School Profile

Created Thursday, November 13, 2014

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School Information

System Name:	Worth County School District
School or Center Name:	Worth County Primary School
System ID	759
School ID	0196

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Cora Brettel
Position:	Principal
Phone:	229-776-8660
Email:	cbrettel@worthschools.net

School contact information

(the persons with rights to work on the application)

Name:	Teresa Sumner
Position:	School Improvement Specialist
Phone:	229-776-8660
Email:	tsumner@worthschools.net

Grades represented in the building

 example pre-k to 6

kindergarten to 2

Number of Teachers in School

55

FTE Enrollment

876

Grant Assurances

Created Wednesday, December 03, 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

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

SRCL General Information Packet-Cohort 4

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

- Yes

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

SRCL Scoring Rubric-Cohort 4

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

- I Agree

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

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

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

        1. Disqualify the Applicant, or

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

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

b. Employee Relationships

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

        1. The names of all Subject Individuals who:

            a. Participated in preparation of proposals for award; or

            b. Are planned to be used during performance; or

            c. Are used during performance; and

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

        1. The award; or

        2. Their retention by the Applicant; and

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

II. **Disclosure of Conflict of Interest after Agreement Execution**

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

III.   **Incorporation of Clauses**

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

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

Kay S. Mathews, Ed.S., Superintendent, Worth County School District
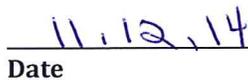**Typed Name of Fiscal Agency Head and Position Title**
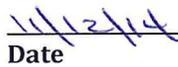
_____
Date

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

Cora Brettel, Ed.S., Principal, Worth County Primary School
Typed Name of Applicant's Authorized Agency Head and Position Title

_____
Date

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

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

_____
Date (if applicable)

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: <u>Amy Chafin</u>

Position/Title of Fiscal Agent's Contact Person: <u>Director of Curriculum and Instruction</u>

Address: <u>103 Eldridge Street</u>

City: <u>Sylvester</u>   Zip: <u>31791</u>

Telephone: <u>(229) 776-8600</u>   Fax: <u>(229) 776-8603</u>

E-mail: <u>achafin@worthschools.net</u>

_____

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

<u>Kay S. Mathews, Ed.S., Superintendent, Worth County School District</u>
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____

Date (required)

District Narrative

Brief History of the System

Worth County is a rural county located in southwest Georgia. It has an area of 575 miles and a population of 21,741. Worth County is the 18th largest of the 159 counties in Georgia. The county seat is Sylvester, located on U.S. 82 between Albany, Georgia and Tifton, Georgia. It is 168 miles south of Atlanta and 20 miles west of I-75, Georgia's primary north-south transportation route.

Worth County School District (WCSD) consists of four schools: Worth County Primary (Pre-K-2), Worth County Elementary (3-5), Worth County Middle School (6-8), and Worth County High School (9-12). The district's student enrollment is 3239, and we employ 244 certified staff and 182 classified personnel. The district's free and reduced percentage rate is 71%.

System Demographics

	Total Students	Black	Hispanic	White	Other
Worth Primary	879	323	15	497	44
Worth Elementary	702	229	18	424	31
Worth Middle	748	246	21	451	30
Worth High	908	343	10	530	25
System	3,237	1,141	64	1,902	130
Special Populations:					
Special Education - 6%			Gifted - 8%		
ESOL - .01%			PreK - 8 classrooms (163 students)		
Migrant - .0%			Pre-School (Migrant, Sped) - 0%		
Economically Disadvantaged - 74%					

In 2009, our percentage of students eating free and reduced lunch was 65%. In 2014, that percentage increased to 71%. For the 2014-2015 school year, all students eat free through the Community Eligibility Program. All schools within the district are Title I schools.

Current Priorities

The purpose of the Worth County School District (WCSD) is to provide a quality education for all students leading to graduation and productive citizenship. Increased achievement is at the forefront of our daily work, as we strive to improve our graduation rate and provide a well-rounded and meaningful education in each and every classroom. The Common Core Georgia Performance Standards (CCGPS) have been a primary priority for the last few years, as our teachers continue to develop, review and revise units of instruction and assessments aligned to the new mathematics and English language arts curriculum. The following priorities provide clear curricular focus for the district:

- Continued implementation of research-based instructional strategies such as differentiation and flexible grouping
- Increased use of instructional technology in all classrooms
- Analysis of formative and summative student data to better inform classroom instruction
- Preparation for the new Georgia Milestones End of Grade and End of Course assessments
- District-wide implementation of the Teacher and Leader Keys Effectiveness System (TKES/LKES)

Strategic Planning

In preparation for AdvancED accreditation, the WCSD completed a strategic planning process in the spring of 2013. Mike Vanairsdale, Georgia Leadership Institute for School Improvement (GLISI) consultant, led school leaders through the creation of a balanced scorecard that outlined the district's four major goal areas: student achievement, operational effectiveness, learning and growth, and stakeholder engagement. District leaders conducted town hall meetings throughout the county to elicit stakeholder participation in the strategic planning process. Through analysis of data in each of the goal areas in addition to stakeholder feedback, the following performance objectives were created to support each of the goal areas:

Strategic Goal	Performance Objectives
Student Achievement	Master the curriculum
	Close the achievement gap
	Improve the graduation rate
Operational Effectiveness	Improve instructional support processes
	Improve operational processes
	Improve financial processes
	Improve human resources processes
Learning and Growth	Improve organizational communication
	Improve professional learning at all levels
	Build a positive organizational culture of collaboration and accountability

	Develop and sustain effective system and school leadership
Stakeholder Engagement	Improve student engagement Improve parent engagement Improve staff engagement Improve community/business engagement Improve school climate

The balanced scorecard provides historical data and clear, attainable targets for each of the performance objectives. Under the leadership of a new superintendent and in preparation for IE2 or Charter System designation, the WCSD will revisit the current strategic plan during the 2014-2015 school year.

Current Management Structure

The chart below shows the current management structure of the WCSD:

WCSD Superintendent
Principals Worth County Primary School Worth County Elementary School Worth County Middle School Worth County High School
Directors Director of Curriculum and Instruction Director of Facilities/Maintenance Director of Federal Programs Director of Finance Director of Human Resources Director of School Nutrition Director of Special Education Director of Technology Director of Transportation

The district is governed by a five member board of education that employs a Superintendent of Schools. The Superintendent has a Leadership Team consisting of nine directors at the district level and four principals at the school level. The Leadership Team meets monthly.

Past Instructional Initiatives

The following programs/initiatives have been used by the WCSD to support curriculum and instruction. An asterisk indicates programs/initiatives that are currently being used.

America's Choice/Georgia's Choice
Reading First
Standards based classrooms*
Standards-based report cards (K-2)*
Georgia Performance Standards*
CTAE Literacy Standards*
Common Core Georgia Performance Standards*
Literacy Coaches/School Improvement Specialists*
Fountas/Pinnell Phonics*
Words Their Way Spelling Inventory *
Sonday System*
Fast ForWord
Scholastic READ 180
Lexia*
Reading Plus*
Study Island
Ruby Payne poverty study
Differentiation study
Bring Your Own Technology (BYOT)*
Statewide Longitudinal Data System*
Gifted endorsement*
PD 360
Data Director*
Learning Focused Strategies
Apex*
A+ software*
Handwriting Without Tears*
Success Maker
Voyager*
Language for Learning*
DIBELS
Georgia Credit Recovery

Literacy Curriculum

The WCSD's literacy curriculum is driven by the Common Core Georgia Performance Standards for English/Language Arts, K-12. With local revisions, teachers utilize the state recommended units of instruction in their ELA classrooms. The following resources are used to teach the ELA CCGPS:

Harcourt's Storytown (K-5)
Glencoe/McGraw-Hill's Georgia Treasures (6-8)
McDougal Littel's Language of Literature (9-12)
Lexia and Reading Plus (K-12)
Leveled readers
Informational texts
Fountas and Pinnell Phonics and Word Study
Words Their Way
Novels
Music
Videos
Art

Literacy Assessments Used District-wide

Grade Level	Assessments
K-2	G-KIDS AIMSWeb • Letter Naming Fluency • Letter Sound Fluency • Nonsense Word Fluency • Phoneme Segmentation Fluency • Reading Curriculum Based Measure (R-CBM) ACCESS for English Learners (ELs) Locally developed benchmark assessments Common unit assessments Student Learning Objectives (SLOs) Words Their Way Spelling Inventory
3-5	Track My Progress Georgia Milestones End of Grade assessment ACCESS for ELs Georgia Alternate Assessment (GAA) Locally developed benchmark assessments Common unit assessments SLOs
6-8	Track My Progress Georgia Milestones End of Grade assessment ACCESS for ELs GAA Locally developed benchmark assessments

	Common unit assessments SLOs
9-12	Georgia Milestones End of Course assessments Grade 11 Writing Assessment ACCESS for ELs GAA Locally developed benchmark assessments Common assessments SLOs Advanced Placement Exams USA Test Prep

Need for a Striving Reader Project

The following concerns were made evident once results from the needs assessment survey were compiled:

1. Need for Professional Learning:
   ➢ Identifying characteristics of effective literacy instruction
   ➢ Utilizing data to drive instruction
   ➢ Writing across the curriculum

2. Resources aligned to CCGPS in all subject areas

3. Revamp RTI process through training, resources, and support staff

Worth County School District is in need of the Striving Reader funding. We face challenges with class size, staff reduction, and diminishing fund reserves. We have an enrollment total of 3,239 students, of which 71% are economically disadvantaged. Our rate of children living in poverty has increased steadily over the past 5 years. Currently, 1,248 eligible households, with children, receive food stamps and 897 eligible children (birth to 4) are enrolled in the WIC program. We have 774 children living in families where no parent has full-time, year-round employment.

Literacy is extremely important in today's economy. People who are illiterate are the least likely to be employed or become productive citizens. Teachers in all areas and levels need training on how to provide literacy instruction that is engaging for students. We need better alignment of literacy expectations within and across schools to close literacy gaps.

District Management Plan and Key Personnel

Support for the Striving Readers Grant (SRG) began with the Superintendent of the WCSD, who encouraged the district's Leadership Team to explore interest in the grant. District and school level leaders thoroughly reviewed the Cohort 4 application process, participated in informational webinars and hosted a SRG informational session provided by the GaDOE prior to deciding to pursue the grant. Each school within the district formed a literacy team to lead the grant application process. The initiatives gained from the Striving Readers Grant will be used to support the performance objectives within the district strategic plan.

The Director of Curriculum and Instruction oversees the coordination and implementation of the grant and acts as the liaison among the Georgia Department of Education, district office, and schools.

The following timeline was used to provide guidance and focus for the district and school level SRG teams:

Timeline	Purpose of Meeting	Attendees/Persons Responsible
August 28, 2014	Informational SRG webinar hosted by GaDOE	Superintendent, Principals, Directors, School Improvement Specialists, Instructional Technology Coordinator, Student Services Coordinator
September 4, 2014	Hosted SRG informational session (Julie Morrill, Josh Todd)	Superintendent, Principals, Directors, School Improvement Specialists
September 10, 2014	SRG planning meeting	Superintendent, Principals, School Improvement Specialists, Student Services Coordinator, Directors, Instructional Technology Coordinator
September 12-26, 2014	Needs assessments completed	Curriculum Director, Principals, School Improvement Coordinators, SPED Director, Federal Programs Director
October 2, 2014	SRG planning meeting to outline due dates	Superintendent, Directors, Principals, School Improvement Specialists
October 6-24, 2014	School level literacy teams meet to write grant	Literacy teams
October 27, 2014	District SRG team meets—School level literacy teams submit needs assessment results and literacy plans	Superintendent, Directors, Principals, School Improvement Specialists,

		Student Services Coordinator, Instructional Technology Coordinator
October 28-November 17, 2014	School level literacy teams receive feedback from needs assessment/root causes and literacy plans\n\nContinue writing remainder of grant	Literacy Teams
November 13, 2014	Schools set up Fluid Review accounts and begin completing required information	School Improvement Specialists, Curriculum Director, Student Services Coordinator
November 18, 2014	District SRG team meets—School level literacy teams submit entire grant for review	Superintendent, Directors, Principals, School Improvement Specialists, Student Services Coordinator, Instructional Technology Coordinator
November 19-December 1, 2014	District support personnel provide feedback to each school level literacy team	Director of Curriculum and Instruction, Student Support Services Coordinator
December 2-3, 2014	Upload grants to GaDOE	Director of Curriculum and Instruction, Student Support Services Coordinator

The following chart outlines personnel who will be involved in managing and providing support for the grant from the district level:

District Department	Individuals Responsible	Tasks for Grant Implementation
Birth-5	Christie Foerster, Pre-K Director\n\nLinda Matthews, Head Start Director\n\nGayla Bentley, SPED Director	Grant administrator—oversee implementation/reporting of grant\n\nCoordination of Birth-5 initiatives through the Early Learning Literacy Team (ELLT)
Curriculum and Instruction	Amy Chafin, Director of Curriculum and Instruction\n\nSandi Giddens, Student Services Coordinator	Grant administrator—oversee implementation/reporting of grant

		Coordination of district-wide initiatives related to curriculum, instruction, assessment, and professional learning
Business Office	Lisa Deariso, Director of Finance Kim Oliver, District Bookkeeper Jada Moss, Payroll	Budget Payments Reports
Federal Programs	Christie Foerster, Director of Federal Programs	Consolidated application assistance Coordination for federal funding
Special Education	Gayla Bentley, Director of Special Education	Support for special education
Technology	Mark McGee, Director of Technology Christy Haskins, Instructional Technology Coordinator	Support for technology

Daily grant operations will be managed at each school by personnel listed below:

School	Name/Position
Worth County Primary School	Cora Brettel/Principal Teresa Sumner/School Improvement Specialist Kim Pritchard/Pre-K Project Coordinator
Worth County Elementary School	Steven Rouse/Principal Chad Pate/School Improvement Specialist
Worth County Middle School	Tiffany Sevier/Principal Maria Fletcher/School Improvement Specialist
Worth County High School	Scott Chafin/Principal Lisa Underwood/School Improvement Specialist

In conjunction with monthly school improvement meetings, the Director of Curriculum and Instruction will monitor the implementation of grant initiatives/programs and professional learning across the district. Principals and School Improvement Specialists will monitor school level initiatives/programs and professional learning at monthly leadership meetings, grade-level meetings, collaborative planning meetings, and faculty meetings.

Experience of the Applicant

WCSD personnel have extensive experience with implementation of grant funds as is evident in the chart below. The district oversees a budget of $30 million, including federal, state, and local funds. During a very difficult economic time in our state's educational system, district and school leaders in Worth County have maximized sparse funding by pooling funds, providing job-embedded professional learning, and thinking "outside of the box".

	Project Title	Funded Amount	Is there audit?	Audit results
Worth County School District	FY13 Title I-A, Academic Achievement	$1,288,831	Annual state audit.	None
	FY13 Title II-A, AP Grant	$800	Annual state audit.	None
	FY13 Title II-A, Improving Teacher Quality	$273,434	Annual state audit.	None
	FY13 Professional Learning	$70,781	Annual state audit.	None
	FY13 Pre-School Handicapped State Grant	$50,989	Annual state audit.	None
	FY13 Special Ed – IDEA Preschool Regular Grant	$29,858	Annual state audit.	None
	FY13 Special Ed – VI-B IDEA Flowthrough	$659,972	Annual state audit.	None
	FY14 Title I-A, Academic Achievement	1,228,382	Annual state audit.	None
	FY14 Title II-A, Improving Teacher Quality	$264,270	Annual state audit.	None
	FY14 VI-B Rural and Low Income	$62,778	Annual state audit.	None
	FY14 RT3 – Math and ELA Training	$9,600	Annual state audit.	None
	FY14 RT3 - SLO	$4,650	Annual state audit.	None

	FY14 Professional Learning	$68,531	Annual state audit.	None
	FY14 Pre-School Handicapped State Grant	$58,321	Annual state audit.	None
	FY14 Special Ed – IDEA Preschool Regular Grant	$28,661	Annual state audit.	None
	FY14 Special Ed – VI-B IDEA Flowthrough	$616,501	Annual state audit.	None
	FY14 Technology to Support Digital Learning Bond	$19,000	Annual state audit.	None
	FY15 Title I-A, Academic Achievement	$1,183,513	Annual state audit.	None
	FY15 Title II-A, Improving Teacher Quality	$260,903	Annual state audit.	None
	FY15 Professional Learning	$61,196	Annual state audit.	None
	FY15 Pre-School Handicapped State Grant	$65,427	Annual state audit.	None
	FY15 Special Ed – IDEA Preschool Regular Grant	$28,564	Annual state audit.	None
	FY15 Special Ed – VI-B IDEA Flowthrough	$643,673	Annual state audit.	None

The Worth County School District (WCSD) uses zero based budgeting. In the winter, usually late February, the finance director emails budget templates to each principal and director to be completed and then consolidated into the district-wide operating budget for the upcoming year. Discussions are held with the superintendent and board members and adjustments are made as necessary.

WCSD utilizes electronic requisitions and purchase orders. Requisitions are generated at each site or department and electronically approved by principal or director. The requisitions are then electronically submitted to the next level in the approval process until all appropriate approvals are complete. They are then reviewed by the finance director to ensure accuracy in coding the requisitions to the appropriate general ledger account. After this, the requisition is transferred

into a purchase order by the accounts payable bookkeeper. Once this is done, the originator of the requisition can print the purchase order and place the order with the vendor.

Voucher packets, maintained by the business office, include requisition approvals, purchase orders (documenting receipt of goods) invoices and copy of checks issued for payment. These voucher packets are reviewed by the finance director to ensure the payment was coded to the appropriate general ledger account. WCSD has an annual audit performed by the Georgia Department of Audits and Accounts. These audits include reports on compliance for selected major programs.

WCSD uses financial software that maintains separate funds and program codes for the various local, state and federal programs. Principals and directors can generate various reports from that software in order to compare actual expenditures to budgeted expenditures, review remaining balances, and/or review payments or expenses to vendors.

School Narrative

School History

Worth County Primary School (WCPS) is the only pre-kindergarten through second grade school in Worth County. Opened in 1995, WCPS is a Title I school wide school, and was recognized as a Title I Distinguished School numerous times until the CRCT was no longer administered statewide to first and second grade students.

Our enrollment is currently 1033, including 162 pre-k students, 287 kindergarten students, 306 first grade students, and 278 second graders. The ethnic/racial makeup is: 59% white, 34% black, 2% Hispanic, 1% Asian, and 4% others including multiracial students. Fourteen first and second graders are identified for Gifted Services. Twenty-five percent of our students are in RTI Tier 2, 3, or 4. All students receive free breakfast and lunch under the Community Eligibility Provision of the USDA.

WCPS employs 73 certified teachers. These include 48 homerooms, 8 pre-kindergarten classes, 10 Special Education teachers, as well as a Media Specialist, art teacher, music teacher, Parent Involvement Coordinator (PIC), School Improvement Specialist (SIS), Gifted Services teacher, Math Intervention, and two Physical Education teachers. Support personnel includes 26 paraprofessionals who serve in various capacities including pre-k to second grade instructional support and Special Education. We also have a full time registered nurse, school counselor, receptionist, part time registrar, Media Clerk, and attendance clerk.

The leadership team at Worth County Primary School is focused on providing faculty and staff with all of the necessary components, from materials and training, to support and guidance, in an effort to meet the needs of every student, every day. WCPS recognizes the need to explore the creation of a shared vision for literacy that will enable all stakeholders to be actively involved in promoting literacy. Teacher input is solicited through an annual needs assessment survey.

Administrative and Teacher Leadership Teams

Team	Team Members	Purpose	Frequency of Meetings
Administrative Team	Cora Bretel, Principal Jenny Worn, Kim Pritchard Assistant Principals	School leadership	Daily

Design Team	Administrative Team School Improvement Specialist Parent Involvement Coordinator Media Specialist SPED Lead Teacher	Decision making and coordination for school-wide instructional and procedural initiatives	Weekly
Hall Representatives	Two per grade level (K-2), one preK representative, SPED representative, specials representative	Facilitating teacher leaders, dissemination of information	Monthly
Grade Level Teams	K-2 grade groups	Collaborative professional development meetings in which discussions about best practices, grade and school-level expectations, and trends in education are facilitated. In these meetings we discuss and monitor specific, measurable student achievement goals aligned with grade-level expectations.	Twice per month
Literacy Team	Cora Brettel, Principal Kim Pritchard, Assistant Principal Jenny Worn, Assistant Principal Teresa Sumner, School Improvement Specialist Mary Beth Cary, Teacher of the Gifted and Interventionist Judy Branch, Speech-Language Pathologist Marsha Gaddy, Kindergarten Teacher Shae Langley, First Grade Teacher	Plan for and facilitate improvement within literacy instruction and achievement.	As needed

	Paula Tison, Second Grade Teacher		
K-5 Reading/ELA Vertical Alignment Committee	Two teachers per grade level, K-2 School Improvement Specialist District Curriculum Director	Troubleshoot known areas of need within the area of literacy systemwide.	As needed

Past Instructional Initiatives
Reading First
STAR Reading
Success Maker
Voyager (K, 1st, 2nd grade)
Read Naturally (1st and 2nd grade)
Language for Learning
Study Island
Fast Forward
Accelerated Reader

Current Instructional Initiatives
Common Core Georgia Performance Standards
Lexia
Symphony
Fountas & Pinnell Phonics and Word Study
Handwriting Without Tears
Words Their Way

Professional Learning Needs

Administrators and our School Improvement Specialist (SIS), work alongside teachers and staff to determine areas of strength and areas for improvement within our instructional program. When deficits are found, professional development is structured to fit those areas. However, budgetary constraints have negatively impacted the extent to which we have been able to adequately address known areas of need.

Need for a Striving Reader Project
Due to budgetary restrictions, teachers are limited to external professional development sessions offered through SWGA RESA; even then, with restricted funding for substitute teachers, we are

limited to sending only a few teacher representatives to worthwhile sessions, with the expectation that those teachers will come back and adequately re-deliver all pertinent information. This area of need can be partially alleviated by incorporating modules from the comprehensivereadingsolutions.com website. It is our hope that, through the Striving Reader Project, literacy practices within our building will improve due to targeted, explicit professional development in conjunction with the adoption of materials for improving and sustaining literacy best practices.

Needs Assessment, Concerns, and Root Cause Analysis

Description of Needs Assessment Process

The leadership team of Worth County Primary School continuously studies the needs of students and staff by examining assessment and RTI data and surveying teachers to determine areas of need within professional learning, materials, and resources (the "What" document, p. 8-9). During the week of September 22, 2014, WCPS faculty and staff participated in the Georgia Literacy Plan Needs Assessment for Literacy. The survey, completed online using a direct link to surveymonkey.com emailed out to faculty and staff, was designed to determine how faculty and staff feel about the current literacy instruction at WCPS and to determine additional needs. Additionally, the WCPS administrative team, consisting of the principal and two assistant principals, along with 14 other administrator and district-level staff, completed the Administrator Needs Assessment Survey.

Faculty and Staff Survey

Out of 75 WCPS faculty and staff members, 52 participated in the literacy needs assessment survey, totaling 69.3% participation. Faculty and staff participating in the survey included our K-2 homeroom teachers, School Improvement Specialist, SPED teachers, media specialist, specials teachers, and support staff.

Building Block	Area of Need	Root Causes	Documentation
1. Engaged Leadership	Expansion of literacy team (the "What," p. 5) Inclusion of administrative staff within literacy content-specific professional development (the "Why," p. 156) Increase number of teachers holding reading endorsement Untapped potential in teacher leaders within each grade level for use as literacy gurus - modeling, observing, etc. (the "Why," p. 156) Need for additional, targeted, professional development regarding best practices in literacy (the "What," p. 6)	Lack of community members and parents included within the current literacy team Georgia Literacy Instruction Observation Checklist - fidelity in implementation Missing leadership incentive for teachers to pursue and obtain additional literacy endorsements Loss of three Literacy Coaches after moving away from Reading First	Literacy Team meeting agendas, minutes, sign-in Enrollment in and completion of professional development sessions, in-house and external, regarding literacy best practices Intergrader reliability on administrative use of the Georgia Literacy Observation Checklist Increased number of teachers holding reading endorsement

	Use of a common observation form by administration (the "What," p. 6) Fully integrated science and social studies instruction into the literacy block; support and PD in this area Protected opportunities for teachers to collaborate as grade levels once per grading period Instructional technology to improve and publish student writing (the "Why," p. 44) Sustain and expand computer literacy (the "Why," p. 44) Explicit training in vocabulary acquisition strategies (the "How," p. 26 and 31, the "What," p. 6) Sustain handwriting program to aid in writing composition Expand opportunities for parent workshops and family literacy nights (the "How," p. 27)	Inconsistencies across grade-levels in the quality and effectiveness of literacy instruction Lack of computer literacy skills Lack of consistency in handwriting expectations and instruction Minimal parent involvement in literacy workshops	Opportunities for teacher leaders to serve as coaches for fellow teachers - videos, modeled video lessons, observations Increased student computer literacy skills Student writing samples Parent workshop and family night sign-in sheets
2. Continuity of Instruction	Implement protocols for literacy team meetings (the "What," p. 7) Cross-curricular collaboration and examination of student work/data by the Literacy Team Shared literacy plan with grade-level goals and expectations	Lack of formalized protocols for literacy team meetings Poorly communicated, non-explicit scope and sequence of grade-specific literacy goals and expectations	Meeting agendas Documented shared literacy plan Student writing samples Writing incentive participation

	Untapped potential in teacher leaders within each grade level for use as literacy gurus - modeling, observing, etc. (the "What," p. 7) Training and support in best practices and strategies for all components of literacy, including writing (the "What," p. 7) School-wide writing rubric with clear expectations System for motivating students to become stronger writers Instructional technology to aid in computer literacy and composing writing using technology, across all subject areas Limited external professional development opportunities Untapped potential in support from community leaders and businesses Increase technology use to engage stakeholders Collaboration between content area teachers and specials teachers Increased emphasis on adequately reaching our ELL population (the "How," p. 30)	Loss of three Literacy Coaches after moving away from Reading First Lack of rigor in writing expectations Lack of recognition for writing success Lack of emphasis on publishing writing digitally Professional development budget Lack of consistent communication with local Partners in Education Limited use of social media and electronic communication methods to increase stakeholder involvement Untapped collaboration and integration of CCGPS skills within specials courses Lack of training on the proficiency standards for ELL students, resources, strategies, technology, and accommodations	Increased methods of published writing pieces Enrollment and completion of professional development sessions Increased participation in literacy initiatives by local Partners in Education Implementation of additional digital components for reaching and engaging stakeholders Curriculum maps and units of instruction for specials courses Increase in ELL subgroup achievement Increase in confidence and competence among teachers of ELL students
3. Ongoing Formative and	Inability to formally identify students independent and instructional reading levels (the "Why," p. 8)	Lack of program for identifying reading level	Adoption of program for identifying student reading level

| Summative Assessments | Lexile level of students only assessed three times per year

Having assessments in place before start of year

Revamp common assessments and procedure for analyzing data as grade groups and as a school

Progress monitoring tools and supporting technology (the "Why," p. 8)

Improved diagnostic assessments to determine why students are struggling with skills

Use technology infrastructure to analyze/disseminate results of formative assessment (the "Why," p. 9) | Inability to differentiate instruction based on lack of current Lexile data for 1st/2nd grade students

Common assessments created as needed, instead of in advance

Misuse of common assessments
Shift away from current universal screener | Program for fluid assessment of proper Lexile level for students

Use of common assessments to guide instruction instead of assign a grade

Purchase and implementation of DIBLES Next |
|---|---|---|---|
| 4. Best Practices in Literacy Instruction | Increased professional development in guided reading components and expectations (the "Why," p. 10)

Increased writing professional development (the "Why," p. 10)

Use of student writing portfolios for assessment

Sustain Lexia Core 5 Reading

Media center alignment to Lexile levels (the "Why," p. 11) | Lack of student copies of informational text

Lack of way to identify Lexile level on library books

Untapped potential for student and teacher use within the organization of our Media center | Expanded classroom libraries

Lexile-aligned library organization

Lively and engaging Media center |

	Story sessions with the public library		
5.System of Tiered Intervention for All Students	Diagnostic assessments Programs that provide direct instruction Appropriate interventions and strategies Ongoing professional development in diagnosing reading difficulties, using direct, explicit instructional strategies to address instructional needs (the "What" document, p. 12)	Inconsistency in training of faculty and staff	Use of Lexia Core 5 Reading for literacy intervention RTI documentation Annual summative assessment data SLO assessment data
6. Improved Instruction through Professional Learning	Reading and writing incentive programs to build and maintain interest Formal induction program Communicating our literacy expectations with colleges, universities, and RESA (the "Why," p. 13)	Lack of student engagement	Participation rates in incentive programs Formative and summative assessment data

Further Analysis

After completing the Literacy Needs Assessment Survey, the WCPS Literacy Team met to go over the survey results and establish our most pressing needs. From this in depth look at the data, the following concerns became apparent: (1) a need for informational text (K-2) to help fully integrate science and social studies instruction fully into the daily literacy block, (2) a system for determining students' independent and instructional reading levels to help guide small group, differentiated instruction, (3) professional development regarding writing instruction and practices, literacy best practices, procedures, expectations, etc., (4) utilization of in-house teacher leaders to serve as grade-level literacy leaders.

According to the Literacy Needs Assessment in which WCPS teachers and staff participated, 67% of participants feel as though they do not have adequate materials and resources for teaching writing as laid out by the CCGPS. Additionally, well over half of the participants (K-2) feel the major areas of weakness within writing instruction can be attributed to a lack of lesson plans that provide guidance in presenting and guiding students in the three types of writing (79%), inadequate time in class for the production of carefully constructed pieces of writing (53%), and a lack of professional learning in writing instruction (50%).

Of particular note is the survey results regarding teacher perception of the percentage of students that come to their classroom with mastery of reading foundational skills from the prior grade. 72% of kindergarten teachers feel that fewer than 20% of students come with mastery of the previous grades' skills; 50% of first grade teachers feel that 20-40% of students come with mastery from the previous grade; and 45% of second grade teachers feel that 20-40% of students come with reading foundation mastery from the previous grades' skills. This data is telling of the lack of confidence and ownership teachers have in literacy best practices, especially regarding the reading foundational skills.

Analysis of Student and Teacher Data

Worth County Primary School historical data, obtained from sources below, has been analyzed to determine student literacy needs.

Historically, assessment measures at WCPS included instructional assessments, AIMSWeb Universal Screening (AUS), STAR Reading, STAR Early Literacy, Response to Intervention (RTI) progress monitoring, and the Georgia Kindergarten Inventory of Developing Skills (GKIDS). First and second grade students participated in locally developed Reading/ELA and Mathematics benchmarks in the winter and spring, and Science and Social Studies benchmarks in the spring only to assess mastery of the College and Career Georgia Performance Standards (CCGPS) and, for science and social studies, the Georgia Performance Standards (GPS). Kindergarten students participated in spring administrations of regionally developed Reading/ELA and Mathematics benchmark exams. For the 2014-2015 school year, assessment has been restructured to coincide with the mandated Student Learning Outcomes (SLO) Assessments. Kindergarten, first, and second grade students will participate in a fall and spring administration of regionally developed Reading/ELA SLO Assessments in order to measure student growth. Locally developed benchmarks to be administered this year include, for first and second grade students, mathematics, science, and social studies. As of this school year, we no longer participate in the STAR Reading or STAR Early Literacy programs. We have also implemented the use of Lexia Core Reading and Symphony Math.

Kindergarten
For the 2012-2013 school year, kindergarten students exceeded the state average on GKIDS in the following content areas: ELA total, Reading, Speaking/Listening, and Language.

GKIDS	Spring 2013
ELA Total	77.4
Reading	80.3
Writing	61.6
Listening	85.1
Language	78.4

In examining data from AIMSWeb Universal Screener, kindergarten students continue to show growth within the area of letter sound fluency (LSF), with 88% of students meeting the LSF goal in the spring of 2014. This exceeded the WCPS goal of having 85% of students meet the LSF goal for the 2014 spring administration by three percentage points. In regards to Letter Naming

Fluency (LNF), the goal set for the spring of 2014 administration was for 85% of students to meet/exceed the LNF goal - with the actual percentage of students meeting/exceeding the goal at only 72%. This is an overall decrease of twelve percent from the spring 2013 AUS administration.

To help meet the goal of 85% mastery in the area of LNF, teachers are implementing the use of Fountas & Pinnell Phonics and Word Study during the 2014-2015 school year. School-wide, we are also implementing a required whole-group phonics lesson component in the Reading/ELA instructional block. Additionally, teachers have incorporated the use of running records into their guided reading instruction. The Lexia Core Reading program will be utilized as a reading intervention program.

First Grade

First grade students show growth within the area of reading computation (R-CBM), with 64% of students meeting or exceeding the R-CBM goal on the spring 2014 administration of the AUS. This is a 5% growth from the spring 2013 administration.

Teachers also saw an increase in student achievement on the Reading/ELA spring 2014 benchmark assessment, with 77.4% of students meeting or exceeding the standards. This is an overall growth of 9.4% from the spring 2013 administration. In order to keep this growth momentum going, teachers will utilize Fountas & Pinnell Phonics and Word Study resources during their whole group phonics lessons and differentiated small group reading. Also, teachers have incorporated the use running records into their guided reading instruction. The Lexia Core Reading program will also be implemented as a reading intervention program.

Second Grade

Second grade students show growth within the area of reading, with 90.8% of students meeting or exceeding on the locally developed spring 2014 benchmark assessment. This is a 9.8% increase from the spring 2013 administration.

In regards to reading fluency (R-CBM), 63% of second graders met the AUS target during the spring 2014 administration. This is an overall decrease of 7% from the spring 2013 administration. To help boost R-CBM achievement, teachers will be utilizing Fountas & Pinnell Phonics and Word Study resources during their whole group phonics lessons and differentiated small group reading. Also, teachers have incorporated the use running records into their guided reading instruction. The Lexia Core Reading program will also be implemented as a reading intervention program.

Goals and Objectives Based on Formative and Summative Data

Goal: Collaborative grade-level teams will focus on being data-driven to improve literacy instruction across the curriculum.

- Increase Reading/ELA achievement on the AUS
- Increase the percentage of students meeting writing expectations by adopting, implementing, and analyzing data from grade-level rubrics

Faculty and Staff Data

Administration
- One principal
- Two assistant principals

Teachers
- 73 certified teachers, preK-2
- 48 homerooms
- 8 preK classes
- 10 SPED teachers
- 1 Art
- 1 Music
- 2 PE
- 1 Computer Literacy

Other Faculty and Staff
- 1 School Improvement Specialist
- 1 Counselor
- 1 Media Specialist
- 1 Parent Involvement Coordinator
- 1 District-wide School Psychologist
- 26 paraprofessionals
- 1 Math Interventionist
- 1 Attendance Clerk
- 1 part-time bookkeeper
- 1 Receptionist
- Custodial Staff
- School Nutrition Staff
- 1 School Nurse

Teacher Retention Data

Within the past three years, grades K-2 have experienced teacher turn-over, whether through the addition of new classrooms, the movement of teachers from one grade to another, or the hiring of new faculty. Out of our current 16 kindergarten teachers, two are new to the grade. Out of our current 14 first grade teachers, 50% are new (within the past three years) to the grade. Out of our current 12 second grade teachers, 50% are new (within the past three years) to the grade. We recognize the need to have a strong teacher mentoring program in place to support these teachers new to our school and to grade levels in order to increase student achievement and teacher retention.

Professional Learning

All certified and classified staff participate in professional learning activities, as previously outlined in the WCPS Literacy Plan.

Literacy Plan

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school

The leadership team at Worth County Primary School (WCPS) is focused on providing faculty and staff with all of the necessary components, from materials and training, to support and guidance, in an effort to meet the needs of every student, every day. Administrators and our School Improvement Specialist (SIS), work alongside teachers and staff to determine areas of strength and areas for improvement within our instructional program. When deficits are found, professional development is structured to fit those areas. However, budgetary constraints have negatively impacted the extent to which we have been able to adequately address known areas of need.

The WCPS principal, as the instructional leader of the school, sets the tone for the depth and rigor expected within classrooms across our building. As noted in the "Why" document, the role of leadership in developing literacy cannot be overstated (p. 156). Although our current principal has the classroom experience to validate a "solid understanding of how to teach reading and writing to the full array of students," we recognize the need to include administration in professional development, specifically regarding literacy - whereas the principal, or assistant principals, have not been intimately included within course-specific training (the "Why" document, p. 156).

Teachers at WCPS work collaboratively to maintain cohesiveness on grade-level expectations, plans, and assessments. Our SIS also leads bi-monthly collaborative professional development meetings in which best practices, grade and school-level expectations, and trends in education are covered. However, we see the need to establish a literacy group which would hold the responsibility to familiarize themselves with the latest research and apply that research in their own practice in order to "acquire local expertise" (the "Why" document, p. 156). Without having a literacy coach in our school, or within our district, WCPS administration sees the need in identifying teacher leaders and providing them with the tools and opportunities to serve as true grade-level literacy gurus. WCPS would like to encourage teacher leaders to obtain their reading endorsement. Currently, a K-5 Reading/ELA Vertical Alignment committee works collaboratively to troubleshoot known areas of need within the area of literacy. This committee has laid the foundation for becoming a true literacy group. During the 2013-2014 school year, members of this committee worked diligently to address deficits within the area of reading foundational standards, with the implementation of Fountas & Pinnell Phonics and Word Study. Currently, the committee is focusing on improving writing instruction, which is an area of severe need within our school.

The WCPS School Improvement Specialist works hand-in-hand with our district Director of Curriculum and Instruction, as well as with SWGA RESA, to ensure and maintain teacher growth through professional learning. Faculty and staff are offered opportunities to receive the support they need within the area of literacy. This may be through attending a SWGA RESA workshop or through grade-level collaborative meetings in which areas of concern are addressed to arrive at a solution. WCPS will continue to engage faculty and staff in professional learning and expand teachers' knowledge of best practices to promote literacy in

an effort to sustain capacity in literacy instruction. Specific areas of concentration for professional learning will include, but are not limited to:
- Writing instruction and best practices (the "What" document, p. 10)
- Guided reading procedures and expectations
- Best practices for teaching and assessing reading foundational standards
- A program for determining students' reading levels
- Strategies for vocabulary acquisition
- The role and use of Lexile levels (the "Why" document, p. 111)
- Active engagement strategies
- Meaningful, relevant, and differentiated independent center activities (the "What" document, p. 11)
- Best practices for teaching and assessing sight words
- Full integration of science and social studies within the literacy block (the "What" document, p. 6)
- Teacher use of formative assessment data to determine instructional needs and appropriate interventions (the "What" document, p. 10)
- On-going professional learning on researched based strategies for literacy instruction (the "How" document, p. 20)

B. Action: Organize a Literacy Leadership Team

Current WCPS Literacy Team Members:
Cora Brettel, Principal
Kim Pritchard, Assistant Principal
Jenny Worn, Assistant Principal
Teresa Sumner, School Improvement Coordinator
Mary Beth Cary, Teacher of the Gifted and Interventionist
Judy Branch, Speech-Language Pathologist
Marsha Gaddy, Kindergarten Teacher
Shae Langley, First Grade Teacher
Paula Tison, Second Grade Teacher

Currently, this team consists of one National Board Certified teacher, five gifted certified teachers, one member who holds an ESOL endorsement, one member who holds a reading endorsement, and one SPED certified teacher (the "How" document, p. 21).

This team will be expanded to include community leaders and parents. Once complete, this team will continue to analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement (The "What" document, p. 5).

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

WCPS has a total of 135 minutes within the master schedule devoted to direct, explicit instruction in literacy for all students in kindergarten, first, and second grades, as suggested in the "What", the "How", and the "Why" documents. The master schedule also reflects that all

teachers in all grade levels have a daily forty-five minute collaborative planning period. Occasionally, this planning time is utilized for data team meetings, conferences, or professional development in the areas of curriculum, instruction, and technology. Collaborative grade-level teams, including SPED co-teachers, meet two times per month after school with our School Improvement Specialist (SIS) for professional development. Additionally, grade-level hall leaders meet once per month with our SIS and are given the responsibility of delivering pertinent information to their hall teams. District-wide professional development sessions are held on teacher planning days periodically throughout the year and are utilized for the sole purpose of expanding professional knowledge of effective teaching practices and research-based strategies.

Teachers have expressed the need to have the opportunity to spend significant, protected time in true collaborative planning groups, once per grading period, to focus on planning for upcoming literacy instruction, activities, materials, and assessment. Currently, not all teachers from each grade have the same planning period, which makes this type of teacher-led and directed planning impossible.

In years past, time has been spent during the summer reviewing and revising curriculum maps, pacing guides, and CCGPS units of instruction, based on the state Frameworks. Teachers have been paid stipends for their participation. However, we would like to provide protected time for Literacy Team members to complete this work before the end of the school year in order to ensure teachers have timely exposure to these guiding documents to aid in the planning process.

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

Faculty and staff of WCPS frequently participate in ongoing, relevant professional development regarding literacy strategies; however, there is a need to shift these sessions to a more targeted, sustained focus (The "What" document, p. 6). For example, we have a strong need to become more consistent in the structure and components of guided reading, the close reading strategy, the use of constructed response items on assessments, and fully integrating science and social studies standards within the literacy block.

As stated in section A of this building block, WCPS teacher leaders participate in a K-5 Reading/ELA Vertical Alignment committee, facilitated at the district level, whose function is to identify and troubleshoot known areas of need within our literacy instruction. This committee successfully provided for the K-5 implementation of the Fountas & Pinnell Phonics and Word Study program and Words Their Way during the 2014-2015 school year in an effort to help students meet the foundational CCGPS reading standards by providing a common pathway to teaching phonics. Teachers and staff received training on the F&P Phonics and Word Study program directly from a Hineman representative. However, in order to continue this positive momentum, teachers feel strongly that we must adopt a program for identifying students' independent and instructional reading levels, in addition to the need of continuing to provide modeling and support with this implementation. As stated in the "What" document

(p. 6), texts should be selected according to the needs of individual students. In previous years, as a Reading First school, our literacy block and the determination of students' reading levels was an extremely structured process. After we moved away from Reading First requirements, the job of determining students' reading levels fell to the STAR program. However, as of the current 2014-2015 school year, WCPS no longer uses the STAR Reading program. Although AIMSweb (our current universal screener) provides a Lexile level for first and second graders, this information is only generated three times during the year and is solely based on reading fluency. Currently, we have no formalized way of determining a student's specific reading level. Providing these needed components will reinforce a school culture in which teachers across the grade levels assume responsibility for differentiated literacy instruction.

Additionally, in an effort to monitor and ensure consistency of effective instructional practices, it is vital that a common observation form (such as the Literacy Instruction Checklist) be used by administration (The "What" document, p. 6).

E. Action: Optimize literacy instruction across all content areas

In order to truly integrate literacy across the content areas, WCPS plans to eliminate the 30 minute science/social studies block from the K-2 master schedule. Thirty minutes will be added to the literacy block, expanding it to 165 minutes, with the understanding and requirement that science and social studies standards will be fully integrated within this block. Therefore, within the newly expanded literacy block, the components required would include reading, language arts/writing, and science/social studies. With this new push, teachers will need student copies of informational texts relating to standards, as well as additional read-alouds related to science and social studies standards, as incorporating the use of literary text in content areas is an important component of optimized literacy instruction (The "What" document, p.6). Additionally, teachers will need support and professional development to effectively provide integrated content instruction.

Teachers have expressed, across grades K-2, a need for more support and training within the area of writing. Within the current 135 minute literacy block, teachers provide writing instruction and require student-produced writing in each genre. We recognize the need to require all students to write extensively. Additional support is needed in best practices for writing, the use of exemplars and models, and conferencing with students. Whereas many of our teachers facilitate isolated grammar skills practice, we need to ensure students have opportunities to apply grammar rules so that they understand how language works in a variety of contexts (The "Why" document, page 44).

Worth County School District recognizes the need to increase computer literacy, including at the primary level. We would like to sustain the content and curriculum of our newly formed computer literacy course and expand this practice into homerooms by expecting students to consistently publish writing pieces using appropriate technology. We do have a need for additional instructional technology to address these writing needs, as including the writing formats of new media is an integral component of writing (The "Why" document, page 44). Similarly, we would like to sustain and improve our focus on handwriting, as proper letter

formation and writing fluency directly influences writing quality (comprehensivereadingsolutions.com).

Currently, we do not have a system in place for consistent vocabulary instruction. A systematic procedure for identifying relevant vocabulary at each grade level is needed, as well as training on strategies and best practices for teaching vocabulary (The "How" document, p. 26 and p. 31, The "What" document, p. 6,).

We are on the cusp of integrating literacy within mathematics instruction K-2 with the implementation of interactive notebooks/math journals (currently an optional practice) and the required use of constructed response items on mathematics common assessments. More training and support is needed in this area.

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

According to the "Why" document (p. 31), all stakeholders, including educators, media specialists, and parents, are responsible for promoting literacy. WCPS recognizes the need to explore the creation of a shared vision for literacy that will enable all stakeholders to be actively involved in promoting literacy. We plan to sustain and expand the outlets we currently have in place to create community awareness of our literacy initiatives, such as parent workshops and Family Reading Night. Such initiatives engage parents in relevant activities and strategies that demonstrate the importance of literacy beyond that of simply reading a book together (The "How" document, p. 27).

We plan to maintain community awareness of our literacy initiatives by utilizing school newsletters, social media, and partnering with our local public library. We feel it is necessary to expand our Literacy Team to include community members in order to engage more stakeholders in our literacy initiatives. The WCPS Parent Involvement Coordinator, as well as the community representatives on the Literacy Team, will be integral players in promoting increased participation in the following sample list of literacy initiatives:
- Parent literacy resource room
- Parent workshops focusing on literacy
- Family Reading Night
- Student motivation/recognition

Building Block 2. Continuity of Instruction

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

WCPS teachers meet after school as grade-level collaborative teams every two weeks; this is in addition to the daily 45 minute collaborative planning block K-2 teachers have built into the master schedule. According to the "What" document (p. 7), one component that could strengthen these collaborative teams is the implementation of protocols for team meetings, such as those found on http://www.lasw.org/methods.html. These protocols, once adopted,

clearly articulate team roles and expectations. Additionally, the components of the professional learning community model (www.allthingsplc.info) need to be more clearly understood and practiced (The "What" document, p. 7).

Currently, grade-level teams set, discuss, and monitor specific, measurable student achievement goals aligned with grade-level expectations. We have a K-5 ELA Vertical Alignment team, facilitated by the Director of Curriculum and Instruction, which meets to discuss and align curriculum across the grade-levels, participate in literacy-specific professional development and book studies, and re-deliver information to fellow teachers. As a result of the work of this committee, Fountas and Pinnell Phonics and Words Their Way resources have been implemented for use in grades K-5. The work of this committee will be expanded to include cross-curricular collaboration and examination of student data/work.

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

WCPS teachers and support staff, in grades K-2, participated in Fountas and Pinnell professional development at the end of the 2013-2014 school year. With its carefully articulated scope and sequence of skills, Fountas and Pinnell Phonics and Word Study is our core reading foundational program (The "What" document, p. 7). By identifying and supporting teacher leaders, they will in turn become the grade-level gurus who can drive, in conjunction with the SIS, the component of coaching, modeling, co-teaching, observing, and providing feedback to fellow teachers using videos and social media, where possible, on the use of literacy strategies in the classroom (The "What" document, p. 7).

Due to budgetary restrictions, teachers are limited to external professional development sessions offered through SWGA RESA; even then, with restricted funding for substitute teachers, we are limited to sending only a few teacher representatives to worthwhile sessions, with the expectation that those teachers will come back and adequately re-deliver all pertinent information. This area of need can be partially alleviated by incorporating modules from the comprehensivereadingsolutions.com website.

The K-5 Vertical Alignment team worked diligently during the 2013-2014 school year to set grade-level expectations for independent writing which are scaffolded so that feeder grade expectations align directly with the next grade levels' beginning of the year expectations. However, more work still needs to be done within the area of writing. Although clear expectations are established, teachers need training and support in best practices and strategies to help their students meet grade-level expectations. According to the "What" document (p. 7), WCPS needs to implement a schoolwide, commonly adopted writing rubric that is aligned with the CCGPS and sets clear expectations and goals for performance. Additionally, WCPS administration and support staff should develop a system of recognition for student writers' consistently meeting or exceeding grade-level expectations.

Content area teachers, in an effort to supplement the instruction of the CCGPS, will increase their collaboration with our computer literacy, art, music, and physical education teachers. These specials teachers will also begin participating in literacy initiatives and training in order to better integrate literacy standards and skills across the content areas. One area of support

that is needed is within our accommodations for English Language Learners. Teachers of ELL students need more on-going training and support to better meet the needs of these learners. As referenced in the "How" document (p. 30), additional emphasis should be placed on the study of the English Language proficiency standards, resources, strategies, technologies, and accommodations for English learners.

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

WCPS is fortunate to have the support of numerous organizations through the district Partners in Education initiative. We have recently received donations of school supplies for students, and donations of a limited number of gift cards for teachers to use to purchase items needed for their classroom. However, such donations are inconsistent and never guaranteed. Our Parent Involvement Coordinator will work to add additional organizations to our list of those partnered with our school, as well as coordinate with current partners to continue to elicit support for our students and teachers. In an effort to cultivate sustained community support, WCPS recognizes the importance of inviting community leaders and volunteers into our school to participate in our literacy initiatives, be it reading aloud to a classroom or providing small-group intervention with struggling students. Currently, we have consistent support from our local Kiwanis Club, Best Friends Humane Society, Pizza Hut, and public library. As referenced in the "What" document (p. 7), technology should be used creatively to effectively support stakeholder engagement. This is an area in which we will continue to improve.

WCPS recently revamped and expanded its PTO organization. Members coordinate events to support WCPS throughout the year, such as Family Literacy Night. PTO also supports our Lexia reading incentive program, a school store in which students can shop using "Brain Bucks" earned from mastering literacy skills within the Lexia computer-based intervention program.

In order to create a network of human resource supports (tutoring, mentoring, etc.) that will target student achievement, we plan to map out available fiscal and human resources related to support services throughout the community and appeal for specific assistance from these partnering entities (the "How" document, p. 32).

Building Block 3. Ongoing formative and summative assessments

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

WCPS utilizes common and summative assessments as an integral component to support our continuous improvement process. Formative assessments are created within grade-level teams and are used to monitor student mastery of grade-level expectations and evaluate effectiveness of instruction. We have started to modify our common, formative assessments to include constructed response items; we continually reevaluate and revamp our common assessments in order to ensure a certain level of rigor is maintained. However, as noted in the "How" document (p. 35), all materials and procedures should be in place prior to the start of the

school year. This is not reflective of our practice. According to the "How" document (p. 34), a process for reviewing and analyzing common assessment results should be developed. Currently, teachers do not, as grade-levels, thoroughly analyze or disseminate common assessment results. Refining these important aspects of our common assessments is an area of need within our literacy program.

One major area of need, we feel, within the realm of formative assessment, is the need for a program to determine students' independent and instructional reading levels (formally determined by STAR Reading). Of similar urgency is our need to determine students' Lexile levels. Currently our universal screener generates a Lexile level, based solely on fluency, three times per year on first and second grade students. However, progress made in between these benchmark dates is not accounted for, as a new Lexile is not generated outside of the benchmark testing window. Also, we currently have no way to determine the Lexile levels of high-achieving kindergarten students. Therefore, as stated in the "How" document (p. 34), WCPS leadership will research and select effective diagnostic tools to identify achievement levels of all students.

Assessment programs in place, such as Lexia Reading Core 5 benchmark results, our universal screener, Words Their Way inventory, GKIDS, ACCESS, and Literacy SLO assessments (K-2) determine whether students have mastered the learning targets of certain units of instruction.

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

Formative and summative assessments, as discussed in Section A of Building Block 3, are administered regularly, and data is reported in differing ways. As indicated on page 35 of the "How" document, the data team should develop procedures and expectations for staff to review and analyze assessment results. This is an area in which we can improve. Additionally, the results of assessment data are not consistently used to drive instruction, possibly due to the lack of understanding based on the literacy competencies listed on page 36 of the "How" document. On page 96 of the "Why" document, it is noted that having the "right" assessments in place is one element of an effective literacy assessment plan. Therefore, we plan to research and select progress monitoring tools and supporting technology to effectively progress monitor literacy competencies, such as phonemic awareness, phonics, oral reading fluency, written expression, fluency, and vocabulary, as stated on page 36 of the "How" document. These monitoring tools will include recommendations and guidelines for grades K-2 from the "Why" document (pgs. 101-102). We plan to purchase sustainable intervention materials and provide professional development on the use of the materials that align with students' needs based on the results of the selected progress monitoring tools (the "What" document, p. 8).

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

The "Why" document (p. 99) states that a universal screener is a general outcome measure used to identify underperforming students, but the screener will not identify *why* students are underperforming. The current universal screener we have in place is used to identify students

who are performing below grade level so that interventions can be planned to meet those learners where they are and support them in mastering grade-level skills and standards. The utilization of diagnostic assessments to analyze problems found in screening, as stated on page 9 of the "What" document, would be a beneficial addition to our system of interventions. We plan to research and purchase effective assessments to ensure that students who are identified by screening receive further diagnostic assessment by isolating the component skills needed for mastery of literacy standards, as outlined on page 9 of the "What" document and page 37 of the "How" document. The diagnostic assessment selected will identify literacy skills that are problematic so that appropriate interventions can be selected to target these problems and avoid a one-size-fits-all approach (the "How" document, p. 37).

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

Although we have a data collections program in place, teachers at the primary level do not utilize it effectively for data analysis or disaggregation due to the labor intensity of the process for the age of students assessed. Currently, the data collections program is only used at WCPS to analyze and disaggregate summative assessment data. WCPS plans to utilize current technology infrastructure to support formative assessment test administration and disseminate results. This would improve the efficiency and effectiveness of teacher teams meeting to review assessment results and revise assessments in order to improve the instructional program for all students (the "How" document, p. 38).

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

WCPS adheres to state and federal guidelines for the identification of instructional needs of students through RTI and special education. Our current data storage and retrieval system is adequate and used by certain, but not all, staff members, as stated in the "What" document (p. 9). We will expand its use so that all appropriate staff members are better able to use data to improve teaching and learning, as well as put in place procedures and expectations for staff to review, analyze, and disseminate assessment results (the "What" document, p. 9).

Building Block 4. Best Practices in Literacy Instruction

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

Within our daily 135 minute literacy block, K-2, teachers use a combination of whole-group and small-group instruction to meet the needs of their learners. Whole-group instruction is based on the state Frameworks and extended texts. Teachers have identified a need for additional training in the areas of word identification, vocabulary, and guided reading. Although we, as a faculty, are well-versed and confident within the area of differentiation, teachers need more explicit guidelines for what exact components are to be included within small-group differentiated instruction, as there are inconsistencies across the building. This was an area that previously, under Reading First, was extremely structured. However, the shift away from Reading First, coupled with new standards and expectations, as well as staff

overturn, has made apparent the fact that training within the area of guided reading is needed to increase overall efficiency and consistency.

WCPS K-2 teachers utilize Fountas and Pinnell Phonics and Word Study to provide continuity within the area of our reading foundational standards. Teachers also use the state Frameworks, extended tests, and locally created pacing guides to plan their literacy instruction.

Teachers currently utilize Lexia Core 5 Reading software to help supplement literacy skills. We would like to ensure that we can sustain the use of this worthwhile program. Our intervention block (daily, 50 minutes) is geared around the diagnostic tools offered in Lexia; it is a critical component of our literacy instruction.

Administrators plan to evaluate literacy instruction by conducting classroom observations using the Georgia Literacy Instruction Checklist, as well as by examining student data regularly in order to identify areas of instruction with the greatest needs (phonological awareness, word identification, fluency, vocabulary, word study, comprehension, motivation, and engagement), as noted in the "What" document (pgs. 9-10) and the "How" document (p. 40). We plan to evaluate and restructure, as needed, our current core programs (the "How" document, p. 40) to ensure and maintain their effectiveness. Our SIS will coordinate professional development in the tenets of explicit instruction in order to improve instruction. This will include sessions on using data to inform instructional decisions and explicit teaching, the selection of appropriate text for strategy instruction (the "Why" document, p. 52), guided independent practice with feedback, and differentiated instruction options for literacy assignments.

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

WCPS will establish ongoing professional development in order to ensure that writing instruction is consistent with the CCGPS and articulated vertically and horizontally. This will include the practice of writing across all subjects and include explicit instruction, guided practice, and independent practice (the "What" document, p. 10 and the "How" document, p. 42). Training will also include an emphasis on increasing expectations of how much students should write and improving instruction of writing skills and processes that go into creating text (the "Why" document, p. 46). Likewise, we want to offer support to teachers as they begin to employ multiple assessment measures and portfolios to assess students' development as writers (the "Why" document, p. 44).

WCPS plans to sustain our newly established computer literacy course to ensure that technology is used for the production, publishing, and communication across the curriculum (the "What" document, p. 10 and the "Why" document, p. 44). Additionally, we hope to ramp up our instructional technology within homerooms to aid in this important component to literacy.

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

WCPS would like to facilitate an environment that promotes reading for enjoyment, as well as a tool to learn. We would like to ensure our Media Center is the true heartbeat of the school. WCPS will partner with our local public library to facilitate regularly scheduled story times for students, and we will engage students with more opportunities to interact with faculty and staff as readers, for example through creative displays and videos of teachers and leaders with, or discussing, their favorite children's book. The Media Center will need to be restructured in order for students to easily identify the Lexile level of texts. Within the area of writing, students should see WCPS faculty and staff as writers - teachers and staff will participate in, and share with students, creative writing projects.

Within these areas, writing and reading, WCPS needs to streamline an incentive program to ensure students maintain interest. An incentive program, such as myOn reader, would serve many purposes - it would offer free choice and incentive to read text, produce a constant connection to student Lexile scores, and fill our need of supplying teachers with additional copies of informational texts. According to the "How" document (p. 41), such a plan to increase access to texts that students consider interesting and providing more opportunities to self-select reading material can be accomplished by building classroom libraries with a variety of text forms, such as nonfiction, fiction, and non print (the "Why" document, p. 49). Additionally, we can increase student engagement by implementing solutions found within the "Why" document (p. 54), such as helping students discover the purpose and benefits of reading, creating opportunities for students to see themselves as successful readers, providing reading choices, and providing students with the opportunity to learn by collaborating with peers.

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

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

WCPS has a universal screening process in place in which students are screened three times per year. After each universal screening, data teams meet to analyze student performance. These data teams include classroom teachers, the RTI coordinator, Speech Language Pathologists, and Special Education teachers. When students are performing below expectations, the RTI coordinator and teacher work together to develop intervention plans to address the area of weakness. The intervention plans include individualized goals for each student. Goals are followed up on and adjusted based on goal attainment halfway between each universal screener and round of data team meetings. We use a combination of a standard protocol model and problem solving model to move students between tiers. The progress monitoring component of the universal screener is used on an on-going basis for targeted Tier 1 students, as well as Tier 2, 3 and 4 students. Progress monitoring is used to measure student progress on assigned interventions. We currently serve the following number of students in each tier level:

Tier 2 – 138 students (16%)

Tier 3 – 15 students (2%)

Tier 4 – 58 students (7%)

AIMSweb is our current universal screener; however, we plan to move to DIBELS in the 2015-2016 school year. In order to ensure that the use of the screening and diagnostic tools are implemented with fidelity and that data analysis is used to inform instructional decisions, teachers will need extensive training.

All students in Tier 2 or Tier 3 have a blue folder that is housed in the RTI coordinator's office. These blue folders contain the student's RTI plan, progress monitoring data, and data about the attainment of individual goals. Tier 4 students have green folders that are housed with the special education teachers.

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

Tier 1 is standards based differentiated instruction for all students. The use of differentiated instruction and flexible grouping is evident in most classrooms. All teachers are utilizing a pacing guide for their 135 minute literacy block. The pacing guide is based on the CCGPS, WCPS curriculum maps, and state Frameworks. In order to fully integrate science and social studies content into the literacy block, we will combine the literacy and science/social studies block.

We plan to increase teacher knowledge regarding active engagement strategies, effective writing instruction, differentiated center activities, and vocabulary in order to expand the rigor of our current literacy units. Follow-up observations, utilizing the Georgia Literacy Instruction Observation Checklist, will be conducted to ensure that teachers are implementing targeted literacy practices.

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

In order to move a student into Tier 2, the indicators from the universal screening, progress monitoring, and classroom assignments/assessments must show a need for interventions. Documented Tier 1 strategies must be implemented for eight weeks before a student is moved to Tier 2. A combination of a standard protocol model and problem solving model is used for movement within the tiers. If interventions are deemed ineffective based on progress monitoring data, the frequency, duration, or even the complete intervention changes.

The primary intervention used at WCPS is Lexia Core 5. The amount of time the students spend on the program is prescribed by the program based on performance over the previous 30 days. In addition, each classroom teacher has a 50 minute intervention block in order to work with students on Lexia intervention lessons as well as specific standards the students are struggling with in reading and mathematics. Paraprofessionals are used in kindergarten to support literacy instruction and pull small groups of students who are struggling with foundational standards. In kindergarten, the paraprofessionals use the Alphabet ARC, Voyager A, and Mnemonic letter cards to work with Tier 2 students. Paraprofessionals also assist with Tier 2 students in our Lexia lab where some of our Tier 2 students are pulled during their

intervention block to work on Lexia and receive extra Lexia intervention lessons on skills they are struggling with according to the software.

In previous years, Tier 2 interventions included the Sonday system (1st and 2nd grade), Voyager (K, 1st, 2nd grade), Read Naturally (1st and 2nd grade), Language for Learning (K), and specific skills instruction. Although these programs are still used for a very small number of students, our primary literacy intervention is Lexia.

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

Collaboration between the Student Support Team and Data Team is seamless. Our RTI coordinator also serves as the SST coordinator and schedules and facilitates both Data Teams and the Student Support Team. To move a student to Tier 3, 12 weeks of consistent interventions and progress monitoring must have occurred. Formative/summative data and student work are examined at Tier 3 meetings. At Tier 3 the frequency and/or duration are the interventions are increased. The majority of our Tier 3 students are served in our Lexia lab. Progress monitoring is done on a weekly basis for all Tier 3 students. Movement from Tier 3 back to Tier 2 is closely monitored by the SST coordinator to ensure that students are being served in the correct tier.

Parents are an integral part of the SST process. Each Tier 3 student has a minimum of three SST meetings a year. These meetings are held in September, January, and May - after each universal screening. Meetings include the parents, the SST coordinator, classroom teachers, and, as appropriate, the School Psychologist, SLP, and Counselor. Tier 3 students are given a vision and hearing screening (with parental permission), and parents also fill out a case history in order to give us a more complete picture of the child.

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

Students identified as Talented and Gifted (TAG) and those with disabilities receive Tier 4 interventions and programs. TAG students receive a full day of services each week from our TAG teacher. In addition, each TAG students' homeroom teacher holds a gifted endorsement, and the majority of our TAG students are in gifted cluster homerooms. TAG students and their parents sign a learning contract each nine weeks in order to promote ownership of their differentiated work. There is strong communication between the TAG resource teacher and the TAG students' general education teacher, as they collaborate in regularly scheduled meetings during which ideas and resources are shared.

WCPS will continue to ensure that all students with disabilities are allowed to be in their least restrictive environment. Settings for special needs students include resource, co-teaching, and self-contained classes. Each co-teaching team is trained in research based, effective co-teaching strategies. Currently, WCPS has a limited number of resources for Tier 4 that are different from those used in Tier 2 and 3.

The special education case managers and general education teachers also have strong communication. The majority of our teachers having students with disabilities in their class have the same daily collaborative planning period.
Building Block 6. Improved Instruction through Professional Learning
A. Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom
WCPS has an informal mentor/mentee program in place for our new teachers. However, we have identified this area as one in need of improvement. The Worth County School District Human Resources Department is currently working to implement a district-wide formal teacher induction program. Our district's focus and expectations about literacy instruction will be shared with outside entities, such as the SWGA RESA staff and local colleges and universities who may wish to use our classrooms as training grounds for their preservice teachers.
B. Action: Provide professional learning for in-service personnel
WCPS seeks to offer teachers and staff with as much opportunity to participate in meaningful, relevant professional development opportunities as possible. However, due to budgetary restrictions, off campus professional development opportunities are very limited. WCPS will continue to partner experienced teachers with pre-service and beginning teachers. As stated in the "How" document (p. 48) we will improve our method of analyzing student data to evaluate effectiveness of current professional learning on student master of the CCGPS in all subgroups, and we will meet in collaborative teams to support teachers in using literacy strategies effectively. Also noted from "How" document (p. 48) we will ensure that new personnel receive vital learning from earlier years - an area in which we have discovered we have some weaknesses. Overall, we plan to promote literacy by increasing capacity in the area of literacy instruction by engaging in professional learning in order to expand teacher's knowledge on best practices.

Implementation Plan

Project Plan, Procedures, Goals, Objectives, and Support

Increasing literacy achievement is a primary goal of WCPS, as reflected in our school improvement plan and goals, as well as the utilization of research-based strategies and professional learning initiatives. This overall goal of increasing literacy achievement is currently funded through various sources, such as Title I, Title II, and local funds. The goals outlined within this application will be funded, as applicable, using the same sources; however, it is our hope that a Striving Reader grant will allow WCPS to supplement existing budgets, where permitted by federal regulations, so that we may sustain and expand our literacy goals and increase student achievement.

A. Project goals directly related to the identified needs

Goal	Measurable Objectives	Research-Based Practices	Accountability
Improve writing instruction and achievement across the curriculum	K-2 teachers participate in professional development to improve writing practices and instruction Integrate writing instruction across all subject areas	Purchase materials, technology/software devices for students to publish writing and receive feedback (the "What," p. 10) Professional learning opportunities to create and analyze student writing, using grade-wide rubrics Professional learning in writing instruction in all content areas (the "Why," p. 48)	Formative/summative assessments Writing rubrics Lesson plans Professional development agendas and sign-in sheets Focus walks using the Georgia Literacy Observation Checklist
Increase student reading achievement	Improve student Lexile levels so all 1st and 2nd grade students exit grade at/above grade- level range Expand guided reading leveled reader inventory and classroom libraries	Professional learning in the role and use of Lexile levels Research and purchase a Lexile compatible leveled reading program Continue professional learning within in evidence-based	Increased Lexile levels Expanded classroom libraries Achievement growth on DIBLES Next assessment data

	(the "How," p. 30) Students apply grade-level phonics and word analysis skills	literacy strategies, such as Fountas & Pinnell Phonics and Word Study program	
Develop an infrastructure for ongoing formative and summative assessments and increase teacher understanding of how to select and implement interventions	Develop/adopt diagnostic assessments that support universal screening data and identify causes of student weaknesses (the "What," p. 12) Expand teachers' understanding of best practices for determining students' needs, move students in the correct tier of intervention, implement and monitor interventions, and determine next steps (the "Why," p. 133)	Research and purchase, if needed, evidence-based interventions Provide professional learning and support for selected interventions Provide additional professional learning for current evidence based interventions	Student growth as evidenced through progress monitoring tools and universal screeners Assessment data (diagnostic) RTI documentation Professional development agendas and sign-in sheets
Increase family and community support in literacy initiatives	Provide families with information and resources to provide literacy support at home (the "How," p. 32) Sustain and expand parent workshop offerings Appeal for and provide opportunities for community leaders to volunteer in support of literacy initiatives	Fund resources to sustain and expand parent workshop offerings Train community volunteers in literacy initiatives (the "How, p. 33)	Parent survey Community leader volunteer logs Professional development agendas and sign-in sheets

| Promote a consistent literary focus across the curriculum through the use of collaborative teams | Sustain and expand vertical and horizontal alignment meetings to analyze data, share expertise, explore the standards, plan lessons, examine student work, and reflect on practice (the "What," p. 13) | Provide protected time for vertical and horizontal alignment meetings through the hiring of substitute teachers

Professional learning in analyzing and using student data for collaboration

Sustain common planning times | Professional development agendas and sign-in sheets

Collaborative meeting agendas and sign-in sheets

Lesson plans |

Samples of grade-level schedules, including literacy and intervention time blocks are provided below.

Kindergarten

Time	Instruction	Teachers/Students Involved
7:30 - 8:00	Breakfast/Announcements	
8:10 - 8:20	Shared Reading (Whole Group)	classroom teacher, all students
8:20 - 8:35	Whole Group Phonics	classroom teacher, all students
8:35 - 9:35	Small Group Reading Instruction	classroom teacher, all students (flexible grouping)
9:55 - 10:40	Specials	specials teachers, all students
10:45 - 11:30	Intervention	classroom teacher, math interventionist, instructional paraprofessionals, all students (flexible grouping)
11:30 - 12:00	Whole Group Writing	classroom teacher, all students
12:10 - 12:40	Lunch	
12:40 - 1:00	Independent Writing	classroom teacher, all students

1:00 - 1:20	Mathematics (Whole Group)	classroom teacher, all students
1:20 - 2:20	Mathematics (Small Group)	classroom teacher, all students (flexible grouping)
2:20 - 2:45	Recess	
2:45 - 3:00	Read Aloud	classroom teacher, all students
3:00	Dismissal	

Total K ELA Time: 135 minutes

First Grade

Time	Instruction	Teachers/Students Involved
7:30 - 8:10	Breakfast/Restroom/Announcements	
8:15 - 9:00	Specials	specials teachers, all students
9:00 - 9:20	Mathematics (Whole Group)	classroom teacher, all students
9:20 - 10:20	Mathematics (Small Group)	classroom teacher, all students (flexible grouping)
10:20 - 10:35	Whole Group Phonics	classroom teacher, all students
10:35 - 10:50	Whole Group ELA	classroom teacher, all students
10:50 - 11:00	Whole Group Writing	classroom teacher, all students
11:00 - 11:30	Lunch	
11:30 - 11:45	Shared Reading	classroom teacher, all students

11:45 - 12:05	Independent Writing	classroom teacher, all students
12:05 - 1:05	Small Group Reading	classroom teacher, all students (flexible grouping)
1:05 - 1:30	Recess	
1:35 - 2:20	Intervention	classroom teacher, math interventionist, instructional paraprofessionals, all students (flexible grouping)
2:20 - 2:50	Science/Social Studies	classroom teacher, all students

Total 1st ELA Time: 135 minutes

Second Grade

Time	Instruction	Teachers/Students Involved
7:30 - 8:00	Breakfast/Seatwork	
8:00 - 8:15	Morning Announcements	
8:15 - 9:30	Math Whole Group and Small Group	classroom teacher, all students (flexible grouping)
9:30 - 9:45	Shared Reading	classroom teacher, all students
9:45 - 10:00	Whole Group Phonics	classroom teacher, all students
10:00 - 10:25	Recess/Bathroom	
10:25 - 11:25	Small Group Reading	classroom teacher, all students (flexible grouping)
11:30 - 11:45	Whole Group ELA	classroom teacher, all students
11:45 - 11:55	Whole Group Writing	classroom teacher, all students
11:55 - 12:10	Independent Writing	classroom teacher, all students

12:00 - 12:40	Lunch/Bathroom	
12:45 - 1:30	Intervention	classroom teacher, math interventionist, instructional paraprofessionals, all students (flexible grouping)
1:35 - 2:20	Specials	specials teachers, all students
2:20 - 2:55	Science/Social Studies	classroom teacher, all students
3:00	Dismissal	

Total 2nd ELA Time: 135 minutes

Assessment and Data Analysis Plan

Worth County Primary School uses numerous assessment measures in order to facilitate instructional choices and direction. During grade-level collaborative meetings, applicable assessment data is presented and discussed. This provides teachers with an overview of their students', and grade-level, abilities - which provides data needed to make informed instructional decisions (the "Why," document, p. 96). Individual teacher data team meetings take place three times per year. During these meetings, class level as well as individual student data is discussed and instructional decisions as well as RTI placement decisions are made.

A. Detailed listing of the school's current assessment protocol

Assessment	Purpose	Skills	Frequency
Sight Word (Dolch and Fry)	Progress monitoring	Word identification	Weekly
GKIDS	Assessment of standards	ELA, Math, Approaches to Learning, and Personal /Social Development	Quarterly
ACCESS for ELL	Screening	Language	Once annually
Reading Fluency (R-CBM)	Benchmark, progress monitoring	Reading Fluency	Three times per year as benchmark; weekly as progress monitoring as needed
Letter Naming Fluency	Benchmark, progress monitoring	Letter Identification	Three times per year as benchmark; weekly as progress monitoring as needed
Letter Sound Fluency	Benchmark, progress monitoring	Letter/Sound Identification	Three times per year as benchmark; weekly as progress monitoring as needed
Nonsense Word Fluency	Benchmark, progress monitoring	Letter/Sound Identification Blending CVC words	Three times per year as benchmark; weekly as progress monitoring as needed
Phoneme	Benchmark, progress	Segmenting words	Three times per year

Segmentation Fluency	monitoring		as benchmark; weekly as progress monitoring as needed
Words Their Way Spelling Inventory	Progress monitoring of application of phonics skills	Spelling, Phonemic Awareness, Phonics	Three times per year
Reading Literacy SLO	Assessment of grade-level standards	Literacy skills	Twice per year
Lexia Core Reading 5	Benchmark, progress monitoring	Literacy skills	Benchmark twice per year; daily progress monitoring
Kindergarten Screener	Assessment of Kindergarten Readiness	Basic literacy skills (Concepts of print, phonemic awareness, letter names, letter sounds, basic sight word recognition)	Annually before students enter K

B.   Comparison of the current assessment protocol with the SRCL assessment plan.
WCPS currently utilizes a universal screening program and progress monitoring tools, however, different assessments will be be required by the Striving Readers specifications. In order to be in compliance with the Striving Readers initiative, WCPS will adopt and implement DIBLES Next as well as the PPVT. According to the "What" document (p. 9), diagnostic assessments should be used to further analyze problems identified within universal screening results. Diagnostic assessment will help teachers plan for targeted interventions (the "How" document, p. 37).

C.   A brief narrative detailing how the new assessments will be implemented into the current assessment schedule.
DIBLES Next will replace our current universal screener, and progress monitoring tools will be implemented as outlined by the Striving Readers assessment plan. We anticipate using much of the same assessment schedule for our Universal Screener but with DIBELS Next instead of our current program.

D.   A narrative listing current assessments that might be discontinued as a result of the implementation of the Striving Readers Comprehensive Literacy Grant.
It is probable that our current assessments may change in response to the implementation of the Striving Readers Literacy Grant. For example, the Literacy SLO may be discontinued and replaced by DIBLES Next assessment data. Additionally, universal screening and progress monitoring probes, such as R-CBM, LNF, and LSF will be replaced by DIBLES Next. Other

assessments may be discontinued as it is discovered that they are no longer needed, or the assessment data can be derived from an assessment mandated by the grant.

E. A listing of professional learning needs teachers will need to implement any new assessments.

WCPS teachers will need extensive training and professional development regarding DIBLES Next in order to implement the assessment with fidelity. Professional development will be provided in an effort to provide teachers with the necessary skills to administer these new assessments, disaggregate data, and plan instruction based on the assessment results. Individual student needs drive interventions, so professional development will focus on how to use these new tools to identify student needs and, in turn, design future instruction. Professional development will also center around how to implement appropriate reading interventions, with fidelity, based on assessment results. All teachers (K-2, SPED, TAG) will participate in these sessions, as well as our instructional paraprofessionals, administrators, support staff, and volunteers (when applicable).

F. A brief narrative on how data is presented to parents and stakeholders.

Currently, literacy assessment results are shared with parents through progress reports, conferences, RTI meetings, SST meetings, and report cards. This manner of communication will be sustained through the adoption of DIBLES Next. Overall grade and school-wide data will be shared with stakeholders through WCPS School Council meetings, occurring quarterly. Additionally, WCPS has a Data Room that contains visible displays of grade and school-wide data viewable by stakeholders visiting the school. Our school website and social media, when appropriate, may also be used to highlight student overall student gains within literacy initiatives.

G. A description of how the data will be used to develop instructional strategies, as well as determine materials and need.

We will continue to analyze data on a school, grade, class, and individual student level through individual teacher data team meetings with the RTI coordinator, and grade level meetings. During grade level meetings, results of ELA and writing assessments will be disaggregated by subgroups and then summarized to identify trends of strengths and weaknesses for groups of students. Grade level instructional goals will be set based on assessment results, and needed materials to accomplish these goals will be identified. During individual teacher data team meetings, data will be analyzed to determine the effectiveness of current interventions for specific students as well as overall instructional strengths and weaknesses within classroom practices.

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

Funding obtained from this grant will be used by WCPS to implement and support the resources and activities detailed within this document. The WCPS Literacy Team used the needs assessment results, literacy plan, and root cause analysis to ensure all resources and activities directly align with our ultimate literacy goals.

A. Resources Needed
- Variety of high quality books (including eBooks) on different reading levels for guided reading and read alouds that address science and social studies GPS
- Resources and professional development to teach writing, including writing across the curriculum
- Up to date equipment for listening centers
- Grade-level literacy experts
- Progress monitoring tool and the accompanying technology
- Instructional technology to support use of eBooks and current periodicals during small group reading or independent centers
- Effective screening, progress monitoring, and diagnostic tools, including for determining student reading levels
- Educational supplies for literacy interventions
- Substitutes' salaries for collaborative planning and professional learning
- Literacy consultants' fees for professional learning
- Stipends, travel expenses, fees and materials for professional learning
- Web-based computer intervention program (sustain Lexia)
- Program to support handwriting instruction (sustain Handwriting Without Tears)

B. List of activities that support literacy intervention programs
- Parent Literacy workshops
- Parent Resource Room
- Professional learning in writing instruction and best practices
- Professional learning in literacy/guided reading instruction and best practices
- Professional learning in the role and use of Lexile levels
- Grade-wide, and vertical, collaborative meetings
- Professional learning in using data to diagnose reading difficulties and plan interventions
- Professional learning in literacy interventions
- Professional learning on DIBLES Next

C. A list of shared resources available at each building
- Memio boards

- iPads
- Student computers
- Computer Lab
- Wi-Fi Network
- Copiers/scanners
- Fountas and Pinnell phonics materials
- Document cameras
- School Improvement Specialist

D. A general list of library resources

The WCPS media center is home to 25,721 circulation items, an average of 8,832 books checked out per month, with an average copyright date of 1995. We have CCGPS book bins, one per teacher per grading period, containing the extended texts and supplemental texts recommended within the DOE Frameworks. We provide each homeroom with one book per month to help facilitate character development. Each homeroom receives the same book along with an explanation of how to utilize the text within the classroom to promote the highlighted character trait. We are in the process of aligning our library collection to Lexile levels.

Other resources available in the Media Center:
- 4 student computers
- 9 digital cameras and 1 DLSR camera
- 3 outdated video cameras
- 2 circulation computers
- 2 personnel computers
- 1 color laser printer
- 1 black and white laser printer
- 1 copier/scanner/printer
- 2 laminators

E. A list of activities that support classroom practices
- Professional learning activities
- Family Reading Night
- RTI team (assist teachers in differentiation and intervention strategies)
- SPED co-taught classrooms
- Math and reading interventions
- Guided reading
- Lexia Core 5 and Symphony Math computer-based programs
- Lexia and Symphony Intervention Lab
- Parent workshops

- Book It! Program sponsored by Pizza Hut
- Fountas and Pinnell Phonics and Word Study program
- Words Their Way
- Media center preK and K protected time, weekly
- Classroom-based reading accountability plans

F. A list of additional strategies needed to support student success
- Addition of parent and community stakeholders to WCPS Literacy Team
- Opportunity for, and recruitment of, community members to engage in activities within our school to promote literacy
- Providing teacher leaders with support to obtain their reading endorsement
- Additional, high quality, diverse technology tools, media, and software to engage and support all students
- Sustained and expanded parent workshop offerings

G. A general list of current classroom resources for each classroom in the school
- Teacher computer
- Student computers (5-6 per classroom)
- Projector
- Mimio Board
- Document camera
- Fountas and Pinnell Phonics and Word Study materials
- Handwriting Without Tears materials and resources
- CCGPS DOE recommended texts, one set per teacher
- iPads (3 per K classroom, 6 per 1st grade classroom)
- Mini iPads (6 per 2nd grade classroom)
- Television/DVD player
- Core reading program, adopted in 2008

H. A clear alignment plan for SRCL and all funding
In order to enhance literacy instruction and interventions, WCPS will continue to utilize funding from other federal sources, such as Title I, along with state and local funding. Striving Readers grant funding will be used to purchase resources that will focus on materials to increase faculty, staff, and stakeholder expertise in literacy strategies across content areas. Additionally, SR funding will be used to:
- Provide professional learning for teachers in all areas of literacy and writing, including any new programs and/or technology purchases
- Purchase technology and/or software to extend initiatives that are already in place
- Fund mandated assessments (such as DIBLES Next) and the training, materials, technology, and software required to implement such assessments

- Provide literacy programs and materials to parents to help them understand the curriculum and ways they can help their children at home
- Purchase supplemental, evidence-based instructional programs to improve reading instruction and interventions

I. **A demonstration of how any proposed technology purchases support RTI, student engagement, instructional practices, writing, etc.**
- Writing is a critical component of the literacy plan. Integration of writing across the curriculum, accountability, and writing stamina will be sustained through student displays of work through differing types of media, as well as through student test data
- Teachers will utilize a progress monitoring program that has an accompanying technology component, allowing for efficiency in developing and collecting student data in support of the RTI process
- Student engagement and motivation will increase in relation to utilizing various technology tools, media, and software
- Students will be required to use more technology in literacy related activities by accessing digital tools and materials, as well as using technology to compose and publish writing

Professional Learning Strategies

WCPS is committed to providing professional learning opportunities for faculty and staff in an effort to improve practices and increase student achievement, as well as improve teacher proficiency and morale. Budgetary constraints have diminished opportunities for faculty and staff to travel in large groups to off-site training sessions; consequently, professional learning has become job-embedded. On-going professional development opportunities include, but are not limited to, developing rigor within literacy practices, differentiating instruction to meet the needs of individual students, analyzing and interpreting student data to drive instruction, streamlining the RTI process, planning and implementing needs based interventions, and maintaining and expanding the use of 21st century technology.

Since the implementation of CCGPS, K-2 teachers have worked to integrate the DOE Frameworks and guiding documents into units of instruction. Grade-level teams regularly meet to discuss standards, lessons, practices, and assessments to ensure consistency across grade-levels and fidelity to the CCPGS. One key area, apparent after our first year of CCGPS implementation, teachers identified as an area of weakness within our literacy block was within reading foundational skills. As a result, the K-5 Reading/ELA Vertical Alignment Committee facilitated the adoption of Fountas & Pinnell Phonics and Word Study, as well as Words Their Way, to be used to supplement differentiated instruction within the area of foundational skills. In the spring of 2014, 100% of kindergarten and first grade teachers, along with 33% of second grade teachers, 100% of SPED teachers, and 50% of paraprofessionals attended training on the implementation of Fountas & Pinnell Phonics and Word Study from a Heineman representative.

All of our co-teaching teams, consisting of regular and special education teachers, attend training each year through our local GLRS. These teams are also regularly evaluated through co-teaching fidelity observations facilitated by our leading regional consultant.

The WCSD recognizes the need to evaluate professional development sessions, and currently does so using a county-wide Needs Assessment survey, completed in the spring of each school year. This annual survey directly impacts the district-wide professional development initiatives and School Improvement focuses for the upcoming year. WCPS, however, sees the need to evaluate, on a more specific level, the professional development sessions offered to teachers and staff, in order to improve future sessions.

Professional Learning Activity	Year(s) Offered	Percent of Required Participation
CCGPS Unit Planning and Revision; including common, formative assessments and standards-based report	2011-ongoing	100% (K-2 teachers, SPED co-teachers)

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cards		
Ruby Payne Poverty Study	2013-2014	98% (preK-2 teachers, SPED, TAG, specials teachers, media specialist, School Improvement Specialist, principal, paraprofessionals)
Strategies for Successful Co-teaching; Co-teaching Training	2010-ongoing	100% of co-teaching teams, preK-2
Sonday System Training	2013-2014	60% (1st/2nd grade teachers, SPED, paraprofessionals)
ELA Summer Academy	2014	5% (only two teachers attended and then redelivered to all teachers K-2, SPED, TAG)
Georgia Reading Association Conference	2014	75% of K-5 Reading/ELA Vertical Alignment Committee (redelivered to K-2 teachers)
ELA Partners in Progress, Differentiating with CCGPS, Primary Sources for Interdisciplinary Instruction, Critical Reading and Writing around Complex Text	2013	100% of School Improvement Specialists and Curriculum Director (redelivered to K-2 teachers)
Lexile Training (Meta Metrics)	2014	Media Specialist and School Improvement Specialist (redelivered to K-2 teachers)
Fountas & Pinnell Phonics and Word Study Training (Heineman)	2014	80% (K-2 teachers, paraprofessionals, SPED, School Improvement, principal, assistant principals)
Lexia Core 5 Reading and Symphony Math Training	2014	100% (K-2 teachers, paraprofessionals, SPED, SIS, principal, APs)
Building Level Data Teams: Monitoring in Action	2014	School Improvement Specialist, principal
Handwriting Without Tears Refresher from 2009 training	2014	80% (preK-2, SPED, APs)

GoIEP	2014	100% SPED
Math K-5 Vertical Alignment Committee Number Talks Book Study and Training with Sherry Parrish	2014	100% Math Vertical Alignment Committee (redelivered K-2)
Math in the Fast Lane with Interactive Notebooks	2014	2% (redelivered to K-2, SPED)
Classroom Management	2014	7% (redelivered K-2, SPED, TAG)
Writer's Workshop	2014	75% of K-5 Reading/ELA Vertical Alignment Committee (redelivered to K-2 teachers)
NetSafe CyberSafety Professional Learning Modules	2014	Computer Literacy Teacher
Behavior and Sensory Needs in Children	2014	40% SPED
GoNoodle (Health Teacher)	2014	100% K-2 teachers, principal, APs, SIS, Gifted
Your Reality, Your Voice: Educating the Changing Faces of Georgia	2014	Principal and AP
Math Matters: Differentiating Math Instruction	2014	Math Interventionist (redelivered K-2, SPED, TAG, SIS)
Health and PE Conference	2014	100% PE teachers
GaETC	2014	7% (redelivered K-2, SPED, TAG, SIS)
Georgia Music Educators Conference	2015	Music Teacher
PD Now Modules	2015	100% Paraprofessionals
Close Reading	2015	80% (1st and 2nd grade teachers, SPED, TAG, SIS)

 In order to fully support teachers and staff, WCPS plans to extend and improve the programs, resources, and trainings listed to receive the greatest value from what we already have in place. The WCPS plan for professional learning will allow us to expand our implementation of 21st

century learning strategies and best practices, as well as provide on-going support and training to ensure fidelity in their implementation.

Professional Learning Plan, Targeted Related Goals and Objectives, and Methods of Measuring Effectiveness

Professional Learning Area of Need	Related Goal/Objective	How will effectiveness be measured?
Ongoing training within literacy best practices and procedures, including training in Guided Reading	Increase reading foundational proficiency	Classroom observations, using Georgia Literacy Observation Checklist
Identifying and training teacher leaders to become grade-level literacy gurus; providing these teacher leaders with the opportunity to obtain their reading endorsement	Grade-level experts to be used, in conjunction with the School Improvement Specialist, to model and observe expected literacy practices	Successful completion of Reading Endorsement; Georgia Literacy Observation Checklist
Writing instruction and best practices	Improve writing content and stamina among students as well as confidence and effectiveness in teaching writing among teachers	Georgia Literacy Observation Checklist; increased student recognition for obtaining writing goals; grade-wide writing rubrics
Determining students instructional and independent reading levels	Differentiated, small-group instruction	Effective grouping strategies and on-level text utilized during small groups
Vocabulary acquisition strategies	Expanded vocabulary comprehension and application	Observation; writing samples
The role and use of Lexile levels	Differentiated instruction	Effective, appropriate reading tasks and assignments
Best practices for teaching and assessing high-frequency words	Student mastery and application of high-frequency words	Observation; reading achievement

Fully integrated science and social studies content and standards within the literacy block	Cross-curricular connections and application of skills and standards	Observation; increased student achievement; integrated lesson plans and units for instruction
Teacher use of formative assessment data to determine instructional needs and appropriate interventions	Differentiated instruction	Observation; increased student achievement
Computer Literacy	Increased proficiency in composing writing using 21st technology	Observation; published writing samples
Sustained focus on handwriting to support writing instruction	Improved writing content and conventions	Observation; student writing samples
Interactive notebooks	Emphasis on writing across all subjects and higher-order thinking skills	Observation; work samples
Close reading	Emphasis on higher-order thinking skills	Observation; increased student achievement
Integration of CCGPS content within specials courses	Accountability for application of standards and skills across subjects	Observation; lesson plans; student achievement
English Proficiency Standards, resources, strategies, technologies, and accommodations for English learners	Increased effectiveness in reaching ELL population	Observation; lesson plans; student achievement
DIBLES Next	Effective progress monitoring to guide interventions	Targeted instruction as evidenced in lesson plans and student gains; Observation
Georgia Literacy Instruction Checklist	Consistency in literacy expectations	Observation

Sustainability

Worth County Primary School has a strong commitment to ensure that the literacy initiatives which have been implemented will continue after Striving Readers project funding concludes. Permissible funding will be used to sustain our literacy activities and implement the following plans:

Plan for Sustainability of Literacy Goals

- Writing will continue to be expanded across all subject areas.
- Literacy best practices and components of the literacy block will remain in place and teachers will be accountable for such, as administrators will continue to utilize the Literacy Instruction Observation Checklist.
- The WCPS web page will be used to share literacy goals, initiatives, and successes with parents and stakeholders.
- Community volunteers (tutors, mentors) will continue to be utilized.
- A Family Literacy Night will continue to be hosted annually by WCPS to promote proficiency in literacy.

Plan for Extending Professional Learning and Lessons Learned

- During the five-year life of the grant, teacher leaders will receive assistance in obtaining reading endorsements. These teachers will be used as a resource to facilitate job embedded professional learning.
- Master teachers will be used to mentor teachers who are new to the Worth County system or to the teaching profession by assisting them with on-going literacy training on current and previously introduced topics.
- Master teachers and the School Improvement Specialist will serve as literacy coaches to facilitate job embedded professional learning.
- Teachers and administrators will attend sessions sponsored by GADOE Striving reader project staff. Content will be used to improve literacy implementation.
- Job embedded professional learning opportunities will made available during the school year and summer months.
- Collaborative teams will utilize professional learning days to revise literacy units and to support teachers in using literacy strategies effectively.
- Model literacy classrooms will provide examples of evidence-based literacy practices for peer observations.
- Continuous analysis of student data by the Literacy Team will evaluate the effectiveness of professional learning on the mastery of the CCGPS in all subgroups. This information will be used to select targeted, on-going professional learning.

Plan for Extending Assessment Protocols, Replacing Print Materials, Sustaining Technology

- WCPS will continue to update technology, as needed, including the renewal of technology license subscriptions.
- Assessment protocols and replacement materials will be purchased with budgeted federal funds, such as Title I.
- Training for new and current staff on the use of available technology inventory will be provided by RESA consultants, system technology staff, and faculty and staff members with technology expertise.

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

- WCPS will continue to foster relationships with existing community partners, and will work to expand community relationships in order to heighten awareness about reading and literacy.
- Student success will continue to be shared in local media outlets, school newsletters, and through social networks.
- Communication with our Parent/Teacher organization, along with our Partners in Education, will promote continued funding for literacy resources and incentives for our teachers and students.
- Local funding will be used to assist in funding literary resources.

Budget Summary

Budget Items

Item	Quantity
Leveled Reading Program - Lexile based	TBD
Reading Endorsement Encouragement	TBD
Supplies and Materials - literacy interventions	TBD
Substitute teachers for Collaborative Planning	TBD
Lexia Core Reading Program	TBD
DIBLES Next	TBD
Stipends for Curriculum revision	TBD
Vocabulary resources	TBD
Student Copies of Informational Text to support integration of science and social studies into literacy	TBD
Organize resources and align media center to Lexile organization	TBD
Handwriting Without Tears	TBD
Technology to support progress monitoring	TBD
Intervention materials	TBD
Technology to support use of eBooks and computer literacy initiatives	TBD

Professional Learning

Item	Quantity
Professional Development - Literacy initiatives	TBD
Professional Development - writing	TBD
Professional Development - guided reading	TBD