Study Island

- Intervention Central
- Read Naturally
- Great Leaps
- Rapid Words
- Core Reading
- Speed Drills
- Moby Max
- Learning Odyssey

C. Current Resources

The following resources are shared resources between departments:

- Fully stocked science labs and lab supplies for experiments and demonstrations are shared among science teachers
- Math manipulative materials are shared among math teachers
- Some classrooms have classroom libraries
- Document cameras
- DVD/VCR combo with closed circuit television capability
- Calculators

The following resources are shared by all faculty:

- Three Grade Level and school wide computer labs with Dell PC's
- Mobile cart with 30 iPads
- 28 Dell mini laptops
- Activ expression student response systems

D. Library Resources

Our Media Center houses 10,523 books with an average age of 12.6 to serve our 835 students. It also contains 1,118 DVDs and VHS, 1,592 equipment items (desktops, laptops, docking stations, projectors, DVD players, document cameras, digital cameras, video cameras, etc.)…

E. Activities that Support Classroom Practices

Our school and faculty provide a wide variety of strategies and resources to assist teachers in helping students meet or exceed proficiency. These include:

• Special Education program

• Title I program

• English Speakers of Other Languages program (ESOL)

• Common Core Georgia Performance Standards (CCGPS) training

• Co-teaching model supporting inclusion

• Georgia School Standards review

• Activboards

• Technology based academic support

• Common planning time for professional learning communities

• Standards-based instruction

• DBQ (Data Based Questioning Resources)

• Manipulatives and small group instruction with Hand to Mind Resources

• Instructional strategies for gifted program which extend and enrich the CCGPS, leadership skills, and integrate technology

• MAP Testing (Measures of Academic Progress)

• AIMSweb progress monitoring

• Formative assessment training through RESA

• Odyssey Learning by Compass

• Moby Max

F. Additional Strategies for Student Success

Our school improvement plan calls for implementing a number of school-wide practices that include:

- Develop clear performance expectations for student learning (SLP-Student Learning Plan)

- Implement standard procedures which establish clear expectations for students and staff

- Foster a non-threatening learning environment that builds positive relationships among students, parents, and teachers

- Design rigorous instruction around a CCGPS standards based curriculum

- Promote literacy by writing across the curriculum and providing quick feedback

- Provide instruction that is guided by collaborative planning through the use of a school level instructional coach funded by Title I

- Provide engaging learning opportunities that encourage student accountability for their own learning and behavior

- Continually assess student learning through formative, summative, and diagnostic processes

- Celebrate successes

These practices are in place to varying degrees and need to be embedded within the culture of NWMS. The following strategies will support these practices:

- Writing across the curriculum supported by online assessment that provides students immediate feedback on their writing

- Vocabulary strategies that encourage and support academic language in all content areas in an engaging manner

- Personalized intervention materials and tools that allow students to take responsibility for their own learning

- Collaborative planning for instruction that is informed by data

- Writers workshop that supports differentiated learning through flexible grouping and individual conferencing

G. Current Classroom Resources

Each academic classroom is currently equipped with the following:

- Teacher instructional laptop

- 3 Dell desktop computers

- ActivBoard

- Projector

- Content specific Coach books

H. Alignment of Resources and Funding Sources

The following chart aligns funding sources with the Objectives of our FLIGHT Plan:

Objectives	Action Steps	Funding
Implement a school-wide writing program that crosses content areas	Provide materials and training for CCGPS aligned scope and sequence for 6-8 Literacy across the curriculum Employ online writing assessment tool to provide immediate feedback on student writing Produce writing fostering 21st Century Computer Literacy Skills	**Other Funding** • eSPLOST Technology Funding • PD/support from IC • PD360 **SRCL Funding** • PD, released time, materials • Online writing technology support • Literacy materials supporting content areas
Increase student engagement through incorporation of best practice instruction using data to target student need and leveraging the creative use of technology to address student engagement and 21st century relevance.	Establish a 6-8 Data Review Protocols Provide PD for effective data use for grade level and vertical teams Provide PD for research based strategies that foster student engagement Update/upgrade technology to support student engagement Update media collection to increase high interest materials of various media (books, periodicals, online subscriptions)	**Other Funding** • PD/support from IC • NWEA MAP & AIMSWEB • PD360 **SRCL Funding** • PD, released time, materials
Implement, monitor, and facilitate small groups instruction for differentiated	Employ an effective PLC framework Identify/train facilitators for	**Other Funding** • PD/support from IC

Objectives	Action Steps	Funding
learning through well-functioning, collaborative teacher teams	collaborative teacher teams Provide protected common planning times for weekly collaboration	• NWEA MAP & AIMSweb • PD360 **SRCL Funding** • PD, released time, materials
Institute a process for regularly monitoring RTI implementation	Acquire additional intervention materials for areas of need Provide PD for fidelity of instruction and interventions Use technology to support and motivate students	**Other Funding** • Scholastic Guided Reading PD • PD/support from IC • NWEA MAP & AIMSweb • PD360 **SRCL Funding** • Training on use of new interventions • Literacy interventions/digital tools • Released time for training

I. Proposed Technology

The emphasis of technology in the proposed plan will have an immediate, positive, impact on literacy instruction and the expansion of interventions for the students. The readily available technology will increase access to web based interventions used for RTI. It will also provide for the purchase of content specific instructional software to increase motivation and engagement for students in the regular classroom across grade levels and content areas.

Technology will be used for production, publication, and communication across the curriculum ("The What", p.10). Creativity of teachers and students in the presentation of material, and assessment of standards will be enhanced as students respond to relevant digital tools that support increased engagement. Online essay graders will provide immediate feedback to students as they write across the content areas while releasing teachers from nights filled with "grading" papers. "The new mandate for schools is simple. Be relevant to students while giving them the latest skills to compete globally." (Sturgeon, 2008) Rather than viewing technology as a distraction, our teachers will learn to rethink instruction in order to leverage their students' fascination with technology rather than to see it as a distraction only ("The Why", pp. 57-58).

Professional Learning Strategies Identified on the Basis of Documented Needs

North Whitfield Middle School staff has participated in a wide variety of Professional Learning (PL) opportunities. The following is a list of PL over the past year and on-going PL opportunities currently provided to teachers. The percentage of staff attending some training varies due to the differing PD needs among teachers and allowable number of participants for some training.

A. Professional Learning During the Last Year	B. % of Staff Attended
ESOL Staff Development	100%
SIOP Training	30%
Gifted Endorsement	60%
Advanced Degrees	80%
TKES Professional Learning	100%

C. On-Going Professional Learning	% of Staff Attended
Common Core Georgia Performance Training Cross Curriculum Planning and School Wide	100%
Academic Parent Nights	100%
Data Review and Data Training	100%
Technology Training Activ Expression, Ipads,	100%
My Big Campus,SLDS	100%
MAP/Compass Learning	100%
WIDA/ELL Standards	100%
Odyssey Training	100%
Galileo	85%
Special Education Co-Teaching Practices	90%

D. PL Needs Identified in the Needs Assessment
• Effective Writing Instruction • Strategies to implement writing across the curriculum • Training on the RTI process • Training on differentiated instruction • Effective technology integration • Administering new assessments • Training on how to better use assessment results to drive instruction • Training to use new interventions, administer new assessments, and use reports • Training for facilitators of collaborative teacher teams

- Training on protocols for collaboration
- Data Driven Instruction

Our Plan will provide professional learning for all teachers of literacy including Special Education teachers, ELL, and all content teachers.

E. Determining the Effectiveness of Professional Learning

The effectiveness of PD is ultimately determined by improved student achievement but formative evidence of effectiveness will be analyzed throughout the year. Lesson plans, classroom observations, and collaborative planning will be used to determine the extent that best practices are being incorporated into classroom instruction. Administrators and the Instructional Coach will conduct weekly walk-throughs with specific indicators in mind that reflect the most recent training. Teachers will receive feedback on the effectiveness of their transfer of professional learning into actionable implementation in their classrooms.

In addition, teachers regularly complete an addendum at the end of each year to determine their perceptions of the professional learning and how it has been used throughout the year.

F. Professional Learning Plan

The following chart summarizes our plan for professional learning and specifies methods for measuring effectiveness.

Objective	PL Topic	G. Evidence of Effectiveness
Obj 1: Implement a school-wide writing program that crosses content areas	Writing Across Content Areas	Lesson plan indicates writing prompts
	Using Technology to Support Student Writing	Student writing on display in hallways or classrooms
	Responding to Student Writing	Student samples
Obj 2: Increase student engagement through incorporation of best practice instruction using data to target student need and leveraging the creative use of technology to address student engagement and 21st century relevance.	Using Data to Provide Targeted Intervention	Students working in small groups on specific skills
	Strategies That Support Student Engagement	Students on task and engaged in learning

Obj 3: Implement, monitor, and facilitate small groups instruction for differentiated learning through well-functioning, collaborative teacher teams	Leadership Training for Teacher Team Facilitators	Well functional collaborative teaching team
	Using Data to Drive Instruction	Meeting summary from Teacher Team provides summative data statements
	Providing Differentiated Learning	Lesson plans indicate Tiered instruction is occurring
Obj 4: Institute a process for regularly monitoring RTI implementation	RTI process	Improved student achievement

Sustainability

 North Whitfield Middle School, as a part of Whitfield County Schools (WCS), will sustain programming beyond the grant period by securing funds from sources including WCS general operating funds, Title I funds, and the local business community. Both NWMS and District Administration are committed to the successful implementation and subsequent sustainability of this grant.

WCS teachers, administrators, and staff are dedicated to the philosophy that learning to read and reading to learn results in college and career ready citizens. Teachers and administrators believe in the importance of ongoing professional development to improve Response to Intervention, disciplinary literacy, effective reading/writing instruction, professional learning communities, and data analysis to improve student achievement. Our sustainability plan supports our priorities to provide a comprehensive literacy initiative with a focus on intensive writing detailed in this application.

WCS has been actively involved in our plan with the goal of expanding lessons learned, grant resources, and professional learning to all campuses. The following table summarizes our sustainability plan.

A. Extending the Assessment Protocol	- Consider purchasing assessments with a one-time charge - Purchase paper/pencil assessment, if possible - Utilize local, state, and federal funds to continue formative and summative assessments - The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget.
B. Developing Community Partnerships	- Continue to cultivate relationships with businesses and organizations as resources to help provide funding supporting literacy goals and plans - NWMS will establish and continue a Community Advisory Committee beyond the funding period
C. Training New Teachers	- New teachers will be assigned a proven teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom. - Trainings will be offered throughout the school year ensuring new teachers benefit from plans.
C. Replacing Print Materials	- Print materials will have library binding to ensure durability. - Funds from Title I, community partners, local and state support, the Whitfield Education Foundation innovative teaching grants, other grants, and fundraisers will be used to replenish print materials after the grant period.

	• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels and student interests. • An annual inventory of print materials will be conducted in order to determine areas of need.
E. Sustaining PL	• District and Campus Instructional Coaches (IC) will participate in all trainings in order to become an in-district resource for all teachers and to insure that all lessons learned through professional development are implemented with fidelity. A train-the-trainer method will be utilized to continue robust fiscal management, and ensure that incoming new personnel are appropriately trained. • Capacity-building lessons learned will be in place supporting ongoing collaboration to examine data and plans for instruction. • A culture of collaborating will not require funding to continue seeking stakeholder input, and collaborating with other schools in the LEA. • Training for new employees will be conducted by the IC and mentor teachers. • IC will provide coaching/assistance to all teachers to assist in full implementation of lessons learned.
F. Sustaining Technology	• A plan to replenish technology resources, including site licenses, will be developed. • Additional funding for maintenance and replacement will be a priority.
G. Sustaining Lessons Learned with Other Schools	• Practices learned through the needs assessment to examine data and determine areas in which improvement is needed will be redelivered by IC as needed.

Budget Summary

The budget provided through the Striving Readers Comprehensive Literacy Grant would assist North Whitfield Middle School in addressing the areas of concern identified by the needs assessment. Approximately seventy percent of the budget will be used for instruction. Most of this part of the budget will be utilized to purchase technology to make these resources more readily available in content area classrooms. The need for adequate technology at the classroom level was highlighted in the survey data and root cause analysis. The technology component will allow for better access to online programs and software to enhance both the reading and writing instruction that will take place in all content areas. Technology purchases would include tablets, desktops, i-pods for auditory learning, and supporting equipment such as earphones/earbuds and printers to allow student products to come alive. Ten percent of the budget will be used for improvement of instructional services. This part of the budget will allow for professional development including substitutes for collaborative grade level and vertical alignment of standards, content workshops and training in newly acquired programs for instruction and interventions. Literacy training for all teachers related to teaching of reading and writing standards in their specific content areas. Twenty percent of the budget will be used for educational media services. The media center will use this part of the budget to update media materials and books to better address literature needs related to math, science and social studies. We will also need to purchase a variety of media materials to address the variety of student lexile level ranges within our school.

	Amount	Percent of Total Budget
Instruction	$361,900	70%
Pupil Services	$0	0%
Improvement of Instruction Services	$51,700	10%
Educational Media Services	$103,400	20%
Support Services – Business	$0	0%

Budget

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	
610 – Supplies	$28,952.00
611 – Technology Supplies	$256,949.00
612 – Computer Software	$18,095.00
615 – Expendable Equipment	$10,857.00
616 – Expendable Computer Equipment	
641 – Textbooks	$36,190.00
642 – Books and Periodicals	$10,857.00
Function Code 1000 – Instruction Narrative: The majority of instructional funds are earmarked for technology purchases. Innovative technology tools will be used to promote student engagement and enhance instruction in all content areas.	
Function Code 2100 – Pupil Services	Year 1
Object Codes	Amount Budgeted
300 – Contracted Services	
520 – Student Liability Insurance	
580 – Travel	
610 – Supplies	
641 – Textbooks	
642 – Books and Periodicals	
Function Code 2100 – Pupil Services Narrative:	
Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	

114 – Non-Certified Substitutes	$7,000.00
116 – Professional Development Stipends	$13,000.00
199 – Other Salaries and Compensation	
200 – Benefits	
300 – Contracted Services	$13,000.00
580 – Travel	$5,000.00
610 – Supplies	$5,000.00
810 – Registration Fees for Workshops	$8,700.00

Function Code 2210 – Improvement of Instructional Services Narrative:
Ongoing professional learning will be provided to enrich literacy instruction across all content areas.

Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	$15,000.00
642 – Books and Periodicals	$88,400.00

Function Code 2220 – Educational Media Services Narrative:
Funds will be used to purchase materials to engage and motivate struggling and reluctant readers and to enhance the collection of content related materials across the curriculum.

Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	
200 – Benefits	
300 – Contracted Services	
580 – Travel	
880 – Federal Indirect Costs	

Function Code 2500 – Support Services – Business Narrative:	
Total Budget for Year 1	**$517,000.00**