School Profile

Created Tuesday, October 28, 2014

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School Information

System Name:	Wilkinson County
School or Center Name:	Wilkinson County Elementary
System ID	758
School ID	0175

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Dr. Judith Geter
Position:	Principal
Phone:	478-946-5527
Email:	judith.geter@wilkinson.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Christy King
Position:	Assistant Principal
Phone:	478-946-5527
Email:	christy.king@wilkinson.k12.ga.us

Grades represented in the building

example pre-k to 6

3-5

Number of Teachers in School

27

FTE Enrollment

358

Grant Assurances

Created Monday, November 17, 2014

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

Preliminary Application Requirements

Created Thursday, November 13, 2014
Updated Friday, November 14, 2014

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

            1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

            1. The names of all Subject Individuals who:

                a. Participated in preparation of proposals for award; or

                b. Are planned to be used during performance; or

                c. Are used during performance; and

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

            1. The award; or

            2. Their retention by the Applicant; and

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

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

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

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

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

c. Remedies for Nondisclosure
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

    1. Termination of the Agreement.
    2. Exclusion from subsequent GaDOE grant opportunities.
    3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. Annual Certification. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. Disclosure of Conflict of Interest after Agreement Execution

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III.   Incorporation of Clauses

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

O.D. ʀ.

_____

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

 Dr. Aaron Geter, Superintendent

Typed Name of Fiscal Agency Head and Position Title

 12/4/14

Date

Judith Geter

_____

Signature of Applicant's Authorized Agency Head (required)

 Dr. Judith Geter, WCES Principal

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

 12/4/14

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: ____Dr. Virginia Rozier_____

Position/Title of Fiscal Agent's Contact Person: _Assistant Superintendent_____

Address: __197 West Main Street; P.O. Box 206_____

City: _Irwinton_____ Zip: ___31042_____

Telephone: (478___) __946-5521_____ Fax: (478__) _946-3275_____

E-mail:
_virginia.rozier@wilkinson.k12.ga.us_____

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

_Dr. Aaron Geter_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

___11/17/ 14_____
Date (required)

Narrative

Wilkinson County School District is located in a rural community in central Georgia. The total enrollment for the district is 1537 students. The district is comprised of one primary, one elementary, one middle, and one high school, which are all Title I schools. The high school is a priority school at this time and has been required to complete many ongoing instructional initiatives and will not be applying for funds at this time.

While the school district is committed to the high academic achievement of all students, we continue to face the problems inherent to many rural school districts. Obstacles such as generational poverty, limited industry, high unemployment, and inadequate resources to address literacy continue to impact the community and schools. The below poverty rate for Wilkinson County is 23.1% and the school system has 85.50% of students who receive free and reduced lunch.

The mission of Wilkinson County School District is to "Build High Performing Schools" through quality academic achievement for all learners. The vision of Wilkinson County School District is "High Levels of Learning~Every Student~Every Day!" It is with this motivational and forward thinking, that highly qualified educators enter the doors of this school district to lead students to achieve at new heights. Literacy is the pinnacle for this success.

Current Priorities

- **Increase academic performance of all students:**
  1. Weekly progress reports for all students/parents
  2. Student Success Plans: develop plan with parent input to address student failures
  3. Differentiation of instruction
  4. Increase opportunities for enrichment and remediation during the school day (ILT/ELT)
  5. Incorporate constructive response items into daily curriculum
  6. Integrate literacy instruction across the curriculum with an emphasis on informational text in all content areas
  7. Provided targeted assistance to students in a comprehensive RTI process
  8. Increased focus on parental involvement to ensure school-parent communication is open and ongoing
  9. Prepare students for shift to Georgia Milestone Assessments

- **Improve Instruction Immediately!!!**
  1. Consistent implementation of Common Core Georgia Performance Standards and Georgia Performance Standards
  2. Ongoing job-embedded professional development
  3. Alignment of assessments to standards
  4. Increase writing across all disciplines
  5. Development of high-quality lessons
  6. Departmentalized planning times for teachers
  7. Infrastructure to support updated technology
  8. Data analysis to identify student strengths and weaknesses
  9. Use data analysis to incorporate research-based instructional strategies in the classrooms

Strategic Planning

All district and building level administrators meet weekly to discuss and evaluate status of current initiatives, disaggregate data, and monitor progress toward school improvement process and goals. Stakeholders are involved in this process through school council meeting, parent teacher organizations, and interagency meetings. Additional partnerships include: Wilkinson County Sheriff Department, Oconee Fall Line Technical College, Horace Mann Insurance Agency, Wilkinson County Health Department, Community HealthCare Systems, and Family Connections.

Current Management Structure

Wilkinson County School System operates on a traditional school system management structure. We are led by a Superintendent and governed by an elected five member board of education. Our schools are led by a principal and an assistant principal. Each school is comprised of a leadership and design team that drives instructional practice.

Past Instructional Initiatives

- Early Reading First (primary)
- Reading First (primary/elementary)
- E-Math (primary/elementary)

- SRA Direct Instruction (primary/elementary)
- Saxon Math and Phonics (elementary and middle schools)
- Thinking Maps (middle school)-Ongoing
- Study Island (primary, elementary, and middle schools)-Ongoing
- Accelerated Reader (primary, elementary and middle schools)-Ongoing

Literacy Curriculum

Wilkinson County School District utilizes the Common Core Georgia Performance Standards as outlined in the frameworks provided by the Georgia Department of Education. Teachers have been provided with professional development on unpacking standards, aligning activities, and creating common assessments. Our literacy focus has been the inclusion of informational text to make the connection between reading and writing in all content areas. Furthermore, our teachers have been trained in the use of higher order thinking and questioning techniques through Webb's Depth of Knowledge, Blooms Taxonomy, and the Performance Tasks located in GADOE's frameworks.

Literacy Assessments Used District-wide

Literacy assessments that are utilized district-wide include the following:

- Previous CRCT-state administered assessment to determine student achievement
- Benchmarks-are administered five times throughout the school year to determine student progress toward meeting standards.
- Ongoing formative and summative assessments-utilized to determine assessment *for* and *of* student learning.
- STAR Enterprise Assessment is utilized to determine which students need interventions and individualizing instruction to accelerate learning for all students.
- Informal Phonics Inventory (K-3)
- *Pearson Georgia Reading Street* Fluency Assessments (K-4)
- Frye's Sight Word List (K-3)

Needs for the Striving Reader's Grant

Wilkinson County School District will have a need in the area of reading until each and every child in the district is reading on or above grade level. The Striving Reader's Grant will allow the district to address many of the inherent literacy deficits identified. Improving the effectiveness of interventions for struggling readers requires a school-level system for early identification of 'at risk' students and then providing those students with intensive interventions. Although each school utilizes means to identify reading deficits, there is a need for a systematic approach for identifying deficits in grades K-8. Striving Reader funds could support these efforts. With the continued decline in revenue, grant monies will enable the district to close the achievement gap between those subgroups that perform below expected levels. There is also a need for technology upgrades so that students can have access to current technology advances. Finally, as students transition from each grade band, students will have acquired the necessary literacy skills to be successful lifelong readers.

District Management Plan and Key Personnel

The following charts details the management plan for grant implementation. Identified key school personnel were integral in the literacy plan development and grant application completion. Central office staff that will play critical role s in the grant administration have been acclimated with the grant process by Dr. Virginia Rozier, district SRCL coordinator. They are well aware of their roles and grant administration responsibilities. Students and teachers participated in surveys and discussions during literacy plan review and grant development. They will participate in ongoing reviews of budget and plan implementation through surveys and discussions with literacy team members.

District Level Personnel		
Person Responsible	**Duties at Central Office**	**Duties with School Grant Management Teams**
Dr. Virginia Rozier, Assistant Superintendent/ Director of Federal Program	-Coordinate grant implementation with district financial department • Oversee requests for resources and fund allocations • Issue purchase orders • Advise on federal programs regulations • Manage grant audits • Maintain financial records	-Meet with school-level key personnel to select appropriate resources aligned with needs • Develop grant budget and plan for sustainability • Ensure federal guidelines compliance • Audit grant
Dr. Virginia Rozier, Assistant Superintendent/ Director of Federal Program	-Coordinate grant implementation • Plan professional learning (PL) opportunities • Issue PLUs to staff	-Lead monthly meetings with school-level key personnel to ensure grant-funded resources support curriculum, grant priorities, and literacy plan • Select grant-funded resources and programs • Monitor implementation of grant-funded initiatives • Assess effectiveness of initiatives • Plan PL opportunities • Schedule teacher collaboration sessions • Ensure alignment of grant-funded resources/projects with

		literacy plan
Curtis Holton, Technology Director	-Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in system technology plan -Confer with contracted technology services provider for hardware recommendations	Further duties for monthly meetings with school-level key personnel -Confer with school personnel to align technology purchases with grant and needs-based priorities and system technology plan -Confer with school personnel to ensure equitable distribution of technology -Communicate with school personnel and develop plans to ensure proper maintenance and use of technology resources -Communicate with technology services provider and school personnel to ensure appropriate maintenance, repair, and dissemination of hardware
Horace Austin, Technology Professional Development Specialist	-Coordinate technology professional developments with district staff	-Provide necessary professional development to teachers and staff on technology
Kathy Jackson, Finance Director	-Submit completion reports and SRCL state required reports -Issue stipends for off-contract SRCL trainings -Issue travel reimbursement for any SRCL-related training	
Janis Smith, Accounts Payable Clerk	-Process SRCL payments on time	-Provide copies of POs to media specialists to match with packing slips

Key School Personnel	
Person Responsible	Duties
Literacy Team Members **(Includes teachers from all disciplines)**	-Meet monthly with Dr. Rozier and other key school-level personnel to • select grant-funded resources • monitor implementation of grant-funded initiatives • assess effectiveness of implementation • plan PL opportunities • schedule teacher collaboration sessions • ensure alignment of grant-funded resources/projects with literacy plan -Receive training in new technology and assist peers with its integration -Support CCGPS implementation and SRCL initiatives through modeling, peer observations, and collaboration -Conduct formative evaluation of grant-supported strategies and report results to key personnel
Principals **Dr. Bonnie Green Primary** **Dr. Judith Geter Elementary** **Dr. Angela Smith Middle**	-Oversee management SRCL grant at school level to ensure effective implementation of grant initiatives -Ensure staff member participation in PL activities and collaborative meetings supported by grant funds
Instructional Coaches **Jennifer Brooks** **Dr. Ideal Glover** **Dr. Karen Grant**	-Complete requisitions for grant supported resources -Document receipt of services and provide documentation to Janis Smith -Ensure school implementation of grant initiative -Receive and redeliver professional training -Conduct formative evaluation of grant supported strategies and report results to key personnel
Media Specialist **Lisa Whatley Primary/Elementary** **Jessica Dial Middle**	-Receive and process grant-purchased resources and provide documentation to Janis Smith -Select SRCL-aligned materials for media center -Lead school literacy team in developing initiatives to encourage reading throughout school -Ensure proper implementation of technology resources -Promote grant-funded initiatives

Recent Initiatives

Wilkinson County Schools has implemented several initiatives targeted at improving student achievement. The table below outlines these initiatives.

Initiative	Grades	Status	Outside Funding
K-12 Instructional Support Specialists	PK-12	Current	No
Design Teams	PK-12	Current	No
SWAET (System Wide Administrative Evaluation Team)	PK-12	Current	No
Class Size Reduction Teachers	3-12	Current	Yes (Title IIA)
GradeCam: Electronic scoring of student assessments.	PK-12	Current	No
Quarterly Benchmark Assessments	K-12	Current	No
Online Lesson Plans (ELA)	PK-12	Current	No
SLO Assessments	K-12	Current	No
TKES/LKES	PK-12	Current	No
Graduation Coaches	6-12	Current	No
After School Program	PK-8	Current	No

Audit Findings

	Year	Project Title	Funded Amount	Outside Funding	Is There An Audit?	Audit Results
LEA-Wilkinson	2006	-Title I Grants to LEA -Title VI-B Rural & Low Income	-$502,684.00 -$12,770.00	Yes	Yes	Fiscal Requirement of School-wide Program Not Fully Implemented
	2007	-Title I Grants to LEA -Special Ed-Grants to States -Title VI-B Rural & Low Income	-Title I: $471,188.00 -Special Ed: $309,999.00 $53,270.00	Yes	Yes	No Findings
	2008	-21st Century Community Learning Center -Reading First Center -Title VI-B Rural & Low Income	-21st Century: $350,000.00 -Reading First Center: $353,349.00 $47.100.00	Yes	Yes	No Findings
	2009	-Title I Grants to LEA -Special Ed-Grants to States -Special Ed-Preschool Grants -Safe & Drug Free Schools & Communities -Early Reading First -Title VI-B Rural & Low Income	-Title I: $562,718.00 -Special Ed: $326,423.00 -Safe & Drug Free Schools: $6,867.00 -Early Reading First: $377,038.00 $52,976.00	Yes	Yes	No Findings

		-ARRA-Education State Grants	-ARRA: $277,785.00				
	2010	-Title I, Part A Cluster	-Title I: $550,834.00	Yes	Yes	No Findings	
		-Special Education Cluster	-Special Ed: $439,934.00				
		-Title VI-B Rural & Low Income	-$45,740.00				
		-Community Based Abstinence Education (CBAE)	-CBAE: $416,404.00			No Findings	
	2011	-Title 1,Part A Cluster	-Title I: $585,783.00	Yes	Yes	No Findings	
		-Special Education Cluster	-Special Ed: $338,021.00				
		-Title VI-B Rural & Low Income	$39,660.00				
	2012	-Title I, Part A Cluster	-Title I: $580,786.00	Yes	Yes	No Findings	
		-Special Education Cluster	-Special Ed.: $311,970.00				
		-Title VI-B Rural & Low Income	$35,959.00				
	2013	-Title I, Part A Cluster	-Title I: $578,919.00	Yes	Yes	No Findings	
		-Special Education Cluster	-Special Ed: $333,021.00				

		-Title VI-B Rural & Low Income	$32,953.00		
		Total Funds:	$7,994,151.00		

LEA's Capacity to Coordinate Resources and Control Spending: From the above data, it is clear that the Wilkinson County School District has a long history of sound fiscal management. An annual audit is conducted by Georgia Department of Audits and no findings have been cited for the past six years. Internal control procedures have been developed and revised over time at the suggestion and directions of state auditors. Wilkinson County School District has procedures in place that require checks and balances for all purchases. The teacher, principal, or program director completes a purchase request that reflects the best price for the specifications of the item needed. The purchase request is approved and signed by the school principal, program director, and superintendent. The clerical staff at the district office completes the purchase order which is approved and signed by the superintendent and places the order. Copies of the purchase orders are sent to program directors and/or schools. All deliveries are accepted at the transportation department. The transportation worker is responsible for internal mail checks in deliveries and distributes them to the facility where the recipient is located. The recipient checks the order and reports any discrepancies to the district office clerical office. Invoices are mailed to the district office. The clerical office matches the invoice to the purchase order. The financial officer prints checks to pay the bills. Quarterly, program directors review a printout from the financial management system and compare it to the program budget.

Sustainability of Past Initiatives: The Federal Program Director in Wilkinson County meet weekly in a system level administrative/leadership meeting held by the superintendent. These system level administrative leadership meetings are attended by: Assistant Superintendent (Federal Program Director), Principals, Special Education Director, Assistant Special Education Director, and K12 Instructional Support Specialists. Agenda items include analyzing needs, developing action plans, progress monitoring action plans, and evaluating action plans for School Improvement. This process is on-going and cyclical. During the weekly administrative/leadership meetings led by the superintendent, principals and the Federal Program Director participate in interactive conversation about federal programs. Needs of programs are discussed and reviewed. Adjustments and changes are made on an as needed basis depending fund availability. Budgets are reviewed and revised with the needs of the schools. Programs are constantly monitored. Through this monitoring, programs remain in compliance and spending is controlled. Protocols and guidelines of programs and grants are closely followed. Sustainability of initiatives remains in the forefront of all grant opportunities. Plans are put in place and continuing efforts are made to ensure that the district thoroughly train personnel, gain community and business partners and support, open lines of communication between district and schools, monitor funds to ensure compliance, and balance spending with all funding. All of these strategies ensure long-term sustainability of programs.

School History

Wilkinson County Elementary School (WCES) is a small rural, public school district located in the county seat, Irwinton, Georgia. Construction on a new facility that houses both Primary and Elementary was started in the Fall of 2011 and completed in Spring of 2012. Faculty and students began the 2012-2013 school year in the new facility. Wilkinson County Elementary School consist of third through fifth grades. The instructional branch consists of 20 standard classrooms, two special program/small group rooms, one life-skills classroom and a gymnasium. Each school has an office complex. Also included are two computer labs, one media center, an art room, and a music room. Service areas include a cafeteria, restrooms, staff workrooms, conference rooms, storage areas, and book rooms.

The administrative team and staff consists of a principal, an assistant principal, one school receptionist, and one bookkeeper/data entry administrative assistant for each school. Other faculty and staff is composed of a media center specialist, a school counselor, paraprofessionals, a school nurse, a family advocate/parent involvement coordinator, six custodians, eight food service workers, a food service manager, and a computer technician.

WCES is comprised of 51% males and 49% females, further 56% African-Americans, 36% Caucasian students, 4% Multi-Racial, 3% Hispanic, and <1% Asian/Pacific Islands students. There are 310 male and 297 female students. 85% of the student population participates in the free or reduced lunch program. The current enrollment by grade level is as follows:

Grade	Student	Male	Female	African American	Caucasian	Multi-Racial	Hispanic	Asian/ Pacific Islands
Third	149	80	69	82	57	5	5	0
Fourth	103	51	52	64	36	1	2	0
Fifth	110	53	57	61	39	10	4	1
Total Enrollment	362	184	178	202	132	16	11	1

Wilkinson County Elementary School is committed to providing "higher levels of learning: every student, every day". WCES is dedicated to developing a literacy rich environment to prepare students to become life long learners while introducing them to college and career pathways. Teachers provide students with a quality education by facilitating student learning through differentiated instruction which meets the needs of all learners—including Gifted and Talented

Education (GATE) program, English Learners (EL), Students with Disabilities (SWD), etc. Since the 2010-2011 school year, fifth grade implements the model of gender-based classrooms, due to supporting research that shows that males and females learn differently; "There are NO differences in what girls and boys *can* learn. But there are *big* differences in the best ways to teach them" (Sax, 2005). This approach further enhances literacy through the use of differentiated instruction. WCES has received the honor of being named a Title I Distinguished School in the 2005, 2006, 2010, and 2012 school years. In 2011 grades three through five received the honor of being a "Bronze School" and in 2012 a "High Progress Reward School".

Administrative & Teacher Leadership Team

The WCES school administration and staff is committed to increasing knowledge through the use of pedagogical practices and professional learning communities. WCES also encourages leadership and best practices by ensuring teacher participation in GaDOE/RESA webinars, seminars, and conferences that align with our school improvement plan. School administration appoints teachers to participate in the Georgia Leadership Institute for School Improvement (GLISI) summit each year. To further promote leadership, faculty members facilitate grade level, faculty, book study, and Design Team meetings. Collaboration is displayed among the Leadership Team at weekly school administrative team meetings comprising of the principals, assistant principals, school counselor, academic coach, media specialist, and data clerks. The Design Team meets monthly and is comprised of grade level chairpersons and the leadership team. The Design Team addresses curriculum and instructional concerns that impact student achievement.

Past instructional initiatives include some of the following:

- Implementation of the Georgia Performance Standards
- Direct Instruction in reading
- Reading First
- Early Reading First
- Supplemental instruction through technology
  - Classworks

Current instructional initiatives include the following:

- Single-gender instruction in all core academic areas for fifth grade students.

- Success by Design in which units of instruction are planned using the "backwards design" approach. Teachers first determine what students should know and be able to do and then implement instructional activities to help them arrive at this point.
- Writing Across the Curriculum
- Extended learning time - 30 minutes daily, dedicated to enhancing students' skills in specific problem areas such as Math, Reading, and English Language Arts. Lessons focus on specific domains of the CRCT/Student Learning Objectives
- Extensive use of manipulatives in mathematics
- 21st Century Afterschool Program – enhances and reinforces skills taught during the course of the regular school day
- Use of interactive word walls
- Use of Study Island in the computer lab to enhance and reinforce skills taught in regular classrooms
- Concentrated use of Common Core Coach books in Math and ELA and GPS Coach Books in Science and Social Studies
- Benchmarks are given during each grading period to monitor student progress towards mastery of the Common Core Standards for ELA and Math, and GPS standards in the areas of Science and Social Studies
- Implementation of Common Core Georgia Performance Standards
- Development of Standard Based Classrooms
- Writing Camp
- Saturday Math Camp

Professional Learning Needs:

Teachers need sustained professional development in the following areas:
- Professional development that focuses on helping teachers improve content-area literacy instruction that will enable them to successfully implement literacy interventions
- Development of content area writing strategies that can be used to support reading comprehension
- Enhanced of the writing process and development of common rubrics for writing
- Common assessment practices
- Effective use of performance assessment in the classroom (formative and summative)
- Establishing literacy demonstration (model) classrooms in each content area
- Targeted literacy interventions for struggling readers and writers
- Differentiation of technology software to promote literacy
- Enhanced literacy instruction through the use of Lexile scores

Need for Striving Readers Project

Literacy is an essential component for improving student achievement in all academic areas. As expectations rise to prepare students for college and careers, many of our students do not have access to rich literacy materials at home; therefore, it is imperative that we provide such materials at school. This need is compounded by the fact that the school district has limited resources, and data indicates that we have a significant number of students who are currently reading below grade level. Current research indicates that students must be able to read and comprehend grade level text accurately and fluently in order to become academically successful. The Striving Reader's grant will enable the school to obtain additional resources that will provide more intensive and targeted reading instruction to those students who are reading below grade level. In addition, the project will enable the school to implement programs that will accelerate those students who are reading at or above grade level. The project will also allow for enhanced supportive instruction in reading, writing, and vocabulary across all disciplines.

Needs Assessment Process and Description

Past accomplishments ensure that WCES has high expectations. We are committed as a school to enhance our children academic ability and strengthen their individual academic skills. The school vision statement is "High Performing Schools" meaning we will deliver a rigorous, stimulating curriculum that is data driven, research based, student centered, and focused on high achievement. Teachers will plan collaboratively, and involve students in engaging instruction which will be challenging and meaningful, resulting in high student achievement.

A needs assessment was developed in the fall of 2013 and then reviewed in the spring of 2014, and the fall of 2014 in conjunction with K-2 Instructional Assessment data and 3-5 CRCT data results. A second review was conducted by school leadership teams (design teams and administrative teams) to analyze and develop a detailed strategic plan to improve literacy instruction for students in grades 1-5 to create fluidity across the school district.

Surveys are sent home with students and incentives are offered to students for returning them. In addition, needs assessments are available online on the school district website. Needs assessments may be completed electronically and submitted to the central office. Results are them compiled and sent out to each school. At this point an analysis and evaluation of the feedback is conducted to determine where there are gaps between what the needs are and what the school is actually implementing. The school typically uses a variety of questionnaires, surveys, and worksheets to solicit feedback. In order to bridge the gap in communication between stakeholders and the school more technology and media will be used to facilitate communication of literacy needs.

WCES identifies specific areas of need through an extensive annual needs assessment which provides direction for implementation of our school improvement plan. This comprehensive needs assessment includes data analysis, consistent ongoing progress monitoring from grades 3-5 on the five research based reading strategies for readers (Fluency, Phonological Awareness, Instructional Reading with Comprehension, and Word Analysis and Spelling). Analyzing data helps determine what is working and what needs to be improved in instruction. Surveys provide input from the community, parents, students, paraprofessionals, teachers, and all education stakeholders. The administration, K-12 instructional support, design team, grade level teams, vertical content teams, academic coach, and school council (parents, community, business partnerships, and family connection). These students do not have access to appropriate literacy resources and technology at home.

After development of the checklist, members of the design team met with the departmental teams to discuss the Striving Readers Grant application, CCGPS implementation, and the needs assessment process. The principal emailed the checklist to each teacher. Teachers were given two weeks to complete the literacy checklist. Upon completion of the checklists, the design team analyzed the data that correlated to the professional development and the resources needed for effective literacy instruction.

Needs Assessment Participants. The following faculty participated in the needs assessments: Third Grade (8), Fourth (6), Fifth (6), Rotation Teachers (5)-(computer, art, music, and physical education), PEC Teachers [Special Education] (6), Media Specialist (1), Paraprofessionals (5), Guidance Counselor (1), Principal (2), Assistant Principal (2), and EL teachers-(4).

Root Cause Analysis:

The design team members asked for input from all teachers, paraprofessionals, administrators, the guidance counselor, and the media specialist on the root cause analysis by completing the Five Whys Chart.

The Five Whys:

Why Question	High Leverage Causes: Reading for Information / Media Literacy
1. Why are students not able to read for information?	• Lack of exposure to nonfiction text and vocabulary • Lack of motivation due to interest • Lack of resources in library • Lack of students having extended vocabulary • Lack of ability to use context clues
2. Why do students lack exposure to nonfiction vocabulary? Have limited vocabulary?	• Lack of exposure outside of school; students do not have extended conversations • Lack of student friendly language to help them understand the vocabulary and reinforce learning • Lack of mastery of the skill (memorizing for the moment) • Lack of reinforcement of content vocabulary
3. Why is there limited reinforcement of vocabulary?	• Lack of time • Lack of reading strategies • Lack of effective use of word walls • Lack of requirement of students to explain and provide reasoning for their answers • Lack of challenging content thus lack of exposure to rigorous vocabulary
4. Why are students lacking reading strategies?	• Lack of knowledge of students on how to apply learned content to required assignments • Lack of applying strategies learned to academic strategies required of students to complete.
5. Why are students not applying strategies learned?	• Lack of students being exposed to learning through the use of technology • Lack of hands-on application of learning through projects, reports and presentations

After analyzing and discussing all needs assessment and data disaggregation, the WCES Literacy Team identified the following underlying problems in literacy for all grade levels:

1. Lack of funding

2. Lack of resources for interventions for struggling readers

3. Lack of modern technology to promote active engagement of students to improve reading and writing

4. Lack of job embedded professional development with evaluation and follow through on selected reading strategies

5. Lack of vocabulary and language development

Funding is a crucial need at WCES for developing a more rigorous literacy program that assists administrators and teachers in implementing a systematic monitoring tool to assess student progress from first to fifth grades. According to Debra Johnson and Mary Foertsch (2000) for the Center for Literacy and Assessment at North Central Regional Educational Laboratory, careful and continuous monitoring is an integral part of an effective literacy program. Through continuous monitoring, administrators and teachers are able to determine the most effective strategies for teaching reading and writing in that teachers are able to address students' learning problems before these problems seriously affect student achievement.

The careful planning of literacy monitoring involves addressing four questions: Why are we evaluating? What are we evaluating? How are we evaluating? How well have we evaluated? An additional question is implied: At what points along the way will the process be monitored? (Johnson & Foertsch, 2000)

All students must flourish in a language rich environment; therefore students at WCES need to have access to appropriate literacy resources and technology at home to bridge the home-school gap that occurs in an impoverished rural school system. Although each classroom has been equipped with a Mimio board, students at WCES need more modern technological software and devices to help improve literacy instruction to prepare them for colleges and careers for the 21st century. According to our district data (provided by our Family Connection Coordinator), the Wilkinson County Board of Education is the largest employer in the county.

Administrators and teachers need ongoing professional learning for developing and implementing a systematic monitoring tool to increase student literacy system wide. There is also a need for professional learning for modern technological software and for implementing research based literacy strategies to bridge literacy gaps. Our specific professional learning needs include: differentiation of technology software to promote literacy, enhanced literacy instruction through the use of Lexile scores, effective use of assessments, writing across the curriculum, content area literacy strategies, and writing process workshop instruction.

Needs Assessment, Concerns, and Root Cause Analysis

Wilkinson County Elementary School (Grades 3-5)
CRCT Data

Subject	Target	School	3rd	4th	5th
Reading	93.4%	96%	97%	90%	97%
ELA	93%	78%	65%	76%	91%
Math	88.1 %	77%	65%	70%	94%
Science	82.3%	75%	63%	81%	78%
Social Studies	81.3%	75%	75%	80%	72%

Wilkinson County Elementary School (Grades 3-5)
Spring 2013 Reading/ELA CRCT Demographic Data by Subgroup

	Black (178)		Hispanic (5)		White (126)		Multi- racial (21)		SWD (32)		EL (5)		Econ. Disadv (331)	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
% passing Reading	90.6%	87%	93.3%	**100%**	96.9%	**97%**	96.2%	89%	79.5%	**81%**	84.8%	80%	89.6%	**90%**
% passing ELA	88.8%	81%	91.3%	**100%**	95.2%	94.1%	94.4%	79%	75.6%	**76%**	84.1%	80%	89.0%	83%

Wilkinson County Elementary School (Grades 3-5)
Spring 2014 Reading/ELA CRCT Demographic Data by Subgroup

	Black (184)		Hispanic (16)		White (112)		Multi- racial (9)		SWD (25)		EL (10)		Econ. Disadv (263)	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
% passing Reading	91.5%	85%	94%	87%	97.2%	93%	96.6%	99%	81.6%	60%	88.6%	90%	92.2%	86%
% passing ELA	89.9%	75%	92.1%	91%	95.7%	82%	95%	100%	78%	25%	85.7%	80%	90.1%	76%

WCES (3-5) DIBELS DATA

Grade Level	Comprehension		Reading for Information		Vocabulary	
	Meets	Did Not Meet	Meets	DNM	Meets	DNM
3rd	61	39	63	37	75	25
4th	79	21	63	37	79	21
5th	69	31	65	35	81	19

Curriculum

Areas of Concern	Research-based Practice ("What" Document)	Current Steps	Next Steps
Phonics	Know and apply grade-level phonics in decoding words	Daily differentiated instruction of basic reading skills	Develop a systematic monitoring tool and sequence for phonics instruction to ensure school wide continuity Use Informal Phonics Assessment to identify phonics and decoding deficits, spelling inventory, and Fry's sight word informal assessment
Fluency	Taught explicitly by Repeated, monitored, and oral reading practice	Fluency assessments three times a year in grade 3	Implement Fresh Reads to identify achievement levels Use running records to monitor fluency and accuracy
Writing	Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach	Beginning review of writing curriculum	Identify and adopt research based writing program and needed materials Develop coordinated plan for writing instruction and provide authentic intensive writing in all content areas Use writing rubrics to assess writing skills in all content areas

Teacher Professional Learning Needs

Areas of Concerns	Research-based Practice ("What")Document	Current Steps	Needed Steps
CCGPS	A school culture in which teachers across content areas accept responsibility for literacy instruction as articulated in the CCGPS	Participating in webinars and vertical alignment meetings	Examine student work and provide teacher commentary that collaborate on goals and achievements of literacy standards
Writing	Plan vertically and horizontally aligned instruction in writing consistent with CCGPS	Implementing writing strategies in all content areas through professional learning for all ELA/Reading teachers	Provide on-going professional learning in CCGPS writing instruction for all content teachers
High Order Thinking Skills	Use teaching methods that promote higher order and critical thinking	Moving from scripted lessons to a more rigorous curriculum	Provide opportunities to learn strategies for teaching higher order and critical thinking skills
Tier 1 Interventions	Instruction based upon CCGPS in grades K12 is provided to all students	Weekly meetings to address students' needs and provide intervention strategies to increase student achievement	Examining student data to determine areas of greatest need.
Vocabulary	Use and understand increasingly complex and varied vocabulary	Provide weekly vocabulary assessments on high frequency words	Provide training in research based vocabulary instruction
Lexiles	Literacy is optimized in all content areas to provide appropriate text complexity to grade levels as required by CCGPS	AR levels are assigned to determine their reading level Every six weeks they are tested to give a new Lexile level	Provide training on Lexiles

Technology

Areas of Concern	Research Based Practice ("What" Document)	Current Steps	Needed Steps
21st Century Up-to-Date Technology Software and Devices	Use technology as a tool to promote engagement (interactive activities) and relevance	Two computer labs(25 students each lab, 2 Paraprofessionals) Mimio Boards, Slates, Votes, Doc-Cam 2-3 student computers and 1 teacher computer per classroom.	Upgrade and utilize technology, software/devices

Technology will allow the student to become more engaged academically. The use of technology will address 21st Century skills.   With an exposure to technology students are eager to demonstrate their technological skills. This motivation will allow teachers to challenge students with higher order thinking skills and multiple opportunities to become exposed to non-fiction text. Students will have access to see different formats of nonfiction text. These interactive activities will increase motivation, student engagement, and academic achievement. The use of technology influences all learning styles.

Resources

Areas of Concern	Research-based Practice ("What" Document)	Current Steps	Needed Steps
Print Materials	Provide students with opportunities to self-select reading material and topics for research and engagement	Various levels and amounts of print materials, inconsistency among genres	Begin literacy meeting across grade-levels content Enhance variety of print materials

Poverty

Areas of Concern	Research-based Practice ("What" Document)	Current Steps	Needed Steps
After School Tutoring	Provide students with intensive reading, writing, and content instruction	Two-day tutoring program transportation is offered	Enhance tutoring program More resources to meet individual literacy goals More training to achieve targeted goals
Summer School	Provide students with direct, explicit instruction in reading and writing	Provide students with intensive reading, writing and enrichment instruction	Bridge literacy gaps from 2nd to 3rd grade Remediate all students reading below grade level

Major Areas of Concern Relative to the "What" Document

After thorough examination of data and reflection of our areas of concern in our needs assessment, we have determined the areas of concern include:

- A library of informational texts at various Lexile levels and interests
- There is a need for a systematic intervention program for struggling readers and writers
- There is a need for a various range of media and technology that can be used to enhance curriculum in the areas of reading and writing
    - o Digital editions of resources and core programs
    - o Technology devices for students/teachers to access digital editions of core programs
    - o Materials for publishing writing
    - o Technology to publish writings

There is a need for an interventionist to assist teachers in implementing intervention strategies with struggling students. Despite the lack of an interventionist, we systematically use STAR Reading every six weeks. The data is used to implement remediation for these students.   An interventionist will be able to effectively address the needs of the struggling students with intense instruction during the designated time. The interventionist will be able to disaggregate and disseminate the data accordingly.

- Lack of professional development in literacy:
    - o   particularly centered on assessment, reflection, and follow through on using data to pinpoint strategies to assist striving readers
    - o on evidence based programs and interventions for teaching literacy
    - o Implementation of Literacy strands in the CCGPS standards
    - o Using Lexile levels adequately and appropriately
- There is a need for a diagnostic tool to monitor student progress in reading overtime across grade levels K-8
- A consistent system wide program is not being used to achieve quality writing across the curriculum as well as in ELA classes
- Vocabulary development
- Literacy coaches or assistants to provide teachers support will implementing and progress monitoring interventions, enrichment, and acceleration of students in the area of reading and writing

What School Has Done or Not Done to Address Concerns.

Wilkinson County Elementary School has collected and disaggregated student data on formative and summative assessments: CRCT, CRCT-M, GAA, Georgia Writing Test, Instructional Assessments, Benchmark Tests, Previous DIBELS Data (3-5), and SLO's. This data is compiled and then placed into a data notebook that is to be used to develop lesson plans and small groups based on CCGPS and students' needs. There has been deficit in the area of ensuring that the assessments that are created provide useful data in order for teachers to accomplish the goal of meeting students' needs, as well as developing an effective monitoring system of small group differentiated instruction.

The RTI model is currently being used to monitor student progress. WCES does not have any interventionist to assist teachers with intervention strategies. Strategies are devised within the

professional learning community and the recommended by the Student support Team. A process to monitor reading and writing interventions has been developed but is not effectively monitored.

Teachers currently have access to core programs that we use in all subject areas but not all teachers use this method due to technological capabilities of the school. Professional development on the CCGPS is ongoing in the form of webinars. No face to face training has been provided to our staff on the CCGPS and was indicated as a need. In order to incorporate vocabulary in all content areas word walls were developed. Across WCES the word walls that were developed show potential academic benefits is used properly. Technology was placed in the school when it was built but sufficient professional development on how to enhance curriculum and student achievement/engagement by using the technology provided was not made available. Attempts have been made to use various writing programs to assist in writing deficits but a consistent systematic writing program across grade levels has not been established. The diagnostic reading tool, DIBELS has been used for the past five years for grade 3. Although we were able to use this tool in these grades there is a lack of comparative ability among WCES and WCMS because DIBELS is not available for them to use. One math/literacy coach has been provided for WCES that assists grades Pre-K -2nd, 3rd through 5th, and High School. More support staff is needed to assist teachers in monitoring and developing strategies to create lifelong readers and learners.

The teaching staff at WCES is committed to the success of all students.

a) Assessment Overview and Process

Wilkinson County Elementary School has been committed to being a data-driven school with a plethora of disaggregated data utilized to guide planning and instruction. Teachers collect data and analyze results by classroom and grade level. Areas of strength and weaknesses are then discussed. Evidence-based instructional strategies, materials, and needs for remediation and enrichment are identified. Data and plans are shared with the school's stakeholders identifying trends across subjects, grade levels, and preceding years.

We have used the following instruments, procedures, or processes to obtain this information. The Design Team and Grade Level Teams disaggregated 3rd and 5th Grade Writing Assessments, ACCESS, Student Learning Objective Assessments (SLO), STAR Testing Results, CRCT, CRCT-M, & GAA results. We reviewed our previous 2013-2014 Title I Plan. We also reflected on our current PLC goals, we analyzed our Professional Learning Survey, School Climate Survey, Student Surveys of Instructional Practice, and Title I Parent Survey.

Assessment	Schedule for Assessment	Assessment Participants	Data Collection
Fluency Benchmark	(BOY) (MOY) (EOY)	3	Teachers Administrators
IPI	(BOY) (MOY) (EOY)	3	Teachers Administrators
Benchmark Testing	Sept. Nov. Jan. March	3-5	Teachers
ACCESS	January – March 5, 2015	Eligible 3-5	DOE
Student Learning Objectives (SLO)	September 2014 (Pre-test) April 2015 (Post-test)	3 & 4	School Testing Team
STAR	Every 6 weeks	3-5	Media Specialists Teachers

b) Disaggregation of Data

The student population of WCES totals 362 students with 184 males and 178 females. Ethnicity of the WCES population is:

Grade	Total in Grade	Asian/Pacific Islands	Black Non-Hispanic	Hispanic	American Indian/Alaskan Native	Multi-Racial	White
3	149 80 / 69	0 0 / 0	82 44 / 38	5 2 / 3	0 0 / 0	5 5 / 0	57 29 / 28
4	103 51 / 52	0 0 / 0	64 34 / 30	2 1 / 1	0 0 / 0	1 0 / 1	36 16 / 20
5	110 53 / 57	1 0 / 1	56 29 / 27	4 2 / 2	0 0 / 0	10 2 / 8	39 20 / 19
Total	362 184 / 178	1 0 / 1	202 107 / 95	11 5 / 6	0 0 / 0	16 7 / 9	132 65 / 67

The Lexile levels of our students show a need for interventions for students who are beginning readers at all grades second through fifth. The data reveals that a large number of our students are performing in the 450-790 Lexile band which indicates that our students are reading on a second-third grade level even in upper elementary. The goal of Wilkinson County Elementary School will be to increase all students' Lexile levels to improve their overall reading ability. We are greatly concerned that 54% of our 3rd graders, 22% of our fourth graders, and 46% of our fifth graders are reading at the appropriate text level to prepare them for college and career readiness. This data shows a great need to put more emphasis on Lexile levels and to have administrators, teachers, media staff, and paraprofessionals receive training on them in relation to common core standards. This data reveals that if direct intensive interventions are not put in place to increase the Lexile levels of students, it is likely that 50% of our students will not be college and career ready when they graduate high school.

TABLE 1: Lexile Levels for Grades 3-5

Stretch Lexile Complexity Level	Number of students at that Level	Number of students at that Level	Number of students at that Level
	Grade 3	Grade 4	Grade 5
BR	54 (46%)	27 (24%)	14 (7%)
450-820	45 (39%)	60 (54%)	57 (47%)
740-1010	16 (15%)	24 (22%)	41(34%)
925-1185			21 (12%)

Baseline Data or Historical Data/Trends

In table 2 and table 3, 3rd-5th Grade data (teacher observation, course grades, district and classroom assessments) shows that students struggle with the following concepts: demonstrating command of conventions, grammar and sentence structure, research and writing process, and determining or clarifying the meaning of unknown and multiple-meaning words and phrases. Furthermore, Wilkinson County Elementary School's 2013-2014 CRCT data shows that our subgroup performance on the CRCT falls below the performance of the "All Students" category on the CRCT. This is problematic and we are re-focusing our efforts to close the achievement gap for our subgroup populations.

TABLE 2: Assessment/Evaluation: <u>Spring 2014 CRCT Data</u>

School CRCT Data in Comparison with State Targets

Subject	Target	School	3rd	4th	5th
Reading	93.4%	96%	97%	90%	97%
ELA	93%	78%	65%	76%	91%
Math	88.1 %	77%	65%	70%	94%
Science	82.3%	75%	63%	81%	78%
Social Studies	81.3%	75%	75%	80%	72%

TABLE 3: CRCT Historical Data Comparison

	3rd Grade 2012	3rd Grade 2013	3rd Grade 2014	4th Grade 2012	4th Grade 2013	4th Grade 2014	5th Grade 2012	5th Grade 2013	5th Grade 2014
Reading	80	86	97	85	88	90	88	94	97
ELA	81	81	65	92	84	76	94	96	91
Math	63	69	65	78	75	70	92	96	94
Science	65	70	63	76	81	81	78	87	78
Social Studies	70	78	75	81	79	80	78	87	72

Tables 4, 5, and 6 outline weaknesses by domain on the CRCT:

Table 4: 3rd Grade Did Not Meet (content weight in red based on 70% passing)

	Reading			ELA		Math				Science			Social Studies			
	45%	35%	20%	60%	40%	50%	30%	10%	10%	34%	33%	33%	30%	20%	30%	20%
	Literary Comp	Reading for Information	Reading Skills and Vocabulary Acquisition	Grammar & Sentence	Research & Writing Process	Numbers and Operations	Measurement and Analysis	Geometry	Algebra	Earth	Life	Physical	History	Geography	Government Civics	Economics
Teacher 1	75%	75%	57%	81%	69%	41%	47%	42%	43%	52%	45%	41%	39%	40%	58%	42%
Teacher 2	65%	76%	53%	71%	53%	34%	41%	27%	37%	50%	39%	37%	27%	37%	47%	26%
Teacher 3	53%	59%	35%	65%	53%	47%	71%	47%	65%	71%	76%	35%	29%	47%	41%	59%
Teacher 4	53%	82%	29%	76%	59%	63%	89%	56%	50%	71%	71%	59%	53%	53%	82%	53%
Teacher 5	63%	81%	50%	75%	75%	60%	73%	53%	67%	80%	80%	73%	60%	67%	67%	73%
Teacher 6	80%	86%	40%	67%	60%	67%	87%	60%	67%	87%	73%	67%	67%	73%	87%	80%
Teacher 7	64%	64%	57%	36%	50%	47%	53%	47%	47%	80%	73%	40%	47%	67%	73%	47%

Table 5: 4th Grade Did Not Meet (content weight in red based on 70% passing)

	Reading			ELA		Math				Science			Social Studies			
	40%	40%	20%	40%	60%	52%	26%	12%	10%	40%	30%	30%	50%	15%	20%	15%
	Literary Comp	Reading for Information	Reading Skills and Vocabulary Acquisition	Grammar & Sentence	Research & Writing Process	Numbers and Operations	Measurement and Analysis	Geometry & Measurement	Algebra	Earth	Life	Physical	History	Geography	Government Civics	Economics
Teacher 1	28%	39%	39%	39%	61%	50%	0	56%	39%	67%	39%	56%	72%	72%	33%	56%
Teacher 2	56%	61%	44%	33%	72%	39%	89%	61%	56%	39%	44%	22%	56%	89%	44%	33%
Teacher 3	39%	44%	11%	44%	56%	33%	89%	39%	50%	50%	39%	22%	56%	72%	56%	61%
Teacher 4	67%	61%	67%	61%	72%	59%	76%	76%	82%	78%	61%	61%	78%	89%	56%	67%
Teacher 5	44%	44%	33%	33%	61%	22%	56%	22%	33%	39%	33%	33%	50%	67%	50%	22%
Teacher 6	44%	44%	33%	44%	72%	22%	94%	56%	56%	56%	50%	50%	50%	94%	50%	56%

Table 6: 5th Grade Did Not Meet (content weight in red based on 70% passing)

	Reading			ELA		Math				Science			Social Studies			
	40%	40%	20%	40%	60%	52%	26%	15%	10%	40%	30%	30%	50%	15%	20%	15%
	Literary Comp	Reading for Information	Reading Skills and Vocabulary Acquisition	Grammar & Sentence	Research & Writing Process	Numbers and Operations	Measurement and Analysis	Geometry & Measurement	Algebra	Earth	Life	Physical	History	Geography	Government Civics	Economics
Teacher 1	62%	85%	31%	31%	31%	39%	62%	47%	47%	54%	31%	46%	54%	77%	62%	23%
Teacher 2	53%	76%	6%	12%	41%	65%	76%	59%	65%	76%	24%	65%	71%	65%	76%	53%
Teacher 3	40%	40%	7%	27%	33%	7%	20%	2%	40%	40%	27%	20%	40%	53%	73%	40%
Teacher 4	47%	93%	27%	27%	47%	0	33%	20%	47%	87%	27%	53%	33%	53%	60%	40%
Teacher 5	37%	74%	11%	11%	16%	5%	37%	26%	63%	74%	5%	26%	58%	75%	47%	26%
Teacher 6	65%	88%	24%	59%	53%	76%	82%	76%	88%	88%	65%	76%	76%	82%	76%	76%
Teacher 7	57%	86%	14%	36%	21%	21%	43%	71%	86%	93%	29%	71%	64%	36%	57%	50%

Table seven shows historical writing assessment data in comparison to the state averages in parenthesis. This data supports information in the needs assessment for assistance in the areas of writing and literacy.

TABLE 7: 5th Grade Writing Test Historical Data FAY students (state avg.)

	Does Not Meet Standard	Meets Standard	Exceeds Standard
2009	29 (22)	69 (70)	2 (8)
2010	31 (27)	69 (69)	3 (7)
2011	31 (21)	67 (69)	1(10)
2012	25(20)	74(70)	1(11)
2013	21(21)	74(66)	5 (13)
2014	32(20)	66(66.9)	2(13)

Table eight shows 2013-2014 writing assessment data in comparison to state averages and RESA averages. The data from table seven and eight shows that a disconnect is taking place in the area of writing in fourth grade.

TABLE 8: 3ʳᵈ Grade Writing Test Results

	Areas of Writing											
	Ideas			Organization			Style			Conventions		
	DNM	M	Exc	DNM	M	Exc	DNM	M	Exc	DNM	M	Exc
Informational:												
School %	12	80	8	19	72	9	19	69	13	31	64	4
RESA%	15	76	9	26	66	8	26	65	9	32	61	7
State%	16	66	18	25	61	13	26	60	13	29	59	12
Persuasive:												
School %	19	75	6	28	66	6	18	71	11	39	58	4
RESA%	22	71	8	32	62	6	30	61	8	37	57	6
State%	18	66	16	27	61	12	28	60	12	30	58	11
Narrative:												
School %	15	81	4	25	70	5	18	73	9	43	54	3
RESA%	15	73	11	24	68	9	25	64	11	35	58	7
State%	17	66	17	23	64	13	26	59	14	31	57	12

Although table 9 below shows that third grade students made gains in the area of reading, they are still not reading at the appropriate grade level Lexile complexity bands. The gain from the pretest to the posttest show they are still at the beginning of third grade level or below, in reality they should be reading at the beginning of fourth grade level.

TABLE 9: 3rd Student Reading Gains 2013-2014 School Year

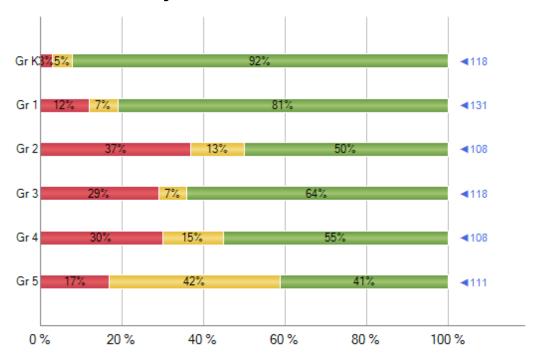| Teacher Name	STAR ORF Pre	STAR ORF Post	+/-	Instructional Reading Level Pre	Instructional Reading Level Post	+/-
T1	67	91	+24	2.2	3.1	+24
T2	73	95	+22	2.3	3.2	+.09
T3	54	57	+3	1.5	1.6	+.01
T4	54	54	0	1.1	1.2	.1+
T5	69	79	+10	2.0	2.5	+.5
T6	59	75	+17	1.7	2.5	+.8
T7	67	75	+8	2.1	2.5	+.04

This year's STAR Reading data shows that students are reading extremely below grade level and Lexile level. Unfortunately, 70.39% percent of the students at Wilkinson County Elementary School are still reading below grade level.   STAR data is not as detailed as DIBELS and SRI in providing data to diagnose student deficits.

TABLE 10: STAR Reading Data Beginning 2014-2015 School Year

Grade Level	Below	On	Above
3rd Grade			
Class 1	84.2	5.3	10.5
Class 2	75	20	5
Class 3	70.6	29.4	0
Class 4	70.6	17.6	11.8
Class 5	75	25	0
Class 6	82.4	17.6	0
Class 7	66.6	27.8	5.6
Class 8	75	20	5
3rd Grade Totals	**74.925**	**20.3375**	**4.7375**
4th Grade			
Class 1	70.6	17.6	11.8
Class 2	70.6	23.5	5.9
Class 3	82.3	11.8	5.9
Class 4	70.6	23.5	5.9
Class 5	68.5	12.5	19
Class 6	64.7	29.4	5.9
4th Grade Totals	**71.2166667**	**19.71667**	**9.066667**
5th Grade			
Class 1	74.9	18.8	6.3
Class 2	61	27.8	11.2
Class 3	68.7	25	6.3
Class 4	57.8	15.8	26.4
Class 5	77.8	22.2	0
Class 6	49.9	11.1	39
5th Grade Totals	**65.0166667**	**20.11667**	**14.86667**
WCES Totals	***70.39%***	***20.06%***	***9.56%***
	Below	***On***	***Above***

Grades K-3 have been using the DIBELS diagnostic tool for five or more years this year ng grades 4-5 were included. The following chart displays the benchmark results by grade level for the beginning of the year benchmark test that was conducted in October of 2012. The red bars indicate the percentage of students who need intensive instruction because they are at the intensive level, yellow indicates the percentage of students that require strategic instruction, and green indicates the students who had achievement benchmark status and need to be enriched or accelerated. This diagnostic tool reveals that there is a great need for extensive intervention in grades two and five. Data from the benchmarked revealed that second grade has a deficit in fluency and comprehension. Fifth grades deficits are in the area of comprehension. DIBELS is an extremely effective diagnostic tool that we hope to sustain through this grant if a more beneficial diagnostic tool is not provided. Due to funding issues we no longer use DIBELS but IPI, Fry Sight word lists, Fluency, and Comprehension Assessments to obtain reading data. This process is not as effective as using DIBELS data to meet the needs of students. See table 11 below:

Table 11: 2012-2013 DIBELS Data by Grade Level

c) Strengths and Weaknesses as Ascribed by Data

•The major strengths we found in our program were Reading Skills and Vocabulary Acquisition for all grade levels.

• The needs we will address are:

Reading for Information:

- o Lack of Exposure of Informational texts due to resource deficits

Literary Comprehension

- o Lack of resources to encourage cross curriculum integration

Research and the Writing Process

- o Lack of technology resources to allow students excel in a global world

Grammar and Sentence Construction

- o Providing students with opportunities to apply concepts taught in writing across all disciplines.

- o Find supplemental resources to support grammar and sentence construction in all disciplines

d) Includes Data for All Teachers and Subgroups

This area is an extreme deficit for us.   We complete CCRPI forms that indicate this information but teachers have not made a connection from this to usage in the classroom which is vitally important to maximize instruction and meet the needs of all students. This will continue to be a focus in the area of professional learning for all staff. Table 12 and table 13 show CRCT data by subgroup.

Wilkinson County Elementary School (Grades 3-5)
Spring 2013 Reading/ELA CRCT Demographic Data by Subgroup

	Black (178)		Hispanic (5)		White (126)		Multi- racial (21)		SWD (32)		EL (5)		Econ. Disadv (331)	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
% passing Reading	90.6%	87%	93.3%	**100%**	96.9%	**97%**	96.2%	89%	79.5%	**81%**	84.8%	80%	89.6%	**90%**
% passing ELA	88.8%	81%	91.3%	**100%**	95.2%	94.1%	94.4%	79%	75.6%	**76%**	84.1%	80%	89.0%	83%

Wilkinson County Elementary School (Grades 3-5)
Spring 2014 Reading/ELA CRCT Demographic Data by Subgroup

	Black (184)		Hispanic (16)		White (112)		Multi- racial (9)		SWD (25)		EL (10)		Econ. Disadv (263)	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
% passing Reading	91.5%	85%	94%	87%	97.2%	93%	96.6%	99%	81.6%	60%	88.6%	90%	92.2%	86%
% passing ELA	89.9%	75%	92.1%	91%	95.7%	82%	95%	100%	78%	25%	85.7%	80%	90.1%	76%

e) Teacher Retention Data

Fifty percent of the teaching staff hold advanced degrees. Our teacher retention rate is 85.35% and there is less than 1% of the staff eligible for retirement. We believe these circumstances allow for consistency in maintaining an effective Striving Readers instructional program.

(f-g) Formative, Summative Assessments and District Data

WCES administration, design teams, and teachers regularly meet to discuss and develop SMART goals and action plans based on formative and summative assessments. Teachers consistently use assessment data to guide future instruction and assist in differentiation strategies. There is assessment *of* learning as much as assessment *for* learning. WCES uses a variety of assessments to offer the most valid results and to reach various student needs. At the district level, all students take Benchmark tests every quarter. These Benchmarks are disaggregated thoroughly through an item analysis for each class. The item analysis system is a type of technology all teachers in the system have in their classrooms as part of the Document Camera (Mimio technologies). The document camera takes a picture of the student tests and immediately provides an item analysis. This data serves to guide the teacher's instruction and identify common weaknesses. Instruction, therefore, is flexible to student needs. The disaggregated data allows teachers to use the school-wide built-in small group instruction time to address individual weaknesses and academic misconceptions students hold. Benchmarks act as summative assessments while still guiding teacher instruction.

An environment where assessments are used *for* learning as often as *of* learning fosters a classroom where differentiation is the norm. Teachers use class profile sheets as one way to formatively assess. These profile sheets allow teachers to easily group students according to strengths and weaknesses by the individual standard. Including differentiation in the classroom is a necessary part of addressing weaknesses while building on students' strengths.

Goal-setting is an important part of students becoming autonomous of their own learning. Each child in WCES is issued a student data notebook where they track their progress in each subject throughout the year. Students set reasonable goals for each standard and track their progress in mastering the standard. These student data notebooks are used as a tool for communication with parents and other family members of the students during parent/teacher conferences held quarterly.

Assessments are a vital aspect of every productive classroom, but without taking the time to analyze the data, assessments become useless. To analyze assessment data, teachers at WCES use a variety of disaggregation strategies. Tests are disaggregated to identify subgroup weakness. Teachers use a "Progress Monitoring Protocol" form for each test given to students. This form is a way to disaggregate the tests themselves to ensure validity. This form disaggregates the test by the number of multiple choice questions, constructed response questions, and DOK (Depth of Knowledge) levels. Requiring teachers to analyze individual tests

they create ensures that each assessment is as valid as possible in order to reflect student understanding most accurately.

(h) WCES Professional Learning Communities

All WCES faculty and staff are committed to growing as professionals in order to be abreast of best practices to reach the students using the most effective research-based strategies. Just as teachers promote the idea of life-long learning within their students, they also strive to embody this principle. All staff are members of Professional Learning Communities and meet monthly after school. During these meetings, all teachers participate in a book study where they review part of a professional book and complete activities to better understand the information taught by the author.

Teachers have a four-day planning schedule where they are using planning time to collaborate and discuss lesson plans, CCGPS, and disaggregate assessment data. As strengths and weaknesses are identified from assessments, teachers work together to research strategies and activities to address these weaknesses. In addition to planning among the grade level, teachers also use faculty meeting time for vertical planning. Teachers meet by content across the grade levels to share data, misconceptions students hold, and strategies for addressing weaknesses. This collaboration yields consistent quality instruction and ensures differentiation is provided where needed.

Our Design Team, a group comprised of Grade Level Chairs, Department Chairs, and the Leadership Team meets once, monthly. The purpose of this committee is to investigate best practices to share with the other teachers, analyze student data from Benchmarks and other summative assessments, and to make instructional decisions and recommendations relating to implementing our school improvement plan.

The vision of the Literacy Program at Wilkinson Elementary School is high levels of learning, every student, every day. In order for all students to learn at high levels they must be able to read on grade level or beyond. Based on the premises of "The What" and "The Why" and "The How" documents, the Literacy Leadership Team, composed of administrators, building principals, teachers, parents, local business leaders, and local interagency support groups, identified the strengths and weaknesses of the schools and developed a working literacy plan. The six building blocks discussed in these documents offer integral information and research-based strategies that will provide the framework to implement an effective sustainable literacy program.

The Literacy Plan of WCES states that literacy will improve in grades 3-5 by completing these processes:

1. WCES will collect, analyze, disseminate, and monitor state and national data and scientifically valid research related to literacy achievement, including instructional resources, strategies, and student performance.

2. WCES will provide a comprehensive program that targets professional learning and supports strategies in the area of literacy, based on requirements of the Common Core Georgia Performance Standards and the needs identified by the state and district.

3. WCES will disseminate information provided by GDOE about a variety of resources that support literacy through the Common Core Georgia Performance Standards.

4. WCES' definition of literacy has been expanded to include technology.   This ensures that students are able to evaluate websites for content validity, understand the vocabulary associated with technology, and discern the necessity for and the ability to adopt an appropriate register for a variety of audiences.

Building Block 1: Engaged Leadership

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

Needs Assessment Results: Fully Operational

The "Why"-Research-Based Practices: The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

> ➤ to communicate effectively with others,
> ➤ to think and respond critically in a variety of settings to a myriad of print and non-print text,
> ➤ to access, use, and produce multiple forms of media, information, and knowledge in all content areas. (pg. 23, *The "Why")*

According to Shanklin (2007), administrative support is also needed to ensure that the strategies and suggestions that the literacy coach provided are seen by teachers as imperative. Shanklin (2007, pp. 1-5) outlines six ways in which administrators can support literacy coaches:

(1) develop a literacy leadership team and vision which includes the literacy coach;
(2) provide assistance in building trust with the faculty;
(3) provide assistance in using time, managing projects, and documenting their work;
(4) provide access to instructional materials;
(5) provide access to professional learning; and
(6) provide feedback to the coach.

Administrators are further needed to support instruction through scheduling enough time for teachers and literacy coaches to meet. Without that support, many of the literacy coach's efforts are ineffective. (pg. 148, *The "Why")*

School Rationale: Administrators' commitment and knowledge base directly impacts literacy instruction. School-wide leadership teams regularly monitor literacy instruction at WCES by reviewing lesson plans. Principals conduct principal chats three times a year; this initiative allows principals to establish collegial relationships with teachers.

WCES has protected time during the course of the school day that is designated for literacy and teacher collaboration as indicated in "**The How"** document. Teachers have collaborative planning by subject area and grade level so that they can collaborate with their colleagues. Administrators have also implemented Extended Learning Time (ELT) in which Literacy is addressed. This is a 30-minute block of uninterrupted instructional time. In addition, Study Groups are scheduled for literacy and teacher collaboration.

Leadership will continue engagement through strategies expressed in "**The How"** document by participating in state-sponsored Webinars and face-to-face sessions to learn about transition to the CCGPS, participate in professional learning in literacy

leadership in order to support classroom instruction, and schedule consistent literacy observations. Administrators as well as teachers and support staff will continue to participate in professional development that emphasizes literacy in all disciplines (Science, Social Studies, Math, etc.). (pg. 21)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/ Artifacts
Develop a master schedule that establishes a minimum of 90 minutes of classroom literacy instruction	Ongoing		*Administrators	*Schedule
Participate in state-sponsored webinars in literacy leadership	Ongoing	*Georgia Department of Education	*Administrators	*Sign-In Sheets
Schedule times for the literacy leadership team to meet and plan monthly	Ongoing		*Literacy Leadership Team	*Sign-In Sheets, *Agendas, *Meeting Minutes
Research and establish effective observation forms to ensure consistency of effective literacy instructional practices	Ongoing	*Georgia Literacy Observation Checklist	*Administrators *Academic Coach	*Observation forms
Train leaders on the observation forms selected by the literacy team and the technology that supports this document.	January 2015 Ongoing	*Georgia Literacy Observation Checklist *Computer Lab *E-Walk *Technology components *Software/ Apps	*Technology Specialist	*Agendas *Sign-In Sheets

Evaluate current practices in all classrooms by using an observation and walkthrough tool to determine strengths in literacy instruction and to identify needs for improvement.	Ongoing	*Georgia Literacy Observation Checklist *TKES	*Administrators *Instructional Specialists *Academic Coach *SWAET (School Wide Assessment Evaluation Team)	*Observation forms
Examine all testing data to evaluate curriculum maps and the literacy plan.	Every 6 weeks	*Curriculum Maps *Testing data *Instructional Materials *Lesson Plans *Literacy Plan	*Administrators *Teachers *Instructional Specialists *Academic Coach	*Agendas *Sign in Sheets *Revised Curriculum maps *Literacy Plan (revised if needed)
Continue to provide literacy information and updates to parent and/or community groups.	3 times a year	*Read Write Think *Reading is Fundamental *Webpage *School & community Marquees *School call system *newsletters *local media *National Reading Panel	*Title I Parent Coordinator *Administrators *Academic Coach *Teachers	*Sign in Sheets *Agendas *Pamphlets *Flyers *Pictures
Visit high performing school with similar demographics and income status to observe literacy practices.	Ongoing	*Travel Expenses *Substitutes	*Administrators *Academic Coach *Teachers	*Pictures/Video Observations/ Notes

Goal B: Organize a Literacy Leadership Team

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:

The role of leadership in developing literacy in the nation, state, district, school and classroom cannot be overstated. (page 156, "The Why")
Everyone has responsibility in literacy leadership, *Reading Next* (Biancorsa & Snow, 2004), describes the responsibilities of Governors, State and District Leaders, Building Administrators, Literacy Coaches, Teacher Leaders, and Student Leaders. (pg. 156, *The "Why"*)

Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. (pg. 26, *The "Why"*)

School Rationale: The administration at Wilkinson County Elementary School has established a literacy team that works with the current Design Team to make decisions and recommendations pertaining to literacy. The vision for the literacy leadership team is to "*Increase Literacy for All Students at Wilkinson County Elementary School*". The team meets on a monthly basis to discuss literacy initiatives that have been implemented, discuss their effectiveness, and determine the next steps toward reaching literacy goals. Data analysis is a critical component of these meetings as it is used to assess student achievement, progress monitor, and determine intervention methods. WCES recognizes that community and parent stakeholder involvement is crucial to the success of our literacy program therefore we have taken action to promote their involvement. "**The How**" document is used by administrators to drive planning, implementing, expanding, and sustaining of organizing the literacy leadership team. (pg. 21)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Identify and recruit stakeholders and partners to participate in the school literacy team.	February 2015 and ongoing	*Chamber of Commerce *Wilkinson County Development Authority *PTO	*Title I Parent Coordinator *Administrators	*Letters *Logs *Roster

Identify and document literacy needs discussed by the Literacy Team.	Ongoing	*Literacy Needs Assessment	*Literacy Team	*Agenda *Minutes *Assessment Results
Schedule times for the literacy leadership team to meet.	Ongoing	*Calendar	*Literacy Team	*Calendar
Provide access to literacy team minutes to all stakeholders.	Ongoing	*Website	*Technology Specialist	*Website Post

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

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:

The need for extended time for literacy has been recognized in numerous sources including *Reading Next, Writing to Read*, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans. (pg. 58*, The "Why"*)

The CIERA researchers, Taylor, et al., found that the most effective elementary schools provided an average of 60 minutes a day of small, ability-grouped instruction. That was instruction that provided differentiation at the students' achievement level and therefore presumes additional time for grade-level instruction as well. (pg. 58*, The "Why"*)

Consequently, Georgia's students need support and intervention in the next grade. In today's world, literacy extends well beyond the basics of reading (phonics and decoding skills). Not only does literacy include a person's ability to be a lifelong learner and contributor to society, but also the ability to retrieve and understand new information. A student must be able to communicate information by producing quality writing or other delivery modes (e.g., speeches, visual presentations, debates). (pg. 30*, The "Why"*)

School Rationale: Daily literacy blocks that provide a minimum of 90 minutes in grades 1-5 include whole group instruction and small groups for differentiation as indicated, in "**The How"** document (pg.23). Whole group instruction focuses on word identification, vocabulary, and comprehension. This can be done by the completion of read-a-louds, story-time, word structure, decoding strategies, and using context clues.

Differentiation is utilized to provide instruction to students who display a need on specific skills and on targeted areas.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Provide a minimum of 90 minutes of classroom literacy instruction.	Currently in use and ongoing	*Master Schedule	*Administrators	*Master Schedule *Observations
Establish 25-45 minute daily intervention.	Currently in use and ongoing	*test data *intervention materials	*Teachers/ paraprofessionals	*Lesson Plans *Assessment data *Observations
Incorporate literacy instruction into all areas of curriculum.	Currently in use and ongoing	*Common Core Standards *Concise Curriculum *Professional Learning *Substitutes *Cost of professional learning course/training *stipends	*Academic Coach *Teachers/ paraprofessionals *Administrators	*Lesson Plans *Observations *Student work samples
Schedule monthly teacher collaborative meetings to plan and share research based strategies.	Currently in use and ongoing	*Lesson Plans *Materials (printed and/or digital) *Assessments *Curriculum Maps *CCGPS & GPS (Science &Social	*Academic Coach *Administrators *Teachers	*Agendas *Minutes *Sign In Sheets *Lesson Plans

		Studies) *Computers		
Conduct training on peer observations to observe research based strategies in literacy instruction.	Currently in use and ongoing	*observation checklist *Recorded Media *Computers *Dropbox *7 Habits of an effective reader *Peer observation protocol (Glow/Grow)	*Academic Coach *Administrators	*Agendas *Minutes *Sign In Sheets *Lesson Plans *Videos *Observations
Schedule and implement vertical literacy meeting across grades K-6 to coordinate literacy instruction, interpret students' previous assessment data, and establish grade level academic expectations.	Currently in use and ongoing	*Meeting Protocols	*Academic Coach *Administrators *Teachers *Instructional Specialists	*Agendas *Minutes *Sign In Sheets
Utilize technology to efficiently collect, record, and store longitudinal data for tracking student progress.	Fall 2014	*Computers *Handheld devices *Tablets *Software/Apps *Database	*Technology Specialist *Academic Coach *Teachers *Administrators	*Data Results *Data management system

Goal D: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the common core performance standards.

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:

The Common Core Georgia Performance Standards (CCGPS) require that students become proficient in three types of texts, argument, informative/explanatory, and narrative, beginning as early as kindergarten. (pg. 43*, The "Why"*)

 (Teacher Leaders) Establish a literacy leadership group with the responsibility to read and discuss both research and research-into-practice articles on this topic in order to acquire local expertise. (pg. 156*, The "Why"*)

Prior to any instruction, all educators are responsible for the review of students' general reading and writing competencies. (pg. 99*, The "Why"*)

Readers are presented with complex text in both higher education and the workplace, yet millions of middle and high school students lack the reading and writing skills they need to succeed in college and compete in the workforce. Today, American students must have strong literacy skills in order to compete in the global (NCTE, 2006). (pg. 46*, The "Why"*)

School Rationale: Educators of all disciplines must collaborate to implement the literacy components of the Georgia Common Core Standards. WCES implemented Writing Across the Curriculum (WAC) and Common Core Georgia Performance Standards (CCGPS) literacy standards in Social Studies, Science, and Math which requires all students to read and write in all content areas. All teachers and staff must continue to be trained on the Lexile Framework so they are prepared to select appropriate texts for students when developing and implementing lessons. As stated in the **"How" document**, parents are provided with literacy support resources to immerse students in literacy such as OAS, Study Island, Pearson, A.R. parental portal, and Think Central. A list of helpful websites is provided to teachers, parents, and students.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
All teachers will	Spring/	*Georgia	*Administrators	*Sign In Sheets

participate in professional learning on literacy strategies in all content areas.	Summer 2014	Department of Education *Professional Learning on Content Area Literacy Strategies *Substitutes *Cost of Class/ Conference *Stipends	*Teachers *Academic Coach *Trainers	*Agendas
Evaluate the literacy practices from professional learning that are used in classrooms to determine strengths and areas of improvement.	Currently in use and ongoing	*Georgia Literacy Observation Checklist *TKES	*Administrators *Academic Coach *Instructional Specialist *SWAET (School Wide Assessment Evaluation Team)	*Observations *Lesson Plans
Teachers will collaboratively meet across disciplines to plan literacy rich activities in all content areas.	Monthly	*Lesson Plans *Materials (printed and/or digital) *Assessments *Curriculum Maps *CCGPS & GPS (Science &Social Studies) *Computers *Substitutes	*Administrators *Teachers *Academic Coach *Instructional Specialists *Trainers	*Sign In Sheets *Agendas *Lesson Plans
Encourage all stakeholders to participate in the annual "Ride for Literacy".	Currently in use and ongoing	*Media (Printed & Digital) *School Marquees	*Ride for Literacy Committee *Title I Parent Coordinator *Administrators *Teachers *School Personnel	*Pictures *Video *Flyers

Include literacy strategies and support in the parent resource center.	Currently in use and ongoing	*Parent Resource Center *Pamphlets *Books *Computers *Handheld Devices *Instructional materials *Check in/check out sheets *Software/Apps	*Title I Parent Coordinator *Academic Coach *Media Specialist	*Sign In Sheets * Check in/check out sheets
Provide informational sessions on Lexile levels for all stakeholders.	Fall 2014	*Lexile Data/ materials *A.R. *Lexile Education Plan	*Administrators *Teachers *Parents	*Sign In Sheets *Agendas
Add a literacy resource page on the school website.	Spring 2014	*Website *Server *website link for various literacy resources including software/apps *videos *pictures *Computers *Hand held devices	*Technology Specialist *Academic Coach	*Webpage

Goal E: Optimize literacy instruction across content areas.

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:
A learner's literacy ability is the root of ALL academic performance, and a direct relationship exists among the language capacities of reading, writing, listening, and speaking. Literacy skills are embedded and emphasized in each content area in all grade levels. (pg. 31, *The "Why"*)

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. (pg. 66, *The "Why"*)

School Rationale: All subject area teachers have participated in professional learning on best practices in writing instruction in all content areas. Students are required to write in every class on a chosen topic at least one day a week—regardless of subject area. Teaching students the writing process is the focus of all writing instructions across the curriculum. The use of technology is now a focus in production, publishing, and communication across the curriculum to enhance writing and involve all stakeholders. The technological environment has been unstable this school year and there is work that has to be done to ensure stability so that enhancement to curriculum can take place. The **"How" document** describes stated that expanding the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.) is instrumental for students to be successful in a today's global society.   (pg. 25)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
All teachers will participate in professional learning and implement literacy strategies in all content areas.	Spring/ Summer 2014	*Georgia Department of Education *Professional Learning on Content Area Literacy Strategies *Substitutes *Cost of Class/ Conference *Stipends	*Administrators *Teachers *Academic Coach *Trainers	*Observations *Lesson Plans *Agendas *Sign In Sheets
Provide additional training on the use of Lexile levels for teachers.	Summer/ Fall 2014 Ongoing	*Lexile Data/ materials *A.R. *Instructional Materials	*Administrators *Teachers *Media Specialist *Academic Coach *Instructional Specialist *Trainers	*Sign In Sheets *Agendas
Provide professional learning for using technology to promote literacy.	Fall 2014 and ongoing	*Cost of professional learning *Computers *Hand Held Devices *Software/Apps	*Administrators *Technology Specialists	*Agendas Sign In Sheets
Expand classroom and student libraries that offer informational and trade books for various levels and choices.	Fall 2014 and ongoing	*Informational/ trade books *e-Books *Computers *Hand Held Devices *Software/Apps	*Media Specialists *Academic Coach *Teachers	*Classroom Inventory

Goal F: 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.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Literacy is paramount in Georgia's efforts to lead the nation in improving student achievement. All teachers, therefore, are literacy instructors who must coordinate the development of students' skills in accessing, using, and producing multiple forms of media, information, and knowledge in each content area. Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members. Emphasizing the importance of literacy in today's world, President Barack Obama made the following statement:
In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity---it is a prerequisite. The countries that out-teach us today will out-compete us tomorrow (2009, para. 101).
(pg. 26, *The "Why"*)

A second is to take deliberate steps promote relevancy in what students read and learn. To facilitate relevance, another suggestion made in *Reading Next* was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school. (Biancarosa & Snow, 2004, pp. 16 & 22)
(pg. 51, *The "Why"*)

School Rationale:

An identified need in the area of leadership engagement is that of stakeholder input. Although efforts are continually made to incorporate stakeholder input into the development of WCES literacy and achievement goals, there is difficulty getting stakeholder engagement. From "The How" document, WCES will strive to establish a system of communication for sharing information with all partners (e.g., e-mails, newsletter, website). Learning supports are available, such as afterschool program, tutoring services, and remediation opportunities. Due to technological limitations and limited internet access in the surrounding community, there is not an emphasis placed on utilizing social media to communicate and promote the goals of literacy throughout the community at large at this time. However, we recognize that social media is a powerful communicative tool that we need to embrace to reach our greater community. We would like to explore utilization of all the tools of the World Wide Web, such as but not limited to, Facebook, Twitter, Blogs, Wikis, and Podcasts. Academic successes are

celebrated through traditional media, communications sent home with students, School Call, Remind 101, and Parent Teacher Organization meetings/assemblies. The idea for using these instructional tools were obtained from the **"How" document**. (pg. 25) WCES has developed partnerships with, but not limited to, local businesses, non-profits, faith-based groups, health agencies, police, other governmental agencies, other educational entities, parent groups, public libraries, et.al. Previously, the 21st Century Afterschool program collaborated with WCES and its teachers to increase achievement in literacy as well as provided enrichment activities for all students enrolled. Currently, local funds are being used to sustain the after school program, since 21st Century funds are no longer available. Georgia College and State University collaborates to assign pre-service teachers to teachers in our school to receive field-base experience. Theses pre-service teachers observe, assist with literacy instruction, participate in professional development activities, and collaborate with teachers to implement units incorporating research based strategies and best practices. Wilkinson County Public Library System and WCES works hand in hand to support and develop reading programs that take place throughout the year. The district must continue to concentrate efforts on strengthening partnerships between communities and postsecondary education agencies in order to align College and Career Readiness information with all stakeholders. WCES has established academic nights that focus on literacy through all disciplines (Literacy Night, Math Night, Science Discovery Night, and Social Studies "Georgians Now and Then") to encourage participation from community stakeholders. The **"How" document** references how important community stakeholders are in the educational realm. (pg.26)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Encourage all stakeholders to participate in the annual "Ride for Literacy".	Currently in use and ongoing	*Media (Printed & Digital) *School Marquees	*Ride for Literacy Committee *Title I Parent Coordinator *Administrators *Teachers *School Personnel *Business Partnerships *Community Members *Parents/Students	*Pictures *Video *Flyers *Sponsorship Signs *Sign In Sheets
Involve community members in coordinating and	Currently in use and ongoing	*Media *Literacy materials	*Title I Parent Coordinator *Administrators *Teachers	*Pictures *Video *Flyers *Sign In Sheets

connecting literacy with various events held within the county.			*School Personnel *Business Partnerships *Community Members *Parents/Students	
Celebrate and communicate literacy successes through various school and community resources.	Currently in use and ongoing	*School Marquees *School Call System	*Administrators *Public Relations Coordinator	*Newspaper articles *School website *Pictures/Videos *TV/Radio
Partner with local colleges to collaborate research-based literacy strategies and host field-based students.	Currently in use and ongoing	*Surrounding colleges and universities	*Administrators *Teachers	*Sign In Sheets *Agendas

Building Block 2: Continuity of Instruction

Goal A: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Engaged Leadership, 1. D, E).

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:

Reading Next (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:

> 2. 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.
> 4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts.
> 13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.

15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.

(pg. 66-67, *The "Why"*)

School Rationale:

The development of cross-disciplinary teams is in progress in WCES, teachers have four sessions of collaborative planning time a week.   During collaborative planning teachers examine student data and work in order to develop and adjust lesson plans, and researches effective strategies to promote student engagement as describe in the "**What" and "How" documents.** (pg. 29) Interdisciplinary teams meet at scheduled times for regular collaboration; protocols for team meetings are in place. Professional learning community models are understood and in place. Although there has been a focus on writing and reading across the curriculum, additional strategies to ensure that all students are reading grade appropriate texts need to be implemented. Also, professional development needs to be provided for teachers to ensure that they understand the concept of text complexity grade bands and how they can be applied to improve reading levels in all content areas.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Incorporate literacy instruction into all areas of curriculum.	Currently in use and ongoing	*Common Core Standards *Concise Curriculum *Professional Learning *Substitutes *Cost of professional learning course/training *stipends	*Academic Coach *Teachers/ paraprofessionals *Administrators	*Lesson Plans *Observations *Student work samples
Schedule monthly teacher collaborative	Currently in use and	*Lesson Plans *Materials (printed	*Academic Coach *Administrators	*Agendas *Minutes *Sign In Sheets

meetings to plan and share research based strategies.	ongoing	and/or digital) *Assessments *Curriculum Maps *CCGPS & GPS (Science &Social Studies) *Computers	*Teachers	*Lesson Plans
Schedule and implement vertical literacy meeting across grades K-6 to coordinate literacy instruction, interpret students' previous assessment data, and establish grade level academic expectations.	Currently in use and ongoing	*Meeting Protocols	*Academic Coach *Administrators *Teachers *Instructional Specialists	*Agendas *Minutes *Sign In Sheets
Adjust curriculum maps periodically to allow for reteaching and/or acceleration that are driven by assessments.	Currently in use and ongoing	*Curriculum Maps *Informal and formal assessment data	*Administrators *Academic Coach *Teachers	*Revised Curriculum Maps *Agendas *Sign In Sheets
Revise data driven curriculum maps to target specific grade level and individual student level deficiencies.	Currently in use and ongoing	*Curriculum Maps *Informal and formal assessment data	*Administrators *Academic Coach *Teachers	*Revised Curriculum Maps *Agendas *Sign In Sheets

Revise data driven curriculum maps to orchestrate attainment of literacy goals in all curriculum areas.	Currently in use and ongoing	*Curriculum Maps *Informal and formal assessment data	*Administrators *Academic Coach *Teachers	*Revised Curriculum Maps *Agendas *Sign In Sheets
Implement student developed goal setting sessions to increase student ownership of progress.	Fall 2014 (every nine weeks)	*Benchmark data *CRCT data	*Administrators *Counselor *Academic Coach	*Student Goal Setting Sheets

Goal B: Support teachers in providing literacy instruction across the curriculum (See Engaged Leadership, 1. D, E).

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Literacy demands in content areas are rigorous for all students. Students' interactions with texts are influenced by comprehension demands, features, and structures of the discipline's text. These texts take a variety of forms:
- Nonfiction (scientific writings, political writings, advertisements, technical materials, biographical materials, etc.)
- Fiction (novels, short stories, plays and scripts, poems, etc.)
- Nonprint "text" (art, photographs, political cartoons, etc.)

And, too, texts are no longer limited to books, but also include Internet and other modes of discourse from a variety of media and educational disciplines. A successful interaction with any text depends on the student's ability to access, use, and evaluate content material based on background and vocabulary knowledge, word study strategies, fluency, motivation and now even familiarity with the media used to deliver the content.
(pg. 49, *The "Why"*)

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school....Part of the motivation behind

the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. (pg. 27, *The "Why"*)

School Rationale: For students to achieve at high levels, literacy strategies must be implemented in all content areas. Administrators will continue to support teachers of all content areas in literacy by providing them the resources and the time to identify, plan, and evaluate direct instructional strategies to teach text structures, vocabulary, and back ground knowledge as set forth in the **"How" document**. (pg. 30-31)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
All teachers will participate in professional learning on literacy strategies in all content areas.	Spring/ Summer 2014	*Georgia Department of Education *Professional Learning on Content Area Literacy Strategies *Substitutes *Cost of Class/ Conference *Stipends	*Administrators *Teachers *Academic Coach *Trainers	*Sign In Sheets *Agendas
Monitor instructional strategies to improve literacy through formal and informal observations.	Fall 2014	*Observation checklist/form	*Administrators *Academic Coach *Instructional Specialists *SWAET (School Wide Assessment Evaluation Team)	
Add a literacy resource page on the school website.	Spring 2014	*Website *Server *website link for various literacy	*Technology Specialist *Academic Coach	*Webpage

		resources including software/apps *videos *pictures *Computers *Hand held devices		
Devote a segment of each faculty meeting to sharing a strategy from the "Why" document to inform teachers of best practices identified by the Georgia Literacy Task Force.	Fall 2014	*"Why" document *Mimio board	*Administrators	*Faculty Meeting Agenda *Sign In Sheets
Infuse all types of literacy into each content area (print, nonprint, blogs, wikis, social media).	Fall 2014	*Computers *Print and nonprint materials *Hand Held Devices *Software/Apps	*Administrators *Teachers	*Observations *Lesson Plans
Provide multiple opportunities for students to write across the curriculum and highlight student writing in school displays, on school websites, and in community	Currently in use and ongoing		*Teachers	*School websites *Student Writings *Community Newspaper

newspaper.				
Conduct peer observations to observe research based strategies in literacy instruction.	Currently in use and ongoing	*observation checklist/schedule *Recorded Media *Computers *Dropbox *Peer observation protocol (Glow/Grow)	*Academic Coach *Administrators	*Observation Schedule *Lesson Plans *Videos *Observations

Goal C: Collaborate with out-of-school agencies and organizations to support literacy within the community.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Studies have shown that participation in public library summer reading programs leads to academic success while summer reading participants outscoring their peers who did not participate on reading achievement tests given at the start of the new school year. (pg. 159, *The "Why"*)

"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." (National Council of Teachers of English, 2006)
(pg. 53, *The "Why"*)

School Rationale: Wilkinson County Elementary School has established relationships and collaborated with community partners to support literacy in the community. WCES will continue to endorse the summer reading program. WCES hosted its first Family Literacy Night based on parent and student interest that support parents in teaching literacy skills at home in 2014 and it was a huge success. WCES also hosts a Battle of the Books competition where students in grades 3-5 answer questions about books located in the CCGPS frameworks. Due to technological limitations and limited internet access in the surrounding community, there is not an emphasis placed on utilizing social media to communicate and promote literacy events throughout the community at this time. However, we recognize that social media is a powerful communicative tool that we need to embrace to reach our greater community. WCES knows that it is important to design and implement infrastructure to provide guidance and support for students and families through literacy connections as stressed in **the "How" document.** (pg. 32)

We would like to explore utilization of all the tools of the World Wide Web, such as but not limited to, Facebook, Twitter, Blogs, Wikis, and Podcasts. Academic successes are celebrated through traditional media, communications sent home with students, School Call, and Parent Teacher Organization meetings/assemblies.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Continue hosting "Family Literacy Nights" for families to participate in engaging literacy activities.	Current /a minimum of 3 times a year	*RIF *Georgia Department of Education *Media Center *camera *guest speakers *Print/nonprint texts *Computer Lab *Wireless Internet Connection *Handheld Devices *Apps	*Administrators *Title I Parent Coordinator *Academic Coach *Teachers *Literacy Team	*Invitations *Sign In Sheets *Products created *Pictures
Literacy Team will continue to meet.	Minimum of 3 times a year	*Literacy Plan *Data (Student/School)	*Literacy Team *Assistant Superintendent	*Agenda *Minutes *Invitations
Strengthen partnerships with local libraries to support the summer reading and other programs.	Current & Ongoing	*Library *Flyers *Print & non-print materials	*Media Specialist *East Wilkinson County Library *Gordon Public Library *Literacy Team	*Pictures *Library calendar of events

Incorporate technology as a means of communication with stakeholders pertaining to literacy and students' achievement.	Fall 2014	*Handheld devices *Internet *School website *Email *School Call	*Academic Coach *Teachers *Administrators *Technology Specialist *Stakeholders	*Webpage *Email archives *Call logs
Use local newspaper "The Wilkinson County Post" to promote literacy activities in the schools and community.	Monthly beginning January 2014	*Camera *Documents/ reports *Flyers *Photographs *Calendar of Events	*Media Specialist *Teachers * Title I Parent Coordinator *Youth Leadership Society *Beta Club	*Newspaper

Building Block 3: Ongoing Formative and Summative Assessments

Goal A: 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.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Effective reading and writing instruction requires both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. According to the Center on Instruction 2009, three crucial timing categorizations exist:
- **Beginning of the year**: First, a screening helps determine the level of intervention needed to assist individual students; second, an informal diagnostic assessment helps the educator plan and focus on various interventions.
- **Throughout the year**: This process allows the educator to adjust the instruction. Because of new information with each assessment, the educator is able to provide a continual cycle for student improvement. Another benefit is the

connection to targeted professional learning regarding the data driven information derived from the assessments.

- **End of the year**: The summative assessment component provides the information regarding grade level expectations. In Georgia, the CRCT, the GHSGT, and the EOCT assess the Georgia Performance Standards of certain content areas. (Torgesen & Miller, 2009, p. 16)
(pg. 97, *The "Why"*)

The principle assessment challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom—that assessments are used to benefit pupils....This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning."
  (pg. 95, *The "Why"*)

School Rationale: Teachers currently disaggregate CRCT, CRCT-M, and SLO data by grade, domain, and sub-groups at the beginning of each school year. They disaggregate benchmark data in the same fashion. We will provide teachers with appropriate professional development so that teachers understand how to use multiple sources of data to make informed instructional decisions. Screening, progress monitoring, diagnostic assessments will be implemented in a consistent and standardized manner to ensure data generated is reliable. Continuing to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities is crucial in meeting the needs of all students, the **"How" document** (pg. 34).

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Develop a formative and summative assessment calendar.	*Currently in use and ongoing	*Calendar	*Administrators	*Calendar
Continue evaluation of common assessments.	*Currently in use and ongoing	*Data results *Assessments *Rubric	*Teachers *Academic Coach *Administrators	*Assessment *Agenda/minutes
Use data from formative and summative	*Currently in use and	*Data	*Teachers *Academic Coach	*Lesson plans *Student profile sheets

assessments to identify needs for intervention and enrichment.	ongoing			
Select a universal screening tool to identify the literacy needs of students.	* 2014	*Universal screening tools *Electronic devices	*Instructional Specialists *Academic Coach *Administrators	*Universal screening tool
Select an online diagnostic tool that will be used to gather data to assists in differentiated instruction.	* 2014	*Online diagnostic tool	*Design Team	*Diagnostic tool results
Continue implementation of writing assessment program to analyze student progression of writing.	*Currently in use and ongoing	*Writing assessment program	*Design Team *Teachers	*Student work samples *Data *Prescribed lesson plans to meet individual student needs
Continue to analyze and organize assessment data on class profile sheets (CRCT, SLO, Benchmark Assessments, Georgia Writing Assessment, universal screenings, diagnostic assessment, formative and summative assessments).	*Currently in use and ongoing	*Testing data	*Teachers	*Student profile sheets
Research and obtain a data	* 2014	*Data collection	*Technology Specialist	*Student data

collection program that reports class and student assessment results.		program *Database	*Technology Department	

Goal B: Establish and implement universal screening and progress monitoring to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback." (Torgesen & Miller, 2009, p. 24)
(pg. 97, *The "Why"*)

A universal screener is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A universal screening will not identify why students are underperforming; that is, it will not identify specific skill weaknesses. Rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics.
(pg. 99, *The "Why"*)

The one consistent and urgent theme coming from all three 2011 Literacy Committees (birth-to five, elementary, and middle-and-high-school committees) is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages.
(pg. 99, *The "Why"*)

School Rationale: WCES will need to utilize an assessment system that monitors student growth overtime since we do not currently have this diagnostic tool in place. WCES is currently using S.T.A.R. to obtain to track student progress along with IPI, and fluency assessments. The **"How" document** will also need to adopt a universal screener to target and track those students who are in need of tiered interventions. This universal screener will be conducted three times a year to identify students who

are at risk. The online diagnostic tool will provide data that will enable teachers to differentiate instruction.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Participate in professional development to assist in the implementation of universal screening tools and diagnostic tools.	*Summer 2014 and ongoing	*Workshops *Print and non-print materials *Stipends *Electronic handheld devices *Computer Lab *From State Policy to Classroom Practice: Improving Literacy Instruction for All Students. National Association of State Boards of Education (2007)	*Academic Coach *Teachers *Administrators *Instructional Specialists	*Sign-In Log *Presentation Overview
Use formative and summative assessment data to identify intervention, enrichment, and acceleration needs.	*Currently in use and ongoing	*Data	*Teachers *Academic Coach	*Lesson plans *Student profile sheets
Conduct universal	*Begin fall 2014	*Universal screening	*Academic Coach *Teachers	*Universal screening tool data

screening tools to identify the literacy needs of students to progress monitor.	and continue	tools *Electronic devices	*Paraprofessionals	
Utilize online diagnostic tool to gather data assisting in differentiated instruction and progress monitoring.	*Begin fall 2014 and continue	*Online diagnostic tool *Electronic devices	*Design Team *Teachers *Administrators *Instructional Specialists *Academic Coach	*Diagnostic tool reports
Adhere to assessment calendar to ensure assessments are conducted in a timely manner to provide data to assist in implementing appropriate interventions.	*Begin fall 2014	*Assessment calendar	*Administrators *Teachers *Academic Coach *Testing Coordinator	*Assessment Calendar
Use progress monitoring documentation to determine the effectiveness of interventions.	*Currently in use and ongoing	*Student profile sheets *Interventions	*Teachers *Academic Coach	*Lesson plans *Progress monitoring data
Conduct formative writing assessments a minimum of twice yearly to distinguish strengths and	*Currently in use and ongoing	*Formative writing assessments	*Teachers *Academic Coach *Administrators	*Assessment data *Student work samples *Results

weaknesses and use results to differentiate instruction.				

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

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur. (pg. 99, *The "Why"*)

Effective reading and writing instruction require both summative and formative assessments. The key to a comprehensive assessment plan is conducive to the timing. (pg. 97, *The "Why"*)

School Rationale: WCES stresses the importance of using student data to identify student needs. WCES conferences with students to establish literacy goals based on student needs. Students identified as struggling readers receive interventions to support their mastery of the literacy standards.   Student data notebooks have been developed and implemented in grades 3-5 to provide documentation of standards growth and mastery. Student data notebooks allow us to recognize and celebrate individual student's incremental improvements toward reaching literacy goals as set forth in **the "How" document**. (pg. 37)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Utilize data from formative and summative assessments, universal screenings, and diagnostic tools to identify needs for intervention and enrichment.	*Begin fall 2014 and continue	*Electronic devices *Universal screening data *Online diagnostic tool data *Formative	*Teachers *Academic Coach *Instructional Specialists *Administrators	*Lesson plans

		and summative assessment data *Student profile sheets		
Conduct student conferences to highlight student progress towards literacy goals.	*Current and ongoing	*Student data *Work samples	*Teachers	*Teacher commentary

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

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Teachers should actively seek critical data and continually review and update students' profiles to adapt their instruction to meet individual needs.
(pg. 99, *The "Why"*)

School Rationale: WCES currently uses data from Georgia SLDS for teacher's to create individual lessons plans that support the mastery of common core standards. Professional development has been conducted to assist teachers in using this online system effectively.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Conduct grade level, departmental, and vertical team meetings to analyze deficits of literacy program from data collected.	*Current and ongoing	*Data *Lesson plans	*Teachers *Academic Coach *Administrators	*Meeting minutes *Agenda *Sign-in log
Develop and	*Current	*Data	*Teachers	*Success plans

implement student success plans to practice skill deficits as indicated by student data.	and ongoing			
Use Study Island/Reading Eggs to practice skills not yet mastered.	*Current and ongoing	*Internet *Computer Lab *Handheld devices	*Teachers *Lab personnel	*Study Island and Reading Eggs Reports

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

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

The Georgia Literacy task Force stated that, teachers need to be provided professional learning in interpretation of the assessment data that they receive from their students' former grade and/or school.
(pg. 99, *The "Why"*)

The "how to instruct" must be embedded in sound professional learning opportunities and training. In the Georgia Literacy Plan, ongoing professional learning expectations center around the marriage of effective instructional strategies based on assessments and the alignment of instruction currently to the Georgia Performance Standards (CCGPS by 2014)
(pg. 98, *The "Why"*)

School Rationale: A protocol has been established to ensure that students identified by screening routinely receive diagnostic assessment and discussed in the "How" document.(pg. 38-39) Students will be screened at the beginning of the school year and if weaknesses and/or strengths are noted, interventions are implemented. At this time, the district does not have a diagnostic assessment to isolate the component skills needed for mastery of literacy standards. Currently, S.T.A.R. data is being used to routinely evaluate student progress on reading foundational skills.

The "What" Actions,	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts

Strategies, and Interventions				
Provide professional development on assessment, organizing and interpreting data, and using assessment results to plan instruction.	*started in Fall 2013 and ongoing	*Work shops *RESA *Data Notebook *Lesson Plans	*Consultants *Administrators *Instructional Specialists *Academic Coach	*Agenda *Sign-in log *Registration forms
Use data collection programs to review student and class assessment results.	*Fall 2014	*Data collection program *Computers *Handheld devices	*Technology department	*Student data results

Building Block 4: Best Practices in Literacy Instruction

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

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:

As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers (listed below). However, it is important to note that these strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader's ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002). Strategies identified by researchers include:
Visualizing
Questioning
Making Connections
Predicting
Inferring
Determining Importance
Synthesizing/Creating
(pg. 41-43, *The "Why"*)

School Rationale: At WCES, the Reading Street reading series along with novel and book studies are utilized. This series is designed to include reading skills and strategy instructions that are explicit, based on assessed needs, and systematically designed to lead students to reading independence. This program provides the scope and sequence of skills needed to incorporate a rich curriculum of literacy and informational text into instruction. Daily literacy blocks in K-5 include whole group instruction and small groups for differentiation. Whole group instruction focuses on phonics, word identification, vocabulary, and comprehension. This is done by the completion of read-a-louds, story-time, word structure, decoding strategies, and using context clues. Small Group Instruction in Kindergarten through Third grade consists of reading first tool boxes and leveled readers. Fourth and Fifth grade small group instruction entails leveled readers that are utilized to provide instruction to students who display a need on specific skills and on targeted areas.**(the "How" document pg. 40**)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Evaluate current literacy practices through the use of classroom observations and walkthroughs to determine strengths and needs for improvement.	* 2014	*Georgia Literacy Instruction Observation Checklist *E-Walk *SLDS	*Administrators *SWAET Team	*E-Walk data *Georgia Literacy Instruction Observation Checklist data
Provide professional development on literacy strategies to include: a strategic plan for implementing differentiated instruction to meet student needs, disaggregating data, and monitoring student progress across grade levels.	*Summer 2014 *Ongoing as needed (to include new staff)	*Workshops *Print and non-print materials *Stipends *Electronic handheld devices *Computer Lab *7 Habits of an Effective Reader	* Professional Learning Consultants *Academic Coach *Teachers *Administrators *Instructional Specialists	*Sign-In Log *Presentation Overview

Purchase computers, tablets, and software to equip classrooms with literacy materials to create literacy rich environments.	* Spring 2014 and ongoing	*Computers, tablets, software	*Technology Department *Administrators	*Classroom Inventory, Lesson Plans
Utilize Lexile Framework to assist in choosing grade appropriate texts for individual student needs and content areas.	*Current and ongoing	*Lexile/ATOS Framework *Read Works *Read Write Think	*Teachers *Academic Coach	*Lexile Reports

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

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:

Technological advances, changing workplace demands, and cultural shifts make writing more important than ever, especially because the way we write often predicts academic and/or job success, creates opportunities, maintains relationships, and enhances critical thinking. (NCTE, 2008, p.1)
(pg. 44, *The "Why"*)

Because students enter the classroom with such diverse needs, one single approach is no longer effective (NCTE, 2008, p. 1). According to NCTE, "Instructional practices, writing genres, and assessments should be *holistic, authentic,* and *varied,"* (NCTE, 2008, p. 2) The following are effective instructional and assessment strategies for writing:

1. Require all students--especially those less experienced--to write extensively so that they can be comfortable writing extended prose in elementary school and writing essays in high school (minimum five pages) and college (ten pages). Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.

2. Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.

3. Foster collaborative writing processes.

4. Include the writing formats of new media as an integral component of writing.

5. Use formative assessment strategies that provide students with feedback while developing drafts.

6. Employ multiple assessment measures, including portfolios, to access students' development as writers. (NCTE, 2008, p. 5)
(pg. 44, *The "Why"*)

School Rationale: Teachers meet horizontally at this time and vertical alignment of writing instruction across the curriculum needs to be continually developed to ensure writing skills are crafted from K-12. All subject area teachers have participated in professional learning on best practices in writing instruction in all content areas. Students are required to write in every class on a chosen topic at least one day a week—regardless of subject area. Teaching students the writing process is the focus of all writing instructions across the curriculum. Technology does not play a major role in the use of production, publishing, and communication across the curriculum. The technological environment has been unstable this school year and there is work that has to be done to ensure stability so that enhancement to curriculum can take place.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Continue to update vertical and horizontal alignment of a writing plan for grades1 through 5 adhering to CCGPS across the curriculum.	*Current and ongoing		*Teachers *Literacy Team	*Curriculum Map *Meeting minutes
Determine programs and materials necessary to improve the writing plan.	*Ongoing	*Writing Plan *Writing Samples *Teacher feedback	*Literacy Team *Administrators *Academic Coach *Instructional Specialists	*Meeting minutes *Updated writing plan
Provide professional learning as determined by updated writing plan to ensure effective	*Ongoing	*Workshops *Print and non-print materials *Stipends	*Academic Coach *Teachers *Administrators *Instructional	*Sign-In Log *Presentation Overview

writing instruction for all students.		*Electronic handheld devices *Computer Lab	Specialists	
Continue to ensure effective writing instruction across the curriculum.	*Current and ongoing	*Content area writing resources *Rubrics	*Teachers *Academic Coach	*Student writing samples *Lesson plans
Use technology for the writing process.	*Current and ongoing	*Computers/ Labs *Internet *Tablets *Handheld devices	*Teachers	*Lesson Plans
Consistently utilize school wide commonly adopted writing rubrics that are aligned with CCGPS across grade levels. Post grade level appropriate examples of exemplar writing for each genre in all classrooms.	*Current and ongoing	*Writing rubrics	*Teachers *Academic coach	*Student samples *Rubrics *Teacher Commentary
Measure student writing progress through SLO (Student Learning Objective (1st -3rd) and state mandated assessments (3rd and 5th).	*Spring 2014 *Fall 2013	Student writing scores	*Teachers *Administrators *Literacy Team	*Individual student test summaries *Meeting minutes

Goal C: Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.

Needs Assessment Results: Operational

The "Why"-Research-Based Practices:

Two recommendations are contained in that document. The first is to provide students with a certain amount of autonomy in their reading and writing. To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read. A second is to take deliberate steps promote relevancy in what students read and learn.
(pg. 51, *The "Why"*)

The Lexile scores of both texts and students' reading levels provide assistance to teachers and parents in matching content material to students.
(pg. 104, *The "Why"*)

School Rationale:

The Media Specialist, teachers, and students will collaborate to establish engaging texts to read. The Accelerated Reader Program has been implemented to establish goals and encourage reading for students in grades K-5.   This model allows for student choice in materials being read as stated in the "**How document**. (pg.41). Based on our needs assessment there is a critical need for technology and upgrades to accomplish the goals set forth in WCES' literacy plan. Teachers do not have adequate training on how to use technology resources to enhance and promote literacy; therefore they are not used on a consistent basis. The teachers are not able to use the computer labs in the school because they are used in rotation classes on a daily basis. Wireless access is currently being added to WCES and will make the use of handheld devices and tablets possible. Handheld devices and laptops will make it possible for students to present knowledge and ideas using multi-media components as stated in CCGPS.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Offer students multiple opportunities to select reading materials of their choice based on their Lexile/ATOS level.	Current and ongoing	*STAR Test *Interest Inventory	*Media Specialist *Teachers	*Accelerated Reader assessment results *Results of interest inventory *Results of STAR test
Provide ongoing	Current	*cost of	*Academic	*Sign-in sheets

professional learning for utilizing technology to successfully promote literacy.	and ongoing	professional learning *Training materials *computer software	Coach *Media Specialist *School Technology Department	
Utilize modern differentiated technology to promote student engagement across each content area by allowing students to become more active learners as they research, analyze, and share information with others.	Fall 2014	*Tablets *Mimio boards *Mimio votes *Computers *Computer software *Internet *Gradecam	*Teachers	*Lesson Plans *Technology Inventory
Upgrade network infrastructure to support new devices as necessary.	Fall 2014	Cost of improvements	BOE Technology Department	Technology Inventory

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

Goal A: Use information developed from the school-based data teams to inform RTI process.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Intervention strategies are systematic compilations or well-researched, evidence-based specific instructional techniques. Schools have the responsibility of implementing scientifically validated intervention methods that efficiently and effectively offer students opportunities to be successful (Wright, 2007).
(pg. 123, *The "Why"*)

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

Georgia's RTI process includes several key components:

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

(pg. 125-126, *The "Why"*)

School Rationale: WCES accepts and implements Georgia's RTI as the model to be used.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Determine the percentage of students being served in each tier at each grade level periodically to determine effectiveness of instruction in each tier.	Current and ongoing		*RTI Coordinator *Teachers	*RTI folders *RTI reports
Monitor results benchmark and formative assessments to	Current and ongoing	*Benchmark results *Formative assessment	*Administrators *Teachers *Academic Coach	CCRPI Progress Monitoring Information

ensure that students are progressing as well as effectiveness of interventions.		results		
Follow standard protocols for identifying students who are at risk and matching them to the appropriate intervention.	Current and ongoing		*Administrator *Teachers	*Meeting minutes *RTI folders *Success Plans/Individual Modification Forms for individual students
Evaluate personnel providing interventions to ensure that established protocols are being followed and interventions are occurring regularly with fidelity.	Current and ongoing	*GA DOE problem solving checklist *TKES observations	*Administrator	*Checklist and observation results

Goal B: Provide Tier I Instruction based upon the CCGPS in grades 1-5 to all students in all classrooms.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the solidification of new learning behaviors is vital to student success.
(pg.126, *The "Why"*)

School Rationale: Tier 1: Standards Based and differentiated instruction, universal screening, and progress monitoring. WCES ensures this Tier is implemented by: identifying students and target groups in need of specific instructional support through universal screening, implementing learning in a Standards-Based Classroom to ensure all students receive high quality instruction on the GPS as well as the CCGPS, quality instruction that assures that 80 to 100% of the students are successful in the general education classroom, differentiating instruction to tailor curriculum, teaching environment and practices based on interests, readiness level and or learning style, administering a variety of consistent, relevant, and common formative assessments, using data from formative assessments to guide instruction. There is a need for the district to determine the actual percentage of students currently being served in each tier at each grade level and ensure consistency of a universal screener for all students as indicated in the **"How"** document. (pg. 43)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Examine student data to determine instructional areas of greatest need to include decoding, fluency, comprehension, vocabulary, written expression).	Currently and ongoing		Teachers	Benchmark and Formative assessment data
Evaluate current literacy practices in classrooms using an observation or walkthrough tool to determine strengths in instruction and to identify needs for improvement.	Spring 2014	*GA Literacy Instruction Observation Checklist *Walkthrough *TKES observations	Administrators	Observation data
Continue to meet in content areas to evaluate literacy strategies to be	Current and ongoing		Teachers	Meeting minutes

implemented effectively.				
Participate in targeted sustained professional learning as needed to strengthen literacy strategies in content areas .	Spring 2014	Professional Learning on Content Area Literacy Strategies	*Administrators *Academic Coach *Instructional Specialists	Sign in sheets
Select a universal screening tool to assess literacy needs of each student in grades 1 through 5.	Spring 2014	Universal screening tool, tablets, software	Literacy Team	Assessment data

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

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence based on the resources available in the school. For example, at Georgia Middle School, students who are identified as needing additional reading support will go to a reading intervention during Connections. During the intervention, the teacher uses specific research-based practices to address the group's reading needs while keeping a clear focus on the CCGPS, grade level expectations in the content areas, and transfer of learning to the general classroom. Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions.
(pg.126, *The "Why"*)

School Rationale: Tier 2: Implementation of researched based instructional strategies and frequent on-going progress monitoring. WCES ensures this Tier is implemented by identifying academic or behavioral weaknesses resulting in an academic/behavioral goal as determined by the RTI team, identifying personnel needed for the implementation of interventions as well as schedule time for interventions to be implemented, implementing appropriate research based instructional strategies for each area of need (no more than three areas of need) and implementing and progress monitoring interventions consistently, monitoring progress, adjustable flexible grouping to meet Tier 2 objectives based on data discussed in the RTI meeting, and involving parents in the RTI process. Due to a lack of an interventionist on staff, there is a need to provide sufficient resources (time, training cost, materials and implementation of interventions) and ensuring that interventions are provided by competent, well-trained teachers. Monitoring the effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data) as stated in **the "How" document** is crucial. (pg.45).

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Provide sufficient resources (time, cost of materials, and implementation of interventions).	Current and ongoing	*Online diagnostic tool	*Administrators	*Assessment data
Provide professional learning for the administration of assessments, organizing and interpreting data, and using assessment results to plan instruction.	Spring 2014 and ongoing as needed	*Cost of training/workshop	*Administrators	*Registration
Use technology	Fall 2014	*Computers,	*Administrators	*Student Profile

to monitor students in Tier 1 and Tier 2 .		Tablets		Sheets
Select a universal screening tool to assess literacy needs of each student in grades 1 through 5.	*Spring 2014	*Universal screening tool, tablets, software	*Literacy Team	*Assessment data
Develop success plans for students in Tier 2.	*current & ongoing	*student data *success plan form	*Teachers *Administrators	*Success Plan
Discuss Tier 2 student progress during RTI meetings held each nine weeks	*Fall 2014	*RTI Manual	*RTI coordinator *Administrators *Teachers	*RTI minutes

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

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Interventions at Tier 3 are tailored to the individual and in some cases small group. The Student Support Team should choose interventions based on evidence-based protocols and aggressively monitor the student's response to the intervention and the transfer of learning to the general classroom.
(pg.127, *The "Why"*)
School Rationale: Tier 3: Intense and individualized implementation of research based instructional strategies and more frequent on-going progress monitoring. WCES ensures this Tier is implemented by providing adequate time for Tier 2 implementation before determining the need for Tier 3 support, implementing and progress monitoring interventions consistently, implementing and progress monitoring for at least 8 weeks before discussing or determining the need for Tier 4 support, and graphing data to

show progression or regression. Interventions need to be delivered 1:1-1:3 during a protected time daily by a trained interventionist. (**the "How" document** (pg.46).

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Provide sufficient resources (time, cost of materials, and implementation of interventions)	Current and ongoing	*Online diagnostic tool *Intervention Review Protocol	*Administrators *Interventionist	*Assessment data
Provide professional learning for the administration of assessments, organizing and interpreting data, and using assessment results to plan instruction	Spring 2014 and ongoing as needed	*Cost of training/workshop	*Administrators	*Registration
Use technology to monitor students in Tier 1 and Tier 2	Fall 2014	*Computers, Tablets	*Administrators	*Student Profile Sheets
Select a universal screening tool to assess literacy needs of each student in grades 1 through 5	*Spring 2014	*Universal screening tool, tablets, software	*Literacy Team	*Assessment data
Develop	*current	*student data	*Teachers	*Success Plan

success plans for students in Tier 3	& ongoing	*success plan form	*Administrators	
Discuss Tier 3 student progress during RTI meetings held each nine weeks	*Fall 2014	*RTI Manual	*RTI coordinator *Administrators *Teachers	*RTI minutes
An interventionist will provide research-validated interventions 1:1-1:3 (depending on student needs) during a protected intervention time for at risk students	*Fall 2014	*Interventions *RTI	*Interventionist *Teachers	*Student data
Follow protocol for students who fail to respond to interventions provided	*Ongoing	*RTI Manual	*Interventionist *Teachers *RTI coordinator	*Meeting Notes

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

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the GPS and the individual learning and/or behavioral needs of the individual.
(pg.127, *The "Why"*)

School Rationale: WCES ensures the Tier 4 is correctly and consistently implemented. This tier includes Special Education, Gifted Education, English Language Learners and Section 504. Special Education services include eligibilities that support the practice of providing high quality instruction where interventions match the students' individual needs, monitoring progress frequently, making needed changes in instruction, and applying child response data when making educational decisions within special education. With the large population of Tier 4 students identified in the school, creating a subgroup, special education, ELL, and gifted teachers need to participate in professional learning communities to ensure strict alignment with delivery of CCGPS, even in separate settings. Also, staff need to ensure support of the delivery of instruction for students with the most significant needs.
Gifted Education eligibility support students who demonstrate a high degree of intellectual, creative, and or artistic abilities, process exceptional leadership skills, or excel in specific academic fields, and who need special instruction and/or special ancillary services at levels that commensurate with their abilities.
English Language Learners eligibility supports students who use English as a second language. The ELL program is a standards-based curriculum emphasizing social and academic language proficiency. It is critical that instructional approaches, both in ELL and general education classes, accommodate the needs of Georgia's ELL students
Section 504 Plans, Rehabilitation Act of 1973, prohibits discrimination against individuals whose physical or mental impairment substantially limits one or more life activities. Through the RTI process, WCES will identify and evaluate student's need for and eligibility for educational accommodations under Section 504.   (**the "How" document** (pg.47)

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Develop school schedules that ensure the least restrictive environment for all students	*Currently in use and ongoing	*Powerschool *IEP segments	*Administrators	*Master Schedule *Student Schedules
Continue providing administrators and school registrars	*Currently in use & ongoing	*Webinars *Trainings/ Workshops	*Administrators *District Office	*Registration *Agenda

opportunities for training on funding formulas and special programming				
Intervention/ Acceleration will be based individual needs of the students	*Currentl y in use & ongoing	*Interventions *Success Plans	*Teachers *Administrators	*Lesson plans *IEP *Success Plans

Building Block 6: Improved Instruction through Professional Learning.

Goal A: Ensure that pre-service education prepares new teachers for all of the challenges of literacy instruction including disciplinary literacy in the content areas.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and **post-secondary students**, are responsible for promoting literacy. (pg.31, *The "Why"*)
The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007). This statement reflects the importance of the role of the teacher in ensuring that students receive the quality instruction needed to progress in literacy. The International Reading Association's Five Star Policy Recognition concludes that all students should be taught reading by a certified teacher who has either taken courses in reading or has demonstrated proficiency in the teaching of reading.
(pg.150, *The "Why"*)

School Rationale: WCES provides the opportunity for many student teaching placements and interns local college students. Since the WCES has already established a collegial relationship with colleges and universities, it would be beneficial to enlist the support from institutions of higher education to require pre-service teachers to demonstrate competency in reading theory and practice as well as in the development of disciplinary literacy. (**the "How" document** (pg.48)

The "What" Actions, Strategies, and	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts

Interventions				
Provide mentors will for pre-service teachers who are fully trained in providing instruction in disciplinary literacy	*Fall 2014	*pre-service teachers *Mentors	*Administration	*Professional Learning Documentation
Continue to develop partnerships with colleges and universities to support best practices in literacy	*Ongoing	*Literacy Best Practices	*Administrators	*Meeting Notes *Letter to Colleges & Universities
Focus teacher candidates' literacy background when conducting interviews	*Current & Ongoing	*Application	*Administrators	*Teacher Candidate Resume/portfolio
New teachers will complete an orientation program	*Current & Ongoing	*orientation outline	*Administrators	*Sign In Sheet

Goal B: Provide in-service personnel with ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

Needs Assessment Results: Emergent

The "Why"-Research-Based Practices:

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). (pg. 141, *The "Why"*)

Because effective professional learning enhances teacher knowledge and skills, improves classroom teaching, and increases student achievement, the crucial role of the Georgia Department of Education is to develop a comprehensive, professional learning system for educators. The crucial role of the WCES is to use the comprehensive, professional learning system for WCES educators. Recommendations outlined in this document are dependent on supporting the professional learning network currently in place through the Regional Education Support Agencies (RESA's) with increased manpower and consistent access to information and learning, The state needs assist WCES to ensure that that support (1) spans the district, (2) enables professional learning that differentiates based on teacher expertise and curriculum mandates, and (3) provides credible data to track its efficacy.
(pg. 141, *The "Why"*)

STAGES OF LEARNING THROUGH PROFESSIONAL LEARNING
Many policy makers and administrators are anxious to improve student outcomes and are looking, correctly, to professional learning for solutions. However, as stated in the NCTE policy brief for Adolescent Literacy Reform, the expectations for change need to be tempered with the recognition that change is difficult and takes time. The danger of unrealistic expectations is that policy makers may become impatient with the slow pace of progress and abandon their reform before it has had time to mature. The protracted nature of the change process is shown in this schematic which the authors used to illustrate what is involved in the issue of teacher learning: (NCTE, 2006, p. 9)
(pg. 141-142, *The "Why"*)

School Rationale: Wilkinson County Elementary School focused on professional learning in the area of Common Core Georgia Performance Standards. Standard based classrooms were a focus of staff development as WCES continued the development and implementation of high quality lesson plans. This will allow the district to increase the rigor of instruction provided to students every day. Professional learning communities established and include book studies on prevalent and current trends taking place in the educational arena. Data analysis and student engagement have also been a focus of professional development for this school year. More professional development is needed in the area of data analysis. Leadership professional development opportunities have also been enhanced to accentuate the knowledge of new administrators in WCES. (**the "How" document** (pg.48) Literacy across the curriculum has been an added approach that has been successfully introduced this school year. The importance of professional growth and learning will continue to play a major role in the WCES' student achievement.

The "What" Actions, Strategies, and Interventions	Timeline	Resources	Person(s) Responsible	Evidence/Artifacts
Continue to evaluate current practices in all classrooms to determine strengths in literacy instruction, effectiveness and application of professional learning and the needs for improvement. Video equipment may be used to record teaching sessions to share with the teacher being evaluated.	*Currently in use & Ongoing	*observation tool *TKES *Georgia Literacy Instruction Observation Checklist *Computer *Flip camera	*Administrators	*data
Develop a list of literacy training that teachers will need and create a professional learning calendar	*Spring 2014	*observations *surveys *Multiple Stages of Professional Development Learning	*Administrators	*Professional Learning Calendar
Teachers will receive specific training before the beginning of the year to prepare teachers and staff for implementation of new programs.	*Summer 2014 *ongoing	*IPI *DIBELS *SRI	*Administrators *Academic Coach	*Sign In sheet
Administrators, faculty, and staff will partner with RESA to receive training in administering, analyzing, and	*Fall 2014 & Ongoing	*data	*Administrators	*Sign in sheets

interpreting data.				
K-12 Instructional specialists and academic coach will provide site-based support for administrators, faculty, and staff	*Ongoing		*K-12 Instructional Specialist *Academic Coach *Administrators	*Sign in sheets *logs
Information obtained through workshops, training, conferences, etc. will be redelivered to staff	*Currently in use & Ongoing		*Teachers	*Sign in sheets *Power point notes *handouts
Opportunities for professional learning will be extended to paraprofessionals, substitute teachers, and pre-service teachers	*Currently in use & ongoing		*Administrators	*Sign in sheets *Invitations
Provide the opportunity for feedback after attending professional learning sessions through surveys/online evaluation forms	*Spring 2014	*Internet *Computers *Evaluation forms *Surveys	*Presenters *Administrators	*Evaluation Results
Highlight model classrooms at each grade level that teachers may observe	*Current & Ongoing		*Academic Coach *K-12 Instructional Specialist *Administrators	*Schedule *Log

SRCL will be a school initiative for WCES, because we are dedicated to developing a literacy rich environment to prepare students to become lifelong learners while introducing them to college and career pathways. Through conducting the needs assessment, analyzing data, researching strategies to enhance literacy skills, and using best practices.

Project goals:

1) Engaged Leadership-
   a. Leaders trained in literacy instruction will evaluate current practices in all classrooms by making monthly observations to determine strengths in literacy instruction and to identify needs for improvement.
2) Continuity of Instruction
   a. WCES will host four literacy content nights (one reading, math, science, and social studies) to increase student engagement and family involvement.
3) Ongoing Formative and Summative Assessments
   a. Teachers will use data from formative and summative assessments to identify needs for intervention and enrichment.
   b. Teachers will collaborate weekly by content to analyze data and plan effective literacy instruction.
4) Best Practices in Literacy Instruction
   a. WCES teachers will include technology daily in classrooms to help increase student literacy achievement.
   b. Students will increase their end of year reading benchmark by 30 percentage points.
5) System of Tiered Intervention for All Students
   a. Striving readers will receive intervention at the appropriate tier and will exhibit consistent progress as evidenced through profess monitoring and universal screening.
6) Improved Instruction through Professional Learning
   a. Provide professional development on assessment, organizing and interpreting data, and using assessment results to plan instruction.

Project objectives related to implementing identified goals:

	Who:	What:	When:	How:
Engaged Leadership	Principals, Assistant Principals, Grade Level Chairs, literacy team, and Literacy Coaches are commitment to learn about and support evidence-based literacy instruction in their school.	Administrators regularly monitor literacy instruction by reviewing lesson plans, conducting principal chats, reviewing student writing portfolios, observing teachers, and analyzing and disaggregating student data. The district literacy plan will be evaluated and amended by the literacy team three times a year.

Administrators and the literacy coach will create school | Lesson plans will be monitored weekly, principal chats will be conducted three times a year, writing portfolios will be checked a minimum of once every nine weeks, every teacher will be observed in the area of literacy a minimum of once a week. Data will be evaluated weekly to ensure lesson plans reflect student needs. The Literacy team will meet three times a year.

The school day and class schedule for | Administrators and coaches will use rubrics to evaluate writing portfolios and the literacy checklist to conduct observations. Data being analyzed will come from formative and summative assessments. Administrators, coaches, and identified school leaders will participate in a minimum of four professional learning activities a year related to literacy. The literacy team is made up of all stakeholders that will provide their input and expertise in the area of literacy.
Students who need intense literacy instruction (based on testing data) will be scheduled first into diverse learning communities |

		day and class schedule to optimize and include literacy instruction in all content areas.	the 2015-2016 school year will be created before end of the 2014-2015 school year.	
	Who:	**What:**	**When:**	**How:**
Continuity of Instruction	Administrators, Teachers, literacy coaches, and support staff will have a consistent focus on literacy across the curriculum.	3-5 will use core programs (Georgia Department of Education Common Core Frameworks) that provide continuity and a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.	All types of literacy are infused into content areas throughout the day (e.g., print, non-print, digital, online). Teachers will turn in pacing guide forms every three weeks that depict what standards they have taught.	The literacy coach will review progress monitoring forms and lesson plans every week to ensure that literacy and writing standards are being taught across content areas. Administrators will conduct observations and walkthrough to collect data on teachers in order to evaluate instruction
		Teachers coach, model, co-teach, observe, and give feedback to fellow teachers to improve literacy instruction.	Teachers will observe, reflect, and discuss lesson plans a minimum of once every two weeks.	Teachers will use technology to make the process of reflection on teacher instruction more efficient (flip cameras, document cameras).
		Teachers will set clear literacy expectations and	Teachers will use collaborative planning to examine	Teachers are currently using school-wide, commonly adopted rubrics that are aligned with the CCGPS to examine student work and lesson plans.

		goals throughout lesson plans and assessments.	student data/work by content area (four days a week; 50 minutes a day) and grade level (one day a week; 50 minutes).	

	Who:	What:	When:	How:
Ongoing Formative and Summative assessments	Teachers, instructional specialists, administrators, and academic coaches will guide the development and participation of formative and summative assessments.	will collaborate to create a rigorous network of formative and summative assessments. A plan has been devised for implementing formative assessments.	During weekly planning and collaboration times. See assessment and data plan	Teachers will use the backwards design process to create assessments. The will also use test banks and diagnostic tool bought by this grant. Data from formative and summative assessments will be analyzed and disseminated. These assessments include but are not limited to: DIBELS Next in grades 3-5 IPI in grade 3 SRI in 3-5 GMAP in grades 3-5 SLO in grades 3-5 Benchmarks Running Records

	Who:	What:	When:	How:
Best Practices in Literacy Instruction	Teachers will provide direct, explicit literacy instruction for all students.	Read Alouds will be conducted where teachers read higher lexile level texts. Shared Reading, Choral Reading, Echo Reading, Partner Reading (ELL & PEC students) Guided reading and writing Word study Explicit instruction in	Daily basis or when appropriate depending on individual student need in small group and whole group instruction	All literacy instruction will be informed by universal screening, progress monitoring, formative, summative, and outcome measures across the CCGPS.

		comprehension strategies		

	Who:	What:	When:	How:
Improved Instruction through Professional Learning	WCES will provide professional learning and assistance to teachers, principals, and district leaders in grades 3 through 5.	WCES has Professional Learning Communities that meet monthly to discuss research-based best practices.	Ongoing throughout the year based on needs assessment of staff.	Webinars, Conferences, workshops, book studies, and in house training.

Sample Schedules to Maximize Literacy instruction

Note: Schedules shown in grades 3-5 are with partner teachers (students swap to partner teacher after lunch)

Third Grade

7:30-8:00	RTI Intervention (Individual student instruction) Morning Work
8:00-9:10	Differentiated Reading Instruction Centers (Small Groups) 8:00-8:30 Teacher Talks/Word Study/Leveled Readers/Read Alouds /Think Alouds (Intensive) 8:30-8:50 Teacher Talks/Leveled Readers (Strategic) 8:50-9:10 Teacher Talks/Level Readers (Benchmark) [*these students may need acceleration and enrichment]
9:10-10:00	**Whole Group Literacy/ELA/Writing**
10:00-10:30	ELT (Extended Learning Time)
10:40-11:30	**Rotation**
11:30-12:10	**Lunch/Recess**
12:10-1:40	**Math**

1:40-2:55	Science/Social Studies with literacy focus using leveled readers and other resources Group 1 Intensive Group 2 Strategic Group 3 Benchmark

Fourth Grade

7:30-8:00	RTI Intervention (Individual student instruction) Morning Work
8:00-9:10	Differentiated Reading Instruction Centers (Small Groups) 8:00-8:30 Teacher Talks/Word Study/Leveled Readers/Read Alouds /Think Alouds (Intensive) 8:30-8:50 Teacher Talks/Leveled Readers (Strategic) 8:50-9:10 Teacher Talks/Level Readers (Benchmark) [*these students may need acceleration and enrichment]
9:10-10:00	**Rotation**
10:00-10:50	**Whole Group Literacy/ELA/Writing**
10:50-11:20	**Writing Centers**
11:30-11:50	ELT (Extended Learning Time)
11:50-12:25	**Lunch/Recess**
12:30-1:40	**Math**
1:40-2:55	Science/Social Studies with literacy focus using leveled readers and other resources

	Group 1 Intensive Group 2 Strategic Group 3 Benchmark

Fifth Grade

7:30-8:00	RTI Intervention (Individual student instruction) Morning Work
8:00-8:50	Rotation
8:50-10:00	Differentiated Reading Instruction Centers (Small Groups) 8:50-9:10 Teacher Talks/Word Study/Leveled Readers/Read Alouds /Think Alouds (Intensive) 9:10-9:30 Teacher Talks/Leveled Readers (Strategic) 9:30-9:50 Teacher Talks/Level Readers (Benchmark) [*these students may need acceleration and enrichment]
10:00-10:50	**Whole Group Literacy/ELA/Writing**
10:50-11:20	**Writing Centers**

11:30-11:50	ELT (Extended Learning Time)
11:50-12:25	**Lunch**
12:30-1:40	**Math**
1:40-2:55	Science/Social Studies with literacy focus using leveled readers and other resources Group 1 Intensive Group 2 Strategic Group 3 Benchmark

System of Tiered Intervention (RTI) for All Students			
Tier 1			
Who:	**What:**	**When:**	**How:**
Classroom Teachers will provide all students with the content in the what box.	Standards-Based GPS and CCGPS instruction delivered via best-practices	90 minutes a day Daily Assessments when appropriate	SBRR Core Program Formative and summative assessments are used to gauge mastery and inform instructional planning and intervention
Tier 2			
Who:	**What:**	**When:**	**How:**

Teachers Literacy Coach Support Staff can Provide students literacy intervention strategies	Small group instruction with need-specific instruction.	Interventions will be implemented 2 times per week. Data will be graphed to show progress.	SBRR Core Program Implement "Fresh Reads" (Scott Foresman) to assess student fluency and comprehension twice weekly.
Tier 3			
Who:	**What:**	**When:**	**How:**
Teachers Interventionist Literacy Coach Support Staff can	Small group instruction with need-specific instruction.	Interventions will be implemented 3 times per week. Data will be graphed to show progress.	SBRR Core Program Implement "Fresh Reads" (Scott Foresman) to assess student fluency and comprehension three times each week.
Tier 4			
Who:	**What:**	**When:**	**How:**
Regular Education Teachers, Special Education Teachers, Gifted Teachers, Support staff, paraprofessionals,	Specially designed instruction, programs and methodologies and more	Daily/weekly appropriateness decided based on individual student need	Services will be provided as indicated in education plans In addition to SBRR Core Program Formative and summative assessments Implementation of researched based instructional strategies and programs along with frequent on-going progress monitoring Technology

interventionists will provide Student with Disabilities, EL, gifted Students, and students with 504 plans	frequent progress monitoring.		

Current Assessment Protocol for Wilkinson County Elementary School			
Assessments	**Purpose**	**Skills**	**Frequency**
Benchmarks	Ongoing assessment for monitoring progress and needs for accelerations and/or remediation	CCGPS/GPS (science and social studies)	Quarterly
Pretests	To find students current knowledge level of standards	CCGPS/GPS (science and social studies)	One time before teaching new skills
Posttests	Evaluating end of year mastery	CCGPS/GPS (science and social studies)	at end of teaching a new skill
Performance Tasks	For students to show what they know and how they know it	CCGPS/GPS (science and social studies)	Ongoing
STAR Test	Access overall student reading and math achievement and progress	Vocabulary, comprehension, analyzing text, author's craft	Quarterly
Classroom Formative/ Summative Assessments	Guide instruction, create flexible grouping,	CCGPS/GPS (science and social studies)	Ongoing
GMAP Grades 3-5	Assess student competencies in reading, math, ELA, science and social studies	CCGPS/GPS (science and social studies)	One time a year (spring)
GAA	Assess special student population competencies in reading, math, ELA, science and social studies	CCGPS/GPS (science and social studies)	Ongoing
SLO	Assess students in non-tested subject areas such as Music, Art, PE	CCGPS/GPS (science and social studies)	Two times/year

Current Assessment Protocol for Wilkinson County Elementary School			
ACCESS	Assess EL students: Reading, Writing, Speaking, Listening	WIDA	Once a year
Gifted Testing: Cognitive Abilities Test Torrance Test for Creative Thinking	Assess students to determine eligibility for gifted services	CCGPS/GPS (science and social studies)	Once a year
Psychological Testing	Assess students to determine eligibility for special education services	- Intellectual functioning - Academic & Pre-academic achievement - Psychological processes - Adaptive behavior - Personality & Attitude	Once every three year or sooner depending on student needs

The WCES assessment plan is outlined in the graphic organizer. This graph depicts the various assessments given to students throughout the year in order to monitor their progress. Current assessment practices will be continued with the Striving Readers Comprehensive Literacy grant. There will not be any assessments that will discontinue if WCES receives the SRCL grant. Teachers disaggregate all assessments by subgroup to identify weaknesses. An item analysis for each assessment is also conducted in order to identify patterns of strengths and weaknesses across contents.

With the grant, WCES will begin implementing new assessments. DIBLES Next will be administered three times per year. This assessment will be used for screening, progress monitoring, and outcome. WCES will also administer Scholastic Reading Inventory (SRI) three times per year. This assessment will be used for screening, progress monitoring, and outcome. WCES will also implement the Georgia Milestone Assessment Program (GMAP). Students will have multiple choice as well as constructed response questions on this assessment. Teachers will need professional development in order to administer these assessments accurately as well as prepare all students for

the new assessments. The school's academic coach and department chairs will attend trainings on these new assessments before disseminating the information to the other teachers.

Data is shared with stakeholders in a variety of ways. Individual score sheets are provided to parents at the beginning of each year and overall achievement data is presented at Parent/Teacher Meetings, School Councils, and Board of Education Meetings. When parents attend these conferences, teachers share with them the student data notebooks. These notebooks are issued to each student at the beginning of the year. The students are held responsible for tracking their progress on assessments throughout the year. Students are re-tested until they reach mastery. Each week, students' grades are sent home for families to review and discuss. Keeping families abreast of student progress is a high priority for all teachers.

Teachers use a variety of strategies to address student weaknesses. Response to Intervention (RtI) is a tracking system that monitors individual student weaknesses. All students begin on Tier 1. If students are not successful on Tier 1, students are then moved to Tier 2 where more intensive interventions are put into place. Teachers work to collect data and implement interventions to help the student be successful. Students are moved to Tier 3 if they are still not successful, and eventually to Tier 4 if necessary. This district-wide process monitors all students in order to ensure all students are successful.

Parent meetings for students that participate in ACCESS testing are held at the beginning of each school year to determine if monitoring or continuation in the EL program is appropriate for each student. It is also determined if any accommodations are needed for students. Students with an Individualized Education Plan (IEP) are retested every three years depending on student needs. Special Education students have at least one meeting a year to establish a current IEP. Students in Tier 3 are referred for psychological testing when Tier 3 support, implementing and progress monitoring interventions have proven unsuccessful.

The district uses the Longitudinal Data System (LDS) to monitor student progress as they advance grades. Data held in their RtI folders identify specific interventions that allowed students to be successful in the classroom, but LDS is a resource for teachers to track specific strengths and weaknesses from previous assessments (i.e. CRCT and attendance data). Data from LDS informs decisions teachers make and can guide instruction.

WCES is guided by our vision and mission statements:

Vision Statement

High Levels of Learning: Every Student, Every Day

Mission Statement

Building High Performing Schools

WCES is located in a rural area where many homes do not have adequate technology. Since technology is vital to support literacy, technology must be accessible at school. Training for all staff and students on new technology purchased with the SRCL grant will be imperative.

WCES currently utilizes the following resources to increase literacy across all subject areas: Scott Foresman Reading Street, Scott Foresman Sidewalks, audio books, Accelerated Reader, Study Island/Reading Eggs, and CCGPS standards. These materials are used by our third, fourth, and fifth grade students where appropriate. As Wilkinson County Elementary School strives to bridge the literacy gap, students and the community will benefit from these additional resources:

a. **Resources Needed to Implement Literacy Plan**

Resources	How Resources Support Literacy	Funding Alignment
E-Readers and digital texts for students and teachers	E-Readers and digital texts will support student engagement by incorporating technology and creating student interest in reading. It will provide students access to rigorous, grade appropriate texts.	**Title I (digital texts) QBE Media Funds SRCL**
Software for creating assessments	Software to create assessments will allow teachers to design differentiated assessments that address the same standard and skill to support the RTI process and engage students to become successful students that	TBD

	exhibit progress.	
Consistent Diagnostic Assessment Tool (K-8)	This tool will assist in providing information for RTI in all areas.	Title I
A student progress monitoring system	This will allow teachers to properly use data to provide evidence of strategies used for the RTI process. It will be used for tracking student progress throughout the year, as well as from grade to grade.	TBD
Additional books in print and digital format	More books that are diverse and complex will update our school library. Books in digital format will also promote student engagement and interest.	TBD
Professional Learning	Professional Learning will improve classroom instruction, enhance teacher knowledge, and increase student achievement. Professional Learning in technology will directly affect student achievement and performance.	TBD
Additional Literacy Coach or support help	Additional support will help with professional learning for teachers and provide extra support to teachers when needed.	TBD
Interventionist	An interventionist will help provide professional development on intervention at each tier level and provide interventions to students in tier levels 2-4.	TBD

Instructional materials to support literacy implementation of the CCGPS	Additional materials will be purchased as needed to enhance the literacy component of the CCGPS.	TBD
Instructional materials to support writing in genres and across the curriculum as well as handwriting	All classrooms are equipped with MIMIO boards and MIMIO VOTES that are used for formative assessment purposes. Interactive CD-ROMS will be used to give instructions in writing.	TBD
Additional licenses for computer based/online programs	This will allow students in every tier to participate in all computer programs, not just students in Tier 3 and 4 of RTI.	TBD

b. **Activities to Support Literacy Intervention Programs**
The faculty at WCES recognizes the need for all teachers to implement activities that support literacy in all areas. Additional technology and materials are needed to support a total school literacy plan that is relating to CCGPS. Current intervention programs in place at WCES are:
   - Tutoring sessions through the afterschool program
   - RTI
   - Differentiated small group instruction
   - Extended Learning Time
   - Teacher Talks
   - Inclusion/Resource models for PEC (Program for Exceptional Children) and EL (English Learners)

c. **Shared Resources**
There are resources shared by all teachers/students throughout the building. These resources include:
   - Two computer labs
   - Copy machines
   - An academic coach

- Other instructional technology and materials

d. **Library Resources**

The media center at WCES has various genres of print books but lacks a variety of informational texts in the lexile complexity bands. The media center has these items included in their inventory: 91 VHS videos, audio books (compact disc and cassette), 50 class sets of novels, and periodical subscriptions. There are computers in the library for students to conduct research and take AR tests. There is not an archive of software for teachers to pull from to improve literacy instruction. Teachers are able to check out class sets of books to use in their classroom but there are not a sufficient amount of sets for more than one teacher to conduct the same novel study as depicted in the CCGPS frameworks.

e. **Activities to Support Classroom Practices**
- Students are provided with independent reading opportunities.
- Students are provided with guided reading practice.
- Literacy instruction includes vocabulary, phonics, phonemic awareness, comprehension, and fluency.
- Teachers provide small group differentiated instruction.
- Teachers model reading fluency and prosody.
- Intense writing across the curriculum
- Teachers use standards-based rubrics for assessing students' writing skills.
- Grade level ELA teachers plan collaboratively on a weekly basis to create high quality differentiated lesson plans that incorporate CCGPS and GPS standards.
- Interactive word walls
- Think-Pair-Share

f. **Additional Strategies Needed to Support Student Success**

All certified personnel (regular education teachers and special education teachers) need professional learning opportunities in the areas of:
- Literacy instruction incorporating CCGPS
- Differentiation
- The incorporation of higher order thinking skills
- Writing in genre and content areas
- Thinking maps
- The most current literacy research

- Incorporating Lexile levels
- Math literacy

g. Current Classroom Resources

Classroom materials in grades 3-5 that are used to enhance literacy are: mimio teach, mimio votes, wall mounted projectors, and word walls. There is one teacher designated computer, one mimio teach with projector, one mimio document camera, one mimio slate, a set of mimio votes, and at least 3 student computers in each classroom. Each reading teacher has one class set of the Scott Foresman Reading books. These books are not available for home use unless checked out and brought back to school the next day.

h. Alignment Plan for SRCL and all other Funding

The SRCL Grant funding will be used in conjunction with existing QBE, Title I, and school budget monies to fully implement the literacy plan. Wilkinson County Schools use all available funds for instructional purposes but due to budget constraints, the acquisitions of needed resources are limited. Monies to provide professional learning for teachers to effectively implement programs and technology that are currently in place have been unavailable. Money obtained from this grant will be used to provide necessary Professional Learning, additional resources, programs, and technology to all teachers and students.

(a, b, and c): WCES staff members have participated in numerous professional

learning activities to improve research-based instructional strategies, implementation of

CCGPS, and differentiated instruction to increase overall student achievement. The

following chart details professional learning activities, timeline of activities, and

percentage of staff participating.

Professional Learning Activities	Timeline	Hours	Percentage of Staff Participating
Book Study – Pathways to Common Core	2012-2013	5 hours per month	100%
Book Study- Engaging Students	2013-2014	5 hours per month	100%
Book Study- Effective Practices	2014-2015	5 hours per month	100%
Design Team Meetings (ongoing)	2012-2013 2013-2014 2014-2015	8 hours per month	15%
ELT Math/Reading/ELA	2012-2013 2013-2014 2014-2015	10 hours monthly	100%
Faculty Meetings (ongoing)	2012-2013 2013-2014 2014-2015	4 hours per month	100%
Grade Level Meetings (ongoing)	2012-2013 2013-2014 2014-2015	12 hours per month	100%
School Improvement Plan Update (ongoing)	2012-2013 2013-2014 2014-2015	8 hours per month	15%
Technology Use in the Classroom (ongoing)	2012-2013 2013-2014 2014-2015	25 hours per week	100%
WIDA, Eng. Lang. Prof. Standards Workshop	2012-2013 2013-2014 2014-2015	7 hours per monthly	100%
Unwrapping Standards (CCGPS)	2012-2013 2013-2014 2014-2015	16 hours per month	100%
Differentiated Book Study	2012-2013	3 hours per month	100%

(Ginny Kasper)/RESA			
Balanced Scorecard Training	2012-2013	7 hours	100%
Teacher Keys Evaluation System	2012-2013 2013-2014 2014-2015	Ongoing	100%
Cyber Space Safety	2012-2013	16 hours	2%
Oconee Media Specialist Meeting	2012-2013 2013-2014 2014-2015	Quarterly	2%
SLO Training	2012-2013 2013-2014 2014-2015	40 hours	23%
SLO Summer Creation Workshop	2013-2014 2014-2015	40 hours	25%
Georgia Alternate Assessment Training (ongoing)	2012-2013 2013-2014 2014-2015	8 hours per year	16%
ESOL Training	2012-2013 2013-2014 2014-2015	8 hours per year	4%
School Counselor's Conference	2012-2013 2013-2014 2014-2015	15 hours	1%
GLISI Base Camp and Summit (ongoing)	2012-2013 2013-2014 2014-2015	60 hours per year	30%
RTI Information (Dr. C. Geter)	2012-2013 2013-2014 2014-2015	ongoing	100%
Georgia Educational Technology Conference	2012-2013 2013-2014 2014-2015	24 hours	1%
High Quality Lessons/Lesson Plans	2012-2013 2013-2014 2014-2015	ongoing	100%
Summer Retreat	2012-2013 2013-2014 2014-2015	20 hours per year	100%
Writing Conference	2012-2013 2014-2015	8 hours	10%
Evaluations of Standards Based Classroom	2012-2013 2013-2014 2014-2015	ongoing	100%

Science Endorsement	2012-2013 2013-2014	200 hours	1%
Gifted Endorsement	2012-2013 2013-2014	200 hours	2%
Math Endorsement	2012-2013 2013-2014	200 hours	10%
ESOL Endorsement	2012-2013 2014-2015	200 hours	23%
Nonviolent Crisis Intervention Training Program	2012-2013 2013-2014 2014-2015	10 hours	1%
DIBELS Next Training	2012-2013	4 hours	100%
DIBELS Burst Training	2012-2013	4 hours	100%
Data Director Training	2012-2013	5 hours	2%
Progress Monitoring	2012-2013 2013-2014 2014-2015	ongoing	2%
Literacy Strategies – Dr. Saldana	2012-2013	6 hours	40%
ELA Webinars	2012-2013	10 hours	100%
Depth of Knowledge Training	2012-2013 2013-2014 2014-2015	ongoing	100%
PAGE Principal/Teacher Leadership Training	2012-2013 2013-2014	64 hours	11%
Autism Training	2012-2013 2013-2014	1 hour	100%
CCGPS Webinar Training	2012-2013 2013-2014 2014-2015	ongoing-as needed	100%
Instructional Strategies for CCGPS	2012-2013 2013-2014 2014-2015	ongoing	100%
Differentiated Instruction	2012-2013 2013-2014 2014-2015	ongoing	100%
Writing/Constructed Response Questions(Lisa Dean-RESA)	2012-2013 2013-2014 2014-2015	ongoing	100%
Student Engagement	2012-2013 2013-2014 2014-2015	ongoing	100%

Expanding Assessment Practices	2012-2013 2013-2014 2014-2015	ongoing	100%
GLRS Co- Teaching/Inclusion	2012-2013 2013-2014 2014-2015	16 hours per year	4%
Grade Cam	2014-2015	ongoing	100%
Data Interpretation (Weekly/Benchmark/CRCT) (ongoing)	2012-2013 2013-2014 2014-2015	ongoing	100%
Continuum of Mathematical Practices	2012-2013 2013-2014 2014-2015	ongoing	33%

(c-continued) Ongoing Professional Learning: Teachers have participated in multiple professional learning activities over the last several years. Our districts K-12 Instructional Support Specialists, Academic Coach and administrators regularly observe classrooms to identify instructional needs, and schedule/provide appropriate ongoing professional learning support. The results of the observations reveal that professional learning for all teachers is needed in the following areas:

Differentiation of technology to promote literacy
Enhanced literacy instruction through the use of Lexile Scores
Effective use of assessments
Writing across the curriculum
Content area literacy strategies
Writing Constructed and Extended Response Answers

(e and g) Evaluation: Evaluations will be created in order to make sure that all professional learning activities will be adequate and effective. Teachers will be afforded the opportunity to evaluate the professional development through an online evaluation form such as Survey Monkey. Teacher feedback will be used to provide administrators

with information on how to plan for further training as well as adapt instruction to meet

the needs that are identified by administrators and teachers.

(d, f and g): The WCPES proposed professional learning plan includes goals aligned

with identified needs and organized according to the building blocks of the Georgia

Literacy Plan(the "Why" and the "What"). After engaging in professional learning,

administrative walkthroughs will be used to determine application of new strategies.

Additionally, better teacher preparation will result in higher student achievement with

students meeting or exceeding the standards. These results will allow administration to

gauge effective professional learning to increase student achievement.   The plan

charted below, includes initiatives arranged by building block that can be evaluated

through the included goals and specific objectives outlined in the grant's Project Plan

and Procedures, Goals, Objectives, and Support section.

Professional Learning Plan Aligned with Literacy Plan and Project Goals

Literary Plan Building Block	Project Goal	Related PL Initiative
Engaged Leadership	School and district administrators trained in literacy instruction will regularly monitor classroom best practices.	Literacy-specific PL for administrators Contracted consultants to assist with literacy walkthroughs to monitor implementation of strategies and evaluate effectiveness of PL activities Professional Learning Communities established to provide training in Best Practices
Continuity Of Instruction	WCPES staff will implement multiple strategies to	Collaborative sessions to examine student work,

	improve communication with all stakeholders.	create school-wide writing rubric, and improve consistency of grading practices/literacy instruction. Department-led book studies/PL communities with redelivery to faculty. All staff participates in Japanese Lesson Studies. Staff will debrief after each session. Archived videos of WCPES classroom best practices and whole faculty PL sessions to provide resources for new teachers.
Ongoing Formative and Summative Assessment	Teachers will collaborate regularly to analyze data and plan effective literacy instruction across the curriculum.	SRCL-funded stipends/substitutes will support data-analysis PL and collaborative sessions to examine data and plan alternate instructional strategies. PL on collaborative grading sessions to improve formative assessment practices.
Best Practices in Literacy Instruction	WCPES staff will use best practices to engage learners and improve student motivation.	Self-assessments/personal PL plans to identify teachers' needs with differentiated PL. Administrators to approve resources and PLPs; resources will remain property of WCPES to support PL to other teachers

		PL on instructional technology will facilitate implementation of new technology resources for instruction
System of Tiered Intervention for all students	Teachers will utilize research-based resources to support intervention for striving readers.	Formal training on intervention resources to ensure fidelity of implementation PL specific to literacy instruction provided by consultants(whole-faculty instruction, classroom observation, modeling)
Improved Instruction through Professional Learning	WCPES staff will participate in PL activities specific to literacy instruction through a variety of modalities.	All initiatives listed above as well as the following: Reading/gifted endorsements to provide formal training for strategic literacy instruction Expanded PL resources for media center WCPES newsletters to provide resources for teachers

Sustainability Plan

a) Wilkinson County School System has a system-wide benchmark testing initiative in place. Benchmark testing occurs every six weeks. Tests are administered to ensure students are mastering the instructional content. We currently administer IPI (Informal Phonics Inventory) in grade 3 a minimum of three times a year. Also, students are assessed using STAR Reading Renaissance program to monitor student progress in fluency and comprehension. Teachers and administrators will disaggregate all assessment data to share with students and parents. The local system provides funding for all initiatives discussed above. Title IA, Title II A, Title I C, Title III, Title VI Part B funds, as well as local and QBE funds will be coordinated to ensure that SRI and DIBELS Next are available upon completion of the Striving Readers' grant in order to extend assessment protocol. A yearly assessment calendar will be devised to support the implementation of all assessments.

b) WCES is part of a small, rural, high-poverty community. Our commitment to sustainability requires collaboration among our Board of Education, administrators, program directors, teachers, resource providers, and community partners. Our partnerships include BASF, Sheriff's Department, Department of Family and Children Services, Chamber of Commerce, and Health Department. A plan will be coordinated with partners to meet the annual cost of sustaining the initiatives of SRCL. The Annual Ride for Literacy sponsored by our school district and community partners raises funds to support literacy in the school district.

c) New and ongoing professional learning, training of new employees, technology maintenance, extending the assessment protocols, plans for expanding lessons will be sustained by:

Expanding Lessons Learned	Lessons learned through professional development will be continued through Grade Level and Faculty Meetings by Teachers, K-12 Instructional Specialists, Academic Coach, and Administrators.
Training New System Employees	Prior to the new school year all new system employees will participate in a new teacher orientation presented by Central Office Staff and administrators. New teachers are assigned a mentor to assist and guide them for two school years. Principals, Assistant Principals, and the Academic Coach meet with new teachers three times a year to discuss new teacher development. School and/or system initiatives will be archived on videos and shared with new teachers in an effort to ensure best practices are implemented.
Extending Assessmen t Protocols	Protocols set forth in the SRCL grant will continue to be implemented through the use of an assessment calendar. Administrators will monitor the assessment process to

	ensure fidelity to the assessment calendar.
Maintaining Technology	Funding for licenses and equipment will be obtained through SRCL funds and continued through Title and QBE funds. Maintenance of equipment will be conducted by the technology specialists and technology department. Teachers and students will continue to be trained in the care and use of the technology available.
Ongoing Professiona l Learning	System professional development funds will be used to sustain professional development programs purchased through the grant. Opportunities for job embedded professional learning including webinars will be provided by administrators, academic coach, lead teachers and our district K-12 Instructional Support Specialists. Oconee RESA will also provide professional learning support.

d. Administrators and teachers will assess the effectiveness of instructional resources each year and renew site licenses and consumable resources only if they prove effective. Literacy team members will meet annually to review print resources and plan for future needs. Any additional funding for sustaining print material will be maintained with Title 1A, Title II A, Title I C, Title III, Title VI Part B, local and QBE funds.

e. K-12 Instructional Support Specialists are currently employed in the system, and will provide SRCL project training to all new staff. Training will be provided at the beginning of each year. There will be continuous training throughout the year with all staff. RESA consultants will provide content training of the Common Core Standards and best instructional practices. Staff will attend state-sponsored trainings and webinars to enhance instructional practices. Literacy components will be redelivered during weekly collaborative planning days and study groups. Funding for all sustainability practices may be provided by Title I A, Title II A, Title I C, Title III, Title VI Part B, local funds, QBE, and/or state staff development funds. Professional learning needs assessments surveys will be administered to teachers once each year. The results of the surveys will guide the type of training needed, based on grant initiatives.

f. Funding for licenses and equipment will be obtained through SRCL funds, and maintained by technology specialists. E-Rate funds will be sought to continue infrastructure upgrades and development. The system currently has technology personnel to ensure appropriate use and training on technology purchases beyond the grant period. Funding for any replacement equipment, including site licenses will be purchased through Title I A, Title II A, Title I C, Title III, Title VI Part B, local and QBE funds.

g. Instructional practices learned through the SRCL project will be provided by district K-12 Instructional Support Specialists to all new staff throughout the school year. The academic coach, housed at the Elementary School, will play a vital role in leading collaborative trainings within the school district. Professional learning communities, already in place within the district, will meet as teams to share lessons, research based strategies, and formative/summative assessments. Horizontal and vertical team meetings will occur in an effort to align curriculum documents to ensure seamless transitions from each grade level.

Budget Summary

The WCES embraces the need for the SRCL grant to address the necessity to improve reading and writing instruction across all content areas for all students. Monies would be utilized in the following ways:

I. Instruction
- E-reader & e-texts
- Additional Classroom Computers
- Literacy software
- Printer, paper, and toner supplies
- Literacy camps in summer (teachers, salaries)
- Literacy activity kits
- Tablets/tablet stations
- Common Core CCGPS materials
- Math literacy programs
- Laptops

II. Pupil Services
- Literacy screenings, diagnostic and progress monitoring
- Universal Screener (SRI)

III.   Media Services
- Novels
- Books
- Technology
- Periodicals
- Supplies

IV. Improvement of Instructional Services
- Trainer's Fees
- Registration Fees
- Substitute Costs
- Stipends
- Travel Expenses
- Training Materials

SUMMARY

WCSD embraces the need for the SRCL grant to address the necessity to improve reading and writing instruction across all content areas for all students. The grant will allow our school district to increase access to print materials, especially in science and social studies. Our literacy needs were identified through needs assessments, teacher surveys, root cause analysis, and student assessment data. Resources that will help us impact literacy in the WCSD include: a systematic intervention program for struggling readers and writers, interventionists to assist teachers in implementing intervention strategies with struggling students, a library of informational texts at various Lexile levels and interests, a systematic writing program, and a various range of media and technology that can be used to enhance curriculum in the areas of reading and writing.

Professional learning will be implemented to train all teachers in literacy instruction, assessment, and in other instructional practices essential through the grant. Teachers as well as early providers will be given an opportunity to receive specialized training in the literacy components of the Common Core Georgia Performance Standards (CCGPS) and writing instruction to include all content areas.

In addition, the budget accounts for improved technology, but funds will also need to be allotted each grant year for maintenance of technology in order to extend the life of all devices.