

Whitfield - Local Education Agency (LEA) Partnership Narrative

The Whitfield County School System (WCS), located in northwest Georgia, was established in 1872. The current system is comprised of 13 elementary schools, five middle schools, three traditional high schools, one charter school (Northwest Georgia College and Career Academy), one special purpose high school (Phoenix), and one alternative school for middle and high school (Crossroads). Of the system's 24 schools, 20 are School-wide Title I programs, a designation that addresses the educational needs of high poverty populations (70.63 percent Free and Reduced Lunch rate). With a student enrollment of 13,073 (per the October 3, 2017 FTE Enrollment), the Whitfield County School System is currently the twenty-eighth largest of 180 systems in the state of Georgia.

WCS Feeder System			
High Schools	Southeast Whitfield High School	Northwest Whitfield High School	Coahulla Creek High School
Middle Schools	Eastbrook Valley Point	New Hope Westside	North Whitfield
Elementary Schools and Pre-K	Dug Gap Valley Point Antioch Eastside Cedar Ridge	Tunnel Hill Westside New Hope Pleasant Grove	Dawnville Varnell Cohutta Beaverdale
Whitfield County Community served	Dalton, Georgia	Tunnel Hill, GA Rocky Face, GA Dalton, GA	Varnell, GA Cohutta, GA Dalton, GA
* WCS has 14 Pre-K classes. All elementary schools have Pre-K except New Hope, Pleasant Grove, Tunnel Hill, and Varnell. Antioch, Cedar Ridge, Eastside, Dawnville, and Westside have 2 Pre-K classes. According to Qualityrated.org, Whitfield County has 16 private childcare providers.			

Population demographics of the community

According to 2010 Census figures, from 2007-2011 only 14.8 percent of those 25 and older living in Whitfield County had a bachelor's degree or higher compared to the state rate of 27.5 percent. WCS has a high poverty population and a large population of English Learners (ELs). About two-thirds of ELs come from low income families and are at a higher risk for academic failure. The 2015 census reported the county ethnic population as follows: 60.5% white, 33.1% Hispanic, 3.94% black, 1.38% Asian, and .91% other.

Data below illustrate the challenges within our community.

Whitfield - Local Education Agency (LEA) Partnership Narrative

Area of Interest	Whitfield County	State
Unemployment Rate—2016	5.9%	5.4%
Children Living in Poverty—2016	21.9%	23%
Kids ages 3-4 not in Preschool—2012-2016	66.8%	50.3%
Students Graduating on Time	82.58%	80.6%
Child Maltreatment Reports (duplicated)	46.3%	38.3%
**Sources: http://datacenter.kidscount.org/data#USA/1/0/char/0 and GEEARS publication		

Considering the many challenges within our community, WCS will utilize the L4GA funding to support its vision to create and sustain a pipeline of high quality language and literacy supports, *so that* more children enter kindergarten ready to succeed, *so that* more children are reading proficiently by the end of third grade, *so that* more students graduate high school on time, and *so that* students have the skills, knowledge and positive values that support their success as productive citizens. Four pillars support the pipeline of services and support: language nutrition, access, productive learning climate and teacher preparation and effectiveness. By bringing together community partners, WCS will weave individual efforts of agencies into a seamless system that is innovative, scalable, and sustainable.

Identification of LEA- Partners
<p>Dalton State College, School of Education (SoE) Role: The SoE has a robust and dynamic partnership with Whitfield County Schools. The SoE works with WCS to prepare pre-service teachers for tomorrow’s classrooms. This partnership has been in existence for more than ten years--since the inception of the teacher preparation program. Faculty and administrators from the SoE serve on the District advisory councils to address literacy and technical education. The SoE has provided faculty to direct sessions working with parents and their children in a workshop format and created an eight-week summer program where teacher candidates planned and delivered literacy and science lessons at WCS summer feeding sites. This program was created to combat the summer slide, which often impacts children from low socioeconomic families. The SoE stands poised and ready to continue this partnership work with WCS.</p> <p>Contact Person/ Title: Dr. Sharon Hixon, Dean Contact Information: shixon@daltonstate.edu 706-272-4594</p>
<p>E3Z (Early Education Empowerment Zone)- DECAL Role: E3Z’s goal is to provide high quality resources in order to ensure that the youngest children will have a more vibrant, healthy and sustainable future. This team is a regional, collaborative effort that supports early learning for young children and families within our Northwest Georgia communities.</p>

Whitfield - Local Education Agency (LEA) Partnership Narrative

Contact Person/ Title: Suzanne Harbin/ E3Z-North Community Coordinator
Contact Information: suzanne.harbin@dec.al.ga.gov 706-650-5677

Family Connections

Role: The Dalton/Whitfield County Family Connection Collaborative has served Dalton/Whitfield County for the past 15 years, and continues to look for innovative ways to meet the needs in our area. As a community partner, Family Connections participates in community power lunches to help encourage summer reading, present a seven week Healthy Relationships class twice a year to area ninth graders, and participates in weekly school meetings to help parents and their children find ways to have better attendance in school. DWCFRC collaborates with community agencies and services to provide family engagement classes that once completed, the attending families can receive free Christmas gifts for their children. DWCFRC also coordinates and partners with area school systems, first responders, city and county police departments, health departments, juvenile justice and other agencies to provide a weeklong “real life choices and consequences” Teen Maze experience for area tenth graders.

Contact Person/ Title: Carlene Mutter/Family Connections Coordinator
Contact Information: carlene.mutter@dalton.k12.ga.us 706-934-2851

North GA Healthcare Partnership

Role: Partner with WCS to provide family engagement activities, Book Blasts (family nights where children receive books for home), and support community literacy initiatives.

Contact Person/ Title: Greg Dent/ Executive Director
Contact Information: g Dent@nghp.org 706-272-6663

North GA Regional Library

Role: The Northwest Georgia Regional Library System’s Dalton-Whitfield County Public Library has served the Dalton/Whitfield County community for decades and continues to look for new and creative ways to meet the ever-evolving needs of our community. By partnering with the Whitfield County School System, the library is able to meet people where they are and bring solid literacy programming and materials to the community. Targeted Whitfield County school media centers are opened during the summer months and reach families that are unable to travel to the library. A similar structure to our existing Summer Collaborative efforts meets the needs of families in this untapped area within our community. In an effort to prevent the summer slide, the library simultaneously cultivates lifelong readers and learners.

Contact Person/ Title: Katie Fries/ Branch Services Librarian
Contact Information: friesk@ngrl.org 706-876-1364

North GA RESA

Role: North Georgia RESA will continue supporting literacy in Whitfield County Schools by providing current, research-based professional learning in literacy; by providing literacy support to academic coaches, reading teachers, and administrators as requested, and by serving as a member of the WCS literacy team. RESA will also support Whitfield County Schools in applying for L4GA.

Contact Person/ Title: Tamara Land/ Literacy Specialist
Contact Information: tamara.land@ngresa.org 706-276-1111

Whitfield - Local Education Agency (LEA) Partnership Narrative

History of the LEA-Partnership

WCS launched a community-wide initiative in literacy in order to address the learning needs of students and the community. Business and community partnerships, including government entities, worked in collaboration with the school system and the local board of education to determine how to increase student learning and improve community literacy. The Department of Early Care and Learning funds a community coordinator who serves as an early childhood advocate. Through the partnership, the community applied for and is recognized as a Get GA Reading Community. Recently, Whitfield County was awarded the National Pacesetter Award for the community efforts toward early learning and literacy. The district has several community agencies that provide support for children and families. A few of these local community assets include:

Get GA Reading Pillars	Community Agencies – Support
Access to support and services- Health and Wellness	Hamilton Medical Center—Health and Wellness Whitfield County Health Department AOSM- free health physical provided to middle/high school athletes North GA Healthcare Partnership- health and wellness GA Hope- child counseling Highland Rivers- mental health Sharing is Caring- parent classes and Christmas assistance Family Connections- brings local agencies together to share the work and reduce duplication of efforts Mack Gaston Community Center- provides free yearly health screenings City of Refuge- clothing vouchers for students
Language Nutrition	North GA Regional Library- access to books/resources/summer reading Readers to Leaders- book blasts and summer reading 16 Early Learning and Childcare Centers (birth to 4) 14 Pre-K classrooms in WCS
Positive Learning Environment	E3Z- Birth to 8 team; several agencies share ideas and collaborate to support the whole child Faith-based organizations- food drives, Saturday snacks, school supplies, Christmas assistance, etc. North GA RESA- provides research-based instructional practices for teachers/leaders
Teacher Preparation and Effectiveness	Dalton State College School of Education - utilizes teacher candidates to support parent engagement activities in schools and summer reading programs, directs two professional learning schools, and is a P-20 partner GA Northwestern Technical College- Dual enrollment North GA RESA- provides research-based instructional practices and job-embedded coaching for teachers/leaders

Climate Ratings- Based on research gathered by Georgia’s Deputy Superintendent of Teaching and Learning, Dr. Caitlin Dooley, social-emotional engagement improves not only academic outcomes, but also the climate for learning in Georgia’s schools (Gou, Connor, Tompkins, &

Whitfield - Local Education Agency (LEA) Partnership Narrative

Morrison, 2011). In Georgia, school climate ratings directly correlate to reading outcomes (see <https://tinyurl.com/y759ffln> for an explanation). Georgia was the first state in the nation to implement K12 school climate ratings in 2011. WCS began the implementation of Positive Behavior Interventions and Supports (PBIS) two years ago, and school climate ratings reflect the importance the district places on creating positive learning environments for students.

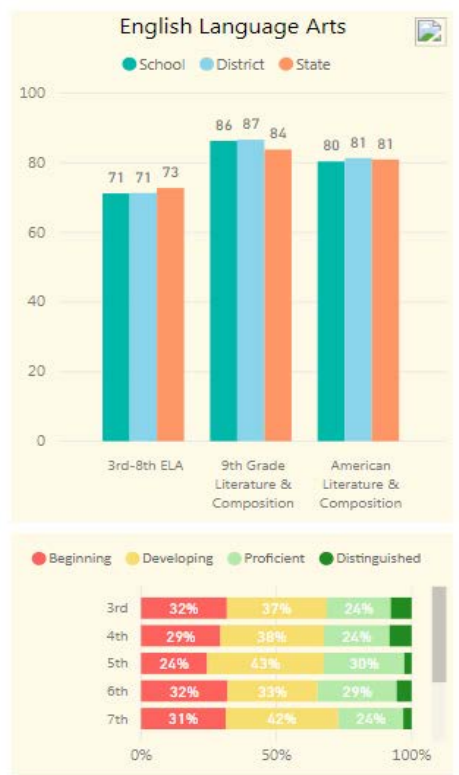
School Name	Climate Rating	PBIS Implementation
Antioch Elementary	4 star	Beginning fall 2018
Beaverdale Elementary	5 star	Active - installing
Cedar Ridge Elementary	5 star	Active-installing
Cohutta Elementary	5 star	Emerging- installing
Dawnville Elementary	5 star	Active- installing
Dug Gap Elementary	4 star	Beginning fall 2018
Eastside Elementary	3 star	Beginning fall 2018
New Hope Elementary	4 star	Active - installing
Pleasant Grove Elementary	5 star	Active- installing
Tunnel Hill Elementary	5 star	Active- installing
Valley Point Elementary	4 star	Active- installing
Varnell Elementary	5 star	Active- installing
Westside Elementary	3 star	Beginning fall 2018
Eastbrook Middle	4 star	Active - emerging
North Whitfield Middle	4 star	Active-installing
New Hope Middle	5 star	Active- installing
Valley Point Middle	5 star	Active- installing
Westside Middle	5 star	Active- installing
Coahulla Creek High School	4 star	Beginning fall 2018
Northwest High School	4 star	Uses Habitudes Program
Southeast High School	4 star	Beginning fall 2018

Whitfield - Local Education Agency (LEA) Partnership Narrative

Student literacy/ELA outcomes of the feeder system

Based on three years of Milestones data, there is a positive trend in the percentage of students reading on grade level or above. However, the district is not satisfied with this performance. The district ELA data reveal that assessment performance is maintaining the achievement levels of 3rd-8th grade, 9th Grade Literature, and American Literature. However, we strive to increase ELA student performance in all areas.

Percent Reading Grade Level and Above		
2014/15	2015/16	2016/17
65.6	66.5	69.8



Plan for routinely engaging early childhood education and care providers:

Whitfield County Schools serves as a partner of the Early Education Empowerment Zone (E3Z-North) work. Since its inception in 2014, WCS has supported DECAL's Birth to Eight Leadership Team. This team is a regional, collaborative effort that supports early learning for young children and families within Northwest Georgia communities. The goal is to provide high quality resources in order to ensure that the community's youngest children will have a more vibrant, healthy and sustainable future. E3Z also provides bi-monthly meetings for all early learning and childcare providers/directors for collaboration, data analysis, and professional learning. Suzanne Harbin is representing E3Z-North as a member of the District Literacy Committee and the Grant Advisory Board.

Whitfield - Local Education Agency (LEA) Partnership Narrative

Plan for routinely engaging community-organization partners:

WCS plans to routinely engage community organizations and partners in a variety of ways. Each school has a school council that meets monthly with the goal of sharing data and school initiatives as well as seeking community input. WCS asks for community stakeholders to be part of the following committees: district literacy committee, Comprehensive Needs Assessment (CNA), calendar committee, and the discipline/dress code committee. The CNA cycle includes open forums, focus groups and data analysis in development of and revision of school system goals. Committees are developed to carry out the tasks. WCS central office staff routinely engage in community partner meetings to keep abreast of the current local initiatives and collaborate with partners on early learning efforts. District staff participate in the following community organizations: NGA College and Career Academy Board which consists of school, local business, and industry representatives; North GA Healthcare Partnership Board; Board of Health; Kiwanis; Readers to Leaders; E3Z; Family Connections; Rotary Club; Junior Achievement; P-20 collaborative; RESA director and curriculum meetings; and the Chamber of Commerce Strategic Planning Committee. Monthly Board of Education meetings are held and are open to the public.

Plan for routinely engaging P-20 research-practitioner partnership(s) and literacy faculty in the local teacher preparation programs as part of the community coalition:

Whitfield County Schools' P-20 partner is Dalton State College. Specifically, WCS works closely with Dr. Sharon Hixon and the School of Education. DSC works to prepare pre-service teachers for tomorrow's classrooms. Teachers and principals from the school system assist with monitoring the teacher preparation program, admission standards, and retention/graduation standards by serving on the DSC advisory council. Additionally, the WCS High School Curriculum Director and Assistant Superintendent of Teaching and Learning belong to the NWGA P-20 Collaborative. The Collaborative meets two times a year to address issues facing school systems and higher education as we prepare the next generation of teachers. One of the main topics of discussion is teacher induction programs. WCS has a well-developed induction program; the district continues to assess its effectiveness and seek feedback for improvements. State data from the teacher evaluation system are also utilized to improve teacher performance. The district TKES/LKES coordinator provides yearly reports that are analyzed for areas of need that can be supported by the district. Dr. Sharon Hixon represents Dalton State College on the District Literacy committee and the Grant Advisory Board.

Whitfield - LEA Partnership Management Plan and Key Personnel

Whitfield County Schools has several organizational pieces in place to support management and implementation of the grant work. WCS began by meeting with all principals to discuss applying for the grant. All principals were in favor due to the district's focus on literacy and the continued need for extra supports for children and families. A meeting was held with existing community partners to ensure commitment to continuing partnerships. District staff met to organize and facilitate the grant writing process. The following components were developed and shared among all principals to ensure continuity: birth to 5 and K-12 needs assessments, literacy plan template to be used by all schools, budget planning template, resources/professional development template, and an appendix of research regarding evidence-based practices that supports the district goals (**See Appendix I in additional documentation in the fluid review room.**) These components aided the district writing team in writing the district sections of the grant. Below are the structures in place for successful implementation.

District Grant Advisory Committee

The committee will meet twice a year to monitor the grant implementation process, data analysis, and make recommendations.

- Karey Williams (Assistant Superintendent for Curriculum and Instruction, chair)
- Michelle Caldwell (Elementary Curriculum Director)
- TBA (Middle School Director)
- Tom Appelman (High School Curriculum Director)
- Sharon Hixon (P20 representative, Dalton State College)
- Tamara Land (North Georgia RESA Literacy)
- Suzanne Harbin (Community, Department of Early Childcare and Learning/E3Z)
- Kelly Coons Johnson (Finance Director)
- Carrie Hudson (Title III coach/SIOP instructor)
- Sarah Hoskins (Special Education Director)
- Terry Bullock (RTI District Coordinator)
- Shanda Hickman (Gifted District Coordinator)
- Salena Weed (Pre-K Coordinator)
- Pam Pettyjohn (Instructional Technology)
- Ge-Anne Bolhuis (Media Coordinator)
- Amy Allen (District Elementary School Literacy Specialist)
- Amy Smith (District Middle/High School Literacy Specialist)

District Literacy Committee

The committee consists of district staff, administrators, teachers, and instructional coaches representing all levels, specialty areas, and all schools in the district. Community members representing the following agencies are part of the committee: Dalton State College School of Education, Early Education Empowerment Zone (E3Z), and North GA RESA. The committee will meet twice a year to collaborate, review the grant implementation process, review data, and make recommendations. Elementary Curriculum Director will chair this committee.

Key Leader Committee

The committee will meet monthly to monitor the grant implementation process, review data, and make recommendations; principals will meet with curriculum directors monthly to plan,

Whitfield - LEA Partnership Management Plan and Key Personnel

coordinate, and review professional learning and analyze effectiveness. Committee will be composed of District Administrators and School Principals. Superintendent will chair.

Strategic Plan and CNA

Improving the literacy skills of WCS students is clearly identified as a major focus in the Comprehensive Needs Assessment and is a critical part of the system's Strategic Plan Instructional Goal. The stakeholders on the school and community committees agreed that developing strong literacy skills is essential for improving academic performance and increasing the graduation rate. Whitfield County School's goal to provide quality professional development for improving literacy instructional practices is directly connected to the identified needs and goals in these documents.

Grant Coordinator/Grant Management (District level): A grant coordinator will be contracted and be monitored directly by the Grant Advisory Committee Chair. The role of this individual will be to oversee the management of the grant as well as to provide consistent and cohesive communication among all schools and district personnel. The grant coordinator's duties are as follows:

- Manage and support the grant's requirements and implementation for the organization
- Identify and develop strategies to optimize the grant's administration process
- Keep the relevant staff informed about upcoming deadlines and deliverables, thereby ensuring smooth completion of work responsibilities
- Oversee the job of invoicing, accounting, reporting, and other administrative functions to ensure successful execution of grant process
- Prepare financial or budget plans and allocation along with the planning and finance department in accordance with each requirement
- Maintain records of all payments and receivables and prepare monthly records for all grant related activities
- Liaison with state grant manager(s) and communicate effectively with principals and others at their respective schools
- Upload budgets and invoice the state in ConApp
- Coordinate with finance department to enter budgets in Infinite Visions
- Coordinate District grant data analysis

School Administrative and Leadership Grant Committee (See school literacy plans)

Past Grant Experience

- Striving Readers Grant - Cohorts 3 and 4
- Striving Readers Grant - Birth to 5
- GOSA Planning Grant
- GOSA Implementation Grant

Financial Audit finding for past three years

- There have been no programmatic audit findings for the past three years.
- The financial findings have been procedural.
- A copy of the findings is posted on the Whitfield County Schools' district website.

Whitfield - LEA Partnership Management Plan and Key Personnel

Controls for spending

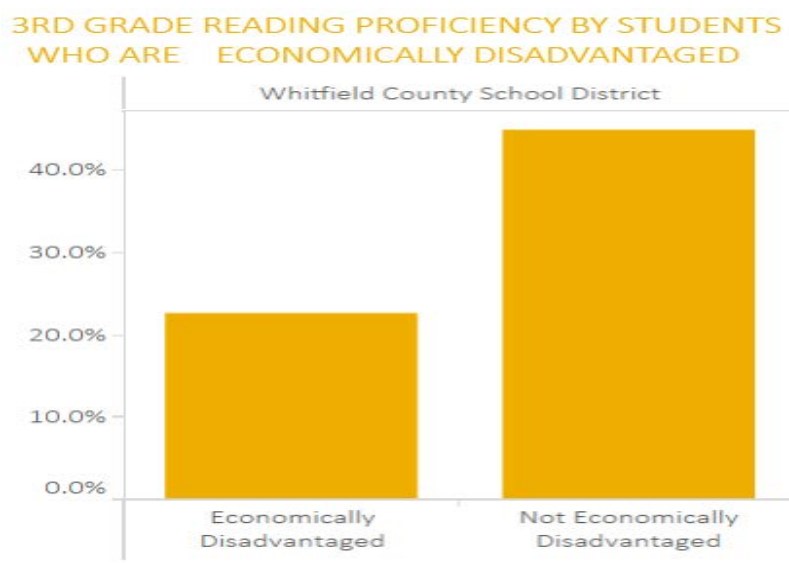
- Controls for spending are written into the District software used by the Finance department.
- The Finance Department meets monthly with key personnel to review expenditures.

Whitfield - Established Need

Whitfield County Schools (WCS) recognizes that there are several challenges. According to the 2017 Georgia Department of Education Free and Reduced Price Eligibility Report, WCS has a high economically disadvantaged population (70.63% free and reduced lunch). The number of students participating in the free and reduced meals program has dramatically increased from 36.45% in 2000. Due to a federal grant, school nutrition staff have been able to provide free breakfast to all elementary school students since 2013 and free lunch in the summer. Research shows that students in poverty start with a 30-million-word vocabulary deficit and EL students' second language development is delayed. Additionally, data reveal high needs students lose ground over the summer. They have limited access to quality literature and interactions with text and language rich environments.

Whitfield County has many students who fit into both categories - economically disadvantaged and ELs.

According to Get Georgia Reading, WCS students who are economically disadvantaged were achieving proficiency at a rate of 23.5% in 2015. WCS population is over 70% economically disadvantaged, thus, this represents a majority of WCS students.



The English Learner (EL) population in Whitfield County is 41% Hispanic which presents challenges to effective communication with these families/guardians. Approximately 18% of students are provided additional services as English for Speakers of Other Languages (ESOL). The EL subgroup comprises several home languages. Spanish is the most dominant.

Needs Assessment

A needs assessment was administered to certified and classified employees for feedback. The data was disaggregated and used for both the School plan and the District plan. The assessment is discussed in more detail in Assets and Needs Assessment with Root Cause Analysis.

Introduction to data

Data was drawn from the following sources: GA Milestones (achievement scores and lexiles) and NWEA MAP (Measures of Academic Progress-growth compared to median national

Whitfield - Established Need

norm.) Proficient Readers are defined by combining the percentage of proficient and distinguished students' scores. WCS uses AIMSweb across the district to record and monitor growth of struggling students. Although this ongoing assessment is consistent, literacy interventions across the district are varied and limited. Each individual school often utilizes whatever is on hand. This inconsistency and need for a evidence-based intervention for our most at-risk students is imperative to increase student growth in reading.

The chart contains data from GA Milestones for Springs of 2015, 2016, and 2017. Students are considered reading proficient if they are designated proficient or distinguished on the GA Milestones for English/Language Arts. **Red cells** indicate an area of need. Data is presented for third graders for these three years and also a cohort starting third grade. Included are data from the 5th, 8th, 9th, and American Literature to shows this is a concern on all levels.

The following chart represents the percentage of WCS third grade students who demonstrated reading proficiency on the Georgia Milestones in comparison to North Georgia RESA and the state. Percentages indicate that while WCS is improving these proficiency scores each year, it has been designated a need. In following a 3-year cohort, the data again indicates minimal growth. WCS is below both the state and RESA reading proficiency scores.

Georgia Milestones – Reading Proficiency by Percentage						
	Third Grade			Cohort (3 rd , 4 th , 5 th)		
Group	WCS	RESA	State	WCS	RESA	State
2015	28	38	37	28	38	37
2016	27	35	35	32	36	35
2017	31	39	36	32	43	38

Georgia Milestones – Reading Proficiency by Percentage						
	Fifth Grade			Eighth Grade		
Group	WCS	RESA	State	WCS	RESA	State
2015	30	39	39	32	45	39
2016	33	42	41	40	50	44
2017	32	43	38	34	49	42

Georgia Milestones – Reading Proficiency by Percentage						
	Ninth Grade			American Lit		
Group	WCS	RESA	State	WCS	RESA	State
2015	40	47	39	36	44	36
2016	35	48	41	31	49	43
2017	50	61	53	41	57	49

The first chart below represents the percentage of WCS third grade Students with Disabilities (SWD) who are reading at proficient levels in comparison to the state. These percentages indicate that the SWD subgroup is achieving proficiency at a slower rate in comparison to SWD across the state.

Whitfield - Established Need

The second chart represents the percentage of WCS English Learners in third grade who demonstrated proficiency in comparison to the state. These percentages indicate that the reading proficiency of WCS third grade EL subgroup is increasing at the same rate of ELs across the state. However, in analyzing EL Cohort proficiency from third grade through fifth grade, WCS ELs scored at a slower level than ELs across the state.

Georgia Milestones – Special Education Reading Proficiency by Percentage				
	Third Grade		Cohort (3 rd , 4 th , 5 th)	
Group	WCS	State	WCS	State
2015	9	13	9	13
2016	12	12	7	11
2017	8	12	7	10

Georgia Milestones – English Learners Reading Proficiency by Percentage				
	Third Grade		Cohort (3 rd , 4 th , 5 th)	
Group	WCS	State	WCS	State
2015	12	12	12	12
2016	8	12	3	7
2017	13	12	0	4

In the following chart, approximately one-third of WCS third grade students are below the stretch band (520L-820L) indicated by Georgia Milestones. Data indicate that third grade Lexile scores trended consistently with state averages. Over the course of three years, the Cohort followed a similar pattern as RESA and the State. This trend continues through high school.

Georgia Milestones – Lexile (Below the Stretch Band) – Percentage						
	Third Grade			Cohort (3 rd , 4 th , 5 th)		
Group	WCS	RESA	State	WCS	RESA	State
2015	33	28	31	33	28	31
2016	32	28	28	44	40	42
2017	29	25	29	29	26	30

Georgia Milestones – Lexile (Below the Stretch Band) – Percentage						
	Fifth Grade			Eighth Grade		
Group	WCS	RESA	State	WCS	RESA	State
2015	38	31	34	33	22	29
2016	34	30	32	22	19	24
2017	29	26	30	24	17	22

Georgia Milestones – Lexile (Below the Stretch Band) - Percentage						
	Ninth Grade			American Lit		
Group	WCS	RESA	State	WCS	RESA	State
2015	23	20	27	28	22	30
2016	26	18	22	33	22	27
2017	16	13	18	27	19	25

Whitfield - Established Need

MAP Scores indicate that over a three-year period, third graders have shown growth with reading scores. Data from a cohort of students over 3 years indicated significant growth in Reading.

MAP Reading Scores – Student Median Growth Percentile		
	Third Grade	Cohort (3 rd , 4 th , 5 th)
Spring 2015	42	42
Spring 2016	52	51
Spring 2017	49	58

The following charts contain data from the Growth Model on SLDS. We have identified the following groups for study: Economically Disadvantaged, Gifted, Students with Disabilities, White Students, and Hispanic Students. These ethnic groups represent over 94% of our student population. Students are considered reading proficient if they are designated proficient or distinguished on the GA Milestones for English/Language Arts. Red cells indicate an area of need.

GA Milestones – Reading Proficiency by Percentage - Economically Disadvantaged						
Group	English/LA EOG		Ninth Grade Lit EOC		American Lit EOC	
	WCS	State	WCS	State	WCS	State
2015	24	28	31	29	28	24
2016	26	28	27	28	23	28
2017	26	28	43	38	33	32

GA Milestones – Reading Proficiency by Percentage - Gifted Program						
Group	English/LA EOG		Ninth Grade Lit EOC		American Lit EOC	
	WCS	State	WCS	State	WCS	State
2015	83	89	91	89	86	86
2016	85	91	92	92	82	92
2017	83	91	96	96	87	94

GA Milestones – Reading Proficiency by Percentage - Students with Disabilities						
Group	English/LA EOG		Ninth Grade Lit EOC		American Lit EOC	
	WCS	State	WCS	State	WCS	State
2015	5	11	3	8	9	6
2016	6	9	2	7	6	8
2017	6	10	10	12	3	10

GA Milestones – Reading Proficiency by Percentage - English Language Learners						
Group	English/LA EOG		Ninth Grade Lit EOC		American Lit EOC	
	WCS	State	WCS	State	WCS	State
2015	8	15	8	7	6	6
2016	14	15	1	8	2	7
2017	14	16	8	11	6	8

Whitfield - Established Need

GA Milestones – Reading Proficiency by Percentage - White Students						
	English/LA EOG		Ninth Grade Lit EOC		American Lit EOC	
Group	WCS	State	WCS	State	WCS	State
2015	40	53	46	52	40	47
2016	41	53	41	54	35	55
2017	40	53	56	64	47	61

GA Milestones – Reading Proficiency by Percentage - Hispanic Students						
	English/LA EOG		Ninth Grade Lit EOC		American Lit EOC	
Group	WCS	State	WCS	State	WCS	State
2015	23	31	33	33	27	29
2016	26	31	27	35	24	33
2017	24	31	43	45	29	38

Summary

Even though Whitfield County is behind in reading proficiency in comparison to scores from North Georgia RESA and the State, data indicates steady growth across the board with our third grade groups and cohorts. The Campaign for Grade Level Reading states that a child's vocabulary as early as age 3 can predict third grade reading achievement. Data indicate that WCS students make progress, but there is an achievement gap as early as Pre-K due to deficits in language nutrition, language rich environments, and access to print. WCS believes that continued partnerships with community agencies can have a positive impact on early language and literacy, resulting in more students reading on grade level by third grade which will then lead to more students graduating on time. The literacy work in Whitfield County over the past three years has resulted in positive outcomes, and schools look forward to continuing the work.

Whitfield County Schools is making strides on aligning all elementary schools with a balanced literacy approach. The goal is that all students receive consistency in Tier 1 literacy instruction. Recently, the county has added a District Elementary Literacy Coach to provide support and professional development for instructional coaches. Currently, each elementary and middle school has a school-level instructional coach. This support is vital to assisting teachers in supporting all students. The district needs to continue to align its Tier I literacy instruction and look for additional ways to support Tier II and Tier III students.

Whitfield - Assets and Needs Assessment with Root Cause Analysis

Description of Needs Assessment

WCS used multiple data points from Get GA Reading, Kidscount, and GEEARS helped identify possible root causes. WCS used the process of triangulating data to identify root causes need areas. WCS triangulated data to identify needs using the following data: (1) analyses of the Comprehensive Needs Assessment, (2) Georgia Literacy Plan Needs Assessment for Literacy Birth to 5 & Kindergarten to Grade Twelve (modified), and (3) GA Milestones outcomes. The Needs Assessment for Literacy (See Appendix I) had six sections: Engaged Leadership, Continuity of Instruction, Ongoing Formative and Summative Assessments, Best Practices in Literacy Instruction, System of Tiered Intervention (RTI) for All Students, and Improved Instruction through Professional Learning. District staff distributed the needs assessment to administrators and community partners. Community input was collected at meetings and open forums. Schools followed written instructions so that the assessment process was administered with fidelity. Emphasis was placed on including input from all involved especially CTAE teachers, Media Specialists, and paraprofessionals. Literacy committees from all schools convened to collect data from grade level teams and/or departments. Each school submitted an assessment summary to the District Grant Committee. The district integrated the school and community partner data and disaggregated it into five areas: System, Birth to Five, Elementary Schools, Middle Schools, and High Schools. Areas on the assessment were identified as a “Need” if most schools fell within Emergent or Not Addressed. Below are areas designated as a “Need”.

System (All Schools)

- Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.
- Out-of-school organizations and agencies are making plans to develop learning supports to complement literacy instruction.
- Teachers are beginning to develop a plan for writing instruction across all subject areas.
- RTI Intervention is monitored regularly to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III have not yet been consistently implemented.
- School, student, and classroom data are analyzed to determine if social/emotional/behavioral supports are needed.

Birth to 5

- Teachers consistently utilize data from Pre-K assessments to determine effectiveness of interventions, instructional practices, and to drive instruction.
- Teachers will increase use of effective screening tools and interventions for Pre-K.
- Increase professional learning opportunities and resources in the development of early literacy for parents and community partners to all populations/areas is offered.

Elementary Schools

- See above (System needs)

Middle School

- Content area teachers consistently incorporate one of following: academic vocabulary; narrative, informative, and argumentative writing; and the use of discipline-specific text structures.
- Daily Schedule includes 90-120 minute literacy block but does not include any of the following: Intervention, disciplinary literacy in content areas, and time for collaborative planning. No specific literacy block and teachers may or may not plan for literacy.

Whitfield - Assets and Needs Assessment with Root Cause Analysis

High School

- Content area teachers consistently incorporate one of following: academic vocabulary; narrative, informative, and argumentative writing; and the use of discipline-specific text structures
- Some staff members access data and follow protocols for making decisions on instructional needs of students. Staff has difficulty in obtaining data for making decisions on the instructional needs of students.
- RTI strategies are monitored regularly to ensure that intervention occurs regularly and are implemented with fidelity. Requirements for Tier 3 interventions have not yet been determined.
- School, student, and classroom data are analyzed to determine if social/emotional/behavioral supports are needed.

Past Instructional Initiatives

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

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

Current Instructional Initiatives

In 2013, WCS adopted non-negotiable practices for high achievement. This document provided specific actions to support instruction and student learning. These practices and the WCS mission, vision, and beliefs drive the purpose and focus of instruction. Within the Non-Negotiable Practices lives a framework for instruction. Below are current instructional initiatives. Several of these are in the emergent stages.

Non-Negotiable Practices for High Achievement	Balanced Literacy Framework grades K-3
Writing: CSET, writers workshop, writing in all subject areas	Growing Readers grades K-3
PALS: Peer- assisted learning strategies-grades 6-12	Growing Readers and Writers- grades 4-5
SIOP- (Sheltered Instruction Observation Protocol) for ESOL, SpEd, and regular education teachers	Positive Behavior Intervention System (PBIS) (K-12)
Google Classroom(K-12)	Number Talks K-5
Math Design Collaborative	DBQ Project - Document Based Questions

Whitfield - Assets and Needs Assessment with Root Cause Analysis

Community and Family Engagement

Schools receiving Title I funds provide various family engagement events. WCS partners with local agencies to provide additional support for families. The initiatives below are taking place in 6 of 13 elementary schools. Grant funds have contributed to capitalizing on offers from community partners. The goal is to extend the work, share innovative ideas, and brainstorm how to “shrink” the community by bringing the resources to our schools.

Community Partner	Services Provided
Dalton State College	Learning Academies , Dalton State College (DSC) reading professors, assisted by teacher candidates, conduct workshops where they model literacy activities that parents can do at home with their children. In Power Lunches , pre-service teachers, assisted by education majors, plan and deliver standards-based literacy and science lessons to children at community feeding sites once per week over two summer months.
NWGA Healthcare Partnership	Recipes for Success class provides <i>Cooking Matters</i> , an evidence-based curriculum that incorporates cooking, reading, and family engagement through a six-week program. Book Blasts bring literacy activities to the school. Parents and children attend the reading-centered celebration filled with craft areas, literacy games, book characters, and reading circles.
North GA Regional Library	Provides literacy programming, including story time, Lego days, sing-alongs, arts and crafts, and STEM activities. Families will check out books (English/Spanish) regularly from a traveling collection. This supplies a constant diet of literacy materials to parents, students, and other family members who lack access to reading materials at home.
Shaw Industries	Partners with the Career Academy and helped to write the Mechatronics curriculum and purchased the equipment, assisted and provided mentoring for First Robotics Team. Aided in designing and participated in the Apprenticeship program for students and area businesses.
Northwest Georgia Technical College, Dalton Campus	Partnered with the Career Academy to provide and share teachers, dual enrollment classes, and equipment for courses.

Community Assets

- Community liaison
 - Family Connections: The Elementary Curriculum Director attends the monthly board meetings, and the Pre-K director attends monthly collaborative meetings.
 - Family Connections provides support in the following areas: Quality Rated Child care, connecting agencies, pre-k registration, Teen Maze, Sharing is Caring, summer power lunches, WIC, and SNAP.
- P-20 liaison
 - Dalton State has been a P-20 partner of Whitfield County Schools for 5 years. The district belongs to the NWGA P-20 collaborative that meets twice a year. This

Whitfield - Assets and Needs Assessment with Root Cause Analysis

group works to resolve common issues facing school systems and higher education institutions related to preparing the next generation of teachers. The discussion includes regional data, regional concerns, state concerns, and local concerns.

- District Literacy Committee
 - This committee is a collaborative effort to establish district literacy beliefs that span PreK-12
 - Members include teachers, Instructional Coaches, School Administrators, District Administrators, Parents, P20 partners, RESA, and community partners.

Engaged Leadership

- Monthly Key Leaders meetings are followed by breakout sessions with principals from each level (elementary, middle, and high)
- Aspiring Leaders Academy was established to identify and grow future leaders

Positive Learning Environment

- The following strategies are being utilized in our schools for Social and Emotional Support: PBIS, Social, Emotional, Engagement Knowledge and Skills (SEE-KS), and Habitudes
- Schools monitor climate ratings as a means to gauge positive learning environment

Professional Capacity

- Professional Learning (PL)
 - Whitfield County has 10 scheduled professional learning days.
 - PL is conducted at the district and school levels. All professional learning is designed in collaboration with school leaders and based on assessment and survey data. Needs are noted in the district Comprehensive Needs Assessment and are carried out and monitored.
- Workforce
 - Whitfield County provides access to cohorts for certification training and endorsements (i.e. TAPP, Gifted, Reading, Math...) through partnerships with RESA and local universities.
 - WCS has a high employee retention rate. The Human Resources Department foresees no problems with filling positions.

Whitfield - Project Plan, Procedures, Goals, Objectives, and Support

Whitfield County will create and sustain a pipeline of high quality language and literacy supports, so that more children enter kindergarten ready to succeed, so that more children are reading proficiently by the end of third grade, so that more students graduate high school on time, and so that students have the skills, knowledge and positive values that support their success as productive citizens. Four pillars support the pipeline of services and support: language nutrition, access, productive learning climate, and teacher preparation and effectiveness. By bringing together community partners, WCS will weave individual efforts of agencies into a seamless system that is innovative, scalable and sustainable.

The district has identified five goals using data and the Comprehensive Needs Assessment:

1. All teachers share responsibility for achieving literacy goals and school teams collaborate to help guide instruction.
2. Community organizations and agencies, in partnership with the schools, offer learning supports to complement literacy instruction.
3. Teachers use evidence-based writing instruction in all subject areas.
4. RTI is monitored to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III are identified and available to all schools.
5. Multiple points of data are analyzed and social, emotional, and behavioral supports provided when needed.

After identifying goals, the District Literacy Advisory Committee connected activities to the Needs Assessment Support. A careful look at assets already in place versus assets needed was intended to ensure that we were supplementing, not supplanting. Going one step further, we used evidence-based strategies to determine Action Steps, People Responsible, and Measurable Outcomes to succinctly define and measure efficacy. An appendix of research regarding evidence-based practices that supports the district goals (**See Appendix I in additional documentation in the fluid review room.**) WCS plans to support attaining our goals through the implementation of the grant using the following systemic plan:

Intentional literacy planning by teachers in all content areas incorporating speaking, writing, illustrating, reading, and listening (SWIRL). All teachers share responsibility for achieving literacy goals and school teams collaborate to help guide instruction.
Needs Assessment Support: 72% of teachers felt that WCS are emergent and/or not addressed in Building Block 2.A <i>Active collaborative school teams ensure a consistent literacy focus across the curriculum.</i>
Activity: <ul style="list-style-type: none">● Provide instruction for evidence-based literacy strategies to all teachers● Continue and enhance balanced literacy strategies in elementary schools● Emphasize and support literacy standards in GSE curriculum● Provide literacy training and updates in Key Leaders meetings● Provide literacy training and support the New Teacher Induction Program
Research: (See Appendix I) <ul style="list-style-type: none">● Teachers College Reading and Writing Project (2014)● Institute of Educational Sciences, Foorman et. al. (2016) in “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade”

Whitfield - Project Plan, Procedures, Goals, Objectives, and Support

<ul style="list-style-type: none"> ● Kamal et. al. (2008), “Improving Adolescent Literacy: Effective Classroom and Intervention Practices” 		
Assets needed/used: <ul style="list-style-type: none"> ● Comprehensive Reading Solutions Website ● Textbooks ● Media center resources ● Digital resources ● Technology ● Intervention resources ● Books- high interest/ variety of leveled texts ● Classroom libraries ● North Georgia RESA ● SIOP training 		
Action Steps	People Responsible	Measures for Success:
<ul style="list-style-type: none"> ● District collaboration by grade/course to include the following: Implementation of literacy strategies, enhancement of current teaching strategies, and implementation of current/new online programs ● Onsite and offsite literacy professional development (utilizing consultants and other resources) offered for all content areas 	<ul style="list-style-type: none"> ● Grant Advisory Committee ● District Literacy Committee ● District curriculum directors ● District elementary school literacy Specialist ● District middle/high school literacy specialist ● School level literacy committee ● School instructional coaches ● School administration 	Instruments: <ul style="list-style-type: none"> ● RI ● Dibels ● Georgia Milestones ● MAPS ● AIMSweb ● Benchmark testing Measures: <ul style="list-style-type: none"> ● Increased Lexile Scores ● Increase scores on Milestones ● Increased scores on ACT & SAT ● More ELL students move up on grade bands

Analyze data to inform instruction across the curriculum All teachers share responsibility for achieving literacy goals and school teams collaborate to help guide instruction.
Needs Assessment Support: 72% of teachers felt that WCS are emergent and/or not addressed in Building Block 2.A <i>Active collaborative school teams ensure a consistent literacy focus across the curriculum.</i>
Activity: <ul style="list-style-type: none"> ● Train all teachers in using data to drive instruction
Research: (See Appendix I) <ul style="list-style-type: none"> ● Hamilton et. al. (2009) in “Using Student Achievement to Support Instructional Decision Making
Assets needed/used: <ul style="list-style-type: none"> ● District assessment department ● Pretests, formative, and summative assessments ● GA Milestones data

Whitfield - Project Plan, Procedures, Goals, Objectives, and Support

Action Steps	People Responsible	Measures for Success:
<ul style="list-style-type: none"> ● Professional Development topics: <ul style="list-style-type: none"> ○ maximizing efficiency of data teams ○ creating school data plans ○ identifying data types ○ gathering data ○ analyzing data 	<ul style="list-style-type: none"> ● District Curriculum Directors ● Assistant Superintendent of Assessment and Technology ● School instructional coaches ● School administration ● School data teams 	Instruments: <ul style="list-style-type: none"> ● RI ● Dibels ● Georgia Milestones ● MAPS ● AIMSweb Measures: <ul style="list-style-type: none"> ● Increased TKES scores ● Increased Milestones Scores

Support for and alignment of programs offered by Community that support District Literacy		
Needs Assessment Support: 62% of teachers felt that WCS are emergent and/or not addressed in Building Block 2.C <i>Community organizations and agencies, in partnership with the schools, offer learning supports to complement literacy instruction.</i>		
Activity: <ul style="list-style-type: none"> ● Provide community access to literacy resources through: <ul style="list-style-type: none"> ○ inclusion in literacy professional development ○ common planning of professional development ○ WCS staff attend community provided professional learning 		
Research: (See Appendix I) <ul style="list-style-type: none"> ● GetGA Reading Campaign research ● GA Family Connection Partnership Report 		
Assets needed/used: <ul style="list-style-type: none"> ● Get Georgia Reading ● P-20 partnership with Dalton State College ● Georgia Northwestern Technical College ● North Georgia RESA ● Local industry and businesses ● North Georgia College and Career Academy 		
Action Steps	People Responsible	Measures for Success:
<ul style="list-style-type: none"> ● Awareness sessions ● School/Community outreach connections ● Share teaching strategies through partnerships ● Provide access to online programs ● Data analysis training ● Training community to enter schools and help provide instruction: <ul style="list-style-type: none"> ○ STEM, CTAE ○ PBIS, Habitudes 	<ul style="list-style-type: none"> ● Grant Advisory Committee ● District Literacy Committee ● District literacy coaches ● District curriculum directors ● School Literacy Committee ● District social workers ● School administrators 	Instruments: <ul style="list-style-type: none"> ● School Climate Survey ● Log of participation Measures: <ul style="list-style-type: none"> ● Increase participation at school events ● Increased Lexile scores

Whitfield - Project Plan, Procedures, Goals, Objectives, and Support

<p>Teachers incorporate writing frequently in all content areas. Teachers use evidence-based writing instruction in all subject areas.</p>		
<p>Needs Assessment Support: 71% of teachers felt that WCS are emergent in Building Block 4.B.1 <i>All students receive effective writing instruction across the curriculum.</i></p>		
<p>Activity:</p> <ul style="list-style-type: none"> ● Multiple evidence-based writing strategies training ● Follow up and enhance current practices ● Writing Workshop training ● Data Analysis Training 		
<p>Research: (See Appendix I)</p> <ul style="list-style-type: none"> ● Graham et. al (2012) in “Teaching Elementary School Students to be Effective Writers,” ● Teachers College Reading and Writing Project (2014) ● Graham et. al.(2016), in “Teaching Secondary Students to Write Effectively,” 		
<p>Assets needed/used:</p> <ul style="list-style-type: none"> ● Comprehensive Reading Solutions Website ● Trade books and mentor texts ● Print/Digital writing resources ● Student exemplars ● Handwriting instruction 		
Action Steps	People Responsible	Measures for Success:
<ul style="list-style-type: none"> ● Provide instruction in types of writing. <ul style="list-style-type: none"> ○ Persuasive ○ Argumentative ○ Informational/explanatory ○ Narrative ○ Research ● Support and enhance modeling of writing in all courses ● Provide or increase writing time during the instructional period ● Increase the use of exemplars across the curriculum ● Support GSE basic writing skill instruction 	<ul style="list-style-type: none"> ● District curriculum directors ● District elementary school literacy specialist ● District middle/high school literacy specialist ● School level literacy committee ● School instructional coaches ● School administration 	<p>Instruments:</p> <ul style="list-style-type: none"> ● Georgia Milestones ● Writing rubrics ● Benchmark tests <p>Measures:</p> <ul style="list-style-type: none"> ● Increased scores on Milestones ● Increased participation in Young Georgia Authors competition.

Whitfield - Project Plan, Procedures, Goals, Objectives, and Support

<p>Fully functioning RTI program (Levels I, II, III) that is consistent and vertically aligned. RTI is monitored to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III are identified and available to all schools.</p>		
<p>Needs Assessment Support: 67% of teachers felt that WCS are emergent in Building Block 5.A <i>Information developed from the school-based data teams is used to inform the RTI process.</i></p>		
<p>Activity:</p> <ul style="list-style-type: none"> ● Provide training and support for the RTI process <ul style="list-style-type: none"> ○ Data analysis to identify students in need of intervention ○ Tier I support and resources ○ Tier II support and resources ○ Tier III support and resources ● Gather and designate resources for each level ● Train teachers on use of the RTI resources ● Train teachers on data analysis to determine efficacy 		
<p>Research: (See Appendix I)</p> <ul style="list-style-type: none"> ● Averill et. al. (2014). “A blueprint for effectively using RTI intervention block time. Intervention in School and Clinic ● King et. al. (2012) “Response to Intervention in Secondary Schools: Considerations for Administrators” ● Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades” 		
<p>Assets needed/used:</p> <ul style="list-style-type: none"> ● District Clearinghouse of Intervention Resources for each tier. ● Digital resources ● Teacher-led strategies 		
Action Steps	People Responsible	Measures for Success:
<ul style="list-style-type: none"> ● Ongoing training and support for RTI and SST implementation ● Training for digital interventions ● Training for teacher-led interventions ● Teaching RTI strategies for classroom use 	<ul style="list-style-type: none"> ● District RTI Coordinator ● District RTI Committee ● District curriculum directors ● School RTI Committee ● School administrator ● School psychologist 	<p>Instruments:</p> <ul style="list-style-type: none"> ● AimsWeb (Progress Monitoring) ● Data Review Teams ● Georgia Milestones ● MAP Testing <p>Measures:</p> <ul style="list-style-type: none"> ● Increased scores on Milestones ● Lower retention rate

Whitfield - Project Plan, Procedures, Goals, Objectives, and Support

<p>Full implementation of a PBIS program or its equivalent in all Whitfield County Schools. Multiple points of data are analyzed and social, emotional, and behavioral supports are provided when needed.</p>		
<p>Needs Assessment Support: 67% of teachers felt WCS are emergent in Building Block 5.C <i>Tier I social/emotional/behavioral supports are provided to all students in all classrooms.</i></p>		
<p>Activity:</p> <ul style="list-style-type: none"> ● Train schools in development of targeted behaviors ● Provide training and support of the PBIS process ● Train teachers on data analysis to determine efficiency 		
<p>Research: (See Appendix I)</p> <ul style="list-style-type: none"> ● The US Department of Education (2014) in “Guiding Principles: A Resource Guide for Improving School Climate and Discipline” ● PBIS Website Research supporting PBIS as an evidence based practice as determined by the U. S. Department of Education. 		
<p>Assets needed/used:</p> <ul style="list-style-type: none"> ● State resources for PBIS ● PBIS website 		
Action Steps	People Responsible	Measures for Success:
<ul style="list-style-type: none"> ● Implementation and training topics: <ul style="list-style-type: none"> ○ active supervision ○ reinforcement ○ social skills instruction ○ behavioral contracting ○ self-management ● Training in data analysis to determine students needing intervention ● Training a behavior specialist for each school 	<ul style="list-style-type: none"> ● District PBIS Committee ● District PBIS Coordinator ● School PBIS Committee ● School administrator in charge of PBIS 	<p>Instruments:</p> <ul style="list-style-type: none"> ● Discipline/attendance reports ● Climate surveys ● Program survey <p>Measures:</p> <ul style="list-style-type: none"> ● Decrease discipline referrals ● Lower retention rate

Whitfield - Assessment/Data Analysis Plan

Current Assessment Protocol – Elementary School				
Assessment	Grade	Purpose	Skills Measured/ Content Area	Frequency
Phonological Awareness Literacy Screening (PALS)	Pre-K	S	PA, Reading	2 times a year
Work Sampling Online (WSO)	Pre-K	D, O	GELDS standards All Content areas	Ongoing Aug - Dec and Jan. - May
ACCESS for ELLs 2.0	K-5	D, O	Reading, Writing, Speaking & Listening	1 time a year
Alternate ACCESS for ELLs	K-5	D, O	Reading, Writing, Speaking & Listening	1 time a year
AIMSweb	K-5	PM	NWF, ORL, PM, RC, V, Reading & Math	Ongoing
Cognitive Abilities Test (CogAT)	4	D, O	Non-verbal, Quantitative, Verbal	1 time a year
Georgia Alternate Assessment (GAA)	K-5	O	GSE standards All content areas	Ongoing
GA Milestones EOG (End-of- Grade Assessment)	3-5	O	GSE standards All content areas	1 time a year
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	K	D	AK, AR, COP, PA, RC, V, Reading & Math	Ongoing
GKIDS Readiness Check	K	S	AK, AR, COP, PA, RC, Reading & Math	1 time a year
Measures of Academic Progress (MAP)	K-5	D	AK, AR, COP, PA, NWF, RC, V, Reading, Math & Language	3 times a year

Whitfield - Assessment/Data Analysis Plan

AK-Alphabet Knowledge, AR-Alliteration and Rhyme, COP-Concepts of Print, D-Diagnostic, GELDS-Georgia Early Learning and Development Standards, GSE-Georgia Standards of Excellence, NWF-Decoding, ORL-Oral Reading Fluency, O-Outcomes, PA-Phonological Awareness, PM-Progress Monitoring, RC-Reading Comprehension, S-Screening, V-Vocabulary

Current Assessment Protocol – Middle School				
Assessment	Grade	Purpose	Skills Measured/ Content Area	Frequency
ACCESS for ELLs 2.0	6-8	D, O	Reading, Writing, Speaking & Listening	1 time a year
AIMSweb	6-8	PM	NWF, ORL, PM, RC, S, V	Ongoing
Alternate ACCESS for ELLs	6-8	D, O	LA	1 time a year
Georgia Alternate Assessment (GAA)	6-8	D, O	GSE standards All content areas	Ongoing
GA Milestones EOC (End- of-Course Assessment)	8	O	GSE standards All content areas	1 time a year
Georgia Milestones EOG (End-of-Grade Assessment)	6-8	O	GSE standards All content areas	1 time a year
Measures of Academic Progress (MAP)	6-8	D	AK, AR, COP, PA, NWF, RC, V, Reading, Math & Language	3 times a year
AK-Alphabet Knowledge, AR-Alliteration and Rhyme, COP-Concepts of Print, D-Diagnostic, GELDS-Georgia Early Learning and Development Standards, GSE-Georgia Standards of Excellence, NWF-Decoding, ORL-Oral Reading Fluency, O-Outcomes, PA-Phonological Awareness, PM-Progress Monitoring, RC-Reading Comprehension, S-Screening, V-Vocabulary				

Whitfield - Assessment/Data Analysis Plan

Current Assessment Protocol – High School				
Assessment	Grade	Purpose	Skills Measured/ Content Area	Frequency
ACCESS for ELLs 2.0	9-12	D, O	Reading, Writing, Speaking & Listening	1 time a year
AIMSWeb	9-12	PM	NWF, ORL, PM, RC, S, V	Ongoing
Alternate ACCESS for ELLs	9-12	D, O	Reading, Writing, Speaking & Listening	1 time a year
Georgia Alternate Assessment (GAA)	9-12	D, O	GSE standards All content areas	Ongoing
Georgia Milestones EOC (End-of-Course Assessment)	9-12	O	GSE standards All content areas	1 time a year
D-Diagnostic, GSE-Georgia Standards of Excellence, NWF-Decoding, ORL-Oral Reading Fluency, O-Outcomes, PM-Progress Monitoring, RC-Reading Comprehension, S-Screening, V-Vocabulary				

Current Data Analysis Protocol

The current data protocol ensures students are regularly screened to monitor progress toward mastering standards and meeting goals. MAP tests are administered three times a year (beginning, middle, and end) in elementary and middle schools and are used to inform instruction in conjunction with progress monitoring data. Students are provided regular interventions with additional remediation and/or acceleration provided as needed based on these assessment results. Students in the tier process of the Pyramid of Interventions are progress monitored using AIMSweb. GA Milestones EOG/EOC, ACCESS for ELLs 2.0, Alternate ACCESS for ELLs, GA Alternate Assessment, and GKIDS are yearly standardized tests used to gauge students' progress. Results from these assessments are used to provide strategic, focused remediation and acceleration for all students. Data teams are used at the school level to inform school improvement plans, literacy instruction, professional development and interventions across all content areas and grade levels.

Procedures are in place at both the district and school levels to analyze a variety of assessment data pieces. School-level data teams meet multiple times per year to review aggregated and disaggregated data for grade/content levels, sub-groups, and individual students. Members of data teams include teachers, administrators, instructional coaches, and counselors. These groups analyze data from both state assessments (i.e. EOG and EOC) and local assessments (i.e. DIBELS, RI, common assessments, etc.) to look at trends. Additionally, attendance and behavior referral data guide discussion regarding individual student needs.

Whitfield - Assessment/Data Analysis Plan

A district data team analyzes trends in state, local, and national assessments. Disaggregated data highlight progress within subgroups and drives district-level decision making as it relates to curriculum, instruction, personnel, and professional learning. A responsive team including the Superintendent, Assistant Superintendents, Administrators, Program Directors, Curriculum Directors, School Psychologists, and Instructional Coaches works together to maintain consistent adherence to the Strategic Plan based on a deep understanding of a variety of data sources.

Implementation of new assessments required by the grant	PPVT will be implemented in Pre-K classrooms. DIBELS Next will be implemented in every K-3 elementary school. Houghton Mifflin Reading Inventory will be necessary for all schools to monitor student growth, drive instruction, and identify at-risk students for intervention.
Current assessments that might be discontinued	WCS will continue using current assessments and seek ways to improve the use of data to drive instruction.
Professional learning needs	<ul style="list-style-type: none"> -utilizing data reports for intervention and instruction -using Lexiles to drive tiered instruction and differentiation -training for administering assessments -learning how to use and maximize information on SLDS
Data presented to stakeholders	Data is presented to stakeholders through various means during the school year. Stakeholders are notified of school progress through social media, billboards, websites, local newspaper, and the WCS Strategic Plan quarterly reports. School Councils review attendance, behavior, and assessment data multiple times a year. Open house and parent night meetings are used to inform parents of school initiatives and student progress.
Use of data	<ul style="list-style-type: none"> -inform instruction -identify the need for additional services (RTI, PBIS, etc.) -drive budget decisions -customize lessons to meet student needs -design differentiated learning opportunities -guide professional development

In addition to assessment data, the following community level data will be utilized: Community of Hope (Casey Family Foundation), Georgia Early Education Alliance for Ready Students (GEEARS), KidsCount, and Early Education Empowerment Zone (E3Z).

Recent data collected by GEEARS indicate that 14 out of every 20 children ages 0-5 in Whitfield County are economically disadvantaged. The Casey Family Foundation data has shown that the northwest corner of Georgia has more cases of child abuse and neglect than other areas of Georgia. The data below illustrate the issues within our community. Though the community

Whitfield - Assessment/Data Analysis Plan

many challenges, Whitfield County continues to exceed the state graduation rate, but other areas such as the third-grade reading proficiency continue to lag behind the state average. Our families need supports, such as access to high-quality literature and training on how to engage their children in language rich adult interactions, awareness of community advocates, and services that support healthy development of the whole child.

Area of Interest	Whitfield County	State
Unemployment Rate (2016)	5.9%	5.4%
Children Living in Poverty (2016)	21.9%	23%
Kids ages 3-4 not in Preschool (2012-2016)	66.8%	50.3%
Students Graduating on Time	82.58%	80.6%
Child Maltreatment Reports (duplicated)	46.3%	38.3%
**Sources: http://datacenter.kidscount.org/data#USA/1/0/char/0 and GEEARS publication		

Community data is analyzed at community partnership meetings such as Family Connections, Kiwanis, Rotary, and E3Z. Partnerships will be notified and have an open invitation to ongoing professional development in data analysis conducted by the district and schools. These groups are comprised of various community agencies such as local colleges, schools, the regional library, family connections coordinators, and community leaders. The regional early learning advocate awarded to the Northwest GA region by DECAL (Department of Early Childcare and Learning) holds monthly collaborations. As a GetGA Reading Community, reviewing these data is a priority. Data of students who attend these programs will be tested to see if there is any significant difference between these students versus students who don't.

Whitfield - Professional Learning Strategies Identified on the Basis of Documented Need

WCS believes in the power of professional development to improve the capacity of staff to provide effective instruction. Over the past three years, a variety of instructional approaches have been utilized throughout the district since nine schools received the Striving Reader Grant (along with the resources and support) while 13 schools did not. This has led to a need for a district approach to implement cohesive initiatives for all WCS schools. Through collaboration among feeder patterns, students transitioning from one level to the next will encounter consistent strategies that drive instruction for all students.

After analyzing multiple data sources (see section 4), and each school conducting a Needs Assessment, five distinct areas of need emerged across the District: literacy, community support, writing, RTI, and support of the whole child. Future professional learning will utilize local agencies, school personnel, and outside resources working together, so that schools, families, and students experience a high-level standard of literacy instruction as they move through feeder patterns.

WCS emphasis will be on a balanced literacy approach that includes reading and writing strategies across all content areas. Curriculum directors, administrators, and instructional coaches will work with schools to analyze data and determine needs and effectiveness of professional learning to improve literacy instruction and bolster achievement for all students.

To support the five professional learning goals, the district will provide access to institutes, conferences/workshops, contracted services, and job-embedded training that support improved instruction. This will include but not be limited to the following evidence-based strategies:

L4GA Initiatives/Institutes	
Strategy	Evidence
Reading Strategies	<p>According to Institute of Educational Sciences, Kamal et. al. (2008),</p> <p>“Improving Adolescent Literacy: Effective Classroom and Intervention Practices,” the following recommendations positively impact literacy instruction:</p> <ul style="list-style-type: none"> ● Provide explicit vocabulary instruction. ● Provide direct and explicit strategy instruction. ● Provide opportunities for extended discussion, text meaning, and interpretation. ● Increase student motivation and engagement in literacy learning. ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</p> <p>(See Appendix I)</p>
Writing across the curriculum	
Modes of writing	
Vocabulary development	
Content literacy training	
Growing Readers: designed by RESA for tier II and III reading support; reading strategies	
Differentiation	

Whitfield - Professional Learning Strategies Identified on the Basis of Documented Need

SIOP	The SIOP model in an instructional approach with specific strategies to promote language development and acquisition of grade-level content knowledge for ELs. http://www.cal.org/siop/research/
Collaborative training that supports vertical alignment as designated by Georgia Standards of Excellence	Joellen Killion found through her research the quality of teacher collaboration positively influences teacher performance and student achievement. https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf
Professional Learning on interpretation/utilization of data	https://files.eric.ed.gov/fulltext/ED506645.pdf (See Appendix I)
Technology training to support digital resources	https://pdfs.semanticscholar.org/2b58/9450f45143ad929ef6549ad56c3129e69147.pdf (See Appendix I)
RTI	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_readin_g_pg_021809.pdf (See Appendix I)
PBIS	https://www.pbis.org/ (See Appendix I)
Reciprocate training opportunities and awareness sessions with community agencies	GA Department of Education and the Department of School Effectiveness provide a research-based system of continuous improvement to sustain student outcomes. Community partnerships are necessary In order to support the whole child. http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx
<p>Measurable Outcomes: The quality and efficacy of professional learning will be determined in the following ways.</p> <ul style="list-style-type: none"> • Improved performance on EOGs, EOCs, MAP, Reading Inventory, Dibels Next, and Lexile scores • The percentage of students graduating on time • Professional learning community surveys/ratings • Teacher effectiveness as measured by TKES ratings 	

Beyond district driven initiatives, WCS plans to improve teacher and leader development by providing ongoing training and literacy updates through Key Leaders and the Aspiring Leader Institute. Additionally, the New Teacher Induction program incorporates intensive literacy training along with follow-up support by district curriculum directors, administrators, and instructional coaches. The learning designed for these trainings is based on the needs identified through surveys, CNA, Strategic Plan, and assessment data.

As WCS strives for consistency, professional learning resources can be accessed online through shared Google folders and Google Classrooms. Professional learning collaboration teams at each level (Pre-K, elementary, middle, and high) will work to create curriculum maps, units, research-based strategies, and other resources across all content areas to share throughout the district. An opportunity to evaluate and refine this work will be provided as needed.

Whitfield - Professional Learning Strategies Identified on the Basis of Documented Need

Professional Learning will be leveraged by community partners through continued collaboration. Whitfield County's E3Z Collaborative serves as a hub for sharing and communicating upcoming events. In addition, the Whitfield chapter of Family Connections updates a community calendar where all activities available to support families can be accessed and shared with local agencies, community leaders, and faith-based organizations. Both agencies strive to coordinate services and offerings which helps decrease duplication of efforts and creates an interwoven support system. This local professional learning helps schools/community partners better understand the needs of the children/families and provides strategies for meeting those needs.

WCS understands that a Professional Learning model that relies on one-time workshops or short-term strategies that lack support are not effective methods to build capacity in teachers. Instead a long-term, systemic approach fosters deeper learning for teachers and positively impacts student achievement. According to the Center for Public Education (Gulamhussein, 2013), school leaders increase the efficacy of professional learning when following these 5 principles:

1. The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
2. There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
3. Teachers' initial exposure to a concept should not be passive, but rather should engage them through varied approaches so they can participate actively in making sense of a new practice.
4. Modeling has been found to be highly effective in helping teachers understand a new practice.
5. The content presented to teachers shouldn't be generic, but instead specific to the discipline or grade level.

Whitfield County - Resources, Strategies and Materials to Support Implementation of the Literacy Plan

WCS used multiple data points to identify root causes and areas of need. Data from Get GA Reading, Kidscount, and GEEARS helped identify possible root causes. WCS used the process of triangulating data to identify needs, using the following data: (1) analyses of the Comprehensive Needs Assessment, (2) Georgia Literacy Plan Needs Assessment for Literacy Birth to 5 & Kindergarten to Grade Twelve (modified), and (3) GA Milestones outcomes. The district needs identified were the following:

System (All Schools)

- Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.
- Out-of-school organizations and agencies are making plans to develop learning supports to complement literacy instruction.
- Teachers are beginning to develop a plan for writing instruction across all subject areas.
- RTI Intervention is monitored regularly to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III have not yet been implemented.
- School, student, and classroom data are analyzed to determine if social/emotional/behavioral supports are needed.

WCS chose to compile the five main goals listed above into three sections: literacy, RTI, and social, emotional, and behavioral support of the whole child. To gain insight from all schools and departments, the district writing team developed a Google document to capture the needs of all. Once schools and departments gave input, the district reviewed and compiled the strategies and resources that were necessary to meet the need of the district literacy goals which would support school literacy plans. Strategies and resources will be leveraged by educational entities and community partners through continued collaboration.

Educational Entities

The goal of WCS is to research and develop a list of evidence-based interventions for Tier I and Tier II. Because we have a transient population, it is vital that schools are utilizing consistent interventions. A child often receives an intervention at one school, but when he or she moves, the current school does not have the same intervention, thus it causes disruption of progress monitoring and support for the student. Additionally, many interventions are not as targeted and specific as they could be. Strategies and resources will be shared Pre-K through grade 12. This will provide the support and consistency desired by schools and needed for supporting students learning at the highest level.

Community Organizations and Non-School Partners

WCS believes community partners are a valuable resource. Each chart lists the plan to capitalize on those partnerships. Further, WCS will continue to share strategies and ideas with local organizations. School councils aim to keep business partners informed. There are several community connection meetings that are attended by district representatives. The purpose of these meetings is for stakeholders from various agencies to share ideas and resources. Those agencies include but are not limited to the following: Hamilton Medical Center, health departments, social workers, colleges, public library, mental health, and nutrition. Whitfield County's E3Z Collaborative serves as a hub for multi-agency collaboration. In addition, the Whitfield chapter of Family Connections hosts a monthly collaborative meeting where

Whitfield County - Resources, Strategies and Materials to Support Implementation of the Literacy Plan

community agencies share all the supports provided for families. These meetings are attended by community leaders, community advocates, and faith-based organizations. Both agencies strive to coordinate services and offerings, which helps decrease duplication of efforts and creates an interwoven support system. These meetings help schools/community partners better understand the needs of the children/families and provides strategies for meeting those needs.

Technology

Seeking to address the needs of the whole child, WCS will include both teacher-led and technology-based tools with a focus on specific student needs. Since the most impactful resource is the teacher, WCS also recognizes the need to continue to add resources/tools to assist teachers in meeting the vast needs of students. Technology is a powerful tool for engaging students, providing access to evidence-based interventions, giving students access to tools to keep current, and communication. For technology to be leveraged, WCS will research and utilize evidence-based interventions and provide the professional development support needed for teachers. Technology will be used to access/implement the assessments required by the grant (RI and Dibels Next) as well as other diagnostic, formative, and summative assessments. Additionally, WCS will utilize technology to keep families and community partners informed.

Focus: Literacy		
Needs Assessment: According to the needs assessment, 71% feel that school teams do not ensure there is a literacy focus across the curriculum. Additionally, 72% feel students are not receiving effective writing instruction across the curriculum.		
Strategy	Resources	Technology
Reading strategies	<u>Access to Print</u> Big books Board books Classroom libraries Bookroom libraries Parent resource libraries	Computers/Laptops Online reading platforms-fiction/nonfiction
Writing across the curriculum	Non-fiction/Fiction texts Leveled books High interest books	ChromeBooks Interactive software
Modes of writing	Magazines Newspapers	E-books
Vocabulary development	Bilingual materials Social studies/science specific books Readers theatre	E-readers
Content literacy training	Reference materials/Databases	Ear buds /Headphones
SIOP	<u>Student Supports</u> Access to digital and print resources Modeling Tiered interventions Family Engagement Opportunities Digital Citizenship/Digital literacy community meetings Social, emotional, behavioral support School counselor meets with students as needed	Electronic subscriptions GSuite for Education and

Whitfield County - Resources, Strategies and Materials to Support Implementation of the Literacy Plan

	<p><u>Instructional Engagement/Teacher Support</u> Comprehensive professional learning in literacy across all content areas including ongoing SIOP training</p> <ul style="list-style-type: none"> ● Explicit Tier I instructional practices ● Online ● Contract services ● Institutes/conferences ● Coaching support/feedback <p>Training in interventions/programs Time for grade level/department collaborations Digital text and print text Curriculum maps/pacing guides Technology training to support digital resources Media specialists will model and train classroom teachers in the best practices of using digital reading platforms (e.g. NewsELA, Epic!, etc.) to increase students' digital literacy skills. Support in analyzing and utilizing data</p>	<p>appropriate Chrome extensions</p>
	<p><u>Community Engagement</u> Reciprocate training opportunities and awareness sessions with community agencies Provide family engagement support Access to information regarding local agency support Time to attend community board meetings Invite local partners to be part of school initiatives Continue current partnerships Support for addressing social/emotional/behavioral needs E3Z birth to 8 collaborative meetings Continued support for summer reading initiatives</p> <ul style="list-style-type: none"> ● Summer libraries ● Power lunches ● Readers to Leaders Book Blasts <p>Community family literacy nights held at high schools</p>	

Response to Intervention/Social, Emotional, Behavioral

The District RTI team will provide guidance for the district-wide RTI process with support from school level RTI coordinators and school psychologists working together to guide the process at the school level. Students will be provided access to print materials with a wide range of levels in both print and digital format.

Evidence based interventions will be identified through school based student needs/data team and SST meetings. These will be based on specific academic and social/emotional/behavioral needs of students.

Whitfield County - Resources, Strategies and Materials to Support Implementation of the Literacy Plan

Focus: Response to Intervention (RTI)		
Needs Assessment: According to the needs assessment, 38% felt addressing Tier I and Tier II student supports was a need. State subgroup assessment data (see Established Need) support the need.		
Strategy	Resources	Technology
Implement an RTI task force	<u>Access to Print</u> Variety of leveled texts High interest literature print/digital	Evidence-based progress monitoring tools for academics /behavior
Implement Multi-Tiered System of Supports(MTSS)	<u>Student Supports</u> Academic support and resources (interventions) Social, emotional, behavioral <ul style="list-style-type: none"> ● Guidance lessons ● School counselor and school psychologist support/interventions ● Functional Behavior Assessment/behavior intervention plan (FBA/BIP) ● Tier II groups ● Student Support Team ● Special Education/ S. 504 plans 	GSuite for Education and appropriate Chrome extensions
Provide training and support for the RTI process		Edgenuity My Path
Gather and designate resources	<u>Instructional Engagement/Teacher Supports</u> Provide training on interventions Support in the RTI process Regular student needs/data meetings and SST meetings to review student progress and make recommendations Time and training for Graduate First in high schools PBIS- ongoing training and support in implementation PLC's Book studies	AIMSweb
Implement Graduate First in all high schools		Infinite Campus, SLDS
Graduation Coaches		Graphic organizing tools
Promote Universal Design for Instruction	<u>Community Engagement</u> Parent involvement in SST meetings Support for addressing social/emotional/behavioral needs Family Connections Coordinator will meet with school attendance teams to brainstorm solutions Community/business partnerships to encourage mentoring of students College, career, and community resource fairs	Writing tools
		Applications for explicit instruction
		Applications for pre-referral assessments
		Diagnostic reading assessments

Whitfield County - Resources, Strategies and Materials to Support Implementation of the Literacy Plan

Focus: Support for student social, emotional, and behavioral needs (the whole child)
Needs Assessment: According to the needs assessment, 57% felt they support children with social, emotional, and behavioral needs. Knowing our teachers strive to meet all needs of students, we would like to be more proactive and have consistency among schools with the support and resources that are provided.

Strategy	Resources	Technology
Provide training and support for the PBIS process	<u>Access to Print (focused on healthy choices)</u> Pamphlets Digital resources Books and magazines Parent newsletters Posters If/then life choice scenarios	Computers/Laptops ChromeBooks Interactive software
Provide resources for targeted behaviors	<u>Student Supports</u> Positive recognition “Red Carpet” celebrations Incentives	School-wide Information System- SWIS Infinite Campus
Provide training for social, emotional, engagement-knowledge and skills (SEE-KS)	<u>Instructional Engagement/Teacher Supports</u> PBIS/Habitudes training Time to plan and implement school-wide strategies Student growth mindset Trauma in childhood/toxic stressors and the impact on brain development Poverty studies Time for school PBIS team to analyze discipline data	GSuite for Education and appropriate Chrome extensions Common Sense Digital Media Instruction
Provide resources for trauma informed care, culturally-responsive interventions and brain-based concepts	<u>Community Engagement</u> Continue community advocacy for support of the whole child <ul style="list-style-type: none"> ● Teen Maze (10th graders), community Book Blasts (access to print), free health fairs, food (faith-based and school food drives), Sharing is Caring (Christmas assistance), bringing events to the schools (access), truancy teams ● GEEARS- state agency/provide brain development research ● D.A.R.E(Drug Abuse Resistance Education)- led by the Sheriff’s Department- all 5th graders attend 	Behavioral data solutions Behavior rating scales and scoring programs

Whitfield - Budget Summary

Description of Process

Schools submitted a proposed grant budget based on needs assessment surveys, CNA goals, current assessment data, and School Literacy Plans. School budgets were broken down into categories based on areas of need. The grant-writing team compiled the data and created a District Budget Summary. Each category is presented as a percentage of the total budget that will be allotted.

Below is a screen shot that was used by the district team to compile grant expenditures. The district team worked with the finance department to develop the budget template schools would utilize. Budget line items are on the left, school names across the top, and average budget expenses on the left. Count represents the number of schools that listed the item.

Expense																										
Expense	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	
Expense	BT5	AES	BES	CRE	CES	DES	DGE	EES	NHE	PGE	THE	VPE	VES	WES	EMS	NHM	NWM	VPM	WMS	CCHS	NWHS	SEHS	Average	Count		
Contracted service-tutor NE	16			5			50		5	10														17.2	5	
Maintenance agreements	1	1	1	1	1				5				1	1							1		1	1.4	10	
Supplies	18	5		15	2				10	5	15		2	10		10	5	5	4		10	2	2	7.9	15	
Licenses- software	1	1	1	2	4	12			10		5	10	5	3	10			5	2	2			2	4.7	16	
Equipment	5	10	10	5	2						20		10	10					5			10	10	8.8	11	
Computer Equipment	6	20		20	15	10	30	20	20	20	10	25	12	20	25	19	15	12	33	38	10	15	15	18.8	21	
Digital textbook-workbook			15	5											10	10			5	10	20	10		10.6	8	
textbooks		1	20	10	10	15			5				10						10	5	20	25	11.9	11		
Books	15	20	15	10	18			40	10	20	10	20	16	15	20	20			20		2	10	10	16.2	18	
Tutor- employee	1	10		5				10		10														7.2	5	
Printer-Ink	4																							4.0	1	
Stipends	3			2		4		5	2		2			5				5						3.5	8	
contracted services	10	15	30	5	15	20	5	14	10	20	20	20	15	10	15	30	10	40	31	20	20	20	18.0	22		
Travel	5	5		5	5	10			5		2		2	10	5	10	10	10	4	10	10	10	10	6.9	17	
PL books	3	1		2	3	8	1	5		4	5	19	10	3	9				1				1	5.0	15	
Dues and Fees	4	2		3					1					5				7						3.7	6	
Subs	2	2	5	2	3	10	2	5	10	10	10	5	5	7	5			15		5	3	3	3	5.7	19	
SS/Medicare	2	1	2	1			1		2				1					3						1.6	8	
Books and Periodicals		5		1	21	10	10		5				10					24						10.8	8	
State Audit	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1.0	19	

Summary of Budget Expenditures

Grant Administrator (5%): The Grant Administrator will manage and support the grant’s requirements and implementation for Whitfield County Schools. A complete job description is posted in the LEA Partnership Management Plan and Key Personnel.

Professional Development (40%): Both on-site and off-site PD opportunities will be made available to enhance and support District grant initiatives. Content experts will be contracted and brought to Whitfield County to present professional development to aid in the implementation and support of initiatives. Conferences, institutes, and workshops that support specific needs will be sought and attended by administrators and teachers. Funds will be used to pay for registration and travel expenses incurred. Since some of the professional development will occur during the school day, funds will be needed to pay for substitutes. Stipends will be paid when teachers work beyond their regular contract—i.e. summer collaborations, tutoring, etc.

Digital and Print Texts (20%): Schools will update and enhance current text collections for use by students. Media specialists will model and train classroom teachers in the best practices of using digital reading platforms (e.g. NewsELA, Epic!, etc.) to increase students' digital literacy skills. Enhancement and additions of classroom libraries will provide students with access to

Whitfield - Budget Summary

grade level print as well as books on independent reading levels for differentiation. Schools will increase the resources being offered in their Media Centers by adding more books and periodicals. Media specialists will receive and share lessons on the use of digital reading platforms and how to increase digital literacy skills for students.

Technology (20%): Equipment is needed to access online literacy support, core content, and intervention resources. Because of current budgetary restraints, there is a need for more technology to implement the digital and online interventions sought with the grant. Technology will include but not limited to: ChromeBooks, iPads, ActivBoards, printers, etc.

Software (10%): Required software and online licenses such as Reading Inventory and Dibels Next will be purchased. Additional literacy, RTI, and PBIS software and licenses will be purchased to aid and enhance software already in use.

Miscellaneous Expenses (5%): Schools have designated funds for other expenses such as dues and fees, tutors for various programs implemented using grant funds, and miscellaneous supplies. Funds have also been set aside for a state audit.

Whitfield - Appendix I, Evidence-based Research

The District Grant Advisory Committee examined evidence based practices as outlined by the Grant Development Tools available by the L4GA grant information and other resources in order to create supportive research for the building blocks of the WCS project plan. This Appendix has been developed to provide support for school teams in the development of the school literacy plan.

The following goals and activities hinge on the careful consideration of multiple sources of data to drive informed decisions. The Institute of Educational Sciences guide, Hamilton et. al. (2009) in “Using Student Achievement to Support Instructional Decision Making,” supports the following recommendations:

- Make data part of an ongoing cycle of instructional improvement.
- Teach students to examine their own data and set learning goals.
- Establish a clear vision for school wide data use.
- Provide support that fosters a data-driven culture within a school.
- Develop and maintain a district wide data system.

<https://files.eric.ed.gov/fulltext/ED506645.pdf>

Goal/Activity	Research
<p>All teachers share responsibility for achieving literacy goals.</p>	<p>According to Institute of Educational Sciences, Foorman et. al. (2016) in “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” the following recommendations support reading development:</p> <ul style="list-style-type: none"> ● Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. ● Develop awareness of the segments of sounds in speech and how they link to letters. ● Teach students to decode words, analyze word parts, and write and recognize words. ● Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf</p> <p>According to the Teachers College Reading and Writing Project (2014), students need to read multiple texts to move through the text complexity. There is strong research in teaching literacy to support the effectiveness of the following:</p> <ul style="list-style-type: none"> ● Provide volume and time for reading independently ● Importance of non-fiction reading ● Teach comprehension skills and strategies through modeling ● the interactive read aloud ● Teach foundational skills and phonics within the curriculum. ● Importance of literacy-rich content area instruction

Whitfield - Appendix I, Evidence-based Research

	<ul style="list-style-type: none"> ● Demonstrates connections between reading and writing achievement <p>https://readingandwritingproject.org/about/research-base</p> <p>According to Institute of Educational Sciences, Kamal et. al. (2008), “Improving Adolescent Literacy: Effective Classroom and Intervention Practices,” the following recommendations positively impact literacy instruction:</p> <ul style="list-style-type: none"> ● Provide explicit vocabulary instruction. ● Provide direct and explicit strategy instruction. ● Provide opportunities for extended discussion, text meaning, and interpretation. ● Increase student motivation and engagement in literacy learning. ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</p>
<p>Community organizations and agencies, in partnership with the schools, offer learning supports to complement literacy instruction.</p>	<p>Literacy improves when schools, families and the community work together to promote student achievement. Schools act as hubs for the community as all members contribute to learning.</p> <p>According to research gathered by the GetGA Reading Campaign, it is essential to provide support in the 4 pillars listed below to improve outcomes for children. These four pillars can only be addressed by partnering with community agencies.</p> <p>http://getgeorgiareading.org/resources-overview/</p> <ul style="list-style-type: none"> ● Language nutrition ● Access to support and services ● Positive Learning Climate ● Teacher Preparation and effectiveness <p>According to the GA Family Connection Partnership report, vibrant people help create strong communities, but the inverse is also true: healthy communities can help foster and protect happy, healthy residents. http://gafcp.org/wp-content/uploads/2017/08/25-Year_Impact_Report_Web.pdf</p> <p>Ga Department of Education and the Department of School Effectiveness provide a research-based system of continuous improvement to sustain student outcomes. Community partnerships are necessary in order to support the whole child.</p> <p>http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx</p>
<p>Teachers use evidence-based</p>	<p>According to the Institute of Educational Sciences, Graham et. al (2012) in “Teaching Elementary School Students to be Effective Writers,” it is</p>

Whitfield - Appendix I, Evidence-based Research

<p>writing instruction in all subject areas.</p>	<p>recommended to provide daily time for students to write. There is strong evidence that supports the following strategies:</p> <ul style="list-style-type: none"> ● Teach students the writing process. ● Teach students to write for a variety of purposes. ● Teach students to become fluent on basic writing skills (ie: handwriting, spelling, typing, etc.) ● Create an engaged community of writers. <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf</p> <p>According to the Teachers College Reading and Writing Project (2014), there is strong research to support the effectiveness of:</p> <ul style="list-style-type: none"> ● Demonstration and scaffolding of the writing process. ● Small group instruction and conferring ● Importance of volume and stamina ● Importance of literacy-rich content area instruction ● Connection between reading and writing achievement <p>https://readingandwritingproject.org/about/research-base</p> <p>According to the Institute of Educational Sciences, Graham et. al.(2016), in “Teaching Secondary Students to Write Effectively,” three practices are shown to effectively impact writing instruction:</p> <ul style="list-style-type: none"> ● Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. ● Integrate writing and reading to emphasize key writing features. ● Use assessments of student writing to inform instruction and feedback. <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf</p>
<p>RTI is monitored to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III are identified and available to all schools.</p>	<p>Averill, O. H., Baker, D., & Rinaldi, C. (2014). “A blueprint for effectively using RTI intervention block time. <i>Intervention in School and Clinic</i>”, 50(1), 29–38. http://eric.ed.gov/?id=EJ1037909</p> <p>Many schools have adopted schoolwide intervention blocks as a component of response-to-intervention (RTI) implementation to ensure that students who need intervention are receiving it. Specific planning considerations are outlined and suggestions for monitoring fidelity of implementation are presented.</p> <p>http://journals.sagepub.com/doi/abs/10.1177/1053451214532351</p> <p>King et. al. (2012) “Response to Intervention in Secondary Schools: Considerations for Administrators,” indicates that although most RTI research focuses on elementary schools, there is a need for continued RTI implementation in secondary schools. This goal is for research</p>

Whitfield - Appendix I, Evidence-based Research

	<p>based interventions to be provided before failure occurs. Research at the secondary level found gains were made by:</p> <ul style="list-style-type: none"> ● screenings ● differentiated sets of supplemental interventions based on student needs. ● small group standardized vocabulary instruction showed academic gains. ● fidelity of implementation is highly dependent on strong leadership. ● decreased rates of retention and special education placement. ● technology plays a key role in implementation and enhancement of RTI. <p>https://pdfs.semanticscholar.org/2b58/9450f45143ad929ef6549ad56c3129e69147.pdf</p> <p>According to the Institute of Educational Sciences, Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades,” the RTI process should help identify students, implement interventions and promote student achievement. Evidence based research suggests:</p> <ul style="list-style-type: none"> ● Regular screenings and progressing monitoring of at-risk students. ● Provide differentiated reading instruction (Tier 1) ● Provide intensive, systematic instruction on a regular basis (Tier 2) ● Monitor Tier 2 student monthly and re-evaluate. ● Provide intensive instruction daily who show minimal progress in small group Tier 2 (Tier 3). <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</p>
<p>Multiple points of data are analyzed and social, emotional, and behavioral supports provided when needed.</p>	<p>PBIS: Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.</p> <p>https://www.pbis.org/</p> <p>The US Department of Education (2014) in “Guiding Principles: A Resource Guide for Improving School Climate and Discipline” identifies that “developing positive school climates and improving school discipline policies and practices are critical steps to raising academic achievement and supporting student success”. The growing</p>

Whitfield - Appendix I, Evidence-based Research

	<p>body of research and best practices in the field should inform locally developed approaches to improving school climate and discipline policies and practices. The following findings indicated that common practices created safe and supportive conditions for learning.</p> <ul style="list-style-type: none">● Create positive climates and focus on prevention.● Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors.● Ensure fairness, equity, and continuous improvement driven by data and analysis. <p>https://eric.ed.gov/?id=ED544743</p>
Professional Learning in Literacy	<p>A main goal of professional development is to improve student learning by improving teaching practice. When teachers engage in opportunities to deepen their learning, examine data, collaborate with others and time for practice and reflection; it impacts teacher practice and ultimately, student achievement. The following resources provide research and support for professional learning:</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</p>
Access to Print	<p>Research indicates that children who are read to and have access to books from a very young age is a indicator of future academic success.</p> <p>http://www.childrensbookbank.org/research/</p> <p>Strong literacy skills are needed to prepare students socially, academically and in the workplace. Biancarosa, C., & Snow, C. E. (2006) in “Reading next—A vision for action and research in middle and high school literacy:A report to Carnegie Corporation of New York (2nd ed.), records 15 recommendations to improve middle and high school literacy achievement based off of research and professional opinions.</p> <p>https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf</p>

Whitfield County Schools Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

Building Block 1. Engaged Leadership			
<i>A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Administrator seeks out and participates in professional learning in literacy with his/her faculty.	Administrator researches and secures professional learning in literacy for his/her faculty, but does not participate in it.	Administrator researches professional learning in literacy.	Administrator has not yet demonstrated a commitment to learning about literacy instruction.
<i>B. A school literacy leadership team organized by the administrator is active.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A literacy leadership team, led by the administrator, meets regularly and provides substantive direction for the school and community.	A school literacy leadership team has been formed, meets regularly, but has not yet begun effecting change in the course of literacy instruction.	A school literacy leadership team is envisioned and stakeholders have been identified.	No action has yet been taken in the formation of a literacy leadership team.
<i>C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-5 only).</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily schedules include a 90-120 minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and collaborative planning.	Daily schedules include a 90-120 minute literacy block but do not include scheduled time for all of the following: intervention, disciplinary literacy in content areas, and collaborative planning.	Daily schedules include 90-120 minute literacy block but do not include scheduled time for any of the following: intervention, disciplinary literacy in content areas, and collaborative planning.	Daily schedules are elastic and do not specify a 90-120 minute literacy block. Teachers may or may not devote that much time to literacy.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

<i>C.2 The effective use of time and personnel is leveraged through scheduling and collaborative planning (6-12 only).</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily schedules include two to four hours of literacy instruction for all students (including disciplinary literacy in content areas) as well additional time for intervention and for collaborative planning.	Daily schedules include two to four hours of literacy instruction (including disciplinary literacy in all content areas), but do not include additional times for intervention and a scheduled time for collaborative planning.	Daily schedules include a two-hour block for literacy instruction for all areas of English language arts that encompasses writing, conventions, and reading literature and informational texts.	Daily schedules do not include a two-hour block for literacy instruction for all areas of English language arts.
<i>D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Georgia Standards of Excellence (GSE).</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Faculty and staff know and consistently use effective instructional practices for disciplinary literacy across the content areas.	Faculty and staff have received professional learning in disciplinary literacy across the content areas, but implementation is not consistent.	Faculty and staff have received professional learning in disciplinary literacy in some content areas but not all.	Professional learning in disciplinary literacy has not formally begun.
<i>E. Literacy instruction is optimized in all content areas.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Content area teachers consistently incorporate the teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.	Content area teachers consistently incorporate the teaching of two but not all of the following: 1. academic vocabulary; 2. narrative, informational, and argumentative writing; and 3. the use of discipline-specific text structures.	Content area teachers consistently incorporate the teaching of one of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.	Content area teachers do not consistently incorporate the teaching of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Georgia Standards of Excellence (GSE).

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
<p>A community literacy council participates in achieving literacy goals through support of and/or participation in a network of learning supports (e.g., tutoring, mentoring, afterschool programming).</p>	<p>A community literacy council participates in developing literacy goals, but a system of learning supports has not yet developed.</p>	<p>A community literacy council is being planned. Stakeholders have been identified and meetings are being planned.</p>	<p>A community literacy council has not yet begun to take shape.</p>

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

Building Block 2. Continuity of Instruction			
<i>A. Active collaborative school teams ensure a consistent literacy focus across the curriculum.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Cross-disciplinary teams meet regularly to examine student work and to collaborate on the achievement of literacy goals shared by all teachers.	Cross disciplinary teams have allocated various aspects of literacy instruction across all content areas.	Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.	Cross disciplinary teams are not currently meeting.
<i>B. Teachers provide literacy instruction across the curriculum.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Literacy instruction, supported by a systematic, comprehensive core language arts core program, occurs in all content areas.	Literacy instruction, supported by a systematic, comprehensive core language arts core program, occurs in only one or two content areas.	Literacy instruction, supported by a systematic, comprehensive core reading core program occurs only in language arts classrooms.	Literacy instruction is not guided by a systematic, comprehensive core program.
<i>C. Out-of-school agencies and organizations collaborate to support literacy within the community.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A comprehensive system of learning supports within the community complement literacy instruction within the classroom.	A few community organizations provide learning supports to complement literacy instruction within the classroom.	Out-of-school organizations and agencies are making plans to develop learning supports to complement literacy instruction.	As of yet, there is no system of learning supports available in the community.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

Building Block 3. Ongoing Formative and Summative Assessments

A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Effective screening, progress monitoring and diagnostic tools have been selected to be used along with a complementary system of mid-course assessments that are common across classrooms.	A system of mid-course assessments that are common across classrooms is in place, but as of yet screening, progress monitoring, and diagnostic tools have not been selected.	Teachers have agreed that a system of common mid-course assessments across classrooms is needed but those assessments have not been developed or located yet.	The district is complying with state requirements for summative assessments, but formative assessments have not been selected or developed.

B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A full range of formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction.	A full range of formative and summative assessments are administered regularly, but review of assessments is not consistent.	Some formative and summative assessments are administered.	The district is complying with state requirements for summative assessments, but no true formative assessments have been selected or developed.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

<i>C Problems found in literacy screenings are further analyzed with diagnostic assessment.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Problems found in literacy screenings are routinely followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.	Problems found in literacy screenings in some cases are followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.	Problems found in literacy screenings are sometimes followed up by diagnostic assessments, but are rarely used to guide placement and/or to inform instruction in intervention programs.	Problems found in literacy screenings are not followed by diagnostic assessments.
<i>D. Summative data is used to make programming decisions as well as to monitor individual student progress.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Time is devoted in teacher team meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments.	Teacher team meetings to analyze summative assessment results of individual students are used to make adjustments to instruction, but rarely impact programmatic decisions.	Teachers meet with administrator to discuss progress of individual students on summative assessments.	Teachers rarely have time to review summative data for their former or future students.
<i>E. A clearly articulated strategy for using data to improve teaching and learning is followed.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students.	All appropriate staff members follow the established protocol for making decisions when they have access to necessary data to identify the instructional needs of students.	Some staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students.	Staff members have difficulty obtaining data necessary for making informed decisions about instruction.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

Building Block 4. Best Practices in Literacy Instruction

A. 1. All students receive direct, explicit instruction in reading (K-8 only).

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The faculty is thoroughly trained to use the core program which provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.	The core program provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts, but the faculty is not yet fully trained in its use.	A core program is in use, but it does not provide a strong basis for instruction in all aspects of literacy.	A core program is available but is not used to guide sequential skill instruction (or is not available at all).

A. 2. All students receive direct, explicit instruction in reading.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
All faculty participates in ongoing professional learning in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data).	English language arts teachers participate in all aspects of explicit literacy instruction (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data).	English language arts teachers participate in some aspects of explicit literacy (e.g., reading standards for literature and standards for informational texts; selection of texts for instruction; modeling, guided and independent practice; differentiating instruction; analysis of data).	Professional learning in explicit literacy instruction has not yet begun.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

<i>A. 3. All students receive direct, explicit instruction in reading.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The effectiveness of instruction is monitored regularly by analysis of student and teacher data derived from administrative walkthroughs and observations.	The effectiveness of instruction is monitored regularly by an analysis of formative (ongoing through the year) student data.	The effectiveness of instruction is monitored by an analysis of summative (year-end) student data.	Data is not formally analyzed to determine the effectiveness of instruction.
<i>A.4. Extended time is provided for literacy instruction.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily schedules include a 90-120 minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules include a 90-120 minute literacy block but does not include scheduled time for all of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules include 90-120 minute literacy block but does not include scheduled time for any of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules are elastic and do not specify a 90-120 minute literacy block. Teachers may or may not devote that much time to literacy.
<i>A.5. Extended time is provided for literacy instruction. (K - 3 only)</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Daily literacy block in K-3 includes whole group which includes explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for all students.	Daily literacy block in K-3 includes whole group which includes explicit instruction in word identification, vocabulary, and comprehension as well as small groups for differentiation for students who struggle.	Daily literacy block in K-3 includes whole group which includes explicit instruction in word identification, vocabulary, and comprehension.	Daily literacy block has not yet been established.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

<i>B.1. All students receive effective writing instruction across the curriculum.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A coordinated plan has been implemented for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice.	A coordinated plan has been developed for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice.	Teachers are beginning to develop a plan for writing instruction across all subject areas.	Writing is only taught by English language arts teachers.
<i>B.2. All students receive effective writing instruction across the curriculum.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
At least one day per week, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics.	At least one time per month, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics.	At least one time per year, teachers in content areas provide instruction in and opportunities for developing an argument, writing coherent informational or explanatory texts, or writing narratives to explore content area topics.	Writing is only taught by English language arts teachers.
<i>C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate to their grade levels.	Teachers have received professional development in strategies for developing and maintaining interest and engagement appropriate to their grade levels, but implementation is not consistent.	Professional development is planned and teachers have been encouraged to seek out strategies for developing and maintain interest and engagement appropriate to their grade levels.	Teachers have not yet formally begun learning about strategies for developing and maintaining interest and engagement in their students.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

Building Block 5. System of Tiered Intervention (RTI) for All Students			
<i>A. Information developed from the school-based data teams is used to inform RTI process.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective.	Formative assessments are administered regularly to students in each tier of instruction.	Intervention is monitored regularly to ensure that it occurs regularly and is implemented with fidelity.	RTI is not currently being formally implemented.
<i>B. Tier I Instruction based upon the GSE in grades K-12 is provided to all students in all classrooms.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Student and classroom data have been analyzed to determine the instructional areas and classrooms in greatest need of support.	Current practice in literacy instruction has been assessed using the Literacy Instruction Checklist, GA, or its equivalent.	Student data is examined regularly to determine if fewer than 80% of students are successful in any area.	RTI is not currently being formally implemented.
<i>C. Tier I Social/Emotional/Behavioral supports are provided to all students in all classrooms</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
School, student, and classroom data are regularly analyzed to determine if social/emotional/behavioral supports are successful.	School, student, and classroom data are analyzed and an implementation plan in place..	School, student, and classroom data are analyzed to determine if social/emotional/behavioral supports are needed..	RTI is not currently being formally implemented for social/emotional/behavioral support..

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

<i>D. Tier 2 needs-based interventions are provided for targeted students.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of interventions are being achieved.	Interventionists participate in ongoing professional learning in program use and in how to diagnose and correct reading difficulties.	Interventions are provided by competent instructors, in spaces that are adequate, and with sufficient blocks of time in the schedule	Tier 2 instruction is not provided by interventionists, but is expected to be done by the classroom teacher at some time during the day.
<i>E. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Data team/SST team meet regularly to ensure that a student's lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction).	Interventions in Tier 3 are provided by a trained interventionist with fidelity, but are not yet on a 1:1-1:3 basis.	SST team meets to ensure that interventions are at appropriate teacher-student ratio and is delivered with fidelity.	Requirements for Tier 3 have not yet been implemented.
<i>F. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the GSE any other way.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
To ensure that the most highly qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted teachers participate in professional learning communities to maintain strict alignment with GSE.	School schedules are developed to ensure that students receive instruction in the least restrictive environment.	Building and district administrators are familiar with funding formulas affecting students in special programming.	Special education functions separately within the school with little communication with regular education or with little input from the administrator.

WCS Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12

Building Block 6. Improved Instruction through Professional Learning

A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Representatives from the community and/or administration have met with representatives from the Professional Standards Commission (PSC) to ensure that preservice teachers receive coursework in disciplinary literacy in the content area.	School administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their preservice training.	Representatives from the community and/or administration are aware of the need for preservice teachers to receive coursework in disciplinary literacy in the content area.	Preservice education does not include coursework in all aspects of literacy instruction including disciplinary literacy in the content areas.

B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
All administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.	Administrators and ELA instructors (certified and noncertified) participate in professional learning on all aspects of literacy instruction including training on use of the core program.	ELA instructors participate in professional learning on the use of the core program.	Professional learning in literacy has not begun formally.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

Building Block 1. Engaged Leadership

A. Leaders create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
A plan for literacy for the birth-to-five population exists and is used by all stakeholders.	A plan for literacy for the birth-to-five population exists but is not in use by stakeholders.	Administrators have begun the process for developing a plan, i.e., have identified stakeholders and have begun data collection.	Formal planning for literacy has not begun.

Building Block 2. Continuity of Care and Instruction

A. An early childhood coalition for literacy through which professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another is active.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Coalition meets regularly and has an agenda and leadership that is addressing the identified issues.	Coalition meets, but is supported by only some of the stakeholders and meets only irregularly.	Coalition meets, but no strong leader has emerged or has been selected.	An early childhood coalition has not been convened.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

<i>B. A plan is in place to ensure smooth transitions from one school or agency to another.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Protocols have been developed for a shared plan that ensures smooth transitions for each student in multiple settings.	Written protocols for transitions from one setting to another from year to year are in place.	Students and parents generally have an opportunity to visit the next learning environment.	No formal plan for transitions is currently in place.
<i>C. A plan is in place to connect families to schools and childcare entities.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Brochures, websites, and face-to-face opportunities to connect families to schools and childcare entities are available and are in the home languages of the majority of the children in the community.	In addition to printed and online information, parents have face-to-face opportunities to learn the best ways to support their children.	Brochures and/or informational videos and a website are available to inform parents about upcoming transitions or events for their children.	No formal plan is in place to connect families to schools and childcare entities.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

<i>D. A plan is in place to connect communities to schools.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Procedures to strengthen relationships between communities and schools have been implemented, (e.g., making a presentation to the Rotary; requesting support from the City Council).	A contact list of community leaders and organizations willing to support early learning is available, but has not been implemented.	Mapping of community strengths and needs is available.	No formal plan is in place to connect communities to schools.
<i>E. A plan is in place to improve access for families to resources for developing early literacy in their homes.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Parents of young children receive books and reading materials as well as training in how to support the development of early literacy.	Parents of young children receive books and reading materials to support the development of early literacy.	The community is investigating how to provide support to the parents of young children to develop early literacy.	No formal efforts have begun to provide support to the parents of young children to develop early literacy.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

Building Block 3. Ongoing Formative and Summative Assessments

A. The infrastructure is in place for full implementation of screening and diagnostic assessments.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Screenings and diagnostic assessments, where indicated, are done on a regular basis and parents and children are connected to the appropriate resources when needed.	Staff and caregivers regularly screen children, but connecting parents and children to resources is still not fully operational.	Screening and diagnostic instruments have been researched and identified for monitoring physical, cognitive, and language growth and development, but they are not in use.	Planning for screening and diagnostic assessments has not formally begun.

B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Progress monitoring assessment data is reviewed regularly and interventions are adjusted accordingly.	Progress monitoring assessments are administered according to established timelines, but analysis and subsequent impact on the intervention is sporadic.	Progress monitoring assessments have been researched and identified (or are a part of the intervention in use), but they are not used to inform instruction.	Progress monitoring assessments are not being done on a regular basis.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

<i>C. Summative assessments are used to determine effectiveness of interventions or instructional programs.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The results of the summative assessments are administered in the majority of childcare situations and are used to determine the effectiveness of interventions and instructional programs.	Summative assessments are administered in the majority of childcare situations, but are not regularly analyzed to determine effectiveness of interventions or instructional programs.	Summative assessments are administered in only a small percentage of the childcare situations in the community.	Summative assessments are not currently in use to determine effectiveness of interventions or instructional programs.
<i>D. Literacy screenings are used to assess readiness of individual children for reading and writing.</i>			
<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Students receive literacy screenings (e.g., Ages and Stages Questionnaire (ASQ), Ready to Read, Early Learning Skills Assessment (ELSA), Work Sampling System), and the results are analyzed regularly.	Students receive literacy screenings (e.g., Ages and Stages Questionnaire (ASQ), Ready to Read, Early Learning Skills Assessment (ELSA), Work Sampling System), but the results are not analyzed regularly.	Some students receive literacy screenings, but the majority do not.	Few, if any, students receive literacy screenings (e.g., ASQ, Ready to Read, ELSA, Work Sampling System).

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

Building Block 4. Best Practices in Literacy Instruction

A. Instruction is clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning and they have implemented aligned instruction in their respective standards.	The majority of the staff and faculties of Head Start and GA Pre-K have participated in professional learning on aligning their instruction to their respective standards, but most local daycares have not.	Some of the staff and faculties of local daycares, Head Start, and GA Pre-K have participated in professional learning in their respective standards.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have not received professional learning in their respective standards.

B. Evidence-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning in developing oral language and pre-literacy skills. The majority of the teachers are displaying evidence-based instruction in their practice.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning in developing oral language and pre-literacy skills. Just over half of the teachers are displaying evidence based instruction in their practice as a result.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have received professional learning in developing oral language and pre-literacy skills, but there is little evidence in practice.	Staff and/or faculties of local daycares, Head Start, and GA Pre-K have not received professional learning in developing oral language and pre-literacy skills and there is no visible evidence-based instruction.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
The majority of staff and faculty have high expectations and use developmentally appropriate practice.	Some staff and faculty display high expectations and use developmentally appropriate practice, but not the majority.	Staff and faculty have high expectations, but do not use developmentally appropriate practice (or vice versa).	Little or no attention is paid to developmentally-appropriate practice. Staff and/or faculty have preconceived ideas about children's potential.

Building Block 5. System of Tiered Intervention

A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Protocols for referrals to tiered intervention based on screening and progress monitoring in all domains are followed.	Protocols for referrals to tiered intervention are in place based on screening and progress monitoring in all domains, but they are not consistently followed.	Screening tools are available for all domains, but they are used inconsistently.	Screening tools are not available for all domains; and progress monitoring is not taking place.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

Building Block 6. Professional Learning and Resources

A. Community partners receive professional learning in the development of early literacy.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
Using technology and community participation to overcome barriers such as lack of transportation and English proficiency, community partners regularly participate in a full range of professional learning in the development of early literacy.	Professional learning has been offered but barriers such as lack of time, transportation or English proficiency have precluded participation by a majority of community partners.	Some community partners have shared expertise and knowledge at early childhood coalition meetings, but attendance has been low.	No formal efforts have begun to provide professional learning in the development of early literacy to community partners.

B. In-service personnel receive professional learning in the development of early literacy.

<input type="checkbox"/> Fully Operational	<input type="checkbox"/> Operational	<input type="checkbox"/> Emergent	<input type="checkbox"/> Not Addressed
As a result of professional learning, administrators, teachers and caregivers collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice.	As a result of professional learning, administrators recognize the need for teachers and caregivers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice, but time for such collaboration has not yet been found.	Data has been gathered from student assessments, teacher-needs surveys, teacher observations and professional training, but it is not currently being analyzed and used. Little professional learning is taking place.	No formal efforts have begun to provide professional learning in the development of early literacy to the majority of in-service personnel.

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

Evaluating Strengths and Needs				
	Fully Operational	Operational	Emergent	Not Addressed
Building Block 1. Engaged Leadership				
A. Administrators create a plan for shared leadership and a plan for organizing, implementing, and sustaining an effective approach to literacy.				
Building Block 2. Continuity of Care and Instruction				
A. An early childhood coalition is convened where professionals from many organizations affecting young children and other stakeholders may meet to learn from and support one another.				
B. A plan is in place to ensure smooth transitions from one school/or agency to another.				
C. A plan is in place to connect families to schools and childcare entities.				
D. A plan is in place to connect communities to schools.				
E. A plan is in place to improve access for families to resources for developing early literacy in their homes.				
Building Block 3. Ongoing Formative and Summative Assessments				
A. The infrastructure is in place for full implementation of screening and diagnostic assessments.				
B. The results of formative assessments are used to adjust intervention to meet the needs of children and students.				
C. Summative assessments are used to determine effectiveness of interventions or instructional programs.				
D. Literacy screenings are used to assess readiness of individual children for reading and writing.				

Georgia Literacy Plan Birth-to-Five Needs Assessment for Literacy

	Fully Operational	Operational	Emergent	Not Addressed
Building Block 4. Best Practices in Literacy Instruction				
A. Instructional design and implementation are clearly and consistently aligned with GELS, Head Start Child Development and Early Learning Framework, and Learning Standards for Georgia Pre-Kindergarten.				
B. Research-based instruction is standard practice in the development of phonological awareness, concepts of print (print awareness), alphabet knowledge, writing, and oral language.				
C. High expectations, grounded in developmentally-appropriate practice with a focus on student interest for all learners, are consistently evident.				
Building Block 5. System of Tiered Intervention				
A. Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place.				
Building Block 6. Professional Learning and Resources				
A. Community partners receive professional learning in the development of early literacy.				
B. In-service personnel receive professional learning in the development of early literacy.				



Whitfield County Schools

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January 23, 2018

Ms. Julie Morrill
Program Manager, L4GA Grant
GA Department of Education (GADOE)
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Morrill:

Our system leadership believes that our students make the most progress when the school and the community work together to move beyond the classroom and extend literacy development to young learners and their families outside the school setting. As Superintendent, I am committed to support the efforts to provide children and families with access to resources in order to increase language and literacy development, as well as address needs related to health, family, and social-emotional issues.

The L5GA grant will allow us to continue our focus on literacy development from birth to eight both inside and outside of school, a productive learning climate, parent engagement, and teacher preparation and effectiveness.

Our school system enjoys a close working relationship with community groups. I are personally committed to the success of this initiative and will provide resources as needed in order to support the success of this grant.

Many of our children are children of poverty and are English language learners. It is often difficult for families to access the high-quality social services that can connect them to the necessary language-rich environments and adult interactions required for strong literacy to develop. We will use the L4GA grant to provide a platform for our community partnership to address the specific literacy needs of our community.

Your consideration of our request for the L4GA Grant is greatly appreciated.

Respectfully,

Dr. Judy Gilreath, Superintendent
Whitfield County Schools



Margaret H. Venable, Ph.D.
650 College Drive
Dalton, GA 30720
706-272-4438 / 706-272-2550
www.daltonstate.edu

February 6, 2018

Dr. Judy Gilreath, Superintendent
Whitfield County Schools
1306 South Thornton Avenue
Dalton, GA 30720

Dear Dr. Gilreath,

Dalton State College, by means of the School of Education, is pleased to partner with Whitfield County Schools through the LG4A grant. Dr. Sharon Hixon, Dean of the School of Education, is our representative for this work and she can be reached at (706)272-4594 or shixon@daltonstate.edu.

The Dalton State School of Education has an ongoing robust and dynamic partnership with Whitfield County Schools. First and foremost, we work with Whitfield County Schools to prepare pre-service teachers for tomorrow's classrooms. We work closely with the Human Resources department and school administrators to place our teacher candidates with mentor teachers for approximately 133 hours of field experience prior to student teaching. We work with these same personnel to place our student teachers with mentor teachers for more than 550 hours of internship experience. This partnership has been in existence for more than ten years -- since the inception of our teacher preparation program.

Teachers and/or principals from the Whitfield County school system work with us to monitor our program, admission standards, and retention and graduation standards by serving on our advisory council. Faculty and administrators from the School of Education serve on advisory councils for the school system to address literacy and technical education matters, to name but a few. Through the GOSA grant work, the School of Education has provided faculty to direct Learning Academies involving 8 week sessions where we work with parents and their children in a workshop format. We model and the families practice literacy-building skills. We created these programs in order to benefit the families in our communities and to give our teacher candidates opportunities to work with children and parents in a different environment than their typical field experiences and internships.


We also created Summer Power Lunches, an eight-week summer program where Dalton State teacher candidates plan and deliver literacy and science lessons at summer feeding sites throughout Whitfield County. This program was created to combat the summer slide, which often impacts children from low socio-economic families.

Working with a Striving Readers Grant, we created and delivered Family Literacy Nights, an evening program offered at various Whitfield County schools. For these evening workshops, Dalton State literacy faculty modeled for parents the manner in which they could use everyday objects and activities and wordless picture books to stimulate vocabulary development and thus literacy development.

Last summer, we worked with Whitfield County Schools to identify students at several schools who could benefit from small group instruction in reading. Our literacy professor worked with her teacher candidates in the children's literature classes to develop instruction that would target specific needs these children had. We have written a small GOSA grant for this work to continue this summer. In this grant, we have asked for funding to provide books and materials for the children to take home with them to continue the learning from the summer instruction; because sending supplies home with children in Power Lunches and Learning Academies has been so successful, we wanted to provide the same opportunity in our Summer Literacy Camps.

The Dalton State College School of Education stands poised and ready to continue this partnership work with Whitfield County Schools.

Sincerely,



Margaret H. Venable, Ph.D.
President



— DALTON/WHITFIELD COUNTY —
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January 4, 2018

Ms. Julie Morrill
Program Manager, L4GA Grant
GA Department of Education (GADOE)
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Morrill:

On behalf of the Dalton/Whitfield County Family Connection Collaborative, this letter serves as our written commitment to use our resources, such as time, facilities, personnel, existing partnerships, and available finances, to support the efforts of the proposed state L4GA Birth to 12 Literacy Grant. Our community believes that if awarded this grant, we could continue to focus and offer language development experiences that would assist our schools, our children and their families to succeed. Our partnerships together could help provide resources, educational environments and teacher preparedness.

The Dalton/Whitfield County Family Connection Collaborative has served Dalton/Whitfield County for the past 15 years, and we continue to look for innovative ways to meet the needs in our area. As a community partner, we participate in community power lunches to help encourage summer reading, we present a seven week Healthy Relationships class twice a year to area ninth graders and we attend weekly school attendance meetings to help parents and their children find ways to have better attendance in school. DWCFC collaborates with community agencies and services to provide family engagement classes that once completed, the attending families can receive free Christmas gifts for their children. DWCFC also coordinates and partners with area school systems, first responders, city and county police departments, health departments, juvenile justice and other agencies to provide a weeklong “real life choices & consequences” Teen Maze experience for area tenth graders.

As a partner in this innovative grant, we will contribute information and actively participate in many roles. In addition, we will continue working alongside existing partners, such as NGHP, E3Z Birth to 8 Team and Dalton State College, to achieve the goals of this grant.

Thank you for your consideration for our request.

Carlene Mutter
Dalton/Whitfield County Family Connection Coordinator

January 29, 2018

Ms. Julie Morrill
Program Manager, L4GA Grant
GA Department of Education (GADOE)
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Morrill:

On behalf of the Northwest Georgia Regional Library System, this letter serves as our written commitment to use our resources to support the efforts of the L4GA- Literacy for Learning, Living, and Leading Grant. Being awarded this grant would propel our community forward with its focus on the crucial elements of language nutrition, access to resources, a productive learning climate, and teacher preparation and effectiveness. Further, our local partnerships will continue to work together to support this work—literacy development from birth to grade 12 both inside and outside of school, family engagement, and improvement of teacher preparedness.

The Northwest Georgia Regional Library System has served the Dalton/Whitfield County community for many decades, and we continue to look for innovative ways to meet the needs in our area. As a partner in this grant, we will provide guidance, information sharing and support to the schools of Whitfield County in their endeavors to support the development of the “whole child”. In addition, we will continue working alongside existing partners to achieve the goals of the grant.

Finally, the Northwest Georgia Regional Library System is committed to the success of this initiative. We understand the importance of the beginning years in the development of a child’s success with literacy development and in life. We also understand the obstacles for many of our children and families to access the high-quality social services that can connect them to the necessary language-rich environments and adult interactions required for strong literacy to develop. The funds from this grant will provide a continued means for our community partnerships to address the specific literacy and learning needs of our community.

Respectfully,



Darla P. Chambliss

Director

Northwest Georgia Regional Library System



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4731 Old Highway 5 South
Ellijay, Georgia 30540
Samuel A. DePaul, Ph.D., Executive Director

706.276.1111
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January 29, 2018
Ms. Julie Morrill
Program Manager, L4GA Grant
GA Department of Education (GADOE)
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

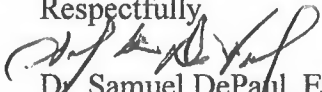
Dear Ms. Morrill:

On behalf of North Georgia Regional Educational Service Agency (RESA), this letter serves as our written commitment to use our resources, such as time, facilities, personnel, existing partnerships, and available finances, to support the efforts of the L4GA- Literacy for Learning, Living, and Leading Grant.

RESA has served the Dalton/Whitfield County educational community for many years, and we continue to look for innovative ways to meet the needs in the area. As a partner in this grant, we will allow Tamara Land, RESA Literacy Consultant, to serve on the district literacy committee. We will also provide professional development that may be required. We will work alongside other partners to achieve the goals of the grant.

North Georgia RESA is committed to the success of this initiative. We understand the importance of the beginning years in the development of a child's success with literacy development and in life. Further, we understand the obstacles for many children and families to access the high-quality social services that can connect them to the necessary language-rich environments and adult interactions required for strong literacy to develop. We also understand the strong need for development of the whole child in a productive learning environment fostered through appropriate teacher preparation and effectiveness. The funds from this grant will allow the continuation of efforts to address the specific literacy and learning needs of the Whitfield community.

Respectfully,



Dr. Samuel DePaul, Executive Director
North Georgia RESA

February 5, 2018

Ms. Julie Morrill
Program Manager, L4GA Grant
GA Department of Education (GADOE)
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Morrill:

On behalf of the **Department of Early Care and Learning (DECAL) and Early Education Empowerment Zone (E3Z-North)**, this letter serves as our written commitment to use our resources - time, personnel, and existing partnerships to support the efforts of the L4GA – Literacy for Learning, Living, and Leading Grant. This grant will propel our community forward with its focus on the crucial elements of language nutrition, access to resources, a productive learning climate, and teacher preparation and effectiveness. Further, our local partnerships from our Birth to Eight team will continue to work together to support the overall literacy development endeavors both inside and outside of school, family engagement, and improvement of teacher preparedness.

These goals align with the strategies and vision of our Birth to Eight team and the Get Georgia Reading community hub we have already established under our E3Z Initiative. The team encompasses a five county region of Northwest Georgia – Catoosa, Whitfield, Gordon, Murray and Gilmer Counties. The information we learn through the L4GA grant will be shared throughout our entire E3Z-North and at the State level through both DECAL and the Grade Level Reading Campaign.

As a partner, our E3Z-North team will **help facilitate community collaboration and help find resources to adequately support the work of this grant.** We will continue working alongside existing partners, such as DFCS, Whitfield Family Connection, Dalton State College, North Georgia Healthcare Partnership, North Georgia Regional Library, and others to achieve the implementation grant goals.

Our team is committed to the success of this initiative. We understand the importance of Birth to Eight years in the development of a child's success with literacy and life. We recognize the obstacles many of our children and families face to access high-quality services necessary to develop language-rich environments. We understand the strong need for development of the whole child in a productive learning environment fostered through appropriate teacher effectiveness.

Respectfully,



Suzanne B. Harbin
DECAL, E3Z-North Community Coordinator



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January 29, 2018

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Executive Director

Ms. Julie Morrill
Program Manager, LAGA Grant
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Morrill:

On behalf of the Northwest Georgia Healthcare Partnership (NGHP), this letter serves as our written commitment to use our resources, such as time, facilities, personnel, existing partnerships, and available finances, to support the efforts of the LAGA-Literacy for Learning, Living, and Leading Grant. Being awarded this grant would propel our community forward with its focus on the crucial elements of language nutrition, access to resources, a productive learning climate, and teacher preparation and effectiveness. Further, our local partnerships will continue to work together to support this overall endeavor—literacy development from birth to grade 12 both inside and outside of school, family engagement, and improvement of teacher preparedness.

NGHP has served the Dalton/Whitfield County community for the past twenty five years, and we continue to look for innovative ways to meet the needs in our area. As a partner in this grant, we will Provide Recipes for Success cooking classes for families of Whitfield County Schools, host Book Blast events in partnership with elementary schools in Whitfield County Schools and partner with the Ferst Foundation to provide books for many Pre-K students and siblings under age 5 in the Whitfield County School system. In addition we will continue to work alongside existing partners, such as Dalton State College, DECAL, and the Northwest Georgia Regional Library.

Finally, NGHP is committed to the success of this initiative. We understand the importance of the beginning years in the development of a child's success with literacy development and in life. Further, we understand the obstacles for many of our children and families to access the high-quality social services that can connect them to the necessary language-rich environments and adult interactions required for strong literacy to develop. We also understand the strong need for development of the whole child in a productive learning environment fostered through appropriate teacher preparation and effectiveness. Additionally, we believe that educational attainment and health status are inextricably linked.

The funds from the LAGA grant will provide a continued means for our community partnerships to address the specific literacy and learning needs of our community. It is our honor to strongly support this grant application and the resulting impact in Whitfield County.

Best regards,

Gregory J. Dent
Executive Director

Stephanie Hogshead
Director of Early Learning

Whitfield-Antioch Elementary-School Literacy Plan

School History

Antioch Elementary School is one of thirteen elementary schools located in Whitfield County. The school was established in 1964 serving grades first through eighth. In 1975 with the beginning of state kindergarten and the addition of middle schools, Antioch became a kindergarten through fifth grade school. Antioch was the first elementary school in Whitfield County to house PreK beginning in 1993. Antioch students transition to Eastbrook Middle School and then attend Southeast High School.

Antioch has approximately 475 students in PreK through fifth grade, 24 homerooms, and approximately 60 staff members. The school is approximately 67% Hispanic, 29% white, 2% multiracial, 1% black, and less than 1% American Indian and Asian. Antioch is a school-wide Title I school with 91.2% of our student population qualifying for free or reduced lunch. This percentage has been consistent over the last three years with an average of 91.85%. Antioch offers many instructional programs that provide support to students that are not meeting grade level expectations. Four teachers serve 40.63% of the school's population in the ESOL program. Students with disabilities make up 14.95% and are served by 2 teachers and 1 paraprofessional that provide inclusion and resource services. One teacher and two paraprofessionals provide instruction in a self-contained classroom for students with mild to moderate cognitive disabilities. 41% of the population are served by four Early Intervention Program (EIP) teachers and gifted services are provided to 4.42% of the student population by a teacher that serves Antioch part-time and another Whitfield County school part-time.

The majority of Antioch community works in the flooring and textile industry. With the downturn in the economy, the textile industry suffered a decline which contributed to an increase in the unemployment rate in the community. Although the economy has improved in the last five years, many families are still living below the poverty level. According to the Governor's Office of Student Assessment, the mobility rate at Antioch in 2017 was 18.8% which was higher than the system average of 14.5%. Along with the higher mobility rate and economic hardship, students also come to school with social and emotional family situations. For the past three years, Antioch has consistently been in the top five schools in the area for substantiated DFCS referrals.

Administrative and Leadership Team

Administrative Team: Tracie Dempsey (Principal), Carrie Bates (Assistant Principal), Stephanie Kotwicki (Instructional Coach)

Leadership Team: Tracie Dempsey (Principal), Carrie Bates (Assistant Principal), Stephanie Kotwicki (Instructional Coach), Angel Dingus (PreK paraprofessional), Kaci Holcomb (Kindergarten), Ashley Carroll (1st Grade), Megan Brown (2nd grade), Tonya Graham (3rd grade), Kellie Olson (4th Grade), Cathy DeHaro (5th Grade), Celeste Sherrill (Special Education), Sam Presley (ESOL), Beth Phipps (EIP), April Laney (Title I Coordinator), Shelby Sewell (Music)

The leadership meets throughout the year to analyze instructional practices, discuss data and school goals, and serves as the Title I committee. The team reviews policies and procedures for the daily operation of the school and shares out all information with their grade level or department.

Literacy Team: Stephanie Kotwicki (Instructional Coach), Kaci Holcomb (Kindergarten), Layla Hollifield (1st Grade), Megan Brown (2nd Grade), Bonita Lee (3rd Grade), Jennifer Palmer (4th

Whitfield-Antioch Elementary-School Literacy Plan

Grade), Cathy DeHaro (5th Grade), Christina Pendley (Media Specialist), Alice Hardin (ESOL), Tiffany Beavers (EIP)

The literacy team meet during the school year to discuss the implementation and progress made towards literacy initiatives. They plan literacy events during the school year and assist with the organization and inventory of the school's bookroom.

Community Assets

Antioch has the privilege of partnering with several community agencies and local organizations. These partnerships allow us to provide assistance to families in meeting their basic needs, emotionally support, and academic support at school and in the home.

Local churches supply resources for "Saturday Sacks" program. The program provides a meal students can eat over the weekend. The churches also partner with the Chattanooga Food bank to provide food drops three times a year for families in our community. In addition to food distribution, these organizations provide Christmas assistance and volunteer at school events throughout the year. Many of the local organizations are active in supporting Raider Nation. Raider Nation was established to build a sense of community and pride with all schools that feed into Southeast High School. This initiative has allowed all eight schools to establish vertical collaboration that encourages academic success birth to twelfth grade. High schools students observe and assist in elementary classrooms throughout the year and 5th grade students have the opportunity to spend time at Southeast High School.

Dalton State College, North GA Healthcare Partnership, Readers to Leaders, Northwest Georgia Regional Library, and other agencies have worked closely with Antioch and other schools with the implementation of a grant from the Governor's Office of Student Accountability (GOSA). The Antioch Experience is a literacy academy for families at Antioch that Dalton State professors and teacher candidates provide over an eight week period after-school. The program focuses on children birth to eight years and provides resources and instruction to support literacy practices in the home. North GA Healthcare Partnership hosts a Recipes for Success class that bring families together to learn healthy eating that is affordable and easy for everyone in the family to be involved. Our regional library has partnered with Antioch for the past three year summers to keep our library open during the summer to serve our community. The library bring additional resources to the school to meet secondary students and adults needs. Families can come check out books from Antioch or the Regional library and attend exciting educational programs throughout the summer.

Past Instructional Initiatives

Antioch has implemented several literacy initiatives in the past that had certain aspects that benefited students' literacy development. Jack and Jilly was used in kindergarten and 1st grades and Saxon Phonics was implemented in lower grades and was used mostly for interventions. Reading Recovery was an intensive reading intervention program for the lowest performing 1st grade students. Teachers taught one-on-one lessons and due to budget cuts the number of trained teachers in our building was reduced to one teacher which led to an ineffective program. Literacy Collaborative was an onsite professional learning and implementation partnership with Lesley University and is based on Fountas and Pinnelle work surrounding reading instruction. Antioch rolled-out the program in kindergarten through 2nd grade before the program ended about three years ago.

Whitfield-Antioch Elementary-School Literacy Plan

Current Instructional Initiatives

Antioch has a number of instructional initiatives in place that are linked to literacy. Our current instructional initiatives include SIOP (Sheltered Instruction Observation Protocol), Reader’s Workshop, Writer’s Workshop, Growing Readers, Growing Readers and Writers, Guided Reading and Compass Learning. We also have implemented the balanced literacy framework within our school. Our current RTI intervention initiatives include LLI (Leveled Literacy Instruction), SRA Reading Program, Rewards, Saxon Phonics, and Differentiated Reading Instruction Program. To ensure these interventions take place for our students, we have an Intervention Block built into our daily schedule.

We currently utilize curriculum maps and pacing guides to assist teachers in communicating the content/standards taught within their classroom/grade-level. We are in the initial stages of PBIS (Positive Behavior Interventions and Supports).

Individual School Professional Learning Needs:

According to our school literacy plan, one of our goals are to have all teachers trained in Growing Readers in grades K through third grade and all teachers in fourth and fifth grades to be trained in Growing Readers and Writers. This would also include any new teacher to the school and/or specific grade level. Another goal is full implementation of Writer’s Workshop. This was noted as a current instructional initiative, however, it is in the early stages. Teachers are requesting training in this domain. Writing is an area of weakness within our disciplinary literacy.

Based on the assessment, our school is in need of improving our RTI process. All staff needs to have a solid understanding of RTI and the common language used within the process. Our goal is to ensure the RTI process is occurring consistently and with fidelity. Another need, within our school, is the social and emotional support resources available for Tier I, Tier II, and Tier III.

Need for an L4GA Project

Antioch has implemented many different strategies and initiatives to support literacy and we are beginning to see student growth and increases in our achievement scores on state assessments. The funds from the L4GA grant would make progress continue and to help establish a school-wide literacy plan that meet the needs of all students. The funds would allow for resources and professional learning to occur school-wide over multiple years to ensure the training and continued support is in place for all teachers. The charts below will provide insight into our student performance on state reading assessments over the past three years. We included trend data for the 3rd grade cohort, grade level, and subgroups.

Georgia Milestones – Reading Proficiency						
	Third Grade			Cohort (3rd, 4th, 5th)		
Group	AES	WCS	State	AES	WCS	State
2015	19	28	37	19	28	37
2016	38	27	35	29	33	35
2017	45	31	36	45	32	38

Whitfield-Antioch Elementary-School Literacy Plan

Georgia Milestones – Reading Proficiency						
	Fifth Grade			Fourth Grade		
Group	AES	WCS	State	AES	WCS	State
2015	25	30	39	22	32	37
2016	22	33	41	29	33	35
2017	45	32	38	37	36	41

Georgia Milestones – Reading Proficiency						
	3 rd -5 th Grade			ED		
Group	AES	WCS	State	AES	WCS	State
2015	22	31	38	21	24	25
2016	30	32	38	27	26	26
2017	41	32	39	40	25	27

Georgia Milestones – Reading Proficiency						
	EL			SWD		
Group	AES	WCS	State	AES	WCS	State
2015	7	5	6	3	5	9
2016	17	4	6	3	6	9
2017	27	6	6	3	5	10

Below are the goals we established based on the results of our school-wide comprehensive needs assessment and our school improvement plan.

Goal: Improve students’ reading achievement by a cohesive set of best practices within the literacy framework in all grades

Needs Assessment Support: From the comprehensive needs assessment, teachers stated that the school is in need for literacy instruction across the curriculum.

Activity: Professional learning and resources for reading instruction

Research: According to the Teachers College Reading and Writing Project (2014), students need to read multiple texts to move through the text complexity. There is strong research in teaching literacy to support the effectiveness of the following:

- Provide volume and time for reading independently
- Importance of non-fiction reading
- Teach comprehension skills and strategies through modeling
- the interactive read aloud
- Importance of literacy-rich content area instruction
- Connection between reading and writing achievement

<https://readingandwritingproject.org/about/research-base>

Whitfield-Antioch Elementary-School Literacy Plan

Action Steps	People Responsible	Measurable Outcomes
Training and coaching on how to use “The Reading Strategies” book effectively	Instructional Coach	Students will see improvements on the multiple reading assessments that are given during the year.
Training on literacy instruction across the curriculum	Principal Instructional Coach	
Training and coaching with new teachers on the Balanced Literacy Framework in K-2nd grade	Instructional Coach RESA Personnel	
Training and coaching teachers in 3rd-5th grade	Instructional Coach RESA Personnel	

Goal: Improve vertical alignment of writing instruction and provide opportunities for evidence-based writing in all subjects

Needs Assessment Support: From the comprehensive needs assessment, teachers targeted the need for effective writing instruction across the curriculum

Activity: Professional learning and resources for writing instruction

Whitfield-Antioch Elementary-School Literacy Plan

<p>Research: According to the Teachers College Reading and Writing Project (2014), there is strong research to support the effectiveness of:</p> <ul style="list-style-type: none"> • Demonstration and scaffolding of the writing process. • Small group instruction and conferring • Importance of volume and stamina • Importance of literacy-rich content area instruction • Connection between reading and writing achievement <p>https://readingandwritingproject.org/about/research-base</p>		
Action Steps	People Responsible	Measurable Outcomes
Training and coaching on how to use “The Writing Strategies” book effectively	Instructional Coach	Students will see improvements on the GA Milestone assessment in the area of writing
Trainer from the Teacher’s College-The Reading and Writing Project to train teachers in grades K-5th in the use of Lucy Calkins Units of Study and provide coaching support	Principal Instructional Coach Trainer from the Reading and Writing Project-Teacher’s College	
Purchase Lucy Calkins <i>Units of Study</i> for all teachers K-5th grade	Principal Instructional Coach	

<p>Goal: Teachers will gain a better understanding of Response to Intervention (RTI) and the use of interventions in Tier II and Tier III for both academic and behavioral</p>
<p>Needs Assessment Support: From the comprehensive needs assessment, teachers identified the need for common understanding of RTI and the different available interventions for Tier II and Tier III</p>
<p>Activity: Purchase additional interventions to meet the students’ needs and provide training to teachers</p>

Whitfield-Antioch Elementary-School Literacy Plan

<p>Research: According to the Institute of Educational Sciences, Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades,” the RTI process should help identify students, implement interventions and promote student achievement. Evidence based research suggests:</p> <ul style="list-style-type: none"> • Regular screenings and progressing monitoring of at-risk students. • Provide differentiated reading instruction (Tier 1) • Provide intensive, systematic instruction on a regular basis (Tier 2) • Monitor Tier 2 student monthly and re-evaluate. • Provide intensive instruction daily who show minimal progress in small group Tier 2 (Tier 3). <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</p>		
Action Steps	People Responsible	Measurable Outcomes
Purchase additional research-based interventions for Tier II and Tier III	Principal Instructional Coach PBIS Team	Students will see growth on the data collected from MAPS, Aimsweb, and SWIS
Training in the use of the research-based interventions both academic and behavioral to ensure the consistency of implementation and with fidelity	Principal Assistant Principal PBIS Team Instructional Coach Teachers Support Staff	

Overall, the L4GA grant would provide funds to support more in-depth professional learning and collaboration school-wide. The funding would give the school access to more resources and enhance literacy instruction across all content. In order to meet the needs of students not performing on grade level, funds would be utilized to increase the number of effective researched-based interventions and training for staff to implement with fidelity. Expanding partnerships with community agencies and programs would help provide early literacy and health and welfare education to families in our area. Due to the school’s high poverty rate and DFCS referrals it is essential to look at the whole child and provide on-going family support.

Whitfield County – Beaverdale Elementary School Literacy Plan

School History

Beaverdale Elementary School is located in northern Whitfield County in Northwest Georgia and is the second newest elementary school in the county. The demographics are approximately 83% White, 11% Hispanic, and 5% other. Free/reduced lunch participation is approximately 63%. A large percentage of the school community is living at or below the poverty line.

Beaverdale's population has fluctuated primarily due to transient population. In 2014, enrollment was 427, and currently there are 370 students. During the economic recession, some students moved because parents were looking for gainful employment in other areas. At the present time, the population is 20% transient. Beaverdale continuously looks at the student population to make sure the needs of the economically disadvantaged are met.

Beaverdale opened in 2006 as a multi-age school established by the original administration with a small population of special needs and ELL students. The classrooms were established as families with: K-1, 2-3, and 4-5 classrooms in each hallway. In 2010, the school was reorganized and functioned as a traditional school. Beaverdale has had 4 principal changes over the last 11 years.

Beaverdale houses two autism programs (K-2) and (3-5) and a self-contained mild to moderate program to serve students with disabilities that reside in northern Whitfield County. Students are transported to Beaverdale to be served in the autism program. Students are served through various eligibilities for special education including: learning disabilities, hearing impairments, visual impairments, speech-language impairments, and other health impairments. At this time, Beaverdale currently has 75 students of 370, or 22% of the population, served in the RTI Tier IV/special needs program. In RTI Tiers II & III, approximately 20% of the student population receives intervention support in content areas based on individual needs.

Beaverdale has a very diverse population when it comes to meeting the needs of students. In addition to the special needs population, many students qualify for other services including: gifted services through the ALPHA program in grades 2nd through 5th, Early Intervention Program (EIP) services in kindergarten through 5th grade, and a pre-kindergarten classroom enrolling 22 four and five year old children.

Staff are funded based on the needs of the diverse population of students. There are 17 regular education homeroom teachers, ½ ESOL teacher, 2 EIP teachers, 1 ALPHA teacher, ½ Reading Recovery teacher, and 9½ paraprofessionals. In the special education department, there are 5 teachers, a speech pathologist, 6 paraprofessionals, and 2 sign language interpreters. An occupational therapist, physical therapist, visually-impaired teacher, and hearing impaired teacher also provide itinerant services. Beaverdale employs an instructional coach, media specialist, physical education teacher, music teacher, part time nurse, two clerical staff, and two administrators.

In the summer of 2015, Beaverdale was identified as a Focus School by the Georgia Department of Education based on the disparity of the achievement gap over a three year period. Beaverdale used funds provided by the federal and state government agencies to implement a FLP (Flexible Learning Program) classroom in math, the area of most academic need. This was identified through data analysis and the needs assessment surveys. The FLP math classroom was instructed by certified teachers for a period of two years and enabled Beaverdale to close the achievement gap by 5.2 points. This resulted in Beaverdale being named a Beating the Odds school by the Georgia Department of Education in the spring of 2017. In the fall of 2017, Beaverdale was named a Gold Award school for Greatest Gains in Student Achievement by the Governor's

Whitfield County – Beaverdale Elementary School Literacy Plan

Office of Student Achievement. This title was awarded for scoring in the 99th percentile in the progress section on the CCRPI score over a three year period.

Administration & Leadership Team

Robb Kittle, Principal

Darlene Cartwright, Assistant Principal

Anita Quarles, Kindergarten teacher

Sharene Ledford, First grade teacher

Julie Rancudo, Second grade teacher

Serephia Choate, Third grade teacher

Stacie White, Fourth grade teacher

Stephen Stacy, Fifth grade teacher

Kim Dudley, Lead Special Education teacher

Dee Goodwin, EIP teacher/System Lead EIP

Heather Moore, Physical Education teacher

Laurel Adkins, Counselor

Lendi Hullender, Instructional Coach

Jennifer Miller, Media Specialist

Community Assets

There are several community partners that support the academic, emotional and physical needs of the students at Beaverdale. Mt. Rachel Baptist Church, Chatsworth Lions Club, and the Macedonia Ladies Group support the emotional and physical needs of the students of Beaverdale. Lowe's Home Improvement, Home Depot, CVS, Kroger, Food City, Food Lion, First Bank of Dalton, RAK Outfitters, Julian Peoples Funeral, Honda of Cleveland, Chattanooga Theatre, Tennessee Aquarium, Tennessee Railroad Museum, Booth Western Art Museum, Chattanooga Zoo, Southern Bell River Boat, Nob North Golf Course, Medieval Times, Bruster's Ice Cream, Creative Discovery Museum, Lifeway Christian Bookstore, McKay's Bookstore, Coahulla Creek High School, Whitfield County Fire Department, Papa's Pizza to Go, and Dalton State College help support the academic needs of the students at Beaverdale.

Past Instructional Initiatives

Beaverdale opened to students in August 2006. This school was comprised of multi-age classrooms which enabled students to be enriched and supported by peers within the two year period of time in the multi-age classroom. The teacher developed a deeper understanding of a child's strengths and needs and adapted the teaching accordingly.

Beaverdale was involved in the implementation of the Working on the Work (WOW) Literacy Framework founded by Phillip Schlechty. Kindergarten through fifth grade teachers received training and ongoing professional development to refine the implementation of the framework. Beaverdale participated in a dedicated intervention block schedule. All teachers and support staff were utilized during this time to minimize teacher/student ratio and provide interventions to all students.

Beaverdale has participated in professional learning and classroom implementation of the Literacy Collaborative Model. Initial focus was on kindergarten through second grade. The LC model was not continued in the years to come.

Current Instructional Initiatives

Beaverdale is currently implementing a literacy framework developed by the local school system. The framework components include read alouds, shared reading, guided reading,

Whitfield County – Beaverdale Elementary School Literacy Plan

independent reading, shared writing, interactive writing, guided writing, and independent writing.

Beaverdale has received minimal professional learning in implementing the Writers' Workshop Framework using the Lucy Calkins materials in grades kindergarten through fifth. Beaverdale continues to receive follow up trainings to ensure the success of all students.

Beaverdale continues to receive professional learning in Growing Readers provided by North Georgia Regional Educational Service Agency (RESA). The Growing Readers Program (GRP) is a K-3 literacy professional learning grant administered through the Governor's Office of Student Achievement (GOSA). The program goal is to provide consistent and high-quality professional learning to teachers on effective reading instruction to help more children read at grade level by the end of third grade.

Beaverdale utilizes various co-teaching models in many classrooms. These models allow more opportunities for small group learning and stronger modeling during lessons.

Professional Learning Needs

Beaverdale values professional learning as an integral contributor to student academic achievement. Based on the needs assessment and standardized test data trends, specific focus areas of professional learning were determined in order to develop a clear, consistent vision for literacy at Beaverdale.

Research-based professional learning in the area of writing will facilitate the shift towards implementing a workshop approach to student writing in classrooms. Studies indicate that students need multiple opportunities to move through the different stages of the writing process in order to take pieces from rehearsal to publication. Writing strategies will allow students to move independently through the writing process while teachers lead small group and individual conferences.

Teaching literacy in the content areas is another focus for Beaverdale. There is specific research supporting the importance of literacy rich content area instruction. An approach is needed that enables students to make connections between strategies and content, i.e., making sense of data and other evidence within in science text. This blended approach to teaching literacy/content will lead to increased student strategy use, conceptual learning, and text comprehension.

Finally, Beaverdale is committed to improving literacy growth through professional learning centered on reading interventions. Additional interventions need to be added to existing materials. Training will enhance teacher understanding and effectiveness of the interventions, resulting in a more consistent and pervasive approach. Research indicates that the more accurately the teacher is able to define the student's challenge, the more effective the intervention. In order to not adopt a "one size fits all" approach to reading intervention, it must be determined if the learner needs additional support in fluency, decoding, vocabulary, or comprehension. That information is then used to implement a plan which targets that deficiency. Beaverdale intends to implement an intensive intervention plan for those students who are at-risk in reading.

Whitfield County – Beaverdale Elementary School Literacy Plan

Our goal is to provide professional learning, instruction, and literacy materials in the following areas:

- Writer’s Workshop training (K-5)
- Literacy across content areas & collaboration between teachers (3-5)
- Literacy Interventions (K-5)

Goal 1: Writer’s Workshop training		
Needs Assessment Support: From literacy needs assessment – All students receive effective writing instruction across the curriculum.		
Activity: Professional Learning		
Research: Reading and writing skills are fundamental to literacy. http://eric.ed.gov/?id=EJ994038 Writing Instruction for Students in Elementary Grades (Graham, McKeown 2012).		
Action Steps	People Responsible	Measureable Outcomes
Professional Learning	Administration Instructional Coach	Improve Georgia Milestones scores in ELA (Grades 3-5) Improve MAP scores in reading (Grades K-5) and ELA (Grades 3-5)

Goal 2: Literacy across content areas & collaboration between teachers (3-5)		
Needs Assessment Support: From literacy needs assessment – Literacy instruction is optimized in all content areas.		
Activity: Literacy/content materials and support		
Research: According to Urquhart and Frazer (Teaching Reading in the Content Areas, 2012), students need opportunities to read in all subject areas throughout the day in order to increase academic achievement. http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/teaching-reading-sample-chapters.pdf		
Action Steps	People Responsible	Measureable Outcomes
Literacy Materials (Tier 1)	Administration Instructional Coach Media Specialist Teachers	Improve Georgia Milestones scores in science and social studies (Grade 5)
Collaboration	Administration Instructional Coach Teachers	Long range plans and weekly lesson plans contain literacy instruction across content areas

Whitfield County – Beaverdale Elementary School Literacy Plan

Goal 3: Literacy Interventions		
Needs Assessment Support: From literacy needs assessment – Tier 2 needs-based interventions are provided for targeted students.		
Activity: Professional Learning		
Research: R. Gersten et.al.(2009), states that RTI is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf		
Action Steps	People Responsible	Measureable Outcomes
Professional Learning	Administration Instructional Coach Data team School psychologist	Improve Georgia Milestones scores in all content areas (Grades 3-5) Improve MAP scores in all areas (Grades K-5)
Literacy materials (Tier 2 & 3)	Administration Instructional Coach Media Specialist Data team School psychologist Teachers	Improve Georgia Milestones scores in all content areas (Grades 3-5) Improve MAP scores in all areas (Grades K-5)

Need for the L4GA Project

The school wide data presented below in Appendix A indicates the majority of students taking the Spring Georgia Milestones EOG are performing at the Beginning and Developing levels in all content areas. In order to accelerate students to a higher performance level, teacher knowledge of effective literacy strategies needs to be increased. In order to specifically support those students performing at the Beginning and Developing Learner levels, school wide interventions and the RTI process must be strengthened to increase teacher capacity. Interventions must be appropriate, timely, and systematic to meet the needs of all students. Through student data meetings and the literacy needs assessment, the need for an intervention menu was identified.

Based on the data presented in Appendix A, our students with disabilities (SWD) and economically disadvantaged (ED) populations are falling behind our general population in their performance on the Georgia Milestones EOG. This is most evident in the number of students in the Beginning and Developing learning levels. The decline in performance in science and social studies over the past three years validates the literacy needs assessment survey data in which content-area literacy was identified as an area of concern.

The Georgia Milestones requires students to demonstrate understanding of the writing process in ELA as well as provide reasoning through writing in math as part of their overall achievement score. Writing has been recognized as a deficient area. Cohesive writing instruction has not been taking place within or across grade levels at Beaverdale. The first step in addressing this deficiency was to develop a framework of instruction. The writers' workshop model has been chosen as a framework of instruction to create consistent practices. Beaverdale needs additional support in this area to create strong writers which will in turn create strong readers as these are reciprocal processes.

Whitfield County – Beaverdale Elementary School Literacy Plan

Appendix A

ELA			
	2015	2016	2017
Distinguished	3%	1%	8%
Proficient	25%	28%	26%
Developing	35%	38%	41%
Beginning	37%	33%	25%

Math			
	2015	2016	2017
Distinguished	5%	4%	6%
Proficient	25%	25%	34%
Developing	39%	51%	43%
Beginning	31%	19%	18%

Science			
	2015	2016	2017
Distinguished	5%	4%	3%
Proficient	21%	22%	28%
Developing	46%	45%	38%
Beginning	29%	29%	30%

Social Studies			
	2015	2016	2017
Distinguished	4%	3%	0%
Proficient	21%	16%	12%
Developing	44%	52%	58%
Beginning	31%	29%	30%

ELA											
	3rd				4th				5th		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	0%	2%	4%		5%	2%	13%		4%	0%	7%
Proficient	9%	30%	29%		35%	23%	33%		28%	32%	18%
Developing	40%	26%	42%		32%	40%	27%		33%	44%	50%
Beginning	51%	42%	25%		27%	35%	27%		35%	25%	25%

Math											
	3rd				4th				5th		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	0%	5%	2%		4%	5%	9%		9%	4%	7%
Proficient	18%	33%	38%		30%	23%	36%		27%	23%	28%
Developing	48%	51%	46%		49%	49%	40%		23%	53%	42%
Beginning	34%	12%	13%		18%	23%	16%		41%	19%	23%

Science											
	3rd				4th				5th		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	2%	12%	***		2%	1%	***		7%	3%	3%
Proficient	17%	14%	***		17%	12%	***		26%	36%	28%
Developing	47%	49%	***		47%	49%	***		38%	38%	38%
Beginning	35%	26%	***		35%	38%	***		30%	23%	30%

Whitfield County – Beaverdale Elementary School Literacy Plan

Social Studies											
	3rd				4th				5th		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	2%	0%	***%		3%	2%	***%		8%	5%	0%
Proficient	6%	12%	***%		33%	14%	***%		23%	21%	12%
Developing	47%	56%	***%		40%	49%	***%		45%	52%	58%
Beginning	45%	33%	***%		25%	35%	***%		24%	22%	30%

Subgroups - ELA											
	Eco. Disadvantaged				White				Students w/ Disabilities		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	1%	1%	6%		4%	1%	6%		0%	0%	0%
Proficient	18%	19%	18%		26%	31%	32%		7%	14%	21%
Developing	32%	38%	43%		35%	37%	44%		19%	11%	15%
Beginning	49%	42%	33%		35%	30%	17%		74%	75%	65%

Subgroups - Math											
	Eco. Disadvantaged				White				Students w/ Disabilities		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	1%	1%	3%		5%	5%	6%		2%	3%	3%
Proficient	18%	16%	31%		26%	27%	32%		10%	6%	15%
Developing	41%	59%	45%		38%	49%	44%		33%	33%	29%
Beginning	40%	24%	21%		31%	18%	17%		55%	58%	53%

Subgroups - Science											
	Eco. Disadvantaged				White				Students w/ Disabilities		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	4%	3%	0%		6%	5%	2%		0%	5%	0%
Proficient	15%	15%	19%		20%	22%	31%		3%	6%	17%
Developing	45%	45%	47%		46%	46%	37%		40%	31%	8%
Beginning	35%	37%	33%		28%	27%	31%		57%	58%	75%

Subgroups – Social Studies											
	Eco. Disadvantaged				White				Students w/ Disabilities		
	2015	2016	2017		2015	2016	2017		2015	2016	2017
Distinguished	3%	2%	0%		5%	3%	0%		2%	2%	0%
Proficient	14%	11%	3%		21%	17%	12%		7%	3%	0%
Developing	46%	50%	58%		44%	54%	59%		17%	39%	25%
Beginning	38%	37%	39%		30%	26%	29%		74%	56%	75%

School History

Cedar Ridge Elementary School operates within Whitfield County which is located in northwest Dalton, Georgia in the foothills of the Blue Ridge Mountains. Because of overcrowding, Cedar Ridge School was established in the fall of 2009 and opened with a beautiful building.

The architectural structure of school is unique in design with many innovative characteristics like two-story, openness, private bathrooms, and instructional pods. With its rural location and acreage, the school has adequate parking, busing safety, two playgrounds, and space for future growth. With the school’s welcoming five star climate rating, Cedar Ridge has earned the reputation as a truly student-centered institution.

The school is comprised of pre-k through 5th grades with one of the two pre-k’s serving both regular and special needs students. The student population fluctuates around 500 students. As seen in the chart below, CRE’s population has hovered around 60% Hispanic, 36% White, and 4% other over the past five years.

Race, Ethnicity, & Gender	Actual 2014	Actual 2015	Actual 2016	Actual 2017	YTD 2018	% Total 2014	% Total 2015	% Total 2016	% Total 2017	% Total 2018
Cedar Ridge Elementary										
American Indian	*	*	*	*	*	*	*	*	*	*
Hispanic	338	334	319	294	298	63.41%	61.85%	60.65%	59.88%	59.13%
Black	10	*	*	*	12	1.88%	*	*	*	2.38%
Two or More Races	12	13	11	11	20	2.25%	2.41%	2.09%	2.24%	3.97%
Pacific Islander										
Asian	*					*				
White	169	185	189	179	172	31.71%	34.26%	35.93%	36.46%	34.13%
Female	262	275	271	257	262	49.16%	50.93%	51.52%	52.34%	51.98%
Male	271	265	255	234	242	50.84%	49.07%	48.48%	47.66%	48.02%
Total	533	540	526	491	504	100.00%	100.00%	100.00%	100.00%	100.00%

CRE is a Title I school with 90.78% of students qualifying for free/reduced lunch. All students receive free breakfast every day.

Free and Reduced Percentages				
Years-Percentages	2015 - 90.38%	2016 - 90.31%	2017 - 91.78%	2018 - 90.78%

35.8% of the population qualifies for the ESOL program, 7.4% for ESS, and 44.6% as EIP. The highly qualified faculty and staff at Cedar Ridge is comprised of 90.7 % females and 9.3% males. The school is led by one principal, assistant principal, and instructional coach. The support staff consists of one professional school counselor, music teacher, physical education teacher, media specialist, four ESOL teachers, two special education teachers, one gifted and talented teacher, a half day reading recovery teacher, three and a half EIP teachers, and twenty-three homeroom teachers. These are part-time positions: media clerk, speech/language pathologist, psychologist, nurse, translator, interpreter, and social worker. Seven paraprofessional serve as support staff along with a bookkeeper and office clerk.

From 2010-2012, Cedar Ridge was one of two elementary schools in Whitfield County to host a pre-k Mandarin Chinese language program. In 2015-2016, PBIS was introduced and continues. For the 2015-16 year, the school was recognized as a “Beating the Odds’ school and for the 2016-2017 year, received the “Gold Award for Achievement Gains” from the Governor’s Office of Student Achievement. To build school climate, over the past three years, five new extra-

curricular activities have been established for students: Archery Team, Drama Club, Craftineer’s Club, Lego Team, and a Running Club. Chorus and Honor’s Chorus were already established.

Administrative and Leadership Team

The entire Leadership Team meets during the summer to plan for the next year and continues to meet as needed through-out the school year. The core group of the principal, assistant principal, instructional coach, media specialist, and counselor confer weekly. Full faculty meetings are held two times a month to discuss and share ideas.

Leadership Team	
<ul style="list-style-type: none"> • Cindy Dobbins - Principal • Laurie Harless - Assistant Principal • Ali Finley - Instructional Coach • Annette Nietzsche - Guidance Counselor • Tommye Mathis - Media Specialist • Hugo Torres - Physical Education Teacher • Jamey Reedy - Music Teacher • Rayda Reed - ALPHA and Lead Mathematics Teacher • Jordan Hart - Lead Special Education Teacher • Brenda Rios - ESOL Teacher • Mary Kizer - EIP Teacher 	<ul style="list-style-type: none"> • Chelsey Thompson - Pre-K Teacher • Jacque Medina - Paraprofessional • Shonna McClure - Kindergarten Teacher • Isamar Fraire - First Grade Teacher • Valerie Richardson - Second Grade Teacher • Fatima Ruiz - Third Grade Teacher • Ashley Maynard - Co-Lead Language Arts Teacher and Third Grade Teacher • Julia Francis - Fourth Grade Teacher • Gabby Rodriguez - Lead Science/Social Studies Teacher and Fifth Grade Teacher • Mary Wood - Lead Language Arts Teacher and Fifth Grade Teacher

Community Assets

Cedar Ridge Elementary has a partnership with all of the agencies listed in the chart below; however, the relationship with Dalton State College, Dalton Regional Library, and the ON Jonas Foundation have been very effective. DSC designs, teaches, and provides all the resources for after school Learning Academies, a Book Blast, and Recipes for Success. During the Learning Academies, parents bring all of their children (birth and up) to school, and DSC staff and students model how parents may work with them at home to increase learning. The college also has someone who can translate since many of our parents speak only Spanish. During the Book Blast, North Georgia Health Care Partnership brings characters for students to get their picture made and gives each child a free book. During the Recipes for Success, DSC shows parents how to use cooking to support learning. During the summer, Dalton College takes future teachers into local neighborhoods to work on literacy skills with our students. Dalton Regional Library, along with funds from a GOSA grant, gives books to the school and funds two school staff members to keep the school media center open three days a week during the summer. This helps reduce the reading skills students loose over the summer. The Jonas family has partnered with the school district for many years; they provide fine arts programs to students. Since over 90% of our students are from poverty, this exposure is critical in building background experiences to support literacy.

Community Assets

<ul style="list-style-type: none"> • Dalton State College • RESA • E3Z (Early Education Empowerment Zone) • DFACS • Creative Arts Guild • Georgia Hope • Dalton Police Department 	<ul style="list-style-type: none"> • Dalton Public Library • Readers to Leaders • Highland Rivers • Professional Eye Associates • CLC Photography • Junior Achievement 	<ul style="list-style-type: none"> • Pre-K Program • Kids on the Block • North GA Healthcare Partnership • Health Department • Boys and Girls Club • ON Jonas 	<ul style="list-style-type: none"> • College and Career Academy • K-12 Feeder Collaboration • Whitfield County Fire Department • North Georgia EMC • Randy's Print Shop
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Past Instructional Initiatives

Cedar Ridge has participated in several instructional initiatives: Project Based Learning, Literacy Collaborative, Reading Recovery, Cindy Cupp Reading Program, SIOP, Word Journeys, Trait Crates, Saxon Phonics, and Daily Oral Language. However, few have consistently been used across all grade levels until this year.

Current Instructional Initiatives

<ul style="list-style-type: none"> • Lucy Calkins Writing • Intervention Block • Leveled Book Room • Ready Georgia Workbooks • Guided Reading • Leveled Literacy Instruction • ELLIS Software • PBIS • Daily Oral Language 	<ul style="list-style-type: none"> • Reader's Workshop Model • SRA Reading Program (RTI Intervention) • Reading Strategies Book (RTI) • Writing Strategies Book (RTI) • Increased Trade book collection • Compass Learning • Handwriting Without Tears • Growing Readers • SIOP
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Individual School Professional Learning Needs

A main goal of professional development is to improve student learning by improving teaching practice. When teachers engage in opportunities to deepen their learning, examine data, collaborate with others and time for practice and reflection; it impacts teacher practice and ultimately, student achievement. The following resources provide research and support for professional learning:

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

The following professional learning will increase the knowledge base of teachers and prepare them to be more effective: Guided Reading and Writing, Response to Intervention, working with ELL and poverty students, training parents to work with their students at home, social and emotional support, and integrating reading/writing across all contents.

Need for an L4GA Project

A comprehensive framework for improving literacy for all children which looks at the whole child and includes language enrichment, access to print, positive learning environments, and teacher preparation is the reason this grant is needed at Cedar Ridge Elementary. Additional needs for the L4GA grant: lack of stability, lack of resources, poverty, and language barriers all contribute to the high needs. In 2009, when the school opened, teachers were transferred from all of the district's other twelve elementary schools. A principal was transferred in, too. The new principal was at CRE for four and a half years. During her tenure, there were four different assistant principals. During the 2013-14 school year, the principal left mid-year and an assistant principal with only a half year of experience took over. Assistant principal number five was hired and an instructional coach was added. The second principal left after two and a half years. The instructional coach left at the same time. In 2015-16, a principal with eleven years of experience in administration agreed to lead Cedar Ridge and continues in that role. A new instructional coach was hired and remains in place. The assistant principal has been in position for five years. Cedar Ridge now has stability in the administration and is working to stabilize the teaching and support staff. Cedar Ridge needs stable collaborative school teams to ensure a consistent literacy focus across the curriculum. There is a need to create stronger and more positive teams with resources and focused professional learning so that teachers become dedicated and committed to remain at CRE.

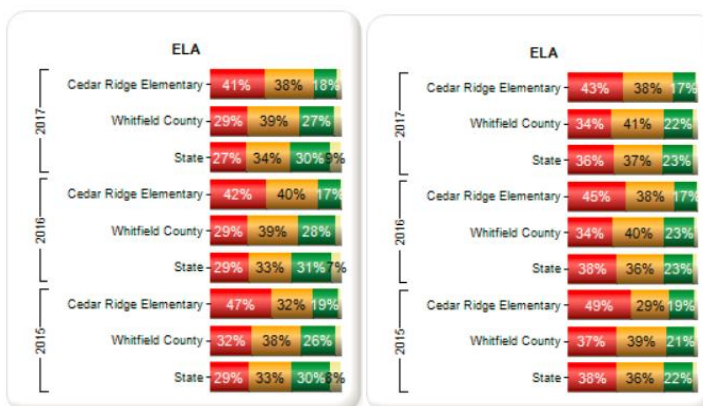
Initially, Cedar Ridge was designed to be a project-based learning school; however, the staff was never trained on how to provide instruction in that manner. Because the school was following a project-based model, no textbooks and few books for the media center were purchased. Also, few common resources were provided. The Cindy Cupp Reading Program was used in kindergarten. However, no other common literacy resources were provided. Each teacher decided what to teach, how to teach it, and what resources to use; consequently, many of the state content standards were not fully taught leaving gaps in student learning. In 2012-13, the district began the Fountas and Pinnell Literacy Collaborative program with one kindergarten class in six of the thirteen elementary schools with plans to continue LC in all K-5 classrooms, and CRE was included. One year later because of funding, the district abandoned the plan, and CRE was left trying to implement LC without much support. Needless to say, this was difficult without continued professional development. In 2017, a district-wide balanced literacy plan including reading, writing, listening, speaking, and vocabulary was developed. As part of that plan, a reading and writing workshop model including guided reading and writing, phonics, and vocabulary is used. CRE is in the first full year of implementing the Lucy Calkins Writing program. However, no district wide programs have been pushed out for reading. At Cedar Ridge, along with our ninety-minute literacy block, an intervention block is provided to meet the needs of individual learners. This is the first year to provide a school-wide intervention block; therefore, much training and resources is needed. To support reading across the content areas, teachers still have to locate their own resources. Cedar Ridge has an urgent need for classroom libraries, trade books, magazines, technology, and textbooks to provide nourishing reading environments to meet the needs of the whole child. A nourishing learning platform for the staff is need as well.

Below is Georgia Milestones trend data for 2015, 2016, and 2017. The data below reflects an urgent need for literacy support across all subgroups.



3, 4, & 5 GRADE STUDENTS

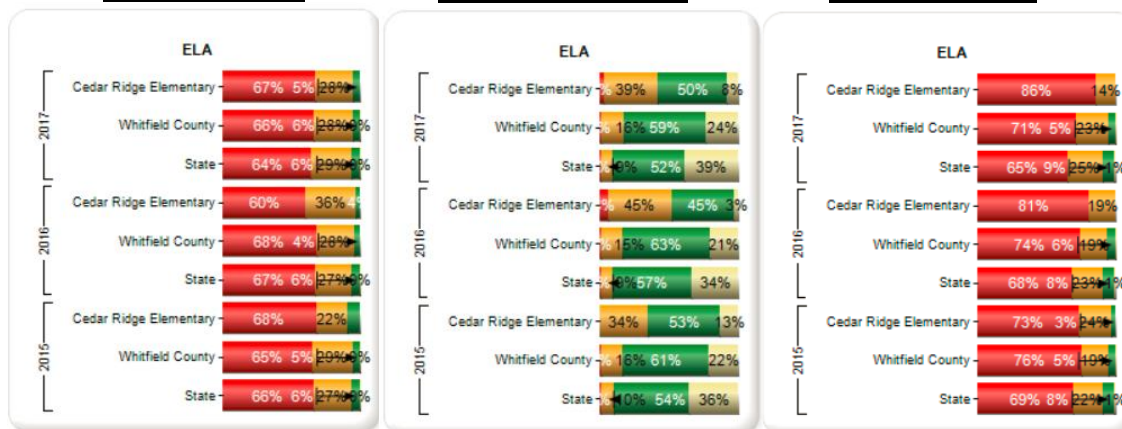
ED STUDENTS



ELL STUDENTS

GIFTED STUDENTS

SWD STUDENTS



Based on the data above, the ED, ELL, Gifted, and SWD sub-groups are all performing below the state in language arts. According to the data presented, a large portion of students are performing in the Beginning Level on the Ga. Milestones: 67% ELL, 85% SWD, 43% ED, and 41% of all 3rd, 4th, and 5th grade students. Based on this data, a need for targeted researched-based instruction is a must school-wide in all areas for Tier I, II, and III. A comprehensive framework for improving literacy for all students that includes the four pillars of action: language nutrition, access to print, positive learning environment, and teacher preparation for effectiveness must be addressed. All community partners must work together to educate the whole child using proven researched-based tools to be culturally, socio-economically, and linguistically responsive.

Goal 1: Create more active collaborative teams to ensure a consistent literacy focus across all content areas.

Needs Assessment Support: 69% of the faculty felt the school was emergent for this goal.

Activity: Grade level, vertical teams, cross content teams and leadership teams meet collaboratively to analyze student data to inform instruction.

Research: Research indicates that children who are read to and have access to books from a very young age is an indicator of future academic success.
<http://www.childrensbookbank.org/research/>

Action Steps	People Responsible	Measureable Outcomes
Establish routine meetings to analyze student data.	Administration, instructional coach, lead teachers, RESA	School calendar, agendas
Use a protocols to look at student work samples.	Administration, instructional coach, lead teachers	Agendas, protocols
Provide professional development and coaching in all content areas.		Ga. Milestones, ACCESS, MAP, Agendas, Sign-in sheets

Goal 2: The need for the community to provide more support in developing students that are college-and-career-ready.

Needs Assessment Support: 82% of the faculty felt the school has not addressed this goal.

Activity: Expand relationships with community members to help support our students in becoming college and career ready.

Research: According to research gathered by the GetGA Reading Campaign, it is essential to provide support in the 4 pillars listed below to improve outcomes for children. These four pillars can only be addressed by partnering with community agencies.
<http://getgeorgiareading.org/resources-overview/>

- Language nutrition
- Access to support and services
- Positive Learning Climate
- Teacher Preparation and effectiveness

Action Steps	People Responsible	Measureable Outcomes
Establish a liaison for community partners.	Administration	Number of community partners, Contact logs
Host in-school activities to engage outside community resources.	Administration, staff, and faculty, parents, and community resources	List of activities, sign-in sheets, surveys
Provide students opportunities for college and career ready experiences.	Administration, staff, parents, community resources	Field trips, sign-in sheets

Goal 3: Provide more effective Tier 1, Tier-2 and Tier 3 resources, instruction, and interventions for students and staff.		
Needs Assessment Support: 69% of the faculty felt our school was emergent for this goal.		
Activity: To provide teachers and administration with high quality professional development on tiered instruction and differentiation strategies as it relates to literacy instruction.		
Research: According to the Institute of Educational Sciences, Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades,” the RTI process should help identify students, implement interventions and promote student achievement. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf		
Action Steps	People Responsible	Measureable Outcomes
Identify and purchase assessments, interventions, and technology aligned with student’s needs.	Administration, Instructional Coach, Media Specialists, Homeroom teachers, and Support staff	AIMSWEB, MAP, Ga. Milestones, ACCESS, GKIDS, Benchmarks, Running Records,
Provide professional learning on direct, explicit instructional strategies to build literacy skills across all content areas.	Administration, Instructional Coach, ELL, EIP, ESS, Gifted and Homeroom Teachers	Pre/Posttest, Common Assessments, agendas, , sign in sheets, surveys, inventory
Integrate writing across the curriculum to meet the diverse needs of all learners.		Milestones, ACCESS, Pre/Posttest, Common Assessments

Goal 4: Use formative and summative data to make instructional decisions.		
Needs Assessment Support: 49% of the faculty felt the school was emergent for this goal.		
Activity: Review data consistently for instructional purposes to ensure a strong literacy foundation.		
Research: Teachers' Ability to Use Data to Inform Instruction - U.S. Department of Education https://www2.ed.gov/rschstat/eval/data-to-inform-instruction/report.doc		
Action Steps	People Responsible	Measureable Outcomes
Administer consistent assessments across all grade levels.	Administration, Instructional Coach, EIP, ESS, ELL, and homeroom teachers	MAP, Milestones, ACCESS, Benchmark, Running Records, GKIDS, DIBELS, Pre/Posttests, PBIS reports
Analyze assessments to inform instruction.		
Differentiation of instruction including fluid, flexible grouping, multiple means of learning, demonstration of learning, and furniture.		MAP, Milestones, ACCESS, GKIDS, Benchmark, Pre and Post tests, Common Assessments

Whitfield-Coahulla Creek High School-School Literacy Plan

School History

Coahulla Creek High School opened as a new school in north Whitfield County in the fall of 2011. The school is in a rural area, largely economically-dependent upon the carpet/flooring industry. Since the opening, the school has been tasked with establishing and building a school community, academic environment, and culture that would be supportive of all students. Numerous academic programs, support programs, and extracurricular activities have been established since the opening. Since 2011, the number of students involved in dual enrollment, honors, Advanced Placement, and CTAE pathway courses has continually increased, as has their success in these areas. Due to the number of students testing in Advanced Placement math and science, Coahulla Creek was recognized as an AP STEM School by the Georgia Department of Education. Similarly, the opportunities to build the school community and involve students in extracurricular activities have also increased.

Currently, we have 981 students, of which 52% are male and 48% are female. Free lunch is received by 50.59% of our students, and the total amount of students receiving reduced lunch is at 11%. Our school population is 60.14% white, 32.72% Hispanic, 2.45% Black, 1.02% Asian, and 3.26% classify as two or more races. As of 2018, 17% of our student body is identified as gifted, 4% English language learners receiving services, and approximately 10% receive exceptional student services. All of the information listed in this section is from the Dashboard.

Administrative and Leadership Team

Tracy Mardis - Principal	Crystal Bryant - AP Curriculum & Instruction
Bob Brotherton - AP Discipline & Attendance	Chris Woods - AP Athletics & Testing
Chris Anderson - Counselor	Lucinda Bolt - Science Chair
Holly Bigham - Advisement Lead	Kristen Douglas - World Language Chair
Lindsay Douglas - WBL Coordinator	Justin Dover - Physical Education Chair
Matthew Facey - Social Studies Chair	Teresa Hester - ELA Chair
David Keith - Band Director	Josh Millican - Advisement Lead
Julie Norton - Fine Arts Chair	Sasha Raborn - Media Specialist
Billy Singletary - Math Chair	Josh Swiney - Special Education Chair

The Leadership/Literacy Team meets at least once monthly and has evolved into a team that works with the school community to make decisions regarding student learning. One of the functions of this team is to ensure that literacy programs are being implemented school-wide through the representation of every department. Other functions include participating in and coordinating literacy professional learning and designing a school-wide literacy plan for implementation based on GSE.

Community Assets

Coahulla Creek High School is fortunate to have strong community partnerships that provide our students opportunities through community service, supplemental educational programs, and local business partnership involvement.

Whitfield-Coahulla Creek High School-School Literacy Plan

Coahulla Creek and two local colleges collaborate in offering dual enrollment courses both on the CCHS campus and the college campuses. In addition, community agencies offer beneficial programs that supplement the high school curriculum. Educational and Community Health assets include: GNTC, DSC, NGRESA, Hamilton Medical Center, 4-H, Whitfield County Sheriff's Department, Teen Maze, Prison Prevention Ministries, Family Support Council, Crisis Center, AOSM, Whitfield Education Foundation, UGA Cooperative Extension, and the Military.

Through the Work-Based Learning program, local businesses provide students with occupational and educational opportunities. Businesses give financial, material, and informational resources that benefit students and their families. Business Partners are: Shaw Industries; Chick-fil-A; Sweet Spot; Zaxby's; Applebee's; Mohawk; Engineered Floors; Browne, Draper, and Land Investment Company; Brown Industries; and Dalton Chamber of Commerce.

The local communities offer a variety of services that allow our students to both make contributions and reap benefits. Services include: United Way, Big Brothers, Big Sisters, Boys and Girls Club, local nursing homes and retirement homes in Dalton, Providence Ministries, Cherokee Estates, Mercy's Door, Chattanooga Food Bank, Sharing is Caring Community Christmas, Colts Closet, Miracle Field, Rotary Club of Dalton, Varnell Community Christmas, Blood Assurance, and the American Heart Association.

Past Instructional Initiatives

Upon the opening of CCHS in 2011, our district was focusing on the "Working on the Work" framework through the Schlechty Center. In 2013, this concentration shifted to research-based best practices for instruction. In addition, in 2016, the Teachers as Advisors program was implemented. This is both a past and current initiative in our building. The following list includes some of the practices, instructional initiatives, and professional learning opportunities provided to teachers from the school or district level:

<ul style="list-style-type: none">● SIOP● MDC-Math Design Collaborative● LDC-Literacy Design Collaborative● Common assessments● Benchmark testing● Horizontal and vertical planning strategies	<ul style="list-style-type: none">● SLDS training● Advanced Placement training● Gifted Endorsement● Content specific conferences and trainings● E2020● Team teaching concept
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Current Instructional Initiatives

Literacy Professional Learning: After seeing the positive results of a focus on literacy by schools who received the Striving Readers Grant, in January of 2017, we began our initial focus on literacy. Four faculty members have undergone training through the Striving Readers Conference. CSET, Socratic Seminar, and PALS strategies have been disseminated to our staff as part of our School Improvement Plan and TKES goals.

Whitfield-Coahulla Creek High School-School Literacy Plan

Technology Professional Learning: The CCHS needs assessment conducted at the beginning of our school year indicated that teachers needed training in all district-focused G-Suite tools. We have focused all technology training on district-focused G-Suite tools and other resources that will assist with instruction in the classroom.

RTI, Data Teams, and Professional Learning Communities - Meeting the Needs of Each Child: Currently, our RTI program consists of a small group of students identified by our feeder middle school based on Lexile scores, MAP Scores, and past CRCT scores. These students have been placed in a study skills classroom with a teacher who uses Aimsweb and Edgenuity. This year CCHS received a Project Success Program, an additional half time counselor, and a Graduation Coach. Utilizing these gifts, we identified individuals who were not being successful with a focus on freshmen, sophomores, and students who were repeating grades due to failed courses. Through newly created reports in Infinite Campus, Professional Learning Teams, and Data Analysis of student grades, attendance, and discipline, we are beginning to address the needs of our students one by one. Meetings including students, teachers, counselors, graduation coaches, and parents have been conducted to create a plan of success for students. The challenges for each student vary; regardless of the student need, we try to address each issue to make sure our students are able to navigate their social, home and academic lives. Our Edgenuity program is beneficial in helping students recover credits and/or complete unit recovery to master content. We also have began training and preparing to implement a PBIS program in the next school year.

Individual School Professional Learning Needs:

Our School Literacy Team will research and share literacy strategies with teachers and participate in professional learning to be redelivered. These team members will create digital resources to describe strategies and help facilitate implementation in all classrooms. Teachers will give surveys of effectiveness that will be used to refine literacy strategies throughout the year. In order to reduce the number of students who perform poorly in their classes due to weak reading and writing skills, all teachers will identify students to participate in our Response To Intervention (RTI) program. Although we have an RTI program in place, we need to build a better program that will identify and work to meet the needs of our subgroups, and develop a plan of action to ensure follow through. The grant will assist our school with the development of an RTI program that is monitored, occurs consistently, and is implemented with fidelity. Resources would give teachers tools to impact student success, increase student growth, and address subgroup needs. We will also work to develop strategies to meet the goals of the Education of the Whole Child program. Technology resources for literacy will continue to be offered to students in RTI and Resource settings. Additionally, students who were identified by teachers as having issues with reading and writing skills will gain access to the technology resources provided. Students will be able to use the media center computer labs to work on improving their literacy skills before and after school. To help our school reach these goals we feel we need to take the following steps:

- Purchase of SRI to measure and monitor student Lexile levels and student growth and staff training
- Professional learning in research-based literacy strategies to improve reading, writing, listening, and speaking across the curriculum

Whitfield-Coahulla Creek High School-School Literacy Plan

- Training and implementation of PBIS
- RTI - initial training on Tiers I, II, and III; action plan for next steps

Need for an L4GA Project

To positively impact the whole child, it is imperative to implement literacy across the curriculum, RTI, PBIS, and initiatives supporting social and emotional well-being. Recently, county-wide professional learning initiatives have focused on literacy across the curriculum and many school in our district received funding from the Striving Readers Grant. Unfortunately, our school did not participate in that grant, and there is a great need to implement literacy strategies into each of our classrooms for the betterment of our students. Although we have provided high quality professional learning through the redelivery of the Striving Readers Conference, we know that we could do much more.

Our school data indicates a need for the L4GA grant to allow for sustained growth and to meet the needs of all students regardless of socioeconomic background and/or academic subgroup classification. The table below provides sources to support our need for grant funding to assist our faculty in maintaining consistent student growth. The EOC data chart below provides evidence of a significant difference between the performance of gifted students when compared to the performance of students in all other subgroups. This is true across all subject areas. We believe that a focus on literacy in each subject will increase the performance of all students on every EOC test.

End-Of-Course Data: Percent at Level 3 or 4 on the GA Milestones

End of Course data is based upon student performance levels (3 and 4 only) on state standardized tests in specific content areas. From data below, you can see that there is an inconsistent pattern in student achievement from Spring 2015 to Spring 2017 in 9th Grade Literature and American Literature. The data also indicates that our economically disadvantaged, ELL, and students with disabilities perform below the rest of our student population.

9th Grade Literature

Sub Group	2015	2016	2017
All	50	40	55
Economically Disadvantaged	39	29	48
ELL	0	0	6
Students With Disabilities	0	7	22
Gifted	98	94	94

American Literature

Sub Group	2015	2016	2017
All	45	40	52
Economically Disadvantaged	36	33	52
ELL	0	0	0
Students With Disabilities	18	18	0
Gifted	97	86	85

Whitfield-Coahulla Creek High School-School Literacy Plan

Needs Assessment Data

A Needs Assessment was completed by departments to identify perceived goal areas within our school to meet the academic, social, emotional, and behavioral needs of our students. We also felt that community organizations and agencies play a vital role in supporting our students. Through the needs assessment, we are able to identify the need for optimizing literacy instruction in all content areas. It was evident that the staff felt all teachers share the responsibility for achieving literacy goals, and it is imperative to have active school teams that collaborate to ensure a consistent focus on literacy across the curriculum and help guide instruction. There was also an identified need to monitor student progress through the use of data so informed instructional decisions could be made to meet the needs of all students. We have implemented an RTI program but identified the need to monitor the data closely. Resources for interventions are needed to ensure the implementation is being done consistently and with fidelity. The staff also felt that school, classroom, and student data are analyzed to determine if social, emotional, and behavioral needs of our students are being met. However, we still need to move forward with the implementation of a plan to meet those identified needs. The final goal that was identified through the needs assessment was the need for professional learning funding to effectively and consistently provide all teachers with a variety of professional learning opportunities in the use of literacy strategies across all content areas.

L4GA Measurable Goals and Outcomes

Goal 1: All teachers share the responsibility for literacy instruction and school teams collaborate to ensure a focus on literacy across the curriculum.		
Needs Assessment Support: Our Needs Assessment indicates we are “Emergent” in Building Block 1D, “A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the GSE. Additionally, Building Block 2A, “Active collaborative school teams ensure a consistent literary focus across the curriculum” was identified as “Not Addressed” by our staff.		
Activity: Provide professional learning to staff in the use of effective, research-based literacy strategies to meet the needs of all students across all content areas.		
Research: According to the Teachers College Reading and Writing Project (2014), students need to read multiple texts to move through the text complexity. There is strong research in teaching literacy to support the effectiveness of the following: <ul style="list-style-type: none"> ● Provide volume and time for reading independently ● Importance of non-fiction reading ● Teach comprehension skills and strategies through modeling ● the interactive read aloud ● Importance of literacy-rich content area instruction ● Connection between reading and writing achievement https://readingandwritingproject.org/about/research-base		
Action Steps	People Responsible	Measurable Outcomes
Provide PL in research-based literacy strategies.	<ul style="list-style-type: none"> ● Administrators ● Contract services ● Leadership/Literacy Team 	<ul style="list-style-type: none"> ● Increase the use of literacy strategies in classrooms ● Administrator Walkthroughs

Whitfield-Coahulla Creek High School-School Literacy Plan

Support teachers in the integration of literacy instruction in all content areas.	<ul style="list-style-type: none"> ● Administrators ● Leadership/Literacy Team 	<ul style="list-style-type: none"> ● Increase GA Milestones ● Increase Lexile Scores ● Increase RI Scores
Teacher collaboration across all content areas to ensure successful implementation of literacy strategies.	<ul style="list-style-type: none"> ● Administrators ● District Curriculum Personnel 	<ul style="list-style-type: none"> ● Increase GA Milestones ● Increase RI Scores ● Teacher Surveys
Effectively use technology to improve literacy instruction.	<ul style="list-style-type: none"> ● Technology Dept. ● Administrators ● Teachers 	<ul style="list-style-type: none"> ● Increase GA Milestones ● Increase RI Scores

Goal 2: Community organizations and agencies, in partnership with the school, offer learning supports to complement literacy instruction.

Needs Assessment Support: In Building Block 2C/District Goal 2, “Out-of-school agencies and organizations collaborate to support literacy within the community,” we received a score of “Not Addressed” in the needs assessment.

Activity: Build strong school/community relationships to support literacy instruction in our classrooms.

Research: Literacy improves when schools, families and the community work together to promote student achievement. Schools act as hubs for the community as all members contribute to learning. According to research gathered by the GetGA Reading Campaign, it is essential to provide support in the 4 pillars listed below to improve outcomes for children. These four pillars can only be addressed by partnering with community agencies.

<http://getgeorgiareading.org/resources-overview/>

- Language Nutrition
- Access to Support and Services
- Positive Learning Climate
- Teacher Preparation and Effectiveness

Action Steps	People Responsible	Measurable Outcomes
Utilize community partnerships to provide support in the 4 pillars.	<ul style="list-style-type: none"> ● Administrators ● Counselors ● Leadership/Literacy Team 	<ul style="list-style-type: none"> ● Documented Student Volunteer Hours ● Increase GA Milestones ● Apply to College Day and FAFSA Sign-In Sheets
Work with regional collegiate education department to support literacy instruction in all classrooms.	<ul style="list-style-type: none"> ● Administrators ● District Personnel ● Teachers 	<ul style="list-style-type: none"> ● Improve Professional Growth and Development of Assigned Student Teachers
Partner with contracted services to support literacy instruction.	<ul style="list-style-type: none"> ● Administrators ● District Personnel 	<ul style="list-style-type: none"> ● Increase teacher usage of literacy strategies. ● Increase GA Milestones

Whitfield-Coahulla Creek High School-School Literacy Plan

	<ul style="list-style-type: none"> ● Leadership/Literacy Team 	<ul style="list-style-type: none"> ● Increase Lexile Scores
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Goal 3: Ongoing formative and summative data is used to make programming decisions to monitor the progress of all students regardless of their Tier Level. Training and support will be provided in the RTI process.

Needs Assessment Support: Support for this goal is based on the the results of the needs assessment in Building Block 3. Ongoing Formative and Summative Assessments and District Goals 4&5. All of Building Block 3 with the exception of B is “Emergent or Not Addressed.”

Activity: Work with teachers in using a variety of data sources to make programming decisions that improve student achievement levels regardless of Tier Level or subgroup. We also want to monitor RTI to ensure that it is implemented consistently and with fidelity.

Research: King et. al. (2012) “Response to Intervention in Secondary Schools: Considerations for Administrators,” indicates that although most RTI research focuses on elementary schools, there is a need for continued RTI implementation in secondary schools. This goal is for research based interventions to be provided before failure occurs. Research at the secondary level found gains were made by:

- fidelity of implementation is highly dependent on strong leadership.
- decreased rates of retention and special education placement.
- technology plays a key role in implementation and enhancement of RTI.

<https://pdfs.semanticscholar.org/2b58/9450f45143ad929ef6549ad56c3129e69147.pdf>

Action Steps	People Responsible	Measurable Outcomes
Provide PL in analyzing data and working together in data teams.	<ul style="list-style-type: none"> ● Administrators ● Teachers 	<ul style="list-style-type: none"> ● Increase test data (GA Milestones, AP, SAT, ACT) ● Data Review Team Meetings
Provide PL in analyzing SRI data.	<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● Increase RI Scores ● Increase Lexile Scores
Training for the effective implementation of RTI.	<ul style="list-style-type: none"> ● Administrators ● Contract Services 	<ul style="list-style-type: none"> ● RTI Process in place ● Increase GA Milestones
Use a variety of data to make program and instructional adjustments.	<ul style="list-style-type: none"> ● Administrators 	<ul style="list-style-type: none"> ● Increase test data (GA Milestones, AP, SAT, ACT)
Implement technology tools to support the RTI process.	<ul style="list-style-type: none"> ● Administrators ● RTI Coordinator 	<ul style="list-style-type: none"> ● Increase test data (GA Milestones, AP, SAT, ACT)

School History

Cohutta, GA is a small town of 635 people located in the northwest region of Georgia. It is approximately 15 minutes north of Dalton and approximately 20 minutes south of Chattanooga, TN.

Cohutta School was created in 1886 and has served the community in various capacities for 132 years. Presently, Cohutta Elementary is a Title I school serving 283 students in 15 homerooms from Pre-K through fifth grade. According to our free and reduced lunch numbers, Cohutta has had a five year average of 67% of our student population qualifying as economically disadvantaged. Other demographic information is shown in the following table:

Students	504	IEP	EL	Gifted	Hispanic/ Latino	African- American	Caucasian	Two or more races
283	6	39	9	23	30	1	239	13
	2%	14%	3%	8%	11%	<1%	84%	4%

The staff consists of 35 certified and non-certified staff members. Overall, the staff would be considered very experienced with only three staff members with less than three years of experience, and the school experiences very little yearly staff turnover as demonstrated by the fact that 71% of staff members have been at the school for at least five years. In addition to 15 homerooms from Pre-K through 5th grade, our staff is made up of two administrators and various support staff.

Cohutta offers a variety of programs for our students including an archery team, Running Club, Drama Club, Dance Club, and various musical arts programs including a chorus, percussion ensemble, and free music lessons. Our school’s parent group, the ROC, is also a big part of extra activities we plan at Cohutta.

Administrative and Leadership Teams

A number of groups that include representatives from various stakeholders help provide leadership and direction for Cohutta Elementary. They include:

- **Administrative Team/Leadership Team:** Tim Wright (Principal), Lisa Gregg (Assistant Principal), Karen Bible (Instructional Coach), Allison Franks (Counselor), & Emily Varnell (Media Specialist). This group meets 3-4 times per month to discuss upcoming events, plan professional learning, and analyze student data. The group discusses big picture ideas for the school, but it also engages in conversations about day-to-day issues that need to be addressed.
- **Literacy Team:** The Literacy Team is made up of a representative from each grade level, the instructional coach, administrative staff, and our Reading Recovery teacher, Misty Hasty. The meetings are open to all staff members, and many other teachers often attend. The focus of the team is discussion of literacy strategies that are working in our building and district, a study of other strategies that might enhance our literacy instruction, and a review of data. Professional discussions that begin here often end up in our faculty

meetings, and our instructional coach uses ideas from these discussions as the basis for in-house professional development.

- **PBIS Team:** The PBIS team is made up of administrators and representatives from various departments in the school such as our special education teacher and guidance counselor. Jamie Newton, a kindergarten teacher, is the leader of this group. The team meets monthly to discuss behavior data, specific students/classrooms that may need assistance based on reports, and ways to improve behavior and morale around the school in order to address the needs of the whole child.
- **School Council:** The school council is made up of the principal, two staff members, two parents, and two local business partners. The group meets once every two months to discuss issues surrounding the school and to have a dialogue between various stakeholders about local educational issues.
- **Data/RTI/SST Team:** These groups meet by grade level on a monthly basis. Each grade level meets with the principal, assistant principal, school psychologist, counselor, and instructional coach to review data, consult concerning students in Tier 2 or Tier 3, and discuss needs within the classroom for other students. These groups meet with parents when SST meetings are needed.

Additionally, grade level teams meet at least once per week to design lessons and collaborate to discuss student needs within their classrooms. Regular staff meetings are held to have professional discussions, professional development, and team building exercises to meet the needs of our students and staff members.

Community Assets

Cohutta Elementary School has wonderful partners in our community, both in the local area and throughout the county. Some of our local partners include the Cohutta Ruritan Club and various local churches who provide school supplies, funds, and volunteers for several programs, including our Saturday Lunch program. Our school partners with various entities throughout Whitfield County that have provided support for our students, families, and staff members. Some of these programs/groups include the Chattanooga Area Food Bank, North Georgia RESA, Junior Achievement, 4-H, NW GA College and Career Academy, Georgia Northwestern Technical College, Readers to Leaders, Dalton-Whitfield Community Development Corporation, GA Federal Credit Union, DARE, United Way, Modern Woodmen, the Whitfield Education Foundation, & Home Depot. We also partner with the Dalton Public Library as part of a GOSA grant to open our library through the summer for families and students to visit and check out books. There are also scheduled summer events designed to improve visibility and attendance.

Past Instructional Initiatives

In the past, Cohutta Elementary, as part of the focus of Whitfield County Schools, has been involved in several instructional initiatives. For several years, we were involved in the WOW Framework (Working on the Work) as presented by The Schlechty Center. This framework was a guide for us in designing work for our students. Our system also participated in

several trainings regarding Project Based Learning. These initiatives worked hand-in-hand, and some of the strategies learned from them are still in use today.

For literacy, our primary teachers were using the Jack and Jilly program designed by Dr. Cindy Cupp. Our system then began to transition into professional learning based on the Literacy Collaborative framework. These strategies were used throughout the building by teachers of all levels. Many teachers from our school also attended various trainings such as those offered by Mark Diamond to help improve our writing instruction.

The Reading Recovery program was introduced to our system several years ago, and though it has been removed from some schools within our system, Cohutta's Reading Recovery program remains in place today.

Current Instructional Initiatives

Our school is currently involved in several professional learning initiatives that are benefiting our students. Our school system has recently developed a literacy framework that serves as the overarching way we teach literacy in our school. As part of this framework, our school has been heavily involved in the Growing Readers program. We've participated in system and school professional development in this program and are using it in conjunction with our literacy framework. As part of the framework, we've also begun working with Teachers College from Columbia University to begin professional development on the implementation of the Units of Study writing program by Lucy Calkins.

Our school is also in the third year of implementing the Positive Behavioral Interventions and Supports (PBIS) program at our school. We were recently awarded by the state for the fidelity shown as we have started implementing this program. We believe this initiative has helped our school continue to focus on the whole child by addressing the motivation and well-being of our students on a daily basis.

In addition to these large initiatives, we are also continually working with our system professional learning team and with our in-house Instructional Coach to continue quality professional development with our staff. Our staff is involved in Sheltered Instruction Observation Protocol (SIOP) training, local math cohort learning groups, gifted training as we begin a new Bridges program, advanced content courses in conjunction with our gifted teacher, continued Reading Recovery training, and other trainings based on staff needs and desires.

Individual School Professional Learning Needs

After discussions with stakeholders, data collection, and the completion of a needs assessment, the staff at Cohutta believes that our school would benefit from professional development in two main areas. The first area of need is continued literacy professional learning, particularly in the areas of writing and guided reading. Many of our staff members have had training in these areas, but there is a desire to participate in more focused, practical training that would include modeling, coaching, and collaboration designed to improve how we teach writing and reading. We believe this training would help us improve practice here and help us support district literacy initiatives and goals.

Our staff would also like to engage in professional learning to improve our understanding of the RTI process, particularly in the implementation of new interventions to help our Tier II and Tier III students. Data reviews, professional discussions, and results of our needs assessment show that we need more professional development in the implementation of targeted interventions to help meet needs across our school.

Need for an L4GA Project

Cohutta previously received the Striving Reader’s Grant from the state of Georgia in 2014, and we were able to meet several needs throughout the school and improve our literacy program. We focused on increasing the availability of print media in the school, professional development in writing and reading instruction, including using these skills across the curriculum, and utilizing improved technology to enhance literacy instruction and achievement. These goals helped our school improve our literacy instruction and achievement, but there is more work to be done. The current need for the L4GA grant involves the continuation and improvement of some of these goals and forging a greater partnership throughout our district and community to improve upon the foundation that was previously laid.

Through a study of data and a completion of a needs assessment, our staff has outlined goals that we believe align with the goals of our district when it comes to quality literacy instruction. We have analyzed data from MAP, DIBELS, SRI, and Georgia Milestones. Data from MAP, DIBELS, and SRI indicate gains in fluency and comprehension. Most grade levels are meeting MAP growth targets each year. Our hope is that these gains translate into more gains on our state assessment. A study of three years of Georgia Milestones data indicates that while improvements in ELA achievement have happened and we consistently score above state and district levels, we have plenty of room for growth, particularly in increasing the numbers of our students moving into the “Proficient” and “Distinguished” areas of achievement. We also want to see growth in all subgroup areas, from struggling learners to students who show advanced skills. When we begin to look at subgroups, we also see much area for growth, particularly in our Students with Disabilities (SWD), Economically Disadvantaged students (ED), and gifted students.

The following is a review of Georgia Milestones English/Language Arts (ELA) data for the last three years including overall scores, scores by subgroups and grade levels, and Lexile scores as compared to district and state. Our data shows improvements have been made, but we want to see students continuing to move consistently from levels 1 and 2 (Beginning and Developing) to levels 3 and 4 (Proficient and Distinguished):

ELA: School Totals			
	2015	2016	2017
Distinguished	6.8%	6.3%	9.7%
Proficient	33.6%	36.1%	25.4%
Developing	34.9%	35.4%	47.8%
Beginning	24.7%	22.2%	17.2%

Whitfield-Cohutta Elementary School-School Literacy Plan

ELA: Subgroup Totals									
	SWD			ED			Gifted		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	0.0%	0.0%	0.0%	3.3%	5.0%	6.0%	25.7%	25.0%	38.5%
Proficient	0.0%	12.5%	5.3%	28.6%	31.7%	18.1%	68.6%	66.7%	50.0%
Developing	25.0%	37.5%	42.1%	40.7%	37.6%	51.8%	5.7%	8.3%	11.5%
Beginning	75.0%	50.0%	52.6%	27.5%	25.7%	24.1%	0.0%	0.0%	0.0%

ELA: Grade Level Totals									
	3rd			4th			5th		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	3.8%	12.2%	9.1%	17.5%	4.8%	22.2%	1.9%	2.5%	1.9%
Proficient	32.1%	17.1%	22.7%	45.0%	26.6%	22.2%	26.4%	47.5%	29.6%
Developing	34.0%	43.9%	50.0%	20.0%	33.3%	38.9%	47.2%	30.0%	51.9%
Beginning	30.2%	26.8%	18.2%	17.5%	20.6%	16.7%	24.5%	20.0%	16.7%

Our needs assessment gave the staff the opportunity to evaluate many aspects of our school and our literacy instruction. Our staff believed the school is fully operational and operational in many aspects of our literacy program, but we showed areas of need as well. The staff believed that more professional development is needed in the areas of reading and writing instruction, and they believed we needed to be sure to include all staff members, including support staff and paraprofessionals. Staff members also indicated the desire for writing professional development to address strategies to help our students better utilize writing skills in other content areas such as math, science, and social studies. The staff also indicated that there was a need for more interventions to target certain student needs as well as professional development to make sure the interventions are utilized properly. The needs assessment along with student data from surveys showed a desire by staff and students to see an increase of new book titles in the media center. Staff members also indicated a concern that in order to improve literacy instruction, particularly in writing, technology updates would have to be made so students could access new information and improve their writing skills.

The staff believes resources from the LAGA grant would be vital to help us meet our goals, support district and community literacy initiatives, and help us develop a more comprehensive and sustainable literacy program. Through data analysis, conducting a needs assessment, and discussions surrounding alignment with district goals and initiatives, the following goals and action steps were created to meet these goals:

Goal 1: On the ELA portion of Georgia Milestones, increase percentages of students in levels 3 and 4 (Proficient and Distinguished).
Needs Assessment Support: Georgia Milestones data shows students moving from level 1 into level 2 consistently, but movement into levels 3 and 4 has been slow and/or inconsistent due to the need to continue improving reading and writing instruction.
Activity: Increase the use of research based reading and writing activities in all content areas across the curriculum and update technology to improve achievement for all subgroups.
Research: According to the Teachers College Reading and Writing Project (2014), there is strong research to support the effectiveness of:

Whitfield-Cohutta Elementary School-School Literacy Plan

<ul style="list-style-type: none"> • Small group instruction and conferring • Importance of literacy-rich content area instruction • Connection between reading and writing achievement <p>https://readingandwritingproject.org/about/research-base *See Appendix I in WCS plan</p>		
Action Steps	People Responsible	Measureable Outcomes
Provide continued professional development through Growing Readers program.	Administration Instructional Coach WCS Teaching & Learning	Increased Georgia Milestones ELA scores, including targeted subgroups
Provide continued professional development for guided reading strategies and district literacy framework, particularly for new and support staff members.		Increased DIBELS, SRI, & MAP scores
Provide continued professional development in writing through the Teachers College	Administration Instructional Coach	Increased percentages of students meeting Lexile score targets
Update technology to help in the area of literacy instruction.	Administration Media Specialist	

Goal 2: Improve writing instruction in ELA and across the curriculum.		
Needs Assessment Support: The needs assessment indicated staff members showed a desire to improve the alignment of writing instruction across the curriculum and vertically as well.		
Activity: Provide quality professional development in writing and ensure students are writing across the curriculum on a daily basis.		
<p>Research: According to the Institute of Educational Sciences, Graham et. al (2012) in “Teaching Elementary School Students to be Effective Writers,” it is recommended to provide daily time for students to write. There is strong evidence that supports the following strategies:</p> <ul style="list-style-type: none"> • Teach students the writing process. • Teach students to write for a variety of purposes. • Teach students to become fluent on basic writing skills (ie: handwriting, spelling, typing, etc.) • Create an engaged community of writers. <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf *See Appendix I in WCS plan</p>		
Action Steps	People Responsible	Measureable Outcomes
Provide continued professional development in writing through the Teachers College training.	Administration Instructional Coach	Increased Georgia Milestones ELA scores, including targeted subgroups
Provide continued professional development in the area of writing strategies and district literacy framework, particularly for new staff and support staff.	Administration Instructional Coach WCS Teaching & Learning	Improvement on local writing assessments Improved teacher feedback
Update technology to help in the area of literacy instruction.	Administration Media Specialist	

Goal 3: The needs assessment and student survey data showed a desire to increase access to quality literature in our media center, leveled book room, and classrooms.		
Needs Assessment Support: Teachers indicated a need for more leveled readers and textbooks to improve instruction, and teachers, as well as students, have also indicated a desire for increased book options in our media center.		
Activity: Purchase books for media center, book room, and classroom libraries, including textbooks to aid in content instruction.		
Research: Research indicates that children who are read to and have access to books from a very young age is an indicator of future academic success. http://www.childrensbookbank.org/research/ *See Appendix I in WCS plan.		
Action Steps	People Responsible	Measureable Outcomes
Purchase new fiction and non-fiction titles for our media center.	Administration Media Specialist Instructional Coach Teachers	Increased Georgia Milestones scores, including targeted subgroups More positive responses on student surveys
Purchase leveled readers for our book room and classrooms.		
Purchase textbooks as needed to improve instruction in science and social studies.		

Goal 4: The needs assessment showed a need to increase interventions available to our teachers and increase their understanding of the best way to choose and implement Tier 2 and Tier 3 academic and behavioral interventions.		
Needs Assessment Support: Staff indicated the need for more intervention resources to support Tier 2 and Tier 3 instruction and the training to implement interventions with fidelity.		
Activity: Purchase new research-based intervention programs and the needed training.		
Research: According to the Institute of Educational Sciences, Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades,” the RTI process should help identify students, implement interventions and promote student achievement. Evidence based research suggests: <ul style="list-style-type: none"> • Provide intensive, systematic instruction on a regular basis (Tier 2) • Provide intensive instruction daily who show minimal progress in small group Tier 2/3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf *See Appendix I in WCS plan		
Action Steps	People Responsible	Measureable Outcomes
Identify and purchase quality, research-based interventions.	Administration SST Team PBIS Team Instructional Coach Teachers	Increased scores for sub-groups on Georgia Milestones and other assessments (AIMSweb, MAP, etc.)
Use funding to support the training of Tier 2 and 3 interventions.		
Utilize PBIS training/resources to help with behavior interventions within the RTI process.		PBIS/SWIS data reviews with lower behavior referrals Class Dojo score improvements

Whitfield-Dawnville Elementary School-Literacy Plan

School History

Dawnville Elementary School (DES) is Pre Kindergarten through Fifth Grade school located in the mountains of north Georgia in the Whitfield County School System. DES has 24 homeroom classrooms serving approximately 500 students.

Dawnville School was established around 1884. For several years, the three month school term was held in various residences throughout the community. From local residences, the school moved into an arbor built in a grove of trees near the present school site. The first building, a one-room structure, was erected around 1890. After consolidating with four other school districts, Dawnville School moved to a new brick building in 1928. At this time, the school served grades one through eleven in a single building which is still in use.

During the 1954-55 school year, the school was restructured to serve grades one through eight. In 1964 an additional structure was built. Major improvements included a new media center and updated cafeteria. In 1967, a third building was constructed to accommodate a growing student body. In 1975, Dawnville became an elementary school serving kindergarten through fifth grades.

Dawnville has gone through major renovations. In the fall of 2001, the new first, second and third grade wing was completed. This new building housed the more spacious lobby and administrative offices and a beautiful new library, complete with a technology room. It also contains new classrooms and a large music room. Later that school year, the new gymnasium was completed, along with remodeled parking lots and a covered sidewalk for Dawnville's car riders. The kindergarten and the fourth and fifth grade hall were renovated and the cafeteria was expanded to make room for Dawnville's growing population. A playground was also added in the front of the school for the third, fourth, and fifth grades to use during recess. One of the most exciting additions, however, was the construction of a hall that connects all of Dawnville's wings into one building.

Percentage of Enrollment by Race

	Percentage of Students			
	2013-2014	2014-2015	2015-2016	2016-2017
White	38.0%	38.0%	41.0%	40.0%
Black	1.0%	0.0%	0.0%	1.0%
Hispanic	59.0%	58.0%	55.0%	57.0%
Multiracial	2.0%	2.0%	3.0%	2.0%
Asian	1.0%	1.0%	1.0%	0.0%
Native American	0.0%	0.0%	0.0%	0.0%

Note: Data from Governor's Office of Student Achievement (2017)

Whitfield-Dawnville Elementary School-Literacy Plan

Percentage of Enrollment by Other Subgroups

	Percentage of Students			
Limited English Proficiency	46.0%	46.0%	44.0%	45.0%
Free/Reduced Lunch	87.1%	88.1%	84.2%	87%
Students w/ Disability	9.1%	8.7%	7.9%	9.0%
Migrant	1.0%	0.0%	1.0%	1.0%

Note: Data from Governor's Office of Student Achievement (2017) and Georgia Department of Education.

Mobility Rate of Students

	Percentage of Students			
Mobility Rate Per Year	11.8%	14.9%	16.3%	11.2%

Note: Data from Governor's Office of School Achievement (2017)

Administrative and Leadership Team

A new principal was assigned to the school in the fall of 2017. Our current Administrative Team consists of Beth Tuck, principal, Vanessa Paluszcyk, assistant principal, and Melissa Paris, Instructional Coach.

The leadership team consists of our principal, our assistant principal, our instructional coach, our counselor, one teacher per grade level, our lead ESS teacher, our lead EIP teacher, our ALPHA teacher, and our media specialist, PBIS Coach, Special Areas representative, and a paraprofessional representative.

- Beth Tuck, Principal
- Vanessa Paluszcyk, Assistant Principal
- Melissa Paris, Instructional Coach
- Cindy Marr, Counselor
- Sylvia Moore, Lead ESOL
- Carolyn Waddell, ESS
- Marcia Harrison, Reading Recovery/EIP
- Ashley Poole, PBIS Coach/EIP
- Eric Smith, Music
- Diane Tyner, Media Specialist
- Jenna Bailey, Kindergarten
- Seana Ellis, First Grade
- Amy Bryant, Second Grade

Whitfield-Dawnville Elementary School-Literacy Plan

- Melanie McKenley, Third Grade
- Brandy Dunn, Fourth Grade
- Mia Ware, Fifth Grade
- Tara Sneed, Paraprofessional

We currently meet once a year, in the spring to discuss Title I planning, budgets, the calendar, and the schedule for the upcoming year. This is the format created and implemented by the previous principal for the last several years.

Community Assets

GOSA Implementation Grant Elements: Leadership Team Partners: Whitfield County Schools, E3Z/DECAL (early education empowerment zone), Dalton State College, Dalton/Whitfield Regional Library, Learning Academies, Summer Power Lunches, Summer Libraries, Professional Learning (Whitfield County Schools provided additional literacy training to K-3 teachers. The training was part of the Get Georgia Reading Campaign), Book Blasts, Recipes for Success, Ready Rosie, pre-k registration, Northwest Georgia College and Career Academy. Georgia Northwestern Technical College, Readers to Leaders, North GA Healthcare Partnership, Health Department, K-12 feeder collaboration, NGRESA, Teen Maze, Sharing is Caring, Local churches who provide community outreach for our needy families including Back Pack Buddies (weekend food supplements), housing and basic need support.

Past Instructional Initiatives

In the past, DES implemented Literacy Collaborative (LC). This initiative was implemented at the district level and rolled out in the kindergarten level the first year and first grade the second year. LC was not continued in an organized method after the first two years.

Current Instructional Initiatives

Currently, DES implements both guided reading and Growing Readers as instructional strategies for teaching reading at the Kindergarten through third grade levels. At the fourth and fifth grade levels we are implementing Growing Readers and Writers this year.

As a district we have created and are implementing our own K-2 literacy framework. At DES we have developed a three to five year roll plan out to implement this framework that includes professional development and follow up coaching and support.

We are also a SIOP School (and district). We use this strategy to teach both our ESOL population as well as our general population of students. We currently have over 95% of our teachers trained in the SIOP model.

We are working on improving and refining our writing across the curriculum and the process of vertically analyzing text among our PK-5 population.

Individual School Professional Learning Needs:

Whitfield-Dawnville Elementary School-Literacy Plan

Our goal is to provide professional learning and instructional in the following areas:

- Phonics Instruction (K-2)
- Intervention Instruction (K-5)
- Multisensory Reading Instruction (K-5)
- PBIS (K-5)

Goal 1: Phonics Instruction		
Needs Assessment Support: School Improvement Plan, Needs Assessment Survey		
Activity: Professional Learning, Phonics Program for K-2		
<p>Research: Findings of this meta-analysis support the conclusion that systematic phonics instruction helps children learn to read more effectively than non-systematic or no phonics instruction. This research also determined the impact of phonics instruction on reading was significantly greater in the early grades (kindergarten and first grade)with ongoing support as needed in later grades. (Nunes, Stahl, & Willows, 2001) http://www.midwayisd.org/cms/lib/TX01000662/Centricity/Domain/1069/Systematic%20Phonics%20Instruction.pdf</p>		
Action Steps	People Responsible	Growth Measured By
Professional Learning	Administration	MAP, DIBELS
Inclusive Phonics Program K-2	Administration, K-2 teachers	MAP, DIBELS

Goal 2: Intervention Instruction		
Needs Assessment Support: Milestones Data, RTI Data		
Activity: Intervention materials and support		
<p>Research: A successful intervention program is one that is aligned with the key components of instruction that they are learning in the classroom. There are several key features of appropriate secondary interventions: (a) identifying students at risk for reading difficulties through universal screening, (b) determining students’ instructional needs and forming same-ability, small groups, (c) providing daily, targeted instruction that is explicit and systematic, and (d) aligning reading instruction and text levels to students’ needs. (Vaughn, Denton. & Fletcher, 2010) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2975106/</p>		
Action Steps	People Responsible	Growth Measured By
Intervention Materials	Administration and K-5 teachers	MAP, DIBELS, Milestones
Professional Learning	Administration	MAP, DIBELS, Milestones

Goal 3: Multisensory Reading Instructional Strategies		
Needs Assessment Support: Milestones, RTI, MAP		

Whitfield-Dawnville Elementary School-Literacy Plan

Activity: Professional Learning		
<p>Research: The current study concluded the use of simultaneous, multi-sensory stimulations (visual and auditory/auditory and tactile) increases the memory and retention of skills and skill development.. This particular study focused on the impact of students between the ages of 6-10 which has particular implications for the use of multisensory learning tasks within primary education. (Birsh, 2011) https://eric.ed.gov/?id=ED529098</p>		
Action Steps	People Responsible	Growth Measured By
Professional Learning (Orton Gillingham)	Administration	MAP, DIBELS, Milestones

Goal 4: Improved and continued implementation of PBIS		
Needs Assessment Support: PBIS Needs Assessment Survey, State expectations		
Activity: Professional development		
<p>Research: See Appendix A. Use of PBIS in schools improves overall student achievement of students. http://psycnet.apa.org/record/2008-17775-002 ; http://www.pbis.org/pbis_newsletter/volume_3/issue1.aspx</p>		
Action Steps	People Responsible	Growth Measured By
Professional Development	Administration	Improved scores on PBIS Walkthroughs Improved SWIS Data

Need for an L4GA Project

The school-wide data presented here indicates the majority of students taking the Spring Georgia Milestones EOG are performing at the Proficient and Developing Learner levels. In order to accelerate students to a higher performance level, rigor needs to be increased and instruction should be paired with frequent monitoring of student progress. In order to specifically support those students performing at the Developing Learner level, the RTI process and the interventions at that classroom level must be solidified and implemented school-wide. Because our population is also economically disadvantaged and over half of the population is Hispanic, we also need to focus on specific strategies to overcome the barriers to success that inhibit further student growth. This includes, but is not limited to:

- Increased parental awareness and involvement in the education of students
- Increase community support of our school, students, and our families
- Direct instruction in phonics and phonemic awareness in the K-2 grades to solidify early literacy foundation skills
- Instructional support for our most fragile and struggling students at an earlier age to prevent achievement gaps from widening
- Professional development to support teachers

Whitfield-Dawnville Elementary School-Literacy Plan

It should also be noted that our school level Needs Assessment profile indicated a need for a stronger and more unified Tier II and Tier III program. Our staff also indicated the need to strengthen our Literacy Team and the influence it has on decision making at the school level. This project will provide both the opportunity and outlet for discussions and decision making for our Literacy Team.

Based on the data presented, our SWD and ELL population are falling behind our general population in their performance on the Georgia Milestones EOG. This is most evident in the number of students in the developing and beginning learning levels. While these students are our most fragile learners, they are also provided the most resources throughout the day. It is critical that we insure that each student is provided the correct services and interventions and are monitored frequently to determine changes in instructional needs. Professional development in the area of effective, multi-sensory reading strategies that can be used in conjunction with our school and system literacy plans will provide an additional level of supportive instruction to our struggling students.

Spring EOG School Scores: ELA

ELA	Percentage of Students At Each Level		
	2014-2015	2015-2016	2016-2017
Level 4 Distinguished Learner	5%	6%	7%
Level 3 Proficient Learner	30%	24%	25%
Level 2 Developing Learner	41%	44%	40%
Level 1 Beginning Learner	34%	26%	28%

Note: Data from Statewide Longitude Data Source (2017)

Spring EOG SUBGROUP SCORES: ELL/ELA

English Language Learners/ ELA	Percentage of Students At Each Level		
	2014-2015	2015-2016	2016-2017
Level 4 Distinguished Learner	0%	0%	0%
Level 3 Proficient Learner	5%	5%	9%
Level 2 Developing Learner	31%	33%	32%
Level 1 Beginning Learner	64%	62%	58%

Note: Data from Statewide Longitude Data Source (2017), Governor's Office of Student Affairs (2017)

Spring EOG SUBGROUP SCORES: SWD/ELA

Students with Disabilities/ ELA	Percentage of Students At Each Level		
	2014-2015	2015-2016	2016-2017
Level 4 Distinguished Learner	1%	0%	3%
Level 3 Proficient Learner	6%	4%	3%
Level 2 Developing Learner	25%	25%	15%
Level 1 Beginning Learner	68%	71%	82%

Whitfield-Dawnville Elementary School-Literacy Plan

Note: Data from Statewide Longitude Data Source (2017), Governor's Office of Student Affairs (2017)

Whitfield-Dug Gap Elementary School-School Literacy Plan

School History

Dug Gap Elementary School (DGE) has been serving families in the history-rich Dug Gap community since 1969. Since its original design, the building has undergone several renovations to update and upgrade the campus as well as keep the building and grounds safe and well maintained. Faculty members, families, and community members take a lot of pride in making Dug Gap Elementary an excellent place for students to learn and grow.

There are 38 certified staff members and 12 non-certified support personnel. The Dug Gap campus includes 20 traditional homerooms ranging from PreK - fifth grade. Enrollment at Dug Gap averages around 425 students. Currently, the student demographic makeup is: 65% Hispanic, 31% Caucasian, 1% Asian, 1% African American, 1% American Indian, and 1% Multi-Racial. This population is composed of 222 males and 203 females. Seventy-eight percent of students qualify for free or reduced-price lunch.

Administrative and Leadership Team

DGE administrators are committed to shared leadership and empowering staff members. Shared leadership is established through four committees: Parent and Public Relations; Student and Staff Incentives; Curriculum and Instruction; and Facilities and Climate. Every staff member serves on their committee of choice. Every effort is made to ensure that each committee has representation from all areas of the school. Committee meetings are held a minimum of two times per month. Each committee works collaboratively with the school principal, assistant principal, and instructional coach.

Community Assets

- Dalton State College- Dug Gap Elementary and Dalton State College have a collaborative partnership in which pre-service teachers attend classes on our campus and support instruction in classrooms.
- GOSA (Governor's Office of Student Achievement) grant- This is a partnership with Dalton State College, Northwest Georgia Healthcare Partnership, E3Z/DECAL, and the Dalton-Whitfield Regional Library. Services provided include: Learning Academies, Power Lunches, Summer Libraries, Book Blasts, and cooking classes.
- Fellowship Bible Church- Dug Gap Elementary has a strong partnership with the neighboring church.
- Hamilton Medical Center
- Northwest Georgia College and Career Academy
- Whitfield County Health Department
- North Georgia RESA

Past Instructional Initiatives

Dug Gap has received two previous literacy grants. The first grant was implemented during the 2001- 2002 school year. This Comprehensive School Reform Development was aimed at accommodating different learning styles and used recorded books in the Carbo Reading Method. The second grant was awarded and initiated during the 2012-2013 school year. This Reading Excellence Act (REA) grant used guided reading instruction based on literacy research

Whitfield-Dug Gap Elementary School-School Literacy Plan

data. During the 2012-2013 school year, Dug Gap Elementary School began training and implementing the Literacy Collaborative framework in Kindergarten. Implementation continued in first grade the following year and a Literacy Coach was put in place as well. Due to a lack of district funding, Dug Gap is no longer considered a Literacy Collaborative school; however, many of the best practices learned from the training are still utilized in primary classrooms. The Literacy Coach position transitioned to an Instructional Coach, focusing on all grade levels and content areas.

Current Instructional Initiatives

Dug Gap Elementary School provides students with engaging, challenging, and meaningful work designed to facilitate mastery of the Georgia Standards of Excellence. Prior training in the Literacy Collaborative framework in the primary grades is still evident in those classrooms. Kindergarten-third grade classrooms implement a balanced literacy framework consisting of reading workshop, writing workshop, and a language block. Leveled books are utilized during guided reading groups. A concentrated effort is being made to strengthen classroom libraries to facilitate student self-selected reading. Teams of teachers continue to participate in Growing Readers training provided through North Georgia RESA. Approximately 95% of the certified staff have been trained in SIOP (Sheltered Instruction Observation Protocol). SIOP instructional strategies help teachers to better meet the educational needs of students whose first language is not English. Several teachers have completed endorsements in the areas of gifted education, math and ESOL. Both vertical and horizontal collaborative teams have been formed and common planning time is scheduled for grade levels on a daily basis and for vertical teams on a regular basis.

Individual School Professional Learning Needs

The staff is surveyed annually to assess their professional learning needs. The Curriculum and Instruction committee analyzes the results, along with assessment data, to plan professional learning experiences relevant to staff needs. Currently, writing (process writing and writing across the curriculum), spelling/phonics, and academic vocabulary are all areas in need of professional learning. Other areas that need to be addressed are building relationships with students, managing student behavior, and social and emotional engagement.

There is also a need for consistency in staff training, materials, and support throughout the school. Additional training is required for teachers and administrators on best practices in reading and writing instruction, Lexiles, writing across the curriculum, teaching explicit content-area vocabulary strategies, and increasing student engagement in reading and writing. In addition, it is essential that teachers receive professional learning and support in the area of integrating literacy across the curriculum, including STEAM (science, technology, engineering, art, and math) areas. In order to meet the needs of the whole child, it will also be important to provide health and nutrition education support for students and families.

Whitfield-Dug Gap Elementary School-School Literacy Plan

Need for an L4GA Project

Goal 1: Increase the percentage of students with positive movement from one Achievement Level to the next in all areas of the Georgia Milestones Assessment while also increasing the percentage of students reading and writing at or above grade level.

Needs Assessment Support:

-68% of the faculty felt that DGE is emergent and/or not addressed in Building Block 2.A-*Active collaborative school teams ensure a consistent literacy focus across the curriculum.*

-40% of the faculty felt that DGE is emergent and/or not addressed in Building Block 2.B-*Teachers provide literacy instruction across the curriculum*

-70% of the faculty felt that DGE is emergent and/or not addressed in Building Block 4.B.1-*All students receive effective writing instruction across the curriculum.*

Data Support:

On the 2017 Georgia Milestones Assessment; 30% of students scored at level 3 or 4 in ELA, 33% of students scored at level 3 or 4 in Math, 29% of students scored at level 3 or 4 in Science, and 24% of students scored at level 3 or 4 in Social Studies.

*See data charts below for a three year data comparison

Activity:

Integrate literacy into every subject area in every grade level to support literacy growth and development in all students.

Research:

-According to the Institute of Educational Sciences, Foorman et. al. (2016) in “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” the following recommendations support reading development:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf

- According to the Teachers College Reading and Writing Project (2014), students need to read multiple texts to move through the text complexity. There is strong research in teaching literacy to support the effectiveness of the following:

- Importance of literacy-rich content area instruction
- Connection between reading and writing achievement

<https://readingandwritingproject.org/about/research-base>

- According to the Institute of Educational Sciences, Graham et. al (2012) in “Teaching Elementary School Students to be Effective Writers,” it is recommended to provide daily time for students to write. There is strong evidence that supports the following strategies:

- Teach students the writing process.
- Teach students to write for a variety of purposes.
- Teach students to become fluent on basic writing skills (ie: handwriting, spelling, typing, etc.)
- Create an engaged community of writers.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf

Whitfield-Dug Gap Elementary School-School Literacy Plan

Action Steps	People Responsible	Measurable Outcomes
Make literacy a priority in every classroom by setting the expectation that reading and writing will be taught across all subject areas in all grade levels.	Administration, instructional coach, classroom teachers, media specialist, support teachers and staff	Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI Walkthroughs, observations, and lesson plans
Integrate literacy instruction into STEAM areas	Administration, instructional coach, classroom teachers, media specialist, support teachers and staff	Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI
Provide technology to support cross curricular instruction and to enhance students' digital literacy	Instructional Technology staff, administration, instructional coach, teachers, media specialist	Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI
Work with teacher leaders to create a clearly articulated plan to integrate writing across the curriculum, develop a scope and sequence for writing instruction, and develop common rubrics, graphic organizers, and expectations for writing.	Administration, instructional coach, teachers	Documentation and evidence of a clearly articulated plan for teaching writing across the curriculum and process writing Walkthroughs, observations, and lesson plans
Provide professional learning for all staff on best practices in reading and writing instruction, Lexiles, writing across the curriculum, and increasing student engagement	Administration, instructional coach, all teachers	Sign-in sheets from trainings Walkthroughs, observations, and lesson plans Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI
Purchase new books for the Media Center in order to increase student engagement in self-selected reading	Administration, instructional coach, media specialist, teachers	Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI Increased media circulation

Goal 2: Increase the percentage of economically disadvantaged, English language learners, and students with disabilities with positive movement from one Achievement Level to the next on the Georgia Milestones Assessment.

Needs Assessment Support:

-68% of the faculty felt that DGE is emergent and/or not addressed in Building Block 2.A-
Active collaborative school teams ensure a consistent literacy focus across the curriculum.

-40% of the faculty felt that DGE is emergent and/or not addressed in Building Block 2.B-
Teachers provide literacy instruction across the curriculum

-70% of the faculty felt that DGE is emergent and/or not addressed in Building Block 4.B.1-
All students receive effective writing instruction across the curriculum.

Whitfield-Dug Gap Elementary School-School Literacy Plan

Data Support:

ED, EL, and SWD subgroups performed well below their same age peers in every area of the Georgia Milestones Assessment.

*See data charts below for detailed information

Activity:

Provide increased support and additional supplemental resources in order to meet the needs of at-risk learners in Tier 2, Tier 3, or Tier 4.

Research:

-According to the Institute of Educational Sciences, Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades,” the RTI process should help identify students, implement interventions and promote student achievement. Evidence based research suggests:

- Regular screenings and progressing monitoring of at-risk students.
- Provide differentiated reading instruction (Tier 1)
- Provide intensive, systematic instruction on a regular basis (Tier 2)
- Provide intensive instruction daily to students who show minimal progress in small group Tier 2 (Tier 3).

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

-According to the article, findings suggest that the best models for increasing reading fluency in students with disabilities is to provide an explicit model of fluent reading, multiple opportunities to reread familiar texts, and setting established criteria for increasing text complexity.

Chard, D., Vaughn, S., & Tyler, B. (2002) A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. Sage Journals, 35 (pp.386-406). Google scholar.

Action Steps	People Responsible	Measurable Outcomes
Provide specific resources and strategies for use with students in RTI Tier 2, 3, or 4	Administrators, instructional coach, teachers	Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI
Provide professional learning and resources for teachers to focus on explicitly teaching content area vocabulary	Administrators, instructional coach, teachers	Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI
Utilize assessments such as DIBELS Next, RI, and the Informal Decoding Inventory to pinpoint specific deficits and provide resources and training to remediate those deficits	Administrators, instructional coach, teachers, and technology personnel	Increase achievement/growth on Georgia Milestones, MAP, DIBELS Next, RI

Goal 3: Focus on educating and nurturing the needs of the whole child by incorporating wellness and nutrition education into the literacy curriculum and developing strategies to increase school connectedness while also increasing parent and community involvement.

Whitfield-Dug Gap Elementary School-School Literacy Plan

Needs Assessment Support:

-40% of the faculty felt that DGE is emergent and/or not addressed in Building Block 2.B-
Teachers provide literacy instruction across the curriculum
-70% of the faculty felt that DGE is emergent and/or not addressed in Building Block 4.B.1-
All students receive effective writing instruction across the curriculum.
-67% of the faculty felt that DGE is emergent and/or not addressed in Building Block 1.F-
The community at large supports schools and teachers in the development of students who are college-and-career ready as articulated in the GSE.
-60% of the faculty felt that DGE is emergent and/or not addressed in Building Block 2.C-
Out-Of-School agencies and organizations collaborate to support literacy within the community.

Data Support:

*see charts below

Activity:

Improve student literacy by focusing on the needs of the whole child while also increasing family and community involvement.

Research:

-“A whole child approach to education requires the engagement of the entire community to ensure that each child is healthy, safe, engaged, supported, and challenged.”

- Each students enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participating in the global environment.
- Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach’s long term success.

<http://www.ascd.org/programs/The-Whole-Child/Healthy.aspx>

-Students with a greater sense of school connectedness are more likely to attend school regularly, stay in school longer, and have higher grades and test scores. Conversely, students who feel less connected are more likely to engage in risky behaviors.

https://www.cdc.gov/healthyyouth/protective/pdf/connectedness_administrators.pdf

Action Steps	People Responsible	Measurable Outcomes
Provide instruction and resources to promote health and wellness by contracting services with support personnel dedicated to whole child instruction	Administrators, instructional coach, teachers, and support personnel	Walkthroughs, observations, and lesson plans for promoting whole child health and wellness instruction

Whitfield-Dug Gap Elementary School-School Literacy Plan

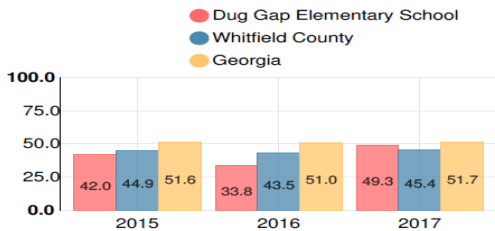
Focus on increasing school connectedness by further developing positive, supportive relationships with students, parents, and community members	Administrators, instructional coach, teachers, parents, and community members	Parent/Community surveys School climate reports
Increase family and community involvement in educating the whole child	Administrators, instructional coach, teachers, parents, and community members	Parent/Community surveys School climate reports
Implement Positive Behavior Intervention and Support (PBIS) at DGE	Administrators, PBIS committee, teachers	PBIS records Discipline referral records School climate reports

3 Year Comparison of Milestones Scores

Percentage of Students Reading at or above Grade Level Targets

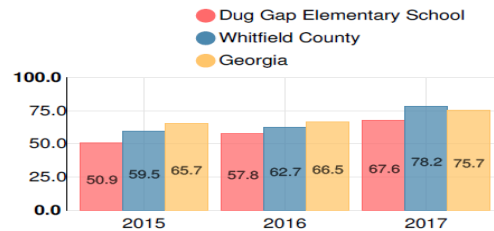
Reading at or above the Grade Level Target (3rd Grade)

Percent of students in grade 3 achieving Lexile measure equal to or greater than 650



Reading at or above the Grade Level Target (5th Grade)

Percent of students in grade 5 achieving Lexile measure equal to or greater than 850



3 Year Georgia Milestones Data Comparison

Percentage of 3rd-5th Grade Students at Level 3 and 4

Subject Area	2017				2016				2015			
	Total	ED	EL	SWD	Total	ED	EL	SWD	Total	ED	EL	SWD
ELA	30%	26%	4%	0%	27%	20%	2%	3%	21%	20%	5%	4%
Math	41%	33%	12%	0%	29%	25%	11%	0%	24%	21%	12%	0%
Science	29%	25%	0%	0%	26%	20%	2%	3%	21%	15%	4%	4%
Social Studies	24%	18%	0%	0%	26%	20%	2%	3%	27%	21%	8%	4%

Whitfield - Eastbrook Middle School Literacy Plan

School History

Eastbrook School has a 56 year history housed in two different buildings. In 1976, Southeast High School opened in its new facility and Eastbrook High became Eastbrook Middle School. In 2012, a new academic structure was opened on Eastbrook Drive and the old school was demolished. A new gymnasium and baseball complex was opened in 2016-2017. Three different principals have served the new school.

The new building has wide hallways and spaces that encourage small group learning and student collaboration. Classrooms and hallways are equipped with versatile furniture for both independent learning and collaborative environments and the use of instructional technology is increasing. Health, physical education, weight lifting, and the Special Education self-contained classrooms all meet in the new gym facility where instructional time can be maximized.

In 1998, Eastbrook became a Title-I supported school. Since that time, participation in the Free and Reduced Lunch Program has risen to 93%; the Hispanic population has grown to 73.24%; the Caucasian population has declined to 22.45%; the number of ESOL students is at 80 with 31 in monitor status; and the number of SWD is at 102. Eastbrook Middle School (EMS) is currently home to 696 students in grades 6-8. We currently have 47 Highly Qualified certified teachers, 3 paraprofessionals, 2 Guidance Counselors, 1 Media Specialist, 1 Instructional Coach, and 4 Administrators.

Administrative and Leadership Teams

- **Administrative Team:** Dr. Gregory Bailey (Principal), Amy Fossett (Assistant Principal), Donna Harris (Assistant Principal), Lisleni Pace (Assistant Principal)
- **Leadership Team:** Lauren Adams (Social Studies Lead), Gregory Bailey (Principal), Kelly Barton (Connections Lead), Rebecca Bramblett (Special Ed. Lead), Jamie Calhoun (Counselor), Tippi Clayborne (Media Specialist), Kerry Davis (Instructional Coach), Tiffany Evans (Math Lead), Amy Fossett (Assistant Principal), Claudia Fraire (Gifted Lead), Lynn Houser (ELA Lead), Ashley Locke (7th Grade Lead), Corey Orr (Science Lead), Lisleni Pace (Assistant Principal), Ana Quintana (ESOL Lead), Shiloh Scroggs (8th Grade Lead), Jordan Smith (6th Grade Lead)
- **Literacy Team:** Greg Bailey (Principal), Amy Fossett (Assistant Principal), Kerry Davis (Instructional Coach), Lynn Houser (6th Grade ELA Teacher/ Lead ELA), Laura Lagania (7th ELA Teacher), Shiloh Scroggs (8th ELA Teacher), Amy Davis (Reading Intervention Teacher), Tippi Clayborne (Media Specialist), Betsy Wakeman (ESOL Teacher), Rebecca Bramblett (Special Education Teacher)

Community Assets

Eastbrook will continue to leverage the P20 partnership with Dalton State College as we provide opportunities for future teachers to grow through experience and professional learning. We also partner with North Georgia Regional Library, Pre-K, Dalton Creative Arts Guild, Hamilton Medical Center, Anna Shaw Children's Institute projected completion date March 2019, Georgia Northwestern Technical College with facilities located at the WCS Career Academy, E3Z(early education empowerment zone), Readers to Leaders, North GA Healthcare Partnership, Health Department, K-12 feeder collaboration, and RESA.

Whitfield - Eastbrook Middle School Literacy Plan

Past Instructional Initiatives

EMS has not previously received a grant for instruction. Its initiatives have followed the district initiatives of *Working on the Work*, a framework developed by Dr. Phil Schlecty, where the focus was on designing lessons for high student engagement. Additionally, as a means to address the implementation of the CCGPS during the 2012-2013 school year, Mathematics instruction was emphasized through Mathematics Design Collaborative and Number Talks.

Current Instructional Initiatives

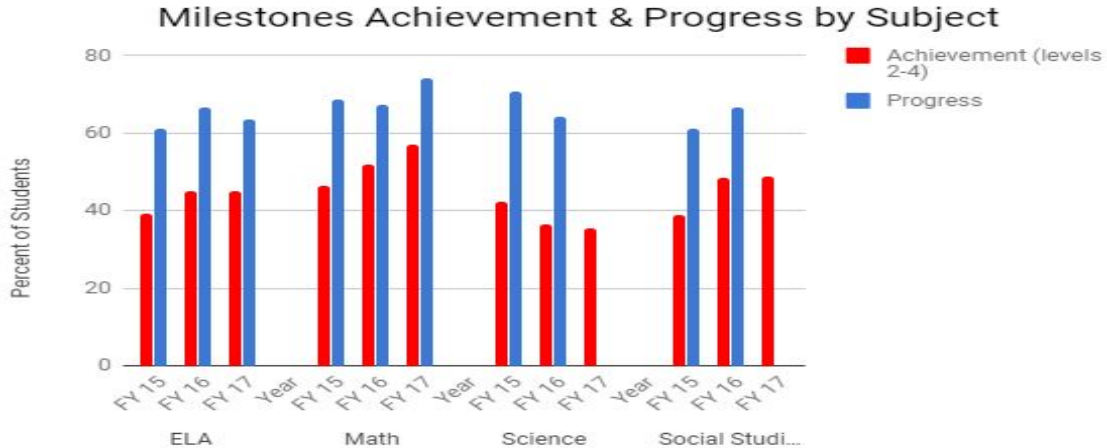
Eastbrook's mission is to design engaging, challenging, and meaningful learning experiences for students, and we require the commitment of personnel, parents, and community members in order to ensure the educational successes of our students. Eastbrook offers a variety of programs for students to experience success that include:

- A schedule designed for teachers to provide instruction in one content area
- Grade levels made up of two academic teams: Each 4-man team includes four gifted certified teachers and two regular classes. The 5-man teams have two math teachers, one ELA teacher, one Science teacher, and one Social Studies teacher and is also home to co-taught classes in both Special Education and ESOL.
- Intervention classes in both Reading and Mathematics, with certified teachers provided by Title I, are utilized for students who are in the 20th percentile or below on the Georgia Milestones Assessment and/or on the Measure of Academic Progress (MAP) test.
- ESOL supplemental services using the “push-in” model serving Math and Science, and ESOL “pull-out” serves for high need ELL students as determined by ACCESS.
- Academic support in Math, ELA, and Science through the Edgenuity program Odyssey.
- Scheduled time for students who struggle to get extra help or to catch up on missed assignments during SRT (Student Response Time) and/or before school tutoring and homework help.
- Band, Chorus, Art, Careers, Robotics, Leadership, Physical Education, and Health are Connections offerings where students are enrolled in at least one during a 12 week period
- Student leaders serve as Eastbrook Ambassadors.
- Field trips that enrich classroom instruction: 6th grade to Raccoon Mountain; 7th grade overnight to Tybee Island 4-H center; 8th grade overnight “Tour of Georgia”
- A variety of clubs based on student interests meet throughout the year: Drama, Fellowship of Christian Athletes (FCA), Competition Robotics, Quiz Bowl Team, 4-H working with 8th grade Leadership classes, and Junior Achievement.
- Beginning in 2015-16, PBIS (Positive Behavior Interventions & Supports) began its implementation and has continued to grow. Advisement groups meet twice a month, where students complete lessons which include topics such as study skills, social and emotional coping strategies, student motivation, the importance of grades, and more.
- “Why Try” began in August of 2017 to help highly unmotivated students who have been identified through data, parent-teacher conferences, and teacher recommendation of being at risk for failing a grade level or as being a potential high school dropout.

Whitfield - Eastbrook Middle School Literacy Plan

Individual School Professional Learning Needs:

The following data drove the discussions with both the leadership team initially, and then with the whole faculty, of what goals should be included in the School Improvement Plan, beginning in 2016.



We noted that: All content areas, except Science, has increased in achievement each year, with Math showing the highest gains. (In 2016 and 2017, approximately 50 EMS students took the high school Physical Science course in 8th grade, where the End of Course Milestones Assessment for Physical Science was the only state science assessment for these students. These students did not contribute to the 8th grade Science EOG scores in either year.)

Goal 1: Increase in the number of students with positive movement from one Achievement Level to the next in all areas of the Georgia EOG Milestones Assessment.		
Needs Assessment Support: 93% of faculty felt our school was emergent in using literacy screenings to further analyze problems with diagnostic assessment (BB 3.C.)		
Activity: RTI is monitored to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III are identified and available to all schools.		
Research: King et. al. (2012) says that research based interventions should be provided before failure occurs. See Appendix 1. https://pdfs.semanticscholar.org/2b58/9450f45143ad929ef6549ad56c3129e69147.pdf		
Action Steps	People Responsible	Measurable Outcomes
Use data to screen students for RTI and continue use of progress monitoring tools	Administration, counselors, instructional coach, intervention teachers	Increase student growth in MAP, AIMSweb, Georgia Milestones
Students continue to work in Odyssey through Edgenuity weekly at their level	Teachers, Media Specialist, instructional coach, administration	Increase student growth in MAP, Georgia Milestones, and in Odyssey Reports
Enhance intervention classes for identified students using data	Administration, counselors, instructional coach, intervention teachers	Increase student growth in MAP and Georgia Milestones

Whitfield - Eastbrook Middle School Literacy Plan

Acquire resources, including technology to support student growth in all areas	Administration, Media Specialist, Instructional Coach	Walkthrough/observations, increase student growth in MAP and Georgia Milestones
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Goal 2: Maximize instructional time for students by decreasing the number of discipline referrals.		
Needs Assessment Support: Our faculty ranked our school as operational in our efforts to intentionally develop and maintain interest and engagement as students progress through school. (BB 4.C.)		
Activity: Improved and continued implementation of PBIS		
Research: OSEP states that PBIS improves social, emotional and academic outcomes for all students, https://www.pbis.org/ See Appendix 1.		
Action Steps	People Responsible	Measurable Outcomes
Continue and enhance implementation of Positive Behavior Matrix school-wide	PBIS committee members, All staff	Discipline referral data, Student Climate Survey results
Advisement lessons will be implemented with fidelity	Administration, Counselors, All teachers	Walkthroughs/observations; discipline referral data, Student Climate Survey results
Students discipline data will be discussed monthly and interventions to implement	Administration, Counselors, teachers, Instructional Coach	Increase student growth in MAP & Georgia Milestones, discipline referral data, Student Climate Survey results

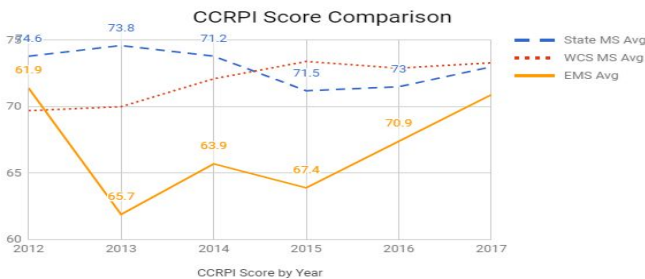
Goal 3: Increase best practices in literacy in all content areas.		
Needs Assessment Support: 75% of our faculty felt we were operational in ongoing professional learning in all aspects of literacy instruction (BB 6.B.)		
Activity: Professional Learning in Literacy		
Research: Vesico, et. al. (2006) says that professional learning improves student learning by improving teaching practice http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf See Appendix 1.		
Action Steps	People Responsible	Measurable Outcomes
Professional learning for all content teachers in specific literacy strategies	All teachers, administrators, instructional coach	Agenda/minutes/sign-in sheets, lesson plans, Walkthrough/ observations, increase student growth in MAP & Georgia Milestones
Book Study and discussion over literacy best practices	All staff	Agenda/minutes/sign-in sheets, lesson plans
Vertical and horizontal Content Collaboration	All teachers, administrators, instructional coach, media specialist	Agenda/minutes/sign-in sheets, lesson plans

Whitfield - Eastbrook Middle School Literacy Plan

Using the Whitfield County Schools Strategic Plan, Goal 1, Objective 1, the data above, and the three goals above as a guide, professional development at Eastbrook Middle has focused on increasing literacy strategies in all content areas since 2015. With the Science and Social Studies Georgia Standards of Excellence (GSE) in full implementation in the fall of 2017, emphasis on how to incorporate more SWIRL (Speaking, Writing, Illustrating, Reading, and Listening) strategies in lessons became a focus during collaboration and professional development sessions. The following have been topics of professional learning in the last two years:

In <u>all</u> content areas	In <u>specific</u> content areas
<ul style="list-style-type: none"> Extended Response Strategies - CSET Summarizing Strategies (i.e. Magnet Strategies) PALS reading strategy Constructed Response Rubrics and scoring Ways to incorporate SWIRL strategies in daily lessons SIOF (Sheltered Instruction Observation Protocol) Using Instructional Technology for literacy purposes Reciprocal Teaching RTI -best practices Differentiation & Specifically Designed Instruction Book Study PLCs (Growth Mindset, What Great Teachers Do Differently, 212 Degrees) 	<ul style="list-style-type: none"> Socratic Seminar (ELA & Social Studies only) Inquiry Based Instruction (Math, Science, Social Studies) Number Talks (Math)

Eastbrook Middle School has increased in CCRPI score, achievement, and progress in the last three years as seen in the charts below.



Eastbrook Middle School CCRPI Breakdown by Year			
Year	Achievement	Progress	Achievement Gap
FY 14	65.8%	66.0%	53.3%
FY 15	45.4%	87.25%	50.0%
FY 16	48.0%	89.25%	67.0%
FY 17	52.8%	92.00%	67.0%

**Milestones Scores were used in place of CRCT.
FY 17 Science and Social Studies in 8th grade only

Although Eastbrook Middle is below the state and district average each year, the rate at which the score is increasing is higher than the state and district average.

Need for an L4GA Project

The charts below are data from the Georgia Milestones Assessment System for EMS.

Whitfield - Eastbrook Middle School Literacy Plan

EMS Identified Gifted Students								
Year	ELA				Math			
	# tested	% Proficient	% Distinguished	% Prof & Dist.	# tested	% Proficient	% Distinguished	% Prof & Dist.
FY 15	73	55%	11%	66%	73	53%	27%	70%
FY 16	73	68%	10%	78%	73	48%	29%	77%
FY 17	80	58%	18%	76%	80	56%	26%	80%
Year	Science				Social Studies			
	# tested	% Proficient	% Distinguished	% Prof & Dist.	# tested	% Proficient	% Distinguished	% Prof & Dist.
FY 15	73	51%	12%	63%	73	41%	19%	60%
FY 16	55	47%	15%	62%	73	58%	18%	76%
FY 17	6	67%	0%	67%	28	79%	11%	90%

In FY 16 & 17, 8th Grade students enrolled in High School Physical Science took EOG in place of EOC.

In FY 17, Science and Social Studies in 8th grade only.

Milestones Data by Subject and Subgroup										
	Year	# Tested	ELA	# Tested	Math	# Tested	Science	# Tested	Social Studies	
ELL Students Scoring Levels 2-4 on Milestones	FY 15	101	13%	101	35%	101	9%	101	24%	Science and Social Studies in 8th grade only.
	FY 16	87	15%	92	32%	92	15%	87	29%	
	FY 17	81	22%	90	44%	35	6%	32	22%	
SWD Students Scoring Levels 2-4 on Milestones	FY 15	95	18%	95	25%	93	18%	95	23%	Science and Social Studies in 8th grade only.
	FY 16	94	26%	94	34%	94	26%	94	39%	
	FY 17	93	29%	93	48%	28	14%	27	33%	
ED Students Scoring Levels 2-4 on Milestones	FY 15	630	55%	629	67%	627	50%	628	56%	Science and Social Studies in 8th grade only.
	FY 16	613	63%	618	69%	599	47%	612	64%	
	FY 17	617	60%	626	73%	171	36%	213	66%	
Hispanic Students Scoring Levels 2-4 on Milestones	FY 15	470	53%	512	73%	469	49%	469	57%	Science and Social Studies in 8th grade only.
	FY 16	478	63%	483	70%	469	48%	478	65%	
	FY 17	504	61%	469	69%	139	38%	176	70%	
White/Non-Hispanic Students Scoring Levels 2-4 on Milestones	FY 15	176	64%	176	65%	174	59%	175	57%	Science and Social Studies in 8th grade only.
	FY 16	148	70%	148	71%	139	50%	147	68%	
	FY 17	142	63%	143	73%	39	38%	48	60%	

From the data above, we noted the following:

- Math has the highest average student achievement rate across all three grades.
- Science has the lowest average student achievement rate across all three grades.
- The Economically Disadvantaged (ED) subgroup is the largest at 93% of our entire school population. The percent of ED has increased in all content areas except Science.
- The percent of ELL and SWD students scoring above level 1 has increased in both ELA and Math. Although there was a slight increase in Science and Social Studies from FY 15 to 16, both ELL and SWD subgroups decreased in these areas from FY 16 to 17.
- The percent of identified gifted students scoring at level 3 or 4 has increased in all subjects in each year over the last three years. The percent of students scoring Distinguished has decreased more than 6% in both Science and Social Studies from FY 16 - 17.

A school with a 93% population in the Economically Disadvantaged subgroup and a 77% population Hispanic subgroup, presents a critical need for literacy strategies in all content areas. The Georgia Standards of Excellence require students to think, justify, and explain their learning at higher levels in all content areas. Students need to be able to think deeper and communicate their ideas more clearly, which leads to teachers designing work for students that includes these

Whitfield - Eastbrook Middle School Literacy Plan

elements. Instructional technology has become an asset to students for research and completing of meaningful work. It is necessary that teachers have resources to pull from to design the most relevant and engaging work that students will not only want to complete, but that they will find success in doing. Without being part of previous initiatives that have provided funding for resources, this grant will give us the means to make literacy a priority for students, so that the whole child, academically, socially, and emotionally, could reach his/her fullest potential.

School History

Eastside Elementary School is part of the Whitfield County School system. Since its establishment in 1939, the school has undergone multiple renovations, with its most recent one occurring in 2016. Students that graduate Eastside feed into Eastbrook Middle, and then continue onto Southeast High School for their remaining years in school.

Eastside is a school-wide Title I school and has an enrollment of 604 students in PK-fifth grade, with 100% of the students qualifying for free or reduced lunch. This percentage has been stable for the past 8 years, not dipping below 92% during that time. 82% of the school's students are classified as Hispanic. 17% of the students are classified "White, non-Hispanic," with the remaining being multiracial or African American. There are 52 staff-members in positions that require teacher/leadership certification. The staff has an additional 15 staff-members serving in non-certified positions (paraprofessionals, clerks, etc). The ethnic composition of the staff is 84% white and 16% Hispanic. Along with the 28 homeroom classes in grades PK-5, Eastside has several other supplemental instructional programs. Students are offered a variety of services based on their needs. Due to the high number (46% of the school's population) of second language learners in the school, there are six ESOL (English as a Second Language) teachers. The school is also served by one academic support teacher and five Early Intervention Program (EIP) teachers (serving 41% of the school). The 14% of the students who qualify for special education are served by three resource teachers, a paraprofessional who provides support services in the classroom, and two teachers who teach self-contained classes for students who have mild or moderate cognitive disabilities. Gifted services are provided to the two percent of the students who qualify by a teacher who serves both Eastside and another school in Whitfield County.

Administrative and Leadership Team

The school has an administrative team that is comprised of Ben Hunt (principal), Lezlie Harris (assistant principal), and Elizabeth Phelps (instructional coach). This team also invites and seeks input from multiple staff volunteers on a regular basis and works together to set the organizational and instructional plan for the school.

The school has established a literacy team that includes the administrative team, media specialist, as well as teachers from each grade level. This team collaborates with all staff-members to analyze data from various assessments, determine the instructional needs of the school, and work to arrive at solutions to address the needs of the school's students in the area of literacy.

Community

With a greater emphasis on coordination with community partners, Eastside has established partnerships with local organizations and agencies. These partners help to strengthen common understandings of effective literacy practices and offer learning supports that complement literacy instruction to address specific students' needs.

The school has worked with the Dalton State College (DSC) Education Department on several occasions. In the summer of 2017, the school hosted a literacy class, in which prospective teachers utilized reading strategies learned during their college course to provide instruction to students who were identified as needing extra instruction in the summer. Also, DSC has conducted "Lunch and Learn" sessions for several summers. These sessions consist of DSC students and professors visiting a neighborhood in the Eastside zone and providing literacy instruction in an informal setting. Dalton State has also been a partner in the school's implementation of a grant from the Governor's Office of Student Achievement (GOSA). For

two years, the college has led after-school classes for families of students in the early grades at Eastside. These classes provided information on how to support reading instruction at home.

Also, as a part of the GOSA grant, the Dalton Public Library worked with the school's media specialist to open the school's library during June for families and students to visit and check out books. The media specialist and clerk planned themed activities to generate interest and promote attendance to address summer reading loss.

Eastside applied for and was given a grant to host a summer transition program for rising kindergarten students who did not attend pre-k and would benefit from extra summer support. The program ran throughout the summer and gave students and families the resources to make the transition to school go smoothly.

Past Instructional Initiatives

Eastside has implemented several initiatives in the past including Literacy Collaborative, Jack and Jilly, Reading Recovery, Saxon Phonics, and Ellis.

Literacy Collaborative (LC) was an extensive professional learning program offered to teachers in kindergarten through second grade. This training concluded three years ago, which made it difficult to properly train new teachers in those grade levels in all components of LC.

The Jack and Jilly program helped students learn sight words in isolation. However, students had difficulty transferring that knowledge to written texts/books.

The Saxon Phonics program was implemented in the lower grades to help students who struggled with decoding and phonetic skills, however the use of the program was optional.

Reading Recovery was one of the more intensive programs implemented at Eastside. The program required that the lowest students be chosen, and those students, very often, were later diagnosed with learning impairments. Teachers only being able to work with 4 students per day and only the lowest students being able to be served were factors that limited its success.

Ellis was a computer program used primarily to help our English Language Learners. The school's usage decreased and then stopped due to the software company ending support.

All of these initiatives had certain pieces that were effective for our students, however none of them were effective as a whole.

Current Instructional Initiatives

Eastside is committed to offering the most effective, research-based strategies for its students, and there are several initiatives/programs currently in use.

Tier I instruction includes Guided Reading, Growing Readers in Kindergarten through third grade (11 teachers), Growing Readers and Writers in fourth and fifth grades (two teachers), Brainpop in all grades, and Compass Learning in all grades. In kindergarten through second grade, Eastside incorporates a Balanced Literacy Framework, which includes the components of Reading Workshop, Writing Workshop, Shared Reading/Interactive Reading, Shared/Interactive Writing, and Word Study.

Tier II and III instruction includes LLI, SRA, FCRR, PALS, Rewards, Moby Max, and Differentiated Reading Instruction, which is part of the Bookworms reading program.

Even though all the programs/strategies are utilized with students, few are seen in all grades due to lack of training and completeness of program materials.

Individual School Professional Learning Needs

After collecting data from the needs assessment and in discussions with system-level personnel, it has been determined that teachers would benefit from more professional learning on the implementation and use of interventions and training on effective writing and reading strategies. The past several years have seen a greater emphasis on coordination with community

partners and efforts to strengthen common understandings of effective literacy practices system-wide. The school has determined to seek professional learning in both reading and writing that support the system’s goals while meeting the school’s identified needs. Training that provides support in a vertical alignment within the school and the system would benefit both staff and students. Effective professional learning experiences focus on content, incorporate active learning, support collaboration, are job-embedded, use models and modeling of effective practices, provide coaching and support, offer opportunities for feedback and reflection, and are of sustained duration. Using these criteria, the school would seek out professional learning opportunities for teachers in the areas of reading and writing, and effective use of interventions.

The school will also begin its implementation of the PBIS (Positive Behavior Intervention System) this coming school year. A committee comprised of staff-members representing each grade has been established in order to plan a system that addresses the social, emotional, and behavioral needs of the students. Professional development will occur next year as part of the school-wide implementation.

Need for an L4GA Project

Funds received from the L4GA grant would have an immediate impact on the school, the quality of instruction its students receive, and the knowledge the staff possesses. The school has sought and implemented numerous initiatives to improve literacy for its students. Many of those efforts, while effective, would have benefitted from funding to support a comprehensive school-wide, multi-year approach. If given the grant, staff-members would coordinate their efforts with their partners in the community and in other schools to create a vertical plan that allows for a more focused approach on student improvement in literacy. The school would use funds to address several areas of need. Through the needs assessment, teachers and staff have prioritized improving writing instruction, continuing training in the area of reading, improving the quality of interventions that are provided to students who are struggling, and purchasing more resources, such as books for the classroom.

Below are tables that detail the performance for the past three years on the Georgia Milestones in the area of language arts. This data shows progress in some areas, but the opportunity for considerable growth is still present. Being able to fund comprehensive, school-wide, multi-year solutions would help the school see the improvement and growth it needs. By addressing the items discussed in the grant, the school intends to see an increase in the number of students who are performing at “Proficient and Distinguished”. It also intends to see an improvement of the performance on the various assessments that the school uses to measure reading comprehension and fluency.

ELA			
	2015	2016	2017
Distinguished	1.7 %	1.6%	3%
Proficient	10.2 %	14.3%	16%
Developing	47.5 %	42.1%	36%
Beginning	40.7 %	42.1%	45%

ELA			
	3rd	4th	5 th

Whitfield-Eastside Elementary School-School Literacy Plan

	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	1.2 %	0%	4%	2.6 %	2.5%	2%	1.3 %	2.4%	1%
Proficient	12.3 %	5.5%	14%	10.3 %	16.5%	13%	7.8 %	22.0%	23%
Developing	37.0 %	37.4%	27%	47.4 %	41.8%	34%	58.4 %	47.6%	49%
Beginning	49.4 %	57.1%	55%	39.7 %	39.2%	51%	32.5 %	28.0%	27%

	ELL			SWD			ED		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	0	0	0	0	0	0	1.3 %	1.7%	1.6%
Proficient	5.0 %	2.5%	5.9%	8.8 %	5.4%	2.4%	10.1 %	13.3%	16.3%
Developing	36.3 %	29.1%	21.2%	17.6 %	13.5%	23.8%	47.1 %	42.7%	37.3%
Beginning	58.8 %	68.4%	72.9%	73.5 %	81.1%	73.8%	41.4 %	42.3%	44.8%

Funding would also be used to provide more opportunities for reading professional development. Five years ago, nine teachers from grades K-2 participated in a two-year professional learning class on effective reading and writing practices. The training involved weekly after-school sessions, as well as coaching sessions after observations. For the past three years, the school has partnered with RESA and sent eleven K-3 teachers to Growing Readers training. This training provided a combination of coaching sessions and training on effective practices for reading instruction, with the goal of getting more students on grade level by third grade. Finally, the school system has taken the training offered by RESA and modified it for grades four and five (Growing Readers and Writing). Two teachers from the upper grades have attended these sessions. While both offerings have been effective, the training has not been school-wide. The teachers who have gone through the training have become more knowledgeable in their instruction, and their students have benefitted. Funding from this grant would allow for a more school-wide implementation.

Goal: Improve students’ reading achievement by aligning instruction in all grades to a cohesive set of effective practices		
Needs Assessment Support: Teachers stated that the schools needs a more aligned set of instructional practices for reading.		
Activity: Professional learning and resources for reading instruction		
Research: B. Foorman et. al. (2016) says that to develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. See Appendix I. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf		
Action Steps	People Responsible	Measurable Outcomes
Training and coaching on how to use “The Reading Strategies” book effectively	Instructional Coach Literacy Coach	Students will see improvements on the multiple reading assessments that are given during the year.
Purchase “The Reading Strategies” books for all teacher	Principal Instructional Coach	
Training and coaching with new teachers on the Balanced Literacy Framework in K-2nd grade	Instructional Coach Literacy Coach RESA Personnel	

Whitfield-Eastside Elementary School-School Literacy Plan

Training and coaching teachers in 3rd-5th grade	Instructional Coach Literacy Coach RESA Personnel	
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Due to many of the school’s students lacking language because of their background, writing instruction continues to be an area of need. Funding from the grant would be used to provide training on effective practices to improve writing instruction, with a focus on vertical alignment and providing opportunities for evidence-based writing in all subject areas.

Goal: Improve vertical alignment of writing instruction and provide opportunities for evidence-based writing in all subjects

Needs Assessment Support: Teachers identified the need for improving writing instruction across the curriculum and vertical alignment.

Activity: Professional learning and resources for writing instruction

Research: S. Graham et. al. (2012) says that the ability to write well is a critical component of being able to communicate effectively to a variety of audiences. See Appendix I.
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf

Action Steps	People Responsible	Measurable Outcomes
Continued training and coaching with all teachers utilizing “The Writing Strategies” book	Instructional Coach System Literacy Coach	Students will see an improvement on the Milestone assessment in the area of writing
Trainer from The Teacher’s College-The Reading and Writing Project to train teachers in grades K-5th in the use of Lucy Calkins Units of Study and provide coaching support	Principal Instructional Coach	
Purchase Lucy Calkins “Units of Study” for all teachers, K-5th grade	Principal Instructional Coach	

For an instructional program to be effective, teachers must have access to and knowledge of quality, research-based interventions to ensure that they occur consistently and with fidelity. Many of the students at Eastside require extra support in the form of interventions. Our school has a list of current interventions with implementation instructions. By increasing the number of available interventions for Tier II and Tier III, and training teachers in the use of the interventions, students will be better equipped to make necessary gains in achievement. As a way to ensure that RTI is monitored consistently and implemented with fidelity, we hold weekly Tier II meetings to discuss multiple points of data on student progress and intervention effectiveness, and provide academic, social, emotional, and behavioral supports when needed. This process is one our school has established to maintain continuity for all grade levels and is improved upon when necessary.

Goal: Teachers will gain a better understanding of the use of interventions

Needs Assessment Support: Teachers stated that more professional learning was needed in the use of appropriate interventions.

Activity: Purchase new interventions to meet students’ needs and provide training to teachers

Research: R. Gersten et. al. (2009) states that Response to Intervention (RtI) is a comprehensive

early detection and prevention strategy that identifies struggling students and assists them before they fall behind. See Appendix I. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf		
Action Steps	People Responsible	Measurable Outcomes
Purchase book sets to complement the Differentiated Reading Instruction intervention, in all skills area	Principal Instructional Coach Teachers	Data from Aimsweb will demonstrate growth in students.
Identify and purchase additional quality, research-based interventions for Tier II and Tier III	Principal Assistant Principal School Psychologist Instructional Coach Teachers	
Training in the use of the research-based interventions so they are implemented consistently and with fidelity	Assistant Principal Instructional Coach School Psychologist System Personnel Teachers	

Staff-members have also expressed the need for more books for their classrooms. According to research, the most important component of an effective reading program is the availability of books to help motivate students to read while increasing their literacy development. Funding would be used to purchase grade-level books that address state standards in social studies and science, as well as books for classroom libraries that would include a variety of genres at various complexities. Trade books can be used in several ways: read aloud to a class to introduce a topic and related facts; answer student questions and generate further questions and exploration about a topic through discussions related to a book; research for writing topics across the curriculum; and independent reading time for enjoyment based on student interest. With a goal of instruction being to help students make connections to real-world situations, trade books help to make that connection through experiences that are interactive and highly personalized depicted in said books. A school's reading program is dependent on the quality and availability of the books it has. This funding would address this important necessity.

Goal: Provide students with a greater range of texts that include a variety of genres and complexity
Needs Assessment Support: Teachers have stated that students would benefit from a larger selection of books in their class libraries.
Activity: Purchase books for classroom libraries
Research: A. Payne et.al. (1994) state that children who are exposed to books early in life have better language skills than those who wait until later. See Appendix I. http://www.childrensbookbank.org/research/

Whitfield-Eastside Elementary School-School Literacy Plan

Action Steps	People Responsible	Measurable Outcomes
Funding would be used to purchase grade-level books that address state standards in all curriculum areas, as well as books for classroom libraries that would include a variety of genres at various complexities.	Principal Instructional Coach Teachers	Students will see improvements on the multiple reading assessments that are given during the year.

Eastside’s need for funding is great because of our high poverty and high ELL population. The staff desires the knowledge to be able to reach our students at their level, help them grow and master state-adopted content standards, and prepare them to be college and career ready. Eastside’s students are underprivileged, but they deserve the same opportunities as others. By providing books for classroom libraries, professional learning in the area of literacy, and training on effective, research-based interventions, the staff will be better prepared to meet the needs of diverse learners.

Whitfield-New Hope Elementary School-School Literacy Plan

School History

New Hope Elementary School (K-5) is located in the foothills of the Appalachian Mountains in Dalton in the northwest corner of Georgia, surrounded mostly by residential and open farm land. The school was added to WCS during the 2000-2001 school year and we share a campus with New Hope Middle School. Within a mile is our feeder school, Northwest High School. New Hope Elementary is a Title I Distinguished School awarded federal funds for making Adequate Yearly Progress (AYP) for 13 consecutive years, a Title I High-Progress Reward School for the last two years and a “Beating the Odds” school for the last two years. Currently, our the school serves 605 students whose parents work in both blue collar and white collar occupations with 60% of students being in the free and reduced lunch program. The current student demographics are as follows.

Caucasians	61.55%
Hispanic	30.86%
Two or more races	4.95%
Asian	2.15%
African American	0.50%
Females	45%
Males	55%
Free/ Reduced Lunch Program	60.48%
Gifted	12.7%
ELL	16.83%
SWD	10.56%
Reading Recovery (1 st) and EIP	25%

To provide opportunities for all children to meet or exceed Georgia’s rigorous, proficient and advanced levels of student performance, teachers at New Hope Elementary provide instruction based on the Georgia Standards of Excellence. New Hope consists of the following 100% highly qualified faculty and staff.

Homeroom Teachers	26
EIP Teachers	3
ESOL Teachers	2
Reading Recovery Teachers	1
Special Education Teachers	4
Gifted Teachers	2
Gifted Certified Homeroom Teachers	5
Music Teacher	1
Physical Education Teacher	1
Media Specialist	1
Paraprofessionals	11
Principal	1
Assistant Principal	1

All staff members work diligently to improve their teaching skills through achieving higher degrees and attending staff development courses and conferences; 43% of teachers have a Master’s degree, 38% have Specialists degrees, and 1 teacher has a doctorate. Thirteen faculty members hold an ESOL endorsement, and seventeen teachers have joined the SIOP cohort using the research-based model of sheltered instruction for English Learners. Seven of our teachers are gifted certified.

New Hope Elementary (NHE) provides an optimistic environment where students are nurtured and engaged in meaningful, challenging work and prepared for an ever

Whitfield-New Hope Elementary School-School Literacy Plan

changing world. Our mission, which mirrors WCS vision and mission statements, focuses our teachers, staff and administrators on designing work to help all students excel and achieve at high levels. Our mission statement, six core beliefs, and a list of Teacher Expectations were developed to ensure the common direction and focus of our school. Students, teachers, and stakeholders feel certain our Literacy Plan will permit New Hope to be an even stronger learning community.

Administrative and Leadership Team

New Hope leaders provide continuous assistance and support to teachers allowing them more time to plan and implement effective instructional strategies in classrooms. The entire school responds quickly to data and works together as a team.

Shared leadership is embedded in the design of our school's culture with our Leadership Team, The PBIS Team, School Council, and Literacy Team. The Leadership Team, consisting of the Principal, Assistant Principal, a lead teacher from each grade level and department, Media Specialist, and Counselor focuses on areas such as instructional strategies, time management, the calendar, and school budget concerns. The School Council is a school community based group started in 2002, is made up of teachers, parents, and business partners who participate in areas of interest in the school and assist with annual School Improvement Plans. The PBIS Team, consisting of the administrators, grade level representatives, Special Education behavior representative and academic coach look at ways to embed and weave positive behavior into daily routines and the overall school culture. The School Literacy Team reviews data and discusses Literacy as it relates to all subjects and schedules.

Community Assets

NHE has community partnerships within the surrounding area including the following: Dalton State College with college students teaching and observing in classrooms; Whitfield County Health Department- providing nurse assistance in the school two days a week and screening for Scoliosis; Whitfield County Sheriff's Department- DARE program and school resource officer support; Creative Arts Guild in conjunction with O.N. Jonas Foundation- bringing arts into the school; Whitfield County Fire Department- program educating students about fire precautions; Mount Rachel Baptist Church Partnership- providing weekend snacks to 75 students; Professional Eye associates- providing eye exams to all 2nd grade students; Whitfield County Recreation Department-team sports for elementary aged children.

Past Instructional Initiatives

- Saxon Phonics- phonics program used in K-2
- Jack and Jilly- Kindergarten
- McGraw-Hill Reading Textbooks and Resources- used in 1-5.

Whitfield-New Hope Elementary School-School Literacy Plan

- McGraw-Hill Grammar- used in 1-5
- Herman
- Soar-to-Success
- SRA
- Seeing Stars
- 4-Blocks

Current Instructional Initiatives

- Striving Reader Grant- Cohort 3
- Growing Readers training through North Georgia RESA
- Comprehensive Reading Solutions-strategies
- CSET
- Common Core Curriculum Georgia Performance Standards
- SIOP strategies
- Learning-Focused Strategies
- Depth of Knowledge
- Response to Intervention
- Formative and Summative Assessments
- Technology Integration
- Poverty Training
- WIDA standards for ELLs
- Literacy Block (all grades) including: Guided Reading; Interactive Read-alouds; Independent reading time; and Shared Reading
- Reading Recovery (first grade)
- The Person Brain Training- all staff

Individual School Professional Learning Needs:

Our Literacy Plan will help close achievement gaps and make literacy a vital part of students' daily lives by providing access to complex texts at a range of Lexile levels in a variety of formats and genres. Below is a list the needs for professional learning support for our staff based on evidence of needs assessment and school data:

- In addition to those not meeting standards on the Georgia Milestones Assessment, a significant number of students are minimally meeting standards. We are faced with the challenge of increasing the number of students we have exceeding the state standards.
- Georgia Milestones data indicates achievement gaps for subgroups in Reading, Language Arts, Math, Science and Social Studies
- Effective technology integration across the curriculum.
- A writing initiative that emphasizes writing across the curriculum
- Planning for and implementing tiered instruction in the classroom.

Whitfield-New Hope Elementary School-School Literacy Plan

- Staff and students are in need of complex texts on grade level and professional learning to support the Literacy Block framework.

Need for an L4GA Project

New Hope Elementary has benefitted from being part of the Striving Reader Grant over the last three years. We have continued to raise Lexile scores and have been able to implement strong Literacy practices in all grades. We are not satisfied with our overall level of students scoring 3s and 4s on the Georgia Milestones (meeting and exceeding standards); therefore, we want to continue professional development support of our teachers in Reading, Writing and Language Arts. We also want professional development support for our staff on the social/emotional needs of students so they are prepared mentally to exceed at high levels.

The charts below show our students' Lexile growth over the life of the Striving Reader Grant and our targets for the next three years. The asterisks (**) indicate the year assessment changed from CRCT to GA Milestones.

Percentage of Third Grade Students Achieving 650 Lexile

	2014	**2015	2016	2017	2018	2019	2020
Target	74%	52%	46%	50%	55%	58%	60%
Actual	Actual	Actual	Actual	53%	%	%	%

Percentage of Fifth Grade Students Achieving 850 Lexile

	2014	**2015	2016	2017	2018	2019	2020
Target	71%	74%	68.5%	71%	73%	75%	77%
Actual	Actual	Actual	Actual	82%	%	%	%

The following tables show the percentage of 3rd, 4th and 5th grade students scoring proficient or higher (3s and 4s) on the Georgia Milestones in all tested academic areas. The L4GA Grant would allow our school to continue the professional development needed in Literacy across the curriculum.

Percentage of **Grade 3** Students scoring Proficient or Higher on the GA Milestones

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts		33%	36%	40%	42%	45%
Actual Scores	33%	31%	%	%	%	%

Whitfield-New Hope Elementary School-School Literacy Plan

Mathematics		47%	50%	52%	54%	56%
Actual Scores	47%	43%	%	%	%	%

Percentage of **Grade 4** Students scoring Proficient or Higher on the GA Milestones

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts		48%	50%	52%	54%	56%
Actual Scores	48%	32%	%	%	%	%
Mathematics		49%	55%	57%	60%	62%
Actual Scores	49%	53%	%	%	%	%

Percentage of **Grade 5** Students scoring Proficient or Higher on the GA Milestones

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts		42%	48%	50%	53%	55%
Actual Scores	42%	46%	%	%	%	%
Mathematics		40%	57%	59%	62%	64%
Actual Scores	40%	55%	%	%	%	%
Science		42%	52%	54%	56%	58%
Actual Scores	42%	50%	%	%	%	%
Social Studies		32%	47%	49%	51%	53%
Actual Scores	32%	45%	%	%	%	%

Subgroup Scores on GA Milestones

While there are not enough students to create a subgroup score in Special Education (3rd-5th grades) or enough English Language Learners (4th and 5th grades), there are subgroups for Economically Disadvantaged in grades 3-5 and English Language Learners in grade 3. Data for those groups are in the chart below.

Whitfield-New Hope Elementary School-School Literacy Plan

Economical Disadvantaged				
(Grades 3-5)	Beginning Learner	Dev. Learner	Prof. Learner	Distinguished Learner
ELA-2017	25%	47%	26%	2%
ELA-2016	36%	40%	21%	3%
Math-2017				
Math-2017	22%	39%	34%	5%
Math-2016	15%	40%	39%	5%
English Language Learners- 2017				
3rd Grade ELA	31%	69%		
3rd Grade Math	19%	56%	25%	

L4GA Goals with Measureable Outcomes

Goal 1: To expand and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.		
Needs Assessment Support: While the results of the Needs Assessment show New Hope teachers to be fully operational and operational in Building Block 4. Best Practices in Literacy Instruction (A.1, 2, 3, and 4)- we want to continue the work of the Striving Reader Grant initiatives and continue developing our readers.		
Activity: Professional Learning focused on research-based best practices in literacy instruction.		
Research: According to Institute of Educational Sciences, Foorman et. al. (2016) in “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” the following recommendations support reading development: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf		
Action Steps	People Responsible	Measureable Outcomes
Provide professional learning	All teachers and school personnel, Elementary Curriculum Director, School Instructional Coach, Administrators	Increase the number of students meeting benchmark on Reading MAP assessment
Provide implementation support through coaching		Increase the number of students in grades 3-5 scoring at levels 3 and 4 on the Georgia Milestones Assessment in ELA Increase the Lexile scores of students in 3-5 th grades as measured by RI testing 3 times per year

Whitfield-New Hope Elementary School-School Literacy Plan

Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.		
Needs Assessment Support: The results of the Needs Assessment show NHE teachers to be emergent in Building Block 4. Best Practices in Literacy Instruction (B.1.)		
Activity: Professional Learning focused on research-based best practices in writing instruction in a workshop model.		
Research: According to the Teachers College Reading and Writing Project (2014), there is strong research to support the effectiveness of: <ul style="list-style-type: none"> • Demonstration and scaffolding of the writing process • Small group instruction and conferring • Importance of volume and stamina • Importance of literacy-rich content area instruction • Connection between reading and writing achievement https://readingandwritingproject.org/about/research-base		
Action Steps	People Responsible	Measureable Outcomes
Provide professional learning	All teachers and school personnel, Elementary Curriculum Director, School Instructional Coach, Administrators	Increase the number of students in grades 3-5 scoring at levels 3 and 4 on the Georgia Milestones Assessment in ELA
Provide implementation support through coaching		

Goal 3: To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.		
Needs Assessment Support: The results of the Needs Assessment show NHE teachers to be emergent and operational in Building Block 5. System of Tiered Intervention (RTI) for All Students (D.E.F.)		
Activity: Professional learning focused on interventions and differentiation strategies in literacy		
Research: According to the Institute of Educational Sciences, Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades,” the RTI process should help identify students, implement interventions and promote student achievement. Evidence based research suggests: <ul style="list-style-type: none"> • Regular screenings and progressing monitoring of at-risk students • Provide differentiated reading instruction (Tier 1) • Provide intensive, systematic instruction on a regular basis (Tier 2) • Monitor Tier 2 students monthly and re-evaluate • Provide intensive instruction daily for those who show minimal progress in small group Tier 2 (Tier 3) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf		
Action Steps	People Responsible	Measureable Outcomes

Whitfield-New Hope Elementary School-School Literacy Plan

Provide professional learning and training on interventions	All teachers and school personnel, School Psychologist, School Instructional Coach, Administrators	Students show improvement in progress monitoring data
Provide implementation support through coaching		

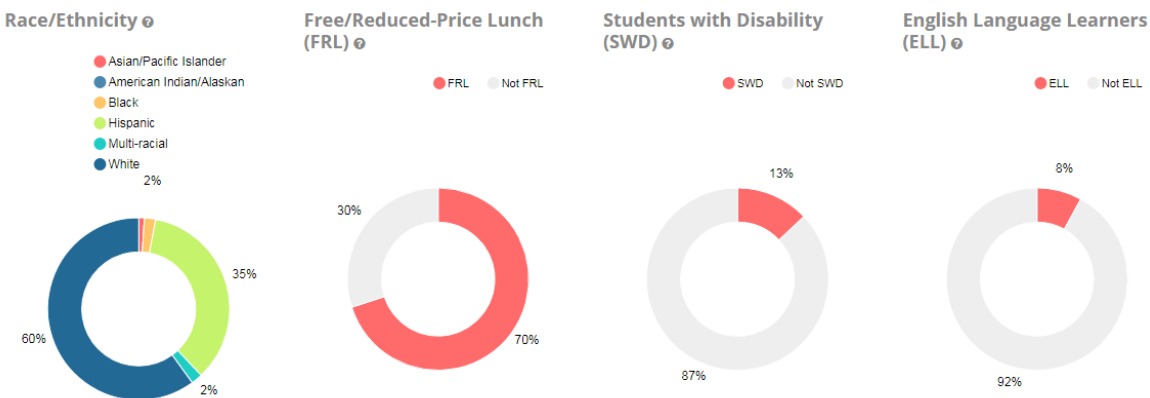
Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)

School History

In 1954, North Whitfield opened as a North Whitfield High School with 493 students. It became North Whitfield Middle School (NWMS) in 1974, and North Whitfield High School was consolidated with other area high schools. Today, North Whitfield Middle School is one of five middle schools in the Whitfield County School System, and is home to over 800 students in grades sixth through eighth, making it the largest middle school in our district. NWMS has four feeder elementary schools: Cohutta Elementary, Varnell Elementary, Dawnville Elementary, and Beaverdale Elementary. Our students transition from North Whitfield to our feeder high school, Coahulla Creek High School, which was established in 2011. Our feeder pattern is in close proximity to our school which enables us to be involved in various events and activities at each of the schools as well as support the learning of students at each level and maintain smooth transitions throughout our student’s education.

North Whitfield Middle School is a Title I school, and we are a part of the Whitfield County School System. We share the vision of our school system to have “a valued and dynamic school district that prepares students for success in global community”, and we share the charge to “maximize student learning by providing challenging and engaging educational experiences in a safe and supportive environment”. (Whitfield County School Progress Report, 2017). There are several obstacles facing Whitfield County, such as unemployment, industry layoffs, and business closings. According to the US Census Report, Whitfield County has a poverty rate of 16.1% in 2017. Whitfield County is known as the Carpet Capital of the World due to its involvement in the flooring industry which suffered greatly since the economic downturn in 2008.

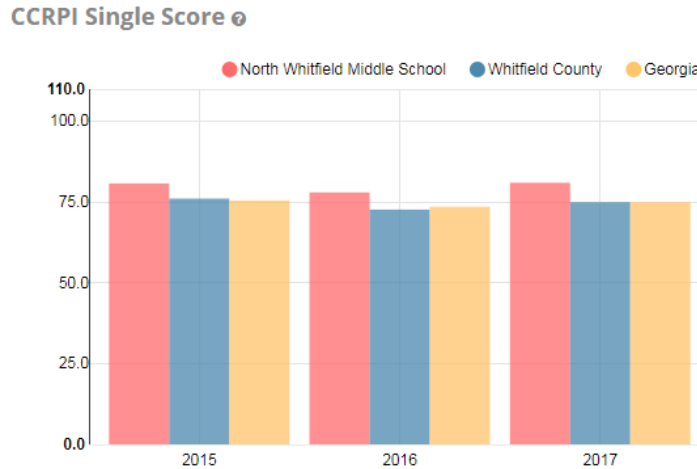
855 students currently attend North Whitfield Middle School. See the chart below for the breakdown of our student population.



Over 70 teachers serve our students, and all academic teachers at North Whitfield Middle School are Highly Qualified as defined by the Georgia Department of Education.

In 2017, North Whitfield Received the Greatest Gains Award for the second year in a row. We were awarded the Silver Award for Greatest Gains in 2016 and the Gold Award for Greatest Gains in 2017. Our school’s CCRPI score in 2017 was an 81 with a four star climate rating. Our students are performing higher than 69% of schools in Georgia, and our growth is higher than 93% of schools in the state. 73% of our 8th grade students are reading at or above the grade-level target of 1050L based on their Lexile measure.

Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)



At North Whitfield, we offer a variety of programs which include, but are not limited to:

- Tier 1 Instruction on 2-3 person teams
- Scheduled time for Response to Intervention (RTI) for students who are at the beginning or developing level(s) on the Georgia Milestones Assessment with many of these students receiving individualized instruction and progress monitoring.
- Advanced/Gifted Program with scheduled time for enrichment
- ELL supplemental services and academic support through the push-in model
- A variety of connections classes offered to students, including: Band, Drama, Careers, Art, Physical Education, and Health
- Grade-level field trips at the end of each academic year in partnership with our local YMCA
- 8th grade week-long capstone trip to Washington, D.C.
- A variety of clubs based on interest meet twice a month and include Beta Club, Fellowship of Christian Athletes (FCA), and Drama
- Participation in Positive Behavior Intervention System (PBIS) through school-wide procedures and rewards
- Participation in the Northwest Georgia Middle School Athletic Association in sports that include football, basketball, archery, wrestling, cross country, soccer, golf, track, baseball, cheerleading, and softball.
- 100% participation by our eighth grade students in the Georgia College 411 Career Cluster Surveys, interest profiles, study plans, and career keys

Students and teachers at NWMS were the proud recipients of The Striving Reader's Grant in 2014. Through this grant, we bolstered our literacy effectiveness in the classroom by implementing a variety of strategies which included in depth professional learning, providing increased access to print materials, and enhancing the technology at our school in an effort to prepare students for the global community as outlined in our district mission.

Administrative and Leadership Team

Literacy Team: Larry Farner (principal), Neely Byers (media specialist), Jordan Greene (6th Grade ELA Teacher), Cindy Veach (Lead ELA Teacher/7th Grade ELA Teacher), Jill Ryerson (7th Grade ELA Teacher), Krista Carpenter (8th Grade ELA Teacher), Shea Brooker (ESOL Teacher), Samantha Bacchus (Instructional Coach)

Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)

Community Assets

North Whitfield values the involvement of all stakeholders in the success of our students. We believe that a partnership is essential in facilitating student growth and development. We utilize many aspects of our community to help students reach their full potential, and we hope to get even more community involvement in the future. We value our feeder pattern, and work hard to ensure positive relationships and transitions between schools. Our rising sixth grade students come for an orientation in the spring where they are combined with our other feeder elementary schools for a unique and exciting experience. Our eighth grade students are also given several supports and opportunities as they are transitioning to Coahulla Creek High School.

North Whitfield's facility (gym and football field) is used by our county rec department for a variety of activities throughout the year. In addition, we utilize their facilities for many of our sports programs. We work with the rec department to get information to our students by passing out flyers and communicating on how they can be involved in sports and activities each season. Our building is also in close proximity to Edward's Park and Community Center. We work closely with this facility to organize activities and community involvement for our students and their families.

We coordinate with our sheriff's office and EMT to ensure the safety and well-being of all of our students. Our school resource officer is involved in many of the decisions that are made in the school.

Dalton State College partners with us to send student teachers that learn from our mentor teachers when developing their pedagogy. Many of our veteran teachers work with the aspiring teachers in the education program to give them a well-rounded experience as they are studying to become a teacher.

We work with other schools in our region, as well as schools in our district, to enhance our ability to meet our transient students' needs. All five middle schools in Whitfield County collaborate often to ensure that pacing is cohesive throughout the district. Common district assessments are also given so that students are being monitored for understanding of standards taught with each unit throughout the year.

The local YMCA also partners with the five Whitfield County Middle Schools to develop grade-level trips at the end of each academic year. Students in each grade are given the opportunity to attend an extended field trip. Sixth graders have the opportunity to go to Space Camp, seventh grade students can attend a trip to Atlanta, and the eighth grade students are given the option to visit our nation's capital, Washington, D.C.. Through the YMCA, students are also given an opportunity to attend Junior Youth Assembly in Atlanta in the fall.

Our teachers receive a great deal of training from our local Regional Education Service Agency (RESA). Teachers are given support on Math Design Collaborative (MDC) training as well as routes to alternate certification for teachers with a college degree seeking certification through the Teacher Alternative Preparation Program (TAPP) program. Teachers also receive their gifted certification through our RESA as well as attend webinars and other workshops pertaining to pedagogy.

While we are connected to our community in a variety of ways, we feel that there is a great need to increase our involvement in the community related to literacy. We recognize many of our student's family members may not be proficient readers or writers, so we would like to provide opportunities for them to increase their reading and writing ability.

Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)

Past Instructional Initiatives

North Whitfield Middle has been a part of several instructional initiatives. As a school and district, teachers received extensive training through the Schlechty Center on the Working on the Work framework. This gave teachers an understanding of the importance of giving students meaningful work that would lead to profound learning. The Olweus Bullying Prevention Program was a previous instructional initiative that was intended to provide a safe learning environment for students. For writing instruction, teachers were previously trained on the Mark Diamond Writing Framework which gave students and teachers a guide for writing argumentative and informational essays. In recent years, teachers learned about the Project-based Learning Model that offered staff a springboard to appeal to 21st Century Learners

Current Instructional Initiatives

Upon receiving the Striving Readers Grant in 2014, the instructional focus has shifted to literacy instruction in all content areas. The instructional initiatives have included several strategies to increase literacy, such as the literacy strategies for all content areas from Comprehensive Reading Solutions, obtained with our previous Striving Readers Grant. Strategies included PALS reading, Reciprocal Teaching, Socratic Seminar, CSET Writing, and Magnet Writing. We are also incorporating an initiative from our local RESA, Math Design Collaborative (MDC), for all math teachers in our district to use formative assessment interactive lessons. In recent years, an Instructional Coach has been funded through Title I to provide resources, guidance, and job-embedded staff development while supporting data analysis to drive instructional initiatives. Over half of our staff has received training in Sheltered Instruction Observation Protocol (SIOP) to meet the needs of our diverse student population. Gifted, special education, and ELL Teachers provide support for students with special needs. Another instructional initiative includes Document-Based Questions (DBQ) in social studies and ELA classrooms to increase rigor and focus on citing textual evidence. As a district, we use Compass Learning/Learning Odyssey in whole group, small group, and individualized settings to increase understanding of state standards. This year, our staff is focusing our TKES goal on increasing our understanding of Google Apps, so Google Apps for Education are being used school-wide to facilitate communication, differentiated instruction, and mastery of content.

Individual School Professional Learning Needs:

The teachers at North Whitfield are fully certified and highly qualified in the area that they are currently teaching. They receive training from the state, district, and school level to help them meet the needs of their students. Our teachers have dedicated countless hours to professional learning that will enable them to improve instruction and increase student understanding. Over half of our teachers hold gifted certification. We also have over 75% of our staff that have been trained in SIOP. The previous Striving Readers Grant enabled our staff to attend several professional learning workshops where teachers learned strategies and gained resources to increase student literacy in all content areas. Currently, as a staff, we are being trained in Google Apps for Education to help attain our schoolwide TKES goals for implementing Google Apps for Education.

Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)

Goal 1: Teachers used evidence-based writing strategies in all subject areas		
Needs Assessment Support: North Whitfield Middle School ranks itself “emergent” in “providing literacy instruction across the curriculum” (Building Block 2B) and “emergent” in “students receiving effective writing instruction across the curriculum” (Building Block 4 B1).		
Activity: Ongoing professional learning in writing across the curriculum		
Research: According to Graham et. al. (2016), three practices are shown to effectively impact writing instruction. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf (see Appendix I)		
Action Steps	People Responsible	Measureable Outcomes
Train all teachers in effective strategies to teach and assess writing	Principal, instructional coach, content teachers, literacy team, Contract Services	Sign-in sheets, agendas
Participate in site-visits with schools who have high growth on ELA Milestones	Principal, instructional coach, district coach, content teachers, literacy team	Sign-in sheets, observation, feedback forms
Develop an online school writing handbook and provide students and teachers with materials	Principal, instructional coach, content teachers, literacy team	Growth measured by TKES walk-throughs, observations, student samples
Update classroom technology (hardware and software) that supports effective writing instruction and assessment	Principal, instructional coach, bookkeeper, teachers, technology department, media specialist, literacy team	Growth in writing as measured by Georgia Milestones
Content area teachers develop and deliver lessons that incorporate writing strategies	Teachers, principals, instructional coach, literacy team	Lesson plans, TKES, student samples
Goal 2: Increase digital and print resources for students and provide professional learning to teachers to support teachers in implementation.		
Needs Assessment Support: North Whitfield Middle ranks itself as “emergent” in “students receiving direct, explicit reading instruction” (Building Block 4 – A1) and		

Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)

<p>“emergent” in “teachers intentionally developing and maintaining interest and engagement as students progress” (Building Block 4C)</p>		
<p>Activity: Provide resources and professional development to improve student achievement through evidence-based teaching practices.</p>		
<p>Research: Biancarosa and Snow (2006) offer sixteen recommendations to improve secondary literacy achievement https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf (See Appendix I)</p>		
Action Steps	People Responsible	Measureable Outcomes
Provide quality print and digital non-fiction resources for the media center and classrooms	Administrators, Media Specialist	Increase growth/achievement in SRI, MAP, and Georgia Milestones
Provide classroom materials, including book kits along with training for successful implementation	Administrators, Media Specialist, teachers, Instructional Coach, Contract Services	Increase growth/achievement in SRI, MAP, and Georgia Milestones

<p>Goal 3: Increase community partnerships and family involvement to support literacy instruction</p>		
<p>Needs Assessment Support: Whitfield Middle School ranked itself as “not addressed” for “out of school agencies collaborating to support literacy in the community”. (Building Block 2C)</p>		
<p>Activity: Connect with community partners and families to engage them in literacy strategies that empower active involvement in student achievement.</p>		
<p>Research: According to the Georgia Department of Education and the Department of School Effectiveness, community partnerships are necessary in order to support the whole child http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx (See Appendix I)</p>		
Action Steps	People Responsible	Measureable Outcomes
Host a Fall Festival of Literacy Night for parents to attend and learn more about literacy	Principal, assistant principals, counselors, instructional coach, media specialist, teachers	Flyers, sign-in sheets, agendas, increase community partnerships and family involvement

Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)

Host a Mind, Body, and Spirit Night in the winter to promote wellness and literacy to parents	Principal, assistant principals, instructional coach, media specialist, counselors, teachers	Flyers, sign-in sheets, agendas, increase community partnerships and family involvement
Host a Reading and Writing Across the Curriculum Night to showcase student work and strategies used to parents and families in the spring	Principal, assistant principals, instructional coach, media specialist, counselors, teachers	Flyers, sign-in sheets, agendas, increase community partnerships and family involvement

Our staff will benefit from further training in developing student writing skills, differentiating writing instruction, implementing interventions for Tier 2 and Tier 3 instruction, involving the community in literacy initiatives, and integrating technology.

Need for an L4GA Project

North Whitfield has seen great success since receiving the Striving Readers Grant in 2014. We have been awarded the Greatest Gains Award two consecutive years with the Silver Award in 2016 and the Gold Award in 2017. We attribute much of this success to the resources, professional learning, and strategies that we have gained through the Striving Readers Grant. We hope to continue in the direction that we are going, and we feel that the L4GA Grant would help us to get there. Our staff and students have shown achievement far beyond what was expected of them, and we know that the L4GA Grant would enable us to update our current resources, train teachers on effective use of resources and implementation of interventions, as well as obtain new and improved resources to meet the Whitfield County Schools Strategic Plan Goal 6 (strengthening technology integration). We feel that the next step is to involve our community even more in literacy initiatives, and receiving the L4GA grant would allow us the opportunity and the funding to do that in an effective way. This would enable us to support our district's strategic goal 4, to strengthen community partnerships. When looking at our student's data, we know that our students need to develop their writing skills in order to be successful in high school and become college-ready writers. We would use the L4GA Grant for professional learning and resources to improve writing instruction and develop common practices that can be used school-wide in all content areas.

In looking at our schoolwide trend data on the ELA Georgia Milestones, we believe that all of our students, especially our subgroup students should be performing higher on this assessment. As a school, we would like to see more of our students performing at the "Distinguished" level on the ELA Georgia Milestones Assessment. Our performance has been consistent over the last three years with only 5 % performing at Distinguished in 2015, 5% at Distinguished in 2016 and 6% performing at Distinguished in 2017. 27% of our students have also performed at the Beginning level on the Georgia Milestones for the past three years. We are not making the progress that we would like to make in ELA, and we expect that with additional resources and professional learning, our students will perform higher. Our students with disabilities and English Language Learners also need to perform higher on the ELA Milestones. We have had less than 10% of these students performing at Proficient over the last three years and over 60% of these students performing at the Beginning level. It is necessary that these

Whitfield-North Whitfield Middle School-School Literacy Plan (2500 words)

support teachers receive focused professional learning that will target these subgroups as well as resources to meet their diverse needs.

Georgia Milestones Results

ELA									
	2015			2016			2017		
Distinguished	5			5			6		
Proficient	29			31			28		
Developing	39			37			39		
Beginning	27			27			27		
ELA									
	6			7			8		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	6	5	8	5	3	4	5	7	5
Proficient	26	29	32	30	31	22	31	36	32
Developing	36	30	28	38	39	40	42	40	50
Beginning	32	36	32	27	27	34	22	17	13
ELA									
	EL			SWD			ED		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	0	0	0	0	0	0	4	4	4
Proficient	7	6	3	4	7	6	24	26	22
Developing	26	33	25	21	24	32	41	38	42
Beginning	67	61	72	75	69	62	31	32	32

Whitfield - Northwest High School Literacy Plan

School History

Northwest Whitfield High School, located in Tunnel Hill, GA, opened in 1975 and consolidated North Whitfield High School and Westside High School. Northwest is part of the Whitfield County Public School System. Whitfield County is located on the I-75 corridor, and the county seat of Dalton is known as “The Carpet Capital of the World.” Almost 90% of the world’s functional carpet is manufactured within a 25 mile radius of Dalton.

Northwest’s feeder schools are Pleasant Grove Elementary, New Hope Elementary, Westside Elementary, Tunnel Hill Elementary, Westside Middle, and New Hope Middle School. With the addition of a third traditional high school in 2011, Northwest’s student population dropped from 1802 during the 2010-2011 school year to 1303 students today. Our student demographic distribution is 65% White, 30% Hispanic, 1% African American, 1% Asian, and 3% Multi-Racial. Our economically disadvantaged rate percentage is 57%.

Administrative and Literacy/Professional Development Teams

Mr. Britt Adams has been the principal at Northwest for the past eight years and is assisted by Ms. Robyn Baggett, assistant principal for facilities and attendance, Mr. Brett Harper, assistant principal for discipline and athletics, and Mrs. Amy Locke, assistant principal for curriculum and instruction.

Our Literacy/Professional Learning Team was created to examine data pursuant to creating a more literate student body and to take an active role in choosing and/or designing the professional learning to support our literacy goals. These goals include:

- Design and implement a consistent and comprehensive literacy program based around the literacy standards of the Georgia Standards of Excellence.
- Seek and obtain professional learning to assist teachers in implementing the literacy plan with fidelity.
- Design and implement tiered literacy interventions to support all students.

The Northwest Literacy Team members include:

Britt Adams - Principal	Kelsey Ikerd - ELA teacher/District Literacy Team
Amy Locke - Assistant Principal	Dr. Ryan Richards - Social Studies teacher
Jennifer Eller - ELA Chair	Steven Smith - Engineering teacher
Jordan Leonard - ELA teacher	April Woodfin - Science Chair
Carrie Brown - ELL Chair	Cyndi Chambers - Science teacher
Lee Allen - Math teacher	Treasure Parham - Special Ed teacher
Kathryn Spriggs – Media Specialist	

Past Instructional Initiatives

Prior to 2012, most of the professional learning had been focused on designing engaging work for students by utilizing the *Working on the Work* framework. Dr. Phillip Schlechty developed this framework, and Northwest, along with all Whitfield County Schools, worked closely with the Schlechty Center during the implementation of this initiative. The main premise behind *Working on the Work* is that what we have the most control over as educators is the quality of the work that we provide students. Students will be more likely to learn at deeper levels if the work is challenging, meaningful, and engaging. *Working on the Work* identified ten different “design qualities” that when used appropriately (“appropriately” means that educators thoroughly know their students and what motivates them) enable teachers to have a better chance of engaging students in the work they want them to accomplish and thus learn what it is teachers want them to learn. The lion’s share of the professional learning funds and district initiatives revolved around this framework.

In 2014 we were fortunate enough to be part of Cohort Three of the Striving Reader Grant. Our vision was to integrate literacy instruction within all content areas to ensure students have access to a lifetime of literacy. We use research/evidence-based literacy strategies that engage students in reading, writing, listening, viewing, and speaking in all content areas that are explicitly aligned to standards. We have used the [Comprehensive Reading Solutions](#) website created by Dr. Sharon Walpole and Dr. Mike McKenna for the past three years and have participated in various professional learning opportunities in conjunction with their work.

Other district level professional learning opportunities include:

- Sheltered Instruction Observation Protocol (SIOP) - ELL training & Across-Curriculum Cohorts
- Georgia Standards of Excellence Training
- Document Based Question (DBQ) training - Social Studies teachers
- Literacy Design Collaborative
- Math Design Collaborative

Other recent professional development offered at Northwest High School:

2013-2014

- Student Longitudinal Data System (SLDS) follow-up training
- Common Core Georgia Performance Standards (CCGPS) training
- Teacher Keys Effectiveness System training (TKES) training
- Whitfield County Non-Negotiable Instructional Practice training
- *Habitudes* Training

2014-2015

- Lexile training
- Scholastic Reading Inventory training
- Peer Assisted Learning Strategy (PALS) training
- CSET Argumentative writing training

2015-2016

Whitfield - Northwest High School Literacy Plan

- Reading guides training
- Reciprocal teaching training
- Response to Intervention (RTI) training

2016-2017

- Peer Coaching
- Summary writing training
- Google Suite training

2017-2018

- Listen-Read-Discuss (LRD) training

Professional Learning Needs

After reviewing the data from the Whitfield Co. Literacy Needs Assessment along with summative data from End of Course (EOCs), national test data from the ACT and SAT, and our annual Title IIA Professional Development survey, the Literacy Team agreed that we would most benefit from professional learning in the following areas:

- Professional learning in designing a clearly articulated strategy for using data to improve teaching and learning.
- Professional learning on the use of formative and summative data to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.
- Literacy training using research/evidence-based instructional strategies to improve reading, writing, listening, viewing, and speaking across the curriculum.
- Training to design a system of tiered interventions (RTI) for all students.

Community Assets

Northwest High School partners with various community agencies and businesses to support our students to be college and career ready. We work in partnership with the Northwest Georgia College and Career Academy to bridge the gap between school and work. In conjunction with the Career Academy, our students have access to the Apprenticeship program, dual enrollment opportunities with Georgia Northwestern Technical College and Dalton State College, and participation in the First Robotics program. We have hosted Family Literacy Nights for our birth-to-five population in our community in partnership with the Northwest Georgia Healthcare Partnership. We also partner with Dalton State College, North Georgia RESA, O.N. Jonas Foundation, Dalton Arts Project, The Creative Arts Guild, Ross Woods Adult Care, Cross Plains, Dalton /Whitfield County Food Bank, Associates in Orthopedics and Sports Medicine, and the United Way.

Need for a LAGA Project

Northwest has benefited from being a part of the last Striving Reader Grant. We have seen our 9th Grade Literature, American Literature scores, and Lexile levels rise over the last three years. Unfortunately, the grant was discontinued while we were in year three of the five year life of the grant. All of the schools in our feeder pattern were recipients of the grant which was a great asset as we designed and implemented professional learning. All schools in our district began to get on board and we want to continue on this journey with them.

9th Grade Literature (percentage of learners scoring at Developing Learner or above)

Sub-Groups	2017	2016	2015
All Students	90%	81%	85%
Special Education	58%	41%	35%
Economically Disadvantaged	88%	74%	79%
ELL	N/A	13%	59%

American Literature (percentage of learners scoring at Developing Learner or above)

Sub Groups	2017	2016	2015
All Students	90%	77%	87%
Special Education	55%	25%	44%
Economically Disadvantaged	85%	76%	83%
ELL	N/A	N/A	N/A

Percentage of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC

2017	2016	2015
68.2	56.5	65

Reading Inventory results (percentage in each proficiency band)

Year	Advanced	Proficient	Basic	Below Basic
Fall of 2014	9	37	30	24
Spring of 2015	17	36	25	22
Fall of 2015	14	38	26	22
Spring of 2016	18	40	22	20
Fall of 2016	16	38	25	21
Spring of 2017	18	41	22	19
Fall of 2017	16	42	23	19

While we are proud of our gains for our students as a whole, we need to continue to look for ways to reach our special education, economically disadvantaged, and ELL students. Moreover, we feel that we need to be able to continue to improve our RTI program as well as our commitment to using data to determine the need and intensity of the interventions and to effectively evaluate our instructional programs.

LAGA Goals with Measurable Outcomes

Goal 1: All teachers share responsibility for achieving literacy goals and school teams collaborate to help guide instruction.
<i>Needs Assessment Support:</i> District need, data from EOCs

Whitfield - Northwest High School Literacy Plan

<p><i>Activity:</i> Identify research-based strategies and appropriate resources to support student learning of the Georgia Standards of Excellence.</p>		
<p><i>Research:</i> Kamal et. al. (2008), Institute of Educational Sciences, “Improving Adolescent Literacy: Effective Classroom and Intervention Practices”. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf Biancarosa and Snow, 2004 (Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York) For additional research see Appendix #1</p>		
Action Steps	People Responsible	Measurable Outcomes
Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects.	<ul style="list-style-type: none"> • School and district administrators • School literacy team 	<ul style="list-style-type: none"> • Increased Lexile scores on the Reading Inventory and Georgia Milestones EOCs • Increased scores on the Georgia Milestones EOCs • More ELL students move up on grade bands through ACCESS testing. • Increased SAT and ACT scores
Identify or develop a systematic procedure for teaching academic vocabulary in all subjects.	<ul style="list-style-type: none"> • School and district administrators • School literacy team 	<ul style="list-style-type: none"> • Increased Lexile scores on the Reading Inventory and Georgia Milestones EOCs • Increased scores on the Georgia Milestones EOCs • More ELL students move up on grade bands through ACCESS testing. • Increased SAT and ACT scores
Identify or develop a school-wide writing rubric that is aligned with the Georgia Standards of Excellence to set clear expectations and goals for performance.	<ul style="list-style-type: none"> • School and district administrators • School literacy team • ELA department 	<ul style="list-style-type: none"> • Increased Lexile scores on the Reading Inventory and Georgia Milestones EOCs • Increase scores on the Georgia Milestones EOCs • Increase in ELL students moving up on grade bands through ACCESS testing. • Increased SAT and ACT scores

Goal 2: Community organizations and agencies, in partnership with the schools, offer learning supports to complement literacy instruction.

Needs Assessment Support: Out-of-school agencies and organizations collaborate to support literacy within the community (Needs assessment)

Whitfield - Northwest High School Literacy Plan

<p><i>Activity:</i> Design a comprehensive system of learning supports within the community to complement literacy instruction inside the classroom</p>		
<p><i>Research:</i> According to research gathered by the GetGA Reading Campaign, it is essential to provide support in the four pillars to improve outcomes for children. These four pillars can only be addressed by partnering with community agencies. http://getgeorgiareading.org/resources-overview/ Ga Department of Education and the Department of School Effectiveness provide a research-based system of continuous improvement to sustain student outcomes. Community partnerships are necessary in order to support the whole child. http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx For additional research see Appendix #1</p>		
Action Steps	People Responsible	Measurable Outcomes
Utilize P-20 partnership with Dalton State College to support literacy instruction.	<ul style="list-style-type: none"> • District and school administrators • School Counselors 	<ul style="list-style-type: none"> • Participation logs • Increase in Georgia Milestones scores
Design school/community outreach sessions to support literacy efforts.	<ul style="list-style-type: none"> • District and school administrators • District curriculum directors 	<ul style="list-style-type: none"> • Participation logs • Surveys • Increase in Georgia Milestones scores
Partner with community agencies to support literacy instruction.	<ul style="list-style-type: none"> • District and school administrators • District curriculum directors 	<ul style="list-style-type: none"> • Participation logs • Surveys • Increase in Georgia Milestones scores

<p>Goal 3: <i>Develop a clearly articulated strategy for using data to improve teaching and learning and to evaluate the effectiveness of our instructional program.</i></p>
<p><i>Needs Assessment Support:</i> Formative and summative data is used to make instructional decisions and to monitor student progress (needs assessment survey)</p>
<p><i>Activity:</i> Provide training in working with formative and summative data to analyze results to identify programmatic and instructional needs.</p>
<p><i>Research:</i> “The importance of intervening early before children fall behind, using ongoing formative assessment to identify students’ needs and instructional approaches, and providing differentiated, explicit instruction is clear.” National Association of State Boards of Education (2006, p. 19), Reading at Risk: How States Can Respond to the Crisis in Adolescent Literacy. “Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices” “Ongoing summative assessment of students and programs, which is more formal and provides data that are reported for accountability and research purposes”</p>

Whitfield - Northwest High School Literacy Plan

Alliance for Excellent Education (2004), [Reading Next: A Vision for Action and Research in Middle and High School Literacy](#).
For additional research see Appendix #1

Action Steps	People Responsible	Measurable Outcomes
Provide professional development in analyzing data and working in data teams.	<ul style="list-style-type: none"> District and school administrators 	<ul style="list-style-type: none"> Data Review teams Participation logs
Use summative data to make program and instructional adjustments.	<ul style="list-style-type: none"> District and school administrators 	<ul style="list-style-type: none"> Growth in pass percentage on common formative and summative assessments Increased scores on Georgia Milestones EOCs Increased SAT and ACT Scores
Provide training to analyze literacy screening data to guide placement and inform instruction in intervention programs.	<ul style="list-style-type: none"> District and school administrators 	<ul style="list-style-type: none"> Increased effectiveness of intervention programs

Goal 4: Design a cohesive system of tiered interventions (RTI) for all students.		
<i>Needs Assessment Support:</i> Lack of information from school based data teams to inform the RTI process. (needs assessment survey)		
<i>Activity:</i> Articulate goals/objectives at the building level based on identified needs gathered from formative and summative data.		
<i>Research:</i> King et. al. (2012) "Response to Intervention in Secondary Schools: Considerations for Administrators" https://pdfs.semanticscholar.org/2b58/9450f45143ad929ef6549ad56c3129e69147.pdf For additional research see Appendix #1		
Action Steps	People Responsible	Measurable Outcomes
Provide training for teachers in gathering and analyzing data to determine if social/emotional/behavioral supports are successful.	<ul style="list-style-type: none"> School administrators RTI team 	<ul style="list-style-type: none"> Growth in Lexile levels as measured by The Reading Inventory Increase Georgia Milestones EOC scores
Gather and designate interventions to address specific literacy needs based on data at tier 2 and 3	<ul style="list-style-type: none"> School administrators RTI Team District RTI task force 	<ul style="list-style-type: none"> Growth in Lexile levels as measured by The Reading Inventory Increase Georgia Milestones EOC scores

Whitfield-Pleasant Grove Elementary School Literacy Plan

School History

Pleasant Grove Elementary School was originally established as "Shady Grove" by the community church congregations in 1853. The log structure served as a school, church, and community meeting house. When the Baptist and Methodist congregations built their own churches, the name changed to Pleasant Grove School.

Pleasant Grove School has functioned in its present location for over 50 years. In 1934, several smaller schools were combined with Pleasant Grove to form Pleasant Grove Consolidated High School. Pleasant Grove served first through twelfth grade students until North Whitfield High School was built in 1954. Pleasant Grove served the first through eighth grades until 1975 when a new high school was built and North Whitfield was converted to a middle school to serve the sixth through eighth grade students. Pleasant Grove began serving kindergarten students in 1978 and remains a kindergarten through fifth grade school today.

Pleasant Grove Elementary, a Title I school, serves approximately 446 students in grades K-5, with 83% of the students qualifying for free or reduced lunch. The school's largest subgroup is Hispanic, with 63% falling into this category. The rest of the subgroups are as follows: Caucasian- 30%, Asian- 1%, Multi-Racial- 3%, American Indian/Alaska Native .5% and African American 2.5%. Our population has seen a slight decline in the past three years. This may be due to the decline in the carpet industry. This recession led to many people losing their jobs and moving elsewhere for work. In addition, 82% of our population falls into the Economically Disadvantaged category, 35% are Speakers of other Languages, 12% are Students with Disabilities, and 5% fall into the Gifted category.

Pleasant Grove also houses an Emotional Behavior Disorders (EBD) program which serves students from all elementary schools in the county. We currently have 6 students who are served in our program.

Pleasant Grove Elementary School employs 56 employees that include the following: 20 classroom teachers, 3.5 special education teachers, 9 paraprofessionals, 4 specials teachers, a gifted education teacher, 6.5 academic support teachers serving EIP, ESOL, and Reading Recovery, one media specialist, a part time contracted speech pathologist, a shared school psychologist, a shared parent involvement coordinator, a shared school nurse, a system wide school social worker, a media clerk/multi-grade paraprofessional, a data clerk, a bookkeeper, 5 cafeteria staff, an assistant principal and principal.

Administrative and Leadership Team

The school has an administrative team that is composed of Laurie Grant (Principal), Angela Hayes (Assistant Principal), and Tracey Wade (Instructional Coach). The administrative team meets weekly to discuss the overall direction of the school. The school has also established a leadership/literacy team that includes the Principal, the Assistant Principal, the Instructional Coach, and a representative from each grade level and department. This team works together to

Whitfield-Pleasant Grove Elementary School Literacy Plan

look at school-wide data to determine professional development and resources needed to meet the students' literacy needs.

Community Assets

Pleasant Grove has worked to establish partnerships with local entities in order to address its students' and families' needs.

RESA-Growing Readers	North Georgia EMC-Round up for Education Grant	North Georgia Healthcare Partnership
GOSA Grant-Dalton Public Library	Professional Eye Associates	Jonas Programs
Whitfield County Fire Department	Pleasant Grove United Methodist Church	DFACS
Allcove Industries	Dalton State College Internships	Big Brothers, Big Sisters Program
Northwest High School Student Volunteers	Kids on the Block	Sweet Spot
The DARE Program-Whitfield County Sheriff's Department		

Past Instructional Initiatives

In the past three years, PGE has been using Comprehensive Reading Solutions and Bookworms Curriculum in the area of Literacy. We also utilized the Saxon Phonics program in grades K-2.

The Bookworms Curriculum included Shared Reading, Interactive Read Aloud, and Differentiated Reading block but lacked a writing component. The Saxon Phonics Program was implemented K-2 during the first year of the Striving Reader Grant but was found to be too slow-paced.

Current Instructional Initiatives

Pleasant Grove is following the Writer's Workshop Model. Our teachers/staff have been trained in evidence-based writing instruction. Our Instructional Coach is currently working in Kindergarten to begin implementation of Guided Reading in the upcoming school year (2018/2019). Rollout will continue in additional grade levels each year as outlined in our five year plan. A number of our teachers have been participating in the Growing Readers training by RESA. Teachers are conferring with students and implementing strategies learned. In addition, our 5th grade reading teacher is participating in Growing Readers and Writer's training this year.

We have a Reading Recovery teacher who serves students in 1st grade. This teacher serves the students with the greatest literacy needs. Reading Recovery is a 20 week program that is designed to close the gap at an accelerated rate. Students served through Reading Recovery are expected to discontinue the program on grade level with their peers.

Whitfield-Pleasant Grove Elementary School Literacy Plan

Currently, we have a content reading time (Shared Reading) and a Differentiated Reading block in order to meet student needs.

This year, we have focused on providing quality writing instruction using the Writer’s Workshop Units of Study (Lucy Calkins) led by our Instructional Coach. In addition, we sent several new teachers to Writer’s Workshop model training provided by RESA.

The majority of teachers at PGE have also been trained in the Sheltered Instruction Observation Protocol (SIOP). This program focuses on reading, writing, speaking, and listening. This program was intended for our ESL students, but it benefits all students in receiving grade-level content. Our school is also a PBIS school focusing on positive behavior.

Our teachers also serve our Tier II and Tier III students through several interventions such as Lexia, Moby Max, Odyssey, FCRR, PALS, and Differentiated Reading Instruction.

We do not have complete RTI programs which affect implementation and fidelity. This is an area of need for PGE. We need to have solid interventions, all components of the intervention being delivered, and training to support teachers in implementation.

Individual School Professional Learning Needs:

According to the Needs Assessment for Literacy, Georgia Milestone data, and other data (DIBELS, SRI, MAP, Benchmark Assessments); our students continue to struggle with meeting grade-level achievement and/or growth.

Balanced Literacy Professional Learning needs:	Research that Supports
<ul style="list-style-type: none"> • Guided Reading • Conferring • Independent Reading • Foundational Skills • Handwriting • Word Study • Shared Reading • Interactive Read Aloud 	<p><i>See Appendix 1:</i></p> <p>Foundational skills, Word Study, Interactive Read Aloud Institute of Educational Sciences: “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf</p> <p>Guided Reading, Interactive Read Aloud, Foundational Skills, Word Study Teachers College Reading and Writing Project (2014), students need to read multiple texts to move through the text complexity. https://readingandwritingproject.org/about/research-base</p> <p>Shared Reading, Interactive Read Aloud, Guided Reading Institute of Educational Sciences, Kamal et. al. (2008) “Improving Adolescent Literacy: Effective Classroom and Intervention Practices,” https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</p>
<ul style="list-style-type: none"> • Writer’s Workshop 	Institute of Educational Sciences, Graham et. al (2012) in “Teaching Elementary School Students to be Effective Writers,”

Whitfield-Pleasant Grove Elementary School Literacy Plan

<ul style="list-style-type: none"> Interactive/Model Writing 	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf According to the Teachers College Reading and Writing Project (2014) https://readingandwritingproject.org/about/research-base
<ul style="list-style-type: none"> Improve Teaching Practices 	Teachers engage in opportunities to deepen their learning https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf
<ul style="list-style-type: none"> Interventions 	According to the Institute of Educational Sciences, Gersten et. al. (2009), "Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades," https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

There has been a focus on Reading and Writing based on the low percentage of students that have scored in the Proficient and Distinguished Learner category over the past three years on the Georgia Milestones assessment. *See chart below*

Georgia Milestone English Language Arts Data 2015 - 2017									
	Grade 3			Grade 4			Grade 5		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	2.7%	0%	7.5%	3.7%	4.3%	2.5%	2.3%	2.4%	4.1%
Proficient	24.0%	15.9%	19.4%	32.9%	29.0%	17.5%	33.0%	25.9%	27.0%
Developing	36.0%	39.0%	37.3%	34.1%	40.6%	41.3%	43.2%	43.5%	45.9%
Beginning	37.35	45.1%	35.8%	29.3%	26.1%	38.8%	21.6%	28.2%	23.0%

Georgia Milestone English Language Arts Data 2015 – 2017 Subgroups Scoring Proficient and Distinguished									
	2015			2016			2017		
Subgroup	3 rd	4 th	5 th	3 rd	4 th	5 th	3 rd	4 th	5 th
Regular Program	27%	37%	35%	16%	31%	28%	26%	21%	31%
Economically Disadvantaged	21%	29%	31%	14%	26%	24%	23%	21%	26%
ELL	5%	16%	22%	6%	38%	8%	6%	22%	27%
SWD						10%			
Hispanic	27%	32%	32%	12%	35%	23%	19%	15%	31%
Caucasian	19%	48%	36%	30%	30%	40%	32%	34%	32%
Female	35%	43%	47%	9%	41%	33%	33%	8%	39%
Male	19%	33%	33%	21%	26%	25%	19%	30%	23%

Whitfield-Pleasant Grove Elementary School Literacy Plan

Need for an L4GA Project

Pleasant Grove Elementary has many needs for the L4GA grant: lack of consistent stability of staff and instruction, lack of resources, a high percentage of economically disadvantaged school population, and language barriers. The L4GA grant would provide necessary resources for our staff and our students to address these needs.

Through the Striving Readers Grant, Pleasant Grove has implemented Bookworms for the past three years. Data has shown that our students have continued to struggle with meeting growth and achievement in the area of reading. Our goal is to train teachers in effective Guided Reading Instruction that will increase students' reading fluency and comprehension within texts across the curriculum

Goal 1: Increase student reading achievement in all grades through Professional Learning and consistent effective classroom practices.		
Needs Assessment Support: Georgia Milestones, MAP, RI, DIBELS, and School Improvement Plan		
Activity: Professional Learning in Reader's Workshop with an emphasis in Guided Reading Instruction		
According to TCRWP, they stand behind the mountains of research that supports teaching students' developing a repertoire of strategies that proficient readers use so that they can draw on them whenever they are reading in order to successfully navigate the text. Research: https://readingandwritingproject.org/about/research-base <i>See Appendix 1</i>		
Action Steps	People Responsible	Measureable Outcomes
Training for Instructional Coach	Principal District Coach Teachers College	Students will show increased growth and/or achievement on their grade level end of year benchmark; DIBELS, MAP, Milestones, RI, and student achievement/progress shown student progression chart.
Training for Teachers	Instructional Coach	
Continued Support for Growing Readers through the Reading Strategies Book	Instructional Coach: District or School RESA	
Training, support, and coaching for new teachers in the Balanced Literacy Framework	Principal RESA Instructional Coach District Coach	

Goal 2: Develop a plan that would involve parents/community directly in students' literacy learning.
Needs Assessment Support: Needs Assessment Survey indicated a need to increase parental and community involvement
Activity: Recruit businesses/parents to partner with literacy initiative
The Georgia Department of Education states that "the element of the family and community engagement system that ensures families, the community, and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively."

Whitfield-Pleasant Grove Elementary School Literacy Plan

Research: http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx See Appendix 1		
Action Steps	People Responsible	Measureable Outcomes
Parent Trainings	Principal Assistant Principal Instructional Coach Classroom Teachers District Parent Coordinator Media Specialist	Increased Parent Library circulation, Increased Parent Training attendance
Seek out community agencies that provide support to schools and literacy	Principal Assistant Principal District Parent Coordinator Media Specialist	Sign-In Sheets from literacy events that involve the community/parents.

In the past 3 years, we have not had a focus on writing instruction. Our data shows the need for consistent and effective writing instruction in order to improve our students' writing across the curriculum.

Goal 3: Establish consistent and effective writing instruction across all grades.		
Needs Assessment Support: Needs Assessment Survey and Georgia Milestones		
Activity: Professional Learning in effective grade-level writing instruction, evidence-based writing and in writing across content areas.		
Graham, McKeown, Kiuvara, and Harris's meta-analysis (2012) also supports this practice stating "writing strategies and knowledge play an important role in students' growth as writers. When students receive instruction designed to enhance their strategic prowess as writers (i.e., strategy instruction, adding self-regulation to strategy instruction, creativity/imagery instruction), they become better overall writers. Research: https://readingandwritingproject.org/about/research-base See Appendix 1		
Action Steps	People Responsible	Measureable Outcomes
Continued training and coaching with all teachers utilizing "The Writing Strategies" Book	Instructional Coach District Coach	Increased scores on Georgia Milestones in the area of writing
Trainer from The Teachers College-The Reading and Writing Project to train teachers in grades K-5 in the use of the Lucy Calkins units of study and provide coaching support	Principal Instructional Coach	

Whitfield-Pleasant Grove Elementary School Literacy Plan

Goal 4: RTI is monitored to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III are identified and available to all schools.		
Needs Assessment Support: Needs Assessment Survey		
Activity: Increase the amount of research-based interventions available with necessary and effective training. Work on schedule to ensure interventions are implemented with students.		
The report, <i>Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades</i> states, "Response to Intervention (Rtl) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. Rtl systems combine universal screening and high quality instruction for all students with interventions targeted at struggling students."		
Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf		
See Appendix I		
Action Steps	People Responsible	Measureable Outcomes
Identify and purchase research-based interventions	Principal Assistant Principal School Psychologist Instructional Coach District Coach Teachers	Decrease percentage of students on Tier II, Tier III, and Tier IV.
Train teachers on research-based interventions so they are implemented consistently with fidelity	Principal Assistant Principal School Psychologist System Personnel Teachers Instructional Coach	

Goal 5: Students will feel safe academically, socially, emotionally, and behaviorally while at school.		
Needs Assessment Support: Student/Staff/Parent Surveys		
Activity: PBIS data is analyzed, attendance analyzed and student/parent surveys analyzed.		
The PBIS Home Page states that, "School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success."		
Research: https://www.pbis.org/		
See Appendix I		
Action Steps	People Responsible	Measureable Outcomes
Continue training in PBIS	PBIS Team	Decrease in office referrals and attendance issues Increase student achievement/growth on assessments: Georgia Milestones, MAP, RI, and DIBELS
Behavioral/Emotional Training	School Psychologist	

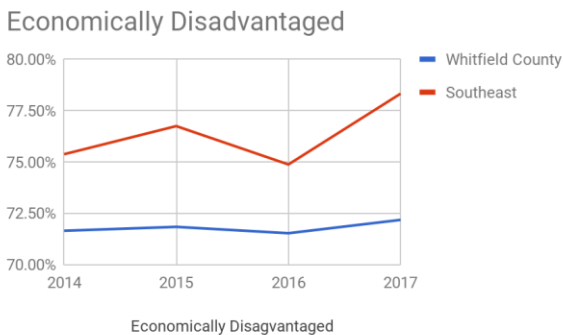
Whitfield-Pleasant Grove Elementary School Literacy Plan

		Future Surveys would reveal students feeling safe at school
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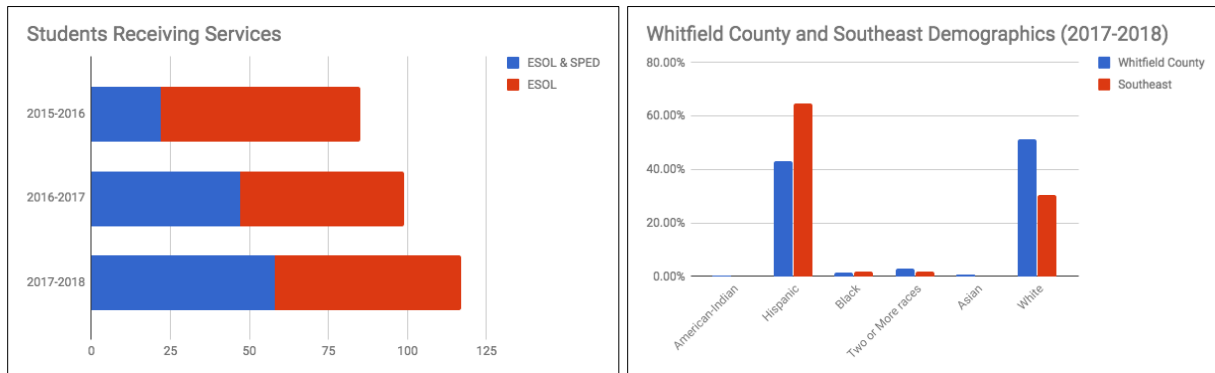
Goal 6: Provide students and teachers with high interest literature at a variety of learning levels.		
Needs Assessment Support: Teachers have expressed the need for more books in their classroom libraries.		
Activity: Purchase books for classroom libraries and bookroom		
<p>The study Children’s Access to Print Materials and Education-Related Outcomes (2010) was commissioned by Reading Is Fundamental, the largest children’s literacy nonprofit in the United States, and the findings show that providing children access to print materials accomplishes the following:</p> <ul style="list-style-type: none"> • Improves reading performance. Among the studies reviewed, kindergarten students showed the biggest increase. • Is instrumental in helping children learn the basics of reading, such as letter and word identification, phonemic awareness, and completion of sentences. • Prompts them to read more frequently and for greater amounts of time. • Improves their attitudes toward reading and learning.” (59) <p>Research: http://www.childrensbookbank.org/research/ <i>See Appendix I</i></p>		
Action Steps	People Responsible	Measureable Outcomes
Purchase books for classroom library and bookroom	Principal Instructional Coach Teachers	Students will show increased growth and/or achievement on their grade level end of year benchmark; DIBELS, MAP, Milestones, RI, and student achievement/progress shown student progression chart.

School History

Southeast Whitfield High School was a merger of Valley Point and Eastbrook High Schools in 1975. It is now the largest of three traditional high schools in Whitfield County. The surrounding economy is primarily based in the flooring and textile industries, which took a hit during the economic downturn. The unemployment rate has improved from 11.3% in 2012 to 5.9% in 2017. This improvement has been great for our community; however, many families on the south end of the county are still facing economic hardships. Southeast’s student population of 1372 mirrors the community’s struggles with a 78.32% free and reduced lunch rate, designating SHS a Title I school.



Southeast’s Economically Disadvantaged student group overlaps a 66% Hispanic population, which creates a high demand for ESOL services. Many of our non-English speaking students are dually served in special education. With a population of 117 English Language Learners (13.4% of the total school population), SHS serves 58 of those for various disabilities. Compared to 2015-16, this percentage has doubled. When compared to other high schools in the county (4.1% and 5.5% respectively), SHS more than doubles the number of enrolled ELs.



Seven feeder schools make up the Raider Nation (5 elementary and 2 middle schools). This community of educators, families, and local partnerships take great pride in our children, who represent the future. The Raider Nation supports the community through vertical collaborative educational and community-based efforts (i.e. food drives, reading programs, summer feeding program, literacy initiatives, etc.) to support students and families.

Administrative and Teacher Leadership Teams

Administrative Team: Denise Pendley (Principal), Mandie Jones (Assistant Principal), Mark Lentych (Assistant Principal and Athletic Director), and Jenny Lock (Assistant Principal).

Leadership Team: Denise Pendley (Principal), Mandie Jones (Assistant Principal), Jenny Lock (Assistant Principal), Cassie Bartley (Math), Carrie Bishop (PE), Rhonda Carty (CTAE), Anne Childers (ELA), Anthony Hall (Science), John Hammond (Social Studies), Suzanna Harrington (Math), Kristi Harvey (Fine Arts), Allison Hunt (Science), Wade Jones (ESOL), Leigh Ann Noll (Social Studies), Hannah Oliver (ELA), Sherry Reece (Science), Robyn Rhodes (CTAE), Darline Richards (ESS), and Naomi Schindler (Foreign Language)

The leadership team meets routinely to discuss data that can inform decisions and target instructional strategies/professional learning that improve student performance. Leadership team members return to their departments to deliver consistent messages that ensure we are all working toward school and district goals.

Literacy Team: Denise Pendley (Principal), Mandie Jones (Assistant Principal), Rhonda Carty (CTAE), Shannon Cole (Media Specialist), Kayla Gass (Science), Bethany Kennemer (Math), Hannah Oliver (ELA), Naomi Schindler (Foreign Language), and Aubrey Shields (Social Studies)

The literacy team analyzes student data, looks at current literacy initiatives, evaluates how literacy is being used across the curriculum, and suggests ways to impact future literacy initiatives that are in the best interest of our diverse student population.

Community Assets

Southeast partners with a number of programs within our community to help students have a well-balanced education and access to services that promote healthy, meaningful living. Some of those programs include: Georgia Hope (counseling), Highland Rivers (counseling), Whitfield County Health Department (health and wellness), Family Frameworks and Domestic Violence Center (family support).

Dalton State College and Georgia Northwestern Technical College offer dual enrollment courses in which students can earn college credit while still on WCS campuses. Northwest Georgia College and Career Academy provides career/technical pathways otherwise not provided in students' home schools, such as law and justice, healthcare, mechatronics, culinary arts, and automotives. Transportation is provided to offsite facilities.

The Southeast CTAE department hosts an annual CTAE Day to provide students with real-world information as they plan for the future. Community and business partners such as Mohawk, State Farm Insurance, First Bank of Dalton, and Lyles Wealth Management provide information sessions on job applications/resumes, health and wellness, engineering and technical jobs, interview skills, understanding banking and credit, and financial literacy.

Each February, the Raider Nation collects food and toiletry items to distribute to families from our community. Schools work in conjunction with Rock Bridge Church and the Chattanooga

Food Bank to provide food and essential items. Counselors accept and cross-reference referrals to ensure that the greatest number of families are served.

Past Instructional Initiatives

Southeast did not receive the previous Striving Reader grant. For the last three years, our instructional focus has been to follow district initiatives and content-specific vertical alignment. Through collaborations with both middle and high schools, we have worked to create continuity; however, gaps still exist in a consistent literacy focus. Past instructional initiatives include:

- Sheltered Observation Instruction Protocol (SIOP)—initially designed for EL students, this method targets best instructional practices for bolstering Tier I instruction for all students
- Georgia Standards of Excellence (GSE)—training on GSE standards and collaborating with schools across the district to create pacing guides, curriculum maps, and gather resources
- TKES—training on the platform, goal-setting, and Teacher Assessment on Performance Standards
- Data analysis—training on how to gather, understand, and use data to inform instructional decisions

Current Instructional Initiatives

Though SHS did not benefit from the resources and support afforded by the literacy grant that 9 other WCS schools received, we saw positive gains made by Striving Reader schools in our district. Motivated by their progress, we drew on district resources, such as the District Instructional Coach for Literacy, to deliver professional learning sessions focused on evidence-based strategies from Comprehensive Reading Solutions. Our first step was to purchase SRI to measure and monitor student Lexile levels and growth.

- Lexile and SRI training—using data to inform instruction
- Peer Assisted Learning Strategies (PALS)—evidence-based reading comprehension strategy
- Argumentative Writing (CSET)—using textual evidence to support claims in writing across the curriculum
- Magnet Summarizing—improving reading comprehension through evidence-based strategy
- RTI—initial training on Tiers I, II, and III; how interventions can be used to improve student achievement
- PBIS—initial training and assessment of targeted behaviors
- Poverty Training—using current research on poverty to provide professional development regarding the unique needs of our student population; designing instructional practices that are responsive to the challenges imposed by poverty; combining literacy strategies with current literature on poverty

Current instructional initiatives are in the nascent stages and have primarily been delivered to small groups. We have laid the groundwork for a consistent message, but need to combine that vision with a strong literacy initiative paired with resources to support full implementation and efficacy. This will not happen with one-time workshops or short-term strategies that lack support.

Individual School Professional Learning Needs

WCS provided a needs assessment instrument, “Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12,” and each department within our school met to rank SHS in one of four categories: Not Addressed, Emergent, Operational, or Fully Operational. From the input received, we identified three overarching school goals to focus on for the next three years. Included is evidence-based research, action steps, people responsible, and measurable outcomes to determine efficacy of implementation.

Goal 1: Provide professional learning and follow-up activities that foster the consistent use of literacy strategies across content areas.		
Needs Assessment Support: Most faculty members scored SHS as “Emergent” in Building Block 2A, “Active collaborative school teams ensure a consistent literacy focus across the curriculum.”		
Activity: Literacy training is provided in all content areas and implemented consistently. Follow-ups to implementation are in place and actionable.		
Research: According to the Teachers College Reading and Writing Project (2014) and Kamal et al. (2008), literacy instruction must include explicit instruction in strategies that are fortified by vocabulary instruction, comprehension skills, individualized interventions, student talk, modeling, etc. (See Appendix I) https://readingandwritingproject.org/about/research-base https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf		
Action Steps	People Responsible	Measurable Outcomes
Provide onsite and offsite training on evidence-based literacy strategies	District personnel, contract services, and instructional coaches	-Increase student growth on Georgia Milestones and SRI Lexiles -Analyze survey results from professional learning sessions
Follow up, modeling, and monitoring on the implementation of literacy strategies	Curriculum Director, Instructional coaches, and administrators	-Lesson plan review for evidence of implementation -Administrator walkthroughs and teacher growth as measured by TKES -Analysis of student samples to indicate growth over time
Horizontal and vertical collaboration in all content areas using GSE	Curriculum Directors (middle and high school), instructional coaches, and administrators	-Increase student growth on Georgia Milestones and SRI Lexiles -Analyze survey results from professional learning sessions

Review data to determine efficacy	Literacy team, teachers, counselors, instructional coach, and administrators	-Increase student growth on Georgia Milestones and SRI Lexiles
Implement technology tools to improve literacy instruction	District Instructional Technology Specialist, contract services, instructional coach, and administrators	-Increase student growth on Georgia Milestones and SRI Lexiles -Analyze survey results from professional learning sessions

Goal 2: Provide professional learning and follow-up activities that support effective writing instruction across the curriculum.		
Needs Assessment Support: The majority of the faculty ranked SHS as “Emergent” in Building Block 4B, “All students receive effective writing instruction across the curriculum.”		
Activity: Writing training is provided in all content areas and implemented consistently. Follow-ups to implementation are in place and actionable.		
Research: According to the Teachers College Reading and Writing Project (2014) and Graham et al. (2016), writing instruction is most effective when it includes: scaffolding, small groups and conferring, volume, modeling, reading/writing connections, data analysis, and feedback. (See Appendix I) https://readingandwritingproject.org/about/research-base https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf		
Action Steps	People Responsible	Measurable Outcomes
Provide onsite and offsite training of evidence-based writing strategies across the curriculum	District personnel, contract services, and instructional coach	-Increase student growth on Georgia Milestones -Analysis of student samples to indicate growth over time -Analyze survey results from professional learning sessions
Training different modes of writing across content areas	District personnel, contract services, and instructional coach	-Increase student growth on Georgia Milestones and SRI Lexiles -Analyze survey results from professional learning sessions
Follow up, modeling, and monitoring on the implementation of writing across the curriculum	Curriculum Director, Instructional coaches, and administrators	-Lesson plan review for evidence of implementation Administrator walkthroughs -Analysis of student samples to indicate growth over time
Review data to determine efficacy	Literacy team, teachers, counselors, instructional coach, and administrators	-Increase student growth on Georgia Milestones and SRI Lexiles -Analysis of student samples to indicate growth over time

Implement technology tools to improve writing instruction	District Instructional Technology Specialist, contract services, instructional coach, and administrators	-Increase student growth on Georgia Milestones and SRI Lexiles -Analyze survey results from professional learning sessions -Analysis of student samples to indicate growth over time
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Goal 3: Provide training and support for the RTI process, including data analysis, resources, and effective implementation of interventions.		
Needs Assessment Support: SHS ranked itself as “Emergent” in Building Block 5A, “Information developed from the school-based data teams is used to inform the RTI process.” Tiers II and III were ranked “Not Addressed,” indicating a lack of consistent emphasis on targeted students and progress monitoring.		
Activity: RTI is monitored to ensure that it occurs consistently and is implemented with fidelity. Resources for Tiers II and III are identified and available to all schools per the District.		
Research: According to King et al. (2012) secondary schools lack the training and resources of their elementary counterparts. Screenings interventions based on student needs, fidelity of implementation, and technology tools improve student achievement. (See Appendix I) https://pdfs.semanticscholar.org/2b58/9450f45143ad929ef6549ad56c3129e69147.pdf		
Action Steps	People Responsible	Measurable Outcomes
Identify students using data from screening instruments	All teachers, administrators, counselors, school psychologist, RTI specialist	-Increase student growth on Georgia Milestones and SRI Lexiles
Training for digital and teacher-led interventions	District personnel, Instructional Technology Specialists, contracted services	-Increase student growth on Georgia Milestones and SRI Lexiles -Analyze survey results from professional learning sessions -Analysis of student samples to indicate growth over time
Training for RTI strategies for classroom use	District personnel and/or contracted services, administrators, and RTI specialist	-Classroom observations using instruments to measure efficacy of implementation -Lesson plan review for evidence of implementation Administrator walkthroughs -Student growth as measured through progress monitoring
Ongoing support for RTI implementation and progress monitoring	District personnel, administrators, and counselors	-Student growth data review through progress monitoring -RTI team reflection on individual student progress

Need for L4GA project

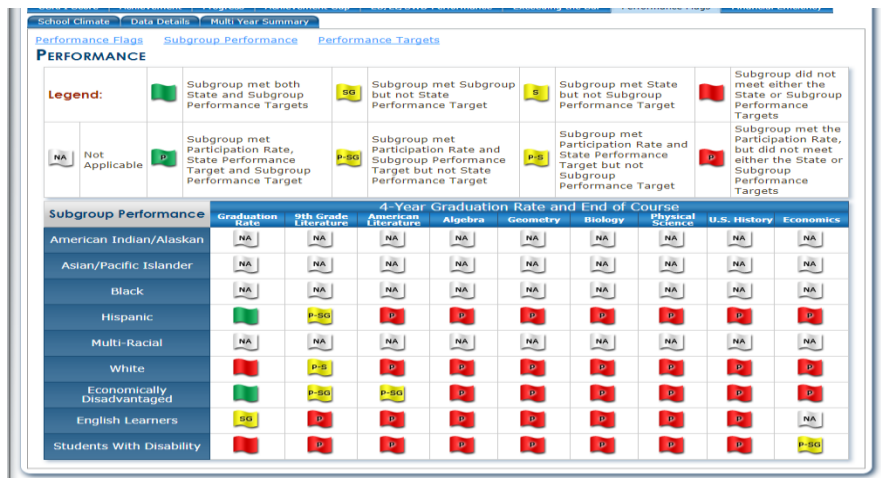
Southeast is dedicated to improving achievement for all students and has focused on data that illuminates areas of need. It is imperative that we implement comprehensive literacy, writing, RTI, and social/emotional initiatives that positively impact the whole child.

Milestones—paired with disaggregated data including subgroups, behavior, and attendance—show trends that highlight areas of need. For example, though SHS has experienced a small upswing in growth percentiles in both Ninth Grade Literature and American Literature, student scores are inconsistent and lag behind RESA and State averages. (See chart below) Only half of our students are making academic gains, which means that a significant number are falling behind. Improving student achievement is of the utmost importance.

Georgia Milestones Growth Percentiles

Ninth Lit	2015	2016	Change	American Lit	2015	2016	Change
	72	55	-17		66	41	-25
	55	64	+9		41	47	+6

Additionally, CCRPI data indicates that our highest need groups include Economically Disadvantaged, English Learners, and Students with Disabilities. Only 1.6 performance points were earned by our ED, EL, and SWD subgroups. At SHS an overwhelming number of students fall into all of these categories. For example, 75.8% of our students qualify for free and reduced lunch (ED). Of 177 English Language learners, 58 receive services for disabilities. Therefore, these students’ scores count multiple times when factoring the school’s CCRPI score. Due to this overlap, having resources to implement programs that target specific groups, along with professional development for teachers on how best to meet their needs, would facilitate an upturn in student achievement.



Southeast earned zero CCRPI points for students exceeding the bar, which includes indicators such as forward movement of ACCESS scores for EL students, and the percentage of 9th grade students earning course credit in all 4 content areas. Due to a limited number of English Language learners improving in reading, writing, speaking, and listening, we continue to see a

learning gap across all content areas. By developing a writing initiative and improving literacy, we will move students toward meeting performance goals.

The WCS district vision is to prepare students to be successful in the global community. The CCRPI data shows that in most indicators of post-high school readiness, our students are falling below the benchmark. Only 34% of our students entering college do not require remediation or learning support courses. They also are not meeting the indicator for ACT, evidence-based writing, and SAT scores. By incorporating a writing initiative, we can better equip students for college and the workplace.

Utilizing district and local resources, Southeast works diligently to meet student needs, whether they be academic, social, emotional, or familial. With an abundance of needs comes a lack of resources. In order to implement programs with fidelity and sustainability, we look for support from programs like L4GA. SHS will be a solid steward of grant resources and “pay it forward” to our students, families, and community.

Whitfield-Tunnel Hill Elementary School-School Literacy Plan

School History

Tunnel Hill Elementary (THE) School is a nationally-recognized Blue Ribbon School located in the northwest corner of Whitfield County. Tunnel Hill was named for the 1,497 foot long railroad tunnel dedicated in 1849. The Chetogeta Mountain Tunnel is best known for its historic value as the Great Locomotive Chase passed through it during the Civil War in 1862. THE is located on the same site as a 1902 boarding school for grades 1 through 11, which burned and was replaced with a 3 room clapboard building. The school continued as a 1-12 school until 1954 when grades 9 through 12 combined with Westside School to create Westside High School. Tunnel Hill continued to serve grades 1-8 until 1975, when it became Tunnel Hill Elementary. Tunnel Hill School was a rural school with strong ties to the community and a stable population supportive of the school and system. The area is still primarily rural and the community has remained supportive, but farms have turned into subdivisions and the population has steadily increased with many small businesses in the area.

Tunnel Hill serves approximately 300 students in kindergarten through fifth grade. Each day begins for students at 7:40 a.m. and ends at 2:20 p.m. Currently, White students account for 78% of the student population and Hispanic students make up 13%. The Gifted (Alpha) program serves 12% of the students at Tunnel Hill. Students receiving special education services make up 15% of the student population. The free and reduced lunch program currently serves 52% of the student population.

Tunnel Hill consists of the following professionally qualified faculty and staff: 14 classroom teachers, 2 special education teachers, 1 speech/language teacher, 1 half time Instructional Coach and half time ESOL teacher, 1 teacher for the gifted, 1 full time and one half time EIP, 1 media specialist with a half time media assistant, 1 guidance counselor, 1 physical education teacher, 1 half time music specialist, and 5 paraprofessionals.

Administrative and Leadership Team

Due to the small staff size, Tunnel Hill teachers work closely with administration to make school-wide decisions. Faculty who have been involved in shared decision-making include:

Grade Level/Department	Staff Names
Kindergarten	Missy Rittenhouse, Suzanna Stanley, Paige Dean
1 st Grade	Wendy Ensley, Gayle Worley
2 nd Grade	Heidi Long, Kelly Mardis, Lesli Talley
3 rd Grade	Tracie Ellis, Ruth Gonter
4 th Grade	Landon Sawyer, Sandra Williams
5 th Grade	Ashly Ramsey, Phillip Ward
Administration	Connie Kopcsak, Principal; Patricia Lamb, Assistant Principal
Non-Classroom (Media, Gifted, Counselor, EIP, Special Ed.)	Denise Hornsby, Jennifer Leaderer, Tracy Hargis, Theresa Fowler, Tara Chumley, Sallie Jones and Tonya Tidwell
Instructional Coach/ELL	Niki Rann
P.E. and Music	Ryan Scoggins, Tommary Ehlers

Whitfield-Tunnel Hill Elementary School-School Literacy Plan

Community Assets

Tunnel Hill Elementary School partners with local agencies and community organizations to better meet student needs. Partnerships include:

- The school library is open during the summer for families in the community to check out books and attend events sponsored by the Dalton Public Library.
- A local church provides Saturday Sacks for families in need. Saturday Sacks are meals sent home with students over the weekend.
- Local churches donate funds to a school benevolent account, which is used to help families meet needs.
- The Tunnel Hill Police Department regularly visits the school and brings treats to the students. This partnership promotes school safety.
- The Whitfield County Sheriff's Department sends an officer to teach the DARE program to all 5th grade students.
- Dalton State College sends student teachers to observe in classrooms, and professors bring college students to observe hands-on science and participate in Career Day.
- The Jonas Foundation partners with Whitfield County School to provide fine arts experiences for students.
- Many community agencies participate in our annual Tunnel Hill Career Day. Students learn about career pathways.

Past Instructional Initiatives

Tunnel Hill teachers participate in on-going professional learning to keep informed of educational research and improve instruction for students. As a former recipient of Striving Reader funds, teachers have received professional learning around literacy as well as all core content areas.

Professional Learning During the Last 2 Years	Teachers attended
Growing Reader Training	Grades K-3
Writing Workshop training	Grades K-2
ESOL Staff Development	All teachers
SIOP Training	2 teachers per year
Math training led by Graham Fletcher	All teachers
Math Cohort training	5 teachers
Number Talks training	All teachers
Common Core Georgia Performance Training	All teachers
MAP/Compass Learning	All teachers
Technology Training	All teachers

Current Instructional Initiatives

Many of the past initiatives are continuing during this school year:

Current Professional Learning (2017-18)	Teachers attended
Growing Reader Training	2 teachers in Grades 4 and 5
Reading Instruction during the Literacy Block	Grades K-2

Whitfield-Tunnel Hill Elementary School-School Literacy Plan

ESOL Staff Development	All teachers
SIOP Training	2 teachers
Math training led by Graham Fletcher	All teachers
Number Talks with fractions	Grades 3-5
MAP/Compass Learning	All teachers
Co-teaching Training	All teachers

Individual School Professional Learning Needs:

In order to identify professional learning needs, teachers completed a survey which was created at the district level using the Georgia Literacy Plan Needs Assessment for Literacy in Kindergarten to Grade 12 document. Survey results were analyzed along with state and school-wide assessment data (Georgia Milestones, MAP (Measures of Academic Progress), and Reading Inventory) to determine the greatest areas of need. Goals were then developed along with associated professional learning activities.

Tunnel Hill Literacy Plan Chart

Goal 1: To develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.		
Needs Assessment Support: The results of the Needs Assessment show Tunnel Hill teachers need additional support in Building Block 4. Best Practices in Literacy Instruction (A.1.) According to the Reading Inventory Assessment given in May 2017, 36% of students in grades 3-5 scored at Below Basic or Basic.		
Activity: Professional Learning focused on research-based best practices in literacy instruction.		
Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf ; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf ; “What” Building Blocks 1c,d,e 2a,b,c 4a,c 6b; See District Goal 1 in Appendix		
Action Steps	People Responsible	Measureable Outcomes
Provide professional learning	All teachers and school personnel, Elementary Curriculum Director, School Instructional Coach, Administrators	Increase the number of students meeting benchmark on Reading MAP assessment
Provide implementation support through coaching		Increase the number of students in grades 3-5 scoring at levels 3 and 4 on the Georgia Milestones Assessment in ELA

Goal 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.
Needs Assessment Support: The results of the Needs Assessment show Tunnel Hill teachers to be emergent in Building Block 4. Best Practices in Literacy Instruction (B.1.) On the

Whitfield-Tunnel Hill Elementary School-School Literacy Plan

Spring 2017 ELA Milestones report, 40% of third grade students, 56% of fourth grade students and 52% of fifth grade students were in the “Remediate Learning” category for Writing and Language.		
Activity: Professional Learning focused on research-based best practices in writing instruction.		
Research: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf ; https://readingandwritingproject.org/about/research-base ; “What” Building Blocks 1c,d,e 2a,b 4b,c 6b; See District Goal 3 in Appendix		
Action Steps	People Responsible	Measureable Outcomes
Provide professional learning	All teachers and school personnel, Elementary Curriculum Director, School Instructional Coach, Administrators	Increase the number of students in grades 3-5 scoring at levels 3 and 4 on the Georgia Milestones Assessment in ELA
Provide implementation support through coaching		

Goal 3 : To provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.		
Needs Assessment Support: The results of the Needs Assessment show Tunnel Hill teachers to be emergent in Building Block 5. System of Tiered Intervention (RTI) for All Students (D.E.F.)		
Activity: Professional learning focused on interventions and differentiation strategies in literacy		
Research: http://journals.sagepub.com/doi/abs/10.1177/1053451214532351 ; https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf According to the “Why” document, it is necessary to provide a four-tiered instructional model in order to meet the needs of all students. See District Goal 4 in Appendix		
Action Steps	People Responsible	Measureable Outcomes
Provide professional learning and training on interventions	All teachers and school personnel, School Psychologist, School Instructional Coach, Administrators	Students show improvement in progress monitoring data
Provide implementation support through coaching		

Goal 4 : To provide social, emotional and behavioral supports for all students		
Needs Assessment Support: The results of the Needs Assessment show Tunnel Hill teachers to be emergent in Building Block 5. System of Tiered Intervention (RTI) for All Students (C.)		
Activity: To continue implementing PBIS		
Research: https://www.pbis.org/		
Action Steps	People Responsible	Measureable Outcomes
Training for PBIS team and staff	PBIS team, all teachers and school personnel, District and State PBIS Coordinators	Improved student behavior as evidenced by fewer office referrals
Implement school-wide PBIS behavioral expectations		

Whitfield-Tunnel Hill Elementary School-School Literacy Plan

Need for an L4GA Project (may be combination of narrative, data, charts, look at previous grants for guidance). **Need for a Striving Readers Project**

Tunnel Hill Elementary School has experienced a gradual decrease in the total school enrollment over the last 5 years resulting in a decrease in FTE funding. In addition, the number of students participating in the Free and Reduced Lunch program has slightly increased while the number of students served through the Gifted program has decreased. All of these factors can present a challenge for the faculty and staff when implementing academic instruction and planning school-wide programs. Some of our students only have access to books, computers, magazines and other literary resources when they are at school. These challenges should be expected with an ever growing and changing community population; however, the L4GA grant would help to close the gap for these students and make literacy a vital part of their daily lives by providing access to a variety of text in different formats and genres.

Analysis of Data:

The following chart shows the percentage of students in grades 3, 4, and 5 scoring at Proficient or Distinguished on the English Language Arts (ELA) Milestones test over the last 3 years.

% of Students scoring at Proficient or Distinguished	Georgia Milestones ELA Proficiency		
	Grade Level		
	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
2015	51%	41%	47%
2016	32%	53%	40%
2017	44%	42%	41%

The Milestones data indicate approximately half of the students score in the Proficient or Distinguished category which means that approximately fifty percent score in the Developing or Beginning Learning categories.

The following chart shows how students with disabilities scored on the 2017 ELA Milestones test:

Georgia Milestones ELA Proficiency – Students with Disabilities				
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Grade 3	56%	11%	33%	0
Grade 4	45%	37%	0	18%
Grade 5	60%	40%	0	0

The data indicates that most students with disabilities perform at the lower levels on the Milestones test.

Whitfield-Tunnel Hill Elementary School-School Literacy Plan

The following chart shows performance on the Reading Inventory Assessment over the past 2 years for students in grades 3-5. The Reading Inventory groups students based on their Lexile scores compared to expected scores for their grade level.

Reading Inventory Results for Grades 3-5				
	% Below Basic	% Basic	% Proficient	% Advanced
2015-2016	11	24	48	17
2016-2017	16	20	45	19

The data indicates that approximately 35% of our students are below basic or basic in reading based on Lexile scores.

Summary of findings:

- Milestones and Reading Inventory data indicate that students struggle to read and comprehend expository text in the content areas.
- Milestones data indicate that students need additional support in the writing process.
- Milestones data indicate that Students with disabilities need additional interventions and supports.
- Literacy materials in the classroom and in the Media Center do not adequately meet the needs of all learners. Students are in need of complex texts on grade level and on their individual Lexile levels in the classroom and in the Media Center.
- There is a need to develop, implement, expand, and sustain a school-wide reading initiative that incorporates research-based best practices in literacy instruction.
- There is a school-wide need to implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.
- There is a need to provide teachers and administrators with high quality professional development on Tiered instruction (RTI) and differentiation strategies as it relates to literacy instruction.
- There is a school-wide need to provide social, emotional and behavioral supports to assist students in becoming literate, productive members of society.

Whitfield – Valley Point Elementary – School Literacy Plan

School History

Valley Point Elementary School is located in southern Whitfield County in Northwest Georgia. Our student population is 489 students in grades Pre-K through 5th. We are approximately 80% White, 18% Hispanic, and 2% other. Our free/reduced lunch participation is 83.43%. We are located in the Valley Point community and the current elementary school is a renovation/new building area located on the site of the original Valley Point High School. Since we are a “community” school, we have students in our building whose grandparents attended and graduated from Valley Point when it was a high school. Many of our students also had parents who attended Valley Point.

The Valley Point community is a carpet community. A majority of our parents work in the carpet industry which is the largest employer in Whitfield County. However, a large percentage of our population is living at or below the poverty line.

Valley Point also houses an Autistic/Asperger’s program to serve the students that reside in the south end of Whitfield County. Students are transported to Valley Point to be served by our Autistic program.

We have a very diverse population when it comes to meeting the needs of our students. In addition to our ELL and Autistic population, we also have students who qualify for numerous other services. We have students who receive services in special education, gifted, Early Intervention Program (EIP), and we have one pre-k classroom.

To meet the needs of our diverse population, we provide staff based on the needs of our students. We have 24 homeroom teachers, 1 ½ ESOL teachers, 2 EIP teachers, 1 ALPHA teacher, 2 Reading Recovery teachers, 1 Instructional Coach, 1 full time counselor, 5 special education teachers, as well as paraprofessionals, a media specialist, PE teacher, music teacher, part time nurse, and clerical staff.

Valley Point Elementary envisions a responsive school that is focused on students and is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment.

- We believe our school is responsive to the needs of students, parents, and the community.
- We believe our core business is providing students with engaging, challenging, and meaningful work.
- We believe the role of the teacher is leader and designer of engaging, challenging, and meaningful work.
- We believe students are volunteers whose attention and commitment must be earned.
- We believe students, school personnel, parents, and community members have a shared responsibility in the educational process.
- We believe all our students, personnel, and parents deserve a safe, inviting, non-threatening learning environment where they are treated with dignity and respect.

Administrative and Leadership Team

Our current Administrative Team consists of Doris McLemore, Principal; Rena Graham, Assistant Principal; Carrie Scoggins, Instructional Coach; and Andrea Brewer, Counselor.

Whitfield – Valley Point Elementary – School Literacy Plan

A new leadership team was established in the fall of 2016 and consists of our principal, our assistant principal, our instructional coach, our counselor, one teacher per grade level, our lead ESS teacher, our lead EIP teacher, our ALPHA teacher, and our media specialist.

Doris McLemore, principal	Charlie McBrayer, 3 rd grade teacher
Rena Graham, assistant principal	Caroline Patty, 4 th grade teacher
Carrie Scoggins, instructional coach	Shelley Rickett, 5 th grade teacher
Andrea Brewer, counselor	Laruen Holsomback, Lead ESS
Kim Hart, K teacher	Abby Gabehart, Lead EIP
Amber Davis, 1 st grade teacher	LaShanda Singleton, ALPHA teacher
Kristy Townsend, 2 nd grade teacher	Rachel Lamar, media specialist

We meet approximately once a month or whenever issues arise in which we need feedback or input. We make decisions for our school after taking the information back to the various grade levels or areas and seeking input.

Community Assets

GOSA Implementation Grant Elements: Leadership Team Partners: Whitfield County Schools, E3Z/DECAL (early education empowerment zone) Dalton State College, Dalton/Whitfield Regional Library, Learning Academies, Summer Power Lunches, Summer Libraries, Professional Learning (Whitfield County Schools provided additional literacy training to K-3 teachers. The training was part of the Get Georgia Reading Campaign), Book Blasts, Recipes for Success, Ready Rosie, pre-k registration, Northwest Georgia College and Career Academy, Georgia Northwestern Technical College, Readers to Leaders, North GA Healthcare Partnership, Health Department, K-12 feeder collaboration, RESA, Quality Rated Childcare support, teen maze, Sharing is Caring, WIC, and SNAP.

Past Instructional Initiatives

Over the years, Valley Point Elementary School has implemented a variety of literacy based instructional initiatives. Below is a chart displaying the names of the programs.

Jack and Jilly	Four Blocks	Learning Focused
Literacy Collaborative	Success	Saxon Phonics
Reading Recovery	Basal Readers	Road to the Code
SIOP	Mountain Language	Guided Reading
Growing Readers		

Whitfield – Valley Point Elementary – School Literacy Plan

Current Instructional Initiatives

Currently, our school has several instructional initiatives related to literacy. We follow district curriculum maps and pacing guides to ensure that students are taught specific standards and word study skills in a pre-determined sequence. The instructional initiatives include: Sheltered Instruction Observation Protocol (SIOP), Growing Readers, Balanced Literacy Framework, and Writer's Workshop.

Every year, selected teachers attend SIOP training which focuses on reading, writing, speaking, and listening. SIOP participants also engage in coaching cycles with the instructional coach. The SIOP model is widely used across all grade levels to embed literacy in multiple content areas. Teachers also attend Growing Readers training, in which our local Regional Educational Service Agency (RESA) partners with the Governor's Office of Student Achievement (GOSA) to present consistent, research-based reading practices to teachers. This training also includes a coaching follow-up component.

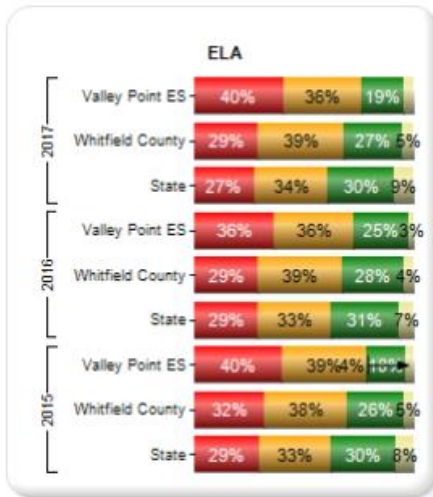
Recently, teachers have begun to implement and refine the Whitfield County Balanced Literacy Framework. This includes shared reading, independent reading, and guided reading. The instructional coach provides support with assessing students, analyzing reading and word work behaviors, conferring, and planning for remediation or enrichment. Lastly, Writer's Workshop is an initiative that is still in the beginning stages. Grade-level representatives attended training in the fall and are currently piloting lessons within their classrooms. We look forward to improving our instruction in literacy.

Individual School Professional Learning Needs:

Based on our school literacy plan for the next three years, we would like to have all teachers trained in Growing Readers in grades K through 3rd and would like to begin Guided Reading training in 4th and 5th grade. Our five year vision for our school is to have everyone fully trained and utilizing Guided Reading, and to continue to monitor and assist Guided Reading and benchmark assessments. A core program of direct, explicit reading instruction is an area of need for us, based on the low percentage of students that have scored in the proficient and distinguished learner categories over the last three years. Additionally our students that are not meeting projected growth on our MAP assessment. See the attached data. We are moving in that direction with Growing Reader/Guided Reading Training, but funds from this grant would assist us in being able to make sure all staff members are initially trained and teachers are continually able to update and have the monitoring they need to make Guided Reading/Growing Reading successful school wide.

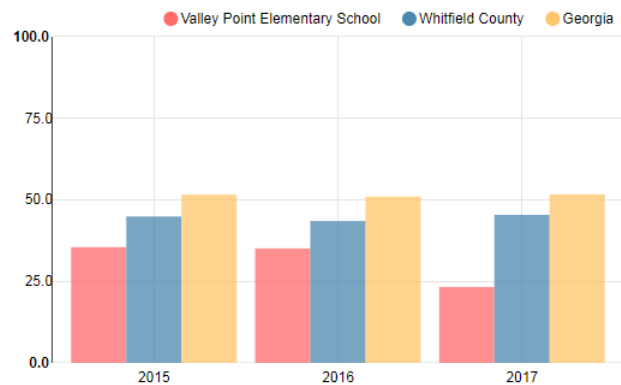
By the spring of 2019, our goal is to have all teachers trained in Writer's Workshop and be able to begin implementation in all grade levels by fall of 2019. Writing is an area of weakness across our curriculum as evidenced in our attached Georgia Milestones ELA data from the past three years. We have a low percentage of students scoring in the proficient and distinguished learner categories and we would like to increase these percentages, as well as increase our number of students meeting projected growth on our ELA MAP assessment. Reading and writing are reciprocal practices, so to improve in these areas we need more professional learning on evidence based reading and writing strategies across the curriculum.

Whitfield – Valley Point Elementary – School Literacy Plan



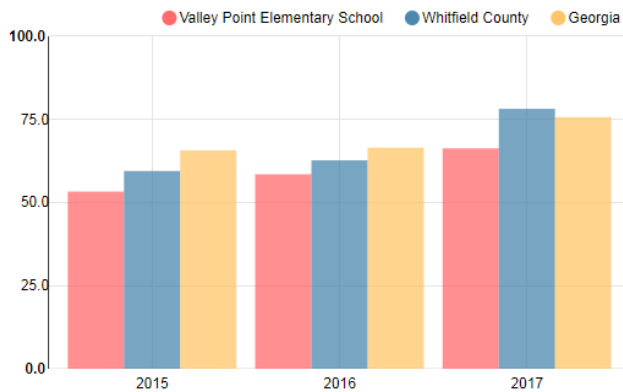
Reading at or above the Grade Level Target (3rd Grade) ☉

Percent of students in grade 3 achieving Lexile measure equal to or greater than 650



Reading at or above the Grade Level Target (5th Grade) ☉

Percent of students in grade 5 achieving Lexile measure equal to or greater than 850



Subgroup	Valley Point ES	Whitfield County	Georgia
ELL	70%	30%	
ED	42%	5%	37%
SWD	83%	2%	5%

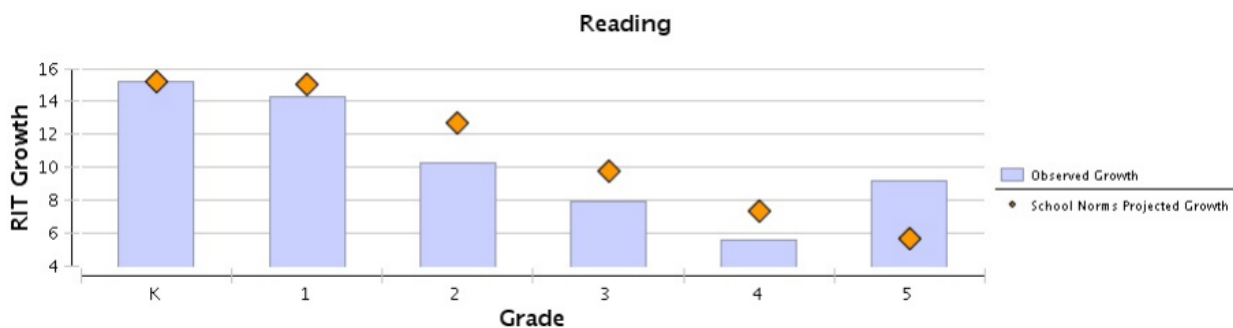


2017-18

Whitfield – Valley Point Elementary – School Literacy Plan



2016-17



2015-16

Trend for ELA (same group of students)	Percentage of students scoring at proficient level	Percentage of students scoring at distinguished level
3 rd (2015)	18%	4%
4 th (2016)	25%	3%
5 th (2017)	10%	5%

This table shows the Georgia Milestones results of the same group of children over a three year span. We observe a trend in data that indicates a rise in proficiency within the fourth grade year, followed by a decline in their fifth grade year. One explanation could be that small group reading instruction during their fourth grade year resulted in an increased number of students scoring in the proficient and distinguished categories. During the school years shown in the table, the fourth grade teacher was the only one who had training and experience with small group reading instruction. The other teachers (third and fifth grades) employed other instructional strategies such as whole group reading, literature circles, and book studies.

Whitfield – Valley Point Elementary – School Literacy Plan

Need for an L4GA Project

Based on our needs assessment,

- All teachers share responsibility for achieving literacy goals and school teams collaborate to help guide instruction.
- Community organizations and agencies, in partnership with the schools, offer learning supports to complement literacy instruction.
- Teachers use evidence-based writing instruction in all subject areas.
- RTI is monitored to ensure that it occurs consistently and is implemented with fidelity.

Resources for Tier II and Tier III are identified and available to all schools.

- Multiple points of data are analyzed and social, emotional, and behavioral supports provided when needed.

Goal 1: A core program of direct, explicit reading instruction is an area of need.		
Needs Assessment Support: Based on our Needs Assessment, the majority of our staff feels that there is not a consistent literacy focus across the curriculum		
Activity: Increase the use of evidence-based reading and writing strategies across the curriculum.		
Research: Teachers College Reading and Writing Project (2014) found that students need to read multiple texts to move through the text complexity. https://readingandwritingproject.org/about/research-base see Appendix 1 of WCS plan		
Action Steps	People Responsible	Measureable Outcomes
All staff members trained in evidence-based reading and writing strategies	Administration Instructional Coach Teachers	Increased growth on Measure of Academic Progress (MAP) Increased scores on Georgia Milestones Assessment System (GMAS) Greater use of Benchmark Assessment Increased Growth on GKIDS
Continued update and monitoring of the use of evidence based-reading and writing strategies	Administration Instructional Coach Teachers	Increased Growth on MAP Increased Scores on GMAS Greater use of Benchmark Assessment Increased Growth on GKIDS

Whitfield – Valley Point Elementary – School Literacy Plan

Goal 2: Teachers are to use evidence based writing instruction in all subject areas.		
Needs Assessment Support: All students receive effective writing instruction across the curriculum.		
Activity: Increase the use evidence-based writing instruction in all subject areas.		
Research: Graham et. Al (2012) recommends daily time for students to write. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf		
see Appendix 1 of WCS plan		
Action Steps	People Responsible	Measureable Outcomes
All teachers trained and implementing evidence-based writing instruction	Administration Instructional Coach Teachers	Greater use of System Benchmark Writing Prompt Writing Rubrics
Continued Support for updated training of evidence-based writing instruction	Administration Instructional Coach Teachers	Increased Scores on GMAS Greater Use of System Benchmark Writing Prompt Writing Rubrics

Goal 3: RTI is monitored to ensure that it occurs consistently and is implemented with fidelity.		
Needs Assessment Support: Most of our school staff feel that Tier II based interventions being provided for targeted students are not yet fully operational.		
Activity: Tier II based interventions are provided for targeted students.		
Research: King et. al (2012) indicates that there is a need for research based interventions to be provided before failure occurs. https://pdfs.semanticscholar.org/2b58/9450f45143ad929ef6549ad56c3129e69147.pdf		
see Appendix 1 in WCS plan		
Action Steps	People Responsible	Measureable Outcomes
Provide intensive, systematic instruction on a regular basis (Tier 2)	Teachers	Increased Growth on MAP AIMSWEB Increased Scores on GMAS Greater use of Benchmark Assessment Increased Growth on GKIDS
Monitor Tier 2 Students and Reevaluate	Teachers	AIMSWEB
Provide intensive instruction daily who show minimal progress in small group Tier 2 (Tier 3)	Teachers	AIMSWEB Increased Scores on GMAS Increased Growth on MAP Greater use of Benchmark Assessment Increased Growth on GKIDS

Whitfield-Varnell Elementary School - School Literacy Plan

School History

Varnell Elementary School possesses a 120 year history of service to the students of its community. The original school was founded in 1891, a two-room frame building in downtown Varnell, Georgia, which served students in grades one through seven. At the present time, Varnell's student body includes 56% Caucasian students, 39% Hispanic students, 5% African American, Asian, multiracial, and American Indian students. The student population is 50% male and 50% female. Currently, 66.67% of our students qualify for the free and reduced lunch program. This is a 6% increase from the 2016/2017 school year and the highest percentage over the past four years. Varnell Elementary serves as a feeder school to North Whitfield Middle School and Coahulla Creek High School providing a sound educational foundation to help students progress to higher levels defined by the College and Career Ready Performance Index. We have an experienced team at Varnell, comprised of certified and classified staff, some of which are shared with other schools. Varnell Elementary has 34 teachers, paraprofessionals, bookkeeper, one clerk, cafeteria staff, bus drivers, and two Parent Involvement Coordinators (PICS) to support Title 1 and Title III programs. All of Varnell administrators and teachers are highly qualified with 88% having advanced degrees and eleven or more years of experience.

Administrative and Leadership Team

Principal-Lisa Jones

Assistant Principal- Paula Wheeler

Instructional Coach- Lisa Cable

As Varnell Elementary COLTS, we strive to **C**are about others, **O**wn our actions, **L**ead by example, **T**hink before acting, and **S**tay safe. These expectations are embedded throughout all aspects of our daily school life. Embodying our COLTS expectations leads to a shared leadership philosophy. All teachers serve as team members on committees which have specific tasks and responsibilities. Staff talents and expertise are valued as each individual contributes to the productivity of the entire school. Varnell COLTS believe that we are called to lead from where we are regardless of our title or position. This shared belief fosters a continual commitment to the growth of the whole child.

Community Assets

Varnell Elementary School has partnered with the following businesses: Butcher's Market, Circle K, City of Varnell, Community Foundation Northwest Georgia, Dalton College, Dalton Public Library, Food City, Food Lion, Hamilton Medical Center, K-12 Feeder Collaboration (Varnell Elementary, North Whitfield Middle, Coahulla Creek High), North GA Healthcare Partnership, Peoples Funeral Home, Prater's Mill Foundation, Readers to Leaders, RESA, Salem Baptist Church, Varnell Community Club, Varnell United Methodist Church, Whitfield County Health Department, GOSA Grant (Governor's Office of Student Achievement) and Get Georgia Reading/Growing Readers Campaign. These partnerships have provided assistance and support to help meet the academic, emotional, and social needs of our students and families.

Past Instructional Initiatives

Prior to 2013, Varnell Elementary implemented components of literacy using Dr. Cindy Cupp in kindergarten. Dr. Cupp's program is scripted and teaches phonics and sight word recognition.

Whitfield-Varnell Elementary School - School Literacy Plan

First grade implemented Saxon Phonics while all remaining grades utilized Basal readers to instruct reading. While these methods were successful for some students, isolated instruction of specific literature components did not always meet the needs for many students. Beginning in 2013, Varnell Elementary trained two teachers in Reading Recovery, a highly effective short-term intervention of one-to-one tutoring for low achieving first graders. Through the implementation of Reading Recovery, we discovered inconsistencies regarding literacy vocabulary and instructional strategies throughout the grade levels.

Current Instructional Initiatives

After the implementation of Reading Recovery in 2013, administrators and teachers recognized a need for a common language and shared theory about reading and writing. In 2014, Varnell hired a Literacy Collaborative trained Instructional Coach. During her 3 years at Varnell, she designed and facilitated the implementation of a balanced literacy approach based on state standards, Whitfield County's literacy beliefs, and non-negotiable practices for grades K-3. The Balanced Literacy training was designed based on the research and theory of Irene Fountas, Gay Su Pinnell, and Marie Clay. The framework consists of Reading Workshop, Writing Workshop, and a language block. We are currently in our fourth year of implementation and would like to extend training to our fourth and fifth grade teachers. During the literacy block, EIP and ESL teachers are in classrooms to provide additional support and to meet students' individual needs. A focused effort is placed on building classroom libraries and leveled readers in our book room. Many of our teachers continue to participate in Growing Readers training through RESA. Approximately 78% of certified staff have been trained in SIOP (Sheltered Instruction Observation Protocol). Several teachers have completed endorsements in the following areas: gifted, reading, and ESL. PBIS (Positive Behavioral Interventions & Supports) has been implemented to address the social, emotional, and behavioral well-being of all students. PBIS has improved social, emotional, and academic outcomes for the students of Varnell. It provides a consistent common language, modeled behavior, and continual reinforcement.

<https://www.pbis.org/>

Individual School Professional Learning Needs:

Our goal is to provide professional learning and instruction in the following areas;

- Writing Instruction (process writing and writing across the curriculum)
- Literacy Instruction across the curriculum
- RTI Resources (Leveled Literacy Instruction)
- Whole Child (behavioral, emotional, social)

Goal 1: Improve writing instruction across the curriculum by creating a cohesive understanding of the writing process.
Needs Assessment Support: All students receive effective writing instruction across the curriculum based on the Needs Assessment Survey.
Activity: Professional Learning, Writing Workshop Model
Research: According to the Institute of Educational Sciences, Graham et. al (2012) in "Teaching Elementary School Students to be Effective Writers."

Whitfield-Varnell Elementary School - School Literacy Plan

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf

Action Steps	People Responsible	Measurable Outcomes
Schoolwide professional learning	Administration, Instructional Coach, teachers	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Purchase Writing Workshop Units of Study (K-5)	Administration, Instructional Coach	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Professional Learning Extension, fund substitutes for collaboration	Administration, Instructional Coach, teachers	Increase Milestones and MAP scores, meeting standards on GSE and GKids

Goal 2: Improve literacy instruction and student achievement across the curriculum by implementing a consistent set of effective practices.

Needs Assessment Support: Based on the Needs Assessment Survey, active collaborative school teams ensure a consistent literary focus across the curriculum and literacy instruction is optimized in all content areas.

Activity: Professional Learning, Extending learning (K-4), Initial training (5th)

Research: According to the Teachers College Reading and Writing Project (2014).

<https://readingandwritingproject.org/about/research-base>

Action Steps	People Responsible	Measurable Outcomes
Schoolwide professional learning	Administration, Instructional Coach, teachers	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Purchase Professional literature, guided reading books, classroom texts, fund substitutes for collaboration	Administration, Instructional Coach	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Purchase technology and digital resources to support literacy instruction	Administration, Instructional Coach	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Expand the Media Center, book room, and class collections, including storage, shelving materials, and furniture	Administration, Instructional coach, Media Specialist	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Professional Learning Extension, collaboration	Administration, Instructional Coach, teachers	Increase Milestones and MAP scores, meeting standards on GSE and GKids

Goal 3: Teachers will gain a better understanding of the RTI process and effectively

Whitfield-Varnell Elementary School - School Literacy Plan

implement interventions based on individual student needs.		
Needs Assessment Support: According to the Needs Assessment Survey, Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the GSE any other way.		
Activity: Professional Learning, Purchase Resources		
Research: Averill, O. H., Baker, D., & Rinaldi, C. (2014). "A blueprint for effectively using RTI intervention block time. Intervention in School and Clinic" http://journals.sagepub.com/doi/abs/10.1177/1053451214532351		
Action Steps	People Responsible	Measurable Outcomes
Professional learning: RTI, PBIS	Administration, Instructional Coach, teachers	mastery of MAP projected growth, increase Fountas and Pinnell Reading Benchmark level
Purchase Resources for all Tiers within the Pyramid of Intervention	Administration, Instructional Coach	mastery of MAP projected growth, increase Fountas and Pinnell Reading Benchmark level
Purchase resources to support social and emotional needs	Counselor, Administration	student and parent surveys
Purchase technology and digital resources to support interventions	Administration	mastery of MAP projected growth, increase Fountas and Pinnell Reading Benchmark level

Goal 4: Varnell will provide additional support in order to meet the needs of the Whole Child (behavioral, emotional, social) and their families when needed.		
Needs Assessment Support: Tier 1 Social/Emotional/Behavioral supports are provided to all students in all classrooms according to the Needs Assessment Survey.		
Activity: Professional Learning, Purchase Resources		
Research: https://www.pbis.org/		
Action Steps	People Responsible	Measurable Outcomes
Professional Learning; PBIS	Administration, Instructional Coach, all staff	Student and parent surveys, attendance
Family Engagement events	Instructional Coach, Administration, teachers	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Purchase resources to support academics at home	Instructional Coach, Administration	Increase Milestones and MAP scores, meeting standards on GSE and GKids
Support community partners with family assistance	Counselor, Administration, Instructional Coach, teachers	Increase Milestones and MAP scores, meeting standards on GSE and GKids

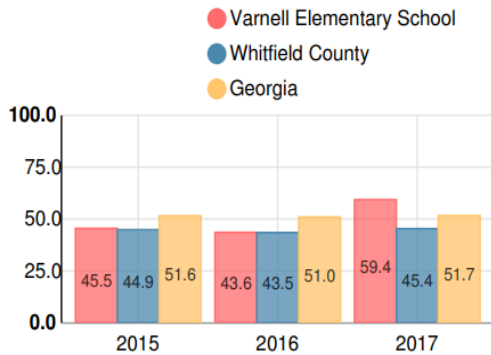
Whitfield-Varnell Elementary School - School Literacy Plan

(weekend snack pack, Christmas assistance)		
Purchase Counseling resources	Counselor, Administration	Student and parent surveys, attendance

Need for an L4GA Project

Reading at or above the Grade Level Target (3rd Grade)

Percent of students in grade 3 achieving Lexile measure equal to or greater than 650



Reading at or above the Grade Level Target (5th Grade)

Percent of students in grade 5 achieving Lexile measure equal to or greater than 850

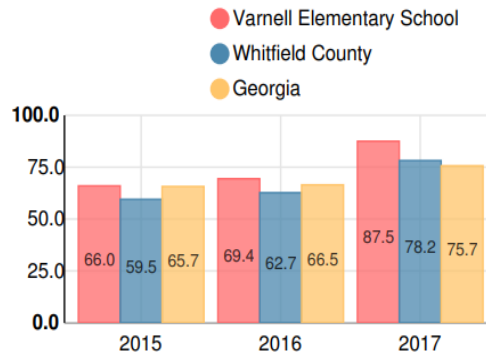


Figure 1: The above charts show the percent of students in grades 3-5 that are reading at or above the Grade Level Target. The data suggests that the balanced literacy approach is creating some positive momentum at Varnell Elementary.

ELA									
	3rd			4th			5th		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	6%	4%	7%	7%	11%	1%	2%	7%	4%
Proficient	26%	23%	28%	30%	38%	30%	36%	29%	41%
Developing	41%	30%	43%	42%	42%	35%	33%	46%	42%
Beginning	27%	43%	22%	21%	8%	35%	29%	18%	13%

ELA Subgroups									
	ELL			SWD			ED		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Distinguished	0%	0%	0%	4%	6%	0%	2%	3%	1%

Whitfield-Varnell Elementary School - School Literacy Plan

Proficient	16%	8%	17%	13%	6%	20%	25%	22%	26%
Developing	37%	25%	42%	13%	11%	20%	40%	40%	39%
Beginning	47%	67%	42%	70%	78%	60%	32%	35%	33%

Figure 2: The above charts show more specific data concerning the deficits in our subgroups. Significant deficiencies are noted for students reading at or above grade level proficiency. The deficits are especially glaring in the area of distinguished performance levels.

The faculty and staff of the Whitfield County School District are committed to using effective instructional practices that are **non-negotiable** in every classroom. Our goal is that all students will find success achieving on their highest level.

As a district and school, we believe that literacy is a lifelong process in which all students learn to read, write, and communicate. Effective reading instruction includes a balanced approach consisting of phonemic awareness, phonics, comprehension, vocabulary, and fluency. Ongoing professional development in literacy is essential for teacher and student success. We believe that reading and writing are reciprocal processes which follow a continuum of learning. Students should be engaged in daily, authentic, and meaningful experiences with reading, writing, speaking, and listening. Teachers begin with a student's background knowledge and build from those strengths to construct new learning; therefore, ongoing professional development in writing is imperative for teacher and student success.

According to the Georgia Milestones English Language Arts Subgroup data, the majority of students at Varnell Elementary fall in the Developing and Beginning Proficiency Band (see FIGURE 1). The data shows that our implementation of a balanced literacy approach has created some positive momentum; however, significant deficiencies are still noted for students reading at or above grade level proficiency. It is crucial that we provide resources and interventions to address the needs of our students. Based upon our data, the deficiencies are in an identified population of students being served (English Language Learners, Students With Disabilities, and Economically Disadvantaged).

In our first goal, we addressed the need to improve writing instruction across the curriculum by creating a cohesive understanding of the writing process. We believe that students who develop strong writing skills, at an early age acquire a valuable tool for learning, communication, and self-expression. According to our school's Literacy Needs Assessment, only 50% of our grade levels felt that writing instruction across the curriculum is fully operational. As a first time recipient of the L4G4 Grant, this grant will fund school-wide professional learning, Writing Workshop Units of Study, professional learning extensions for teacher collaboration, and resources for improving literacy/writing instruction across the curriculum. These funds will help us sustain practices that we already have in place as well as integrate additional literacy support for our teachers and staff. Ideally our school will integrate writing into other content areas to reinforce literacy. We assert that effective writing is a vital life-skill for every subject area and the work world.

Whitfield-Varnell Elementary School - School Literacy Plan

In our second goal, the focal point is to improve literacy instruction and student achievement, across the curriculum, by implementing a consistent set of effective practices. In order to do this, our school needs to provide additional support to our staff and students through enriched learning experiences. Our goal is to implement small-group guided reading with all students allowing teachers to scaffold, model, and discuss independent reading strategies determined by student needs. Students are engaged in the reading process when books are on their reading level, and when they are able to make real life connections with books. With the L4G4 grant, our school will fund professional learning opportunities for staff; purchase professional literature, guided reading books, and classroom texts; and fund substitutes so our teachers can collaborate on literacy instruction. We will also purchase technology and digital resources to support instruction and expand our media center, book room, and classroom collections.

Research suggests that students with problem behaviors are more likely to have academic deficits. Teaching the whole child, is paramount in removing those barriers for learning. For this reason, our third goal focuses on meeting the social and emotional needs of our students by helping teachers understand the RTI process and then utilizing interventions based on individual student needs. Positive Behavioral Interventions and Supports (PBIS) improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. The L4GA Grant will provide additional PBIS professional staff development in order to meet our students' needs. Additionally, we will purchase resources to support the social and emotional needs of our students, and technology and digital resources to enhance interventions.

Our final goal is to meet the needs of the Whole Child (behavioral, emotional, social, and physical) and their families. We have a culturally and socioeconomically diverse community, therefore, we must support efforts to remedy gaps in services for our children. We currently provide health and nutrition services, counseling, opportunities for parent and community involvement, and after-school care for young children. The L4G4 Grant will supply additional funding for increased professional learning, family engagement events, and counseling resources. The funds will also purchase items for our parent resource room and our family assistance programs, such as the Weekend Snack Pack and Christmas assistance. We are committed to developing a comprehensive program that includes whole-child measures.

At Varnell Elementary, our mission is to build partnerships that engage communities and schools to strengthen student learning, and to establish and train teachers to implement new evidence-based practices.

Whitfield County Schools
Westside Elementary School Literacy Plan

School History

Westside Elementary School (WES) is a Title 1 Distinguished school located in Rocky Face, Georgia, approximately five miles west of Dalton, Georgia. The rural community served by Westside is considered to be a family oriented area of the county. Primarily, the student population comes from middle to lower class families. Over the last several years, our community has been affected by economic hardships. According to data collected by the State Longitudinal Data System, the school has seen an increase in both free and reduced lunch eligible students. Currently 60% of students receive free and reduced meals, which is a slight increase from previous years.

Approximately 656 students are in pre-kindergarten through fifth grade. The ethnicity population includes: 83 Hispanic/Latino, 4 Asian, 11 African American, 529 White, and 2 American Indian. 81% of the population is white, and 19% is of other ethnicities.

We serve students using appropriate state approved models of instruction with research based teaching and learning strategies for services in which they qualify. Students receiving services include: 11% Gifted, 4% ESOL, 18% special education, and 26% Early Intervention Program (EIP).

Membership in PTO is currently 152 families. PTO has raised \$14,000, most of which is slated for school improvements. Our community members and business partners offer their help in many ways. They hold positions on School Council and PTO, volunteer to teach Junior Achievement lessons, and provide Saturday Sacks weekly to families in need. Business partners provide student incentives to encourage good attendance. Schools within our feeder pattern provide student volunteers in many capacities throughout the year. Students volunteer from the Northwest High School Service Learning Class, and students are mentored through the Big Brothers Big Sisters' Buddy Program. Each year, our school hosts multiple student teacher candidates from Dalton State College. Many parents and community stakeholders participate in our annual Career Day. Through "Operation Round Up", North Georgia Electric donates funds to support STEM resources for the classroom. Dalton Utilities provides volunteers for reading events throughout the year. Mohawk Industries has provided free carpet and installation to improve facilities. United Way has funded and facilitated various beautification projects on our school campus. Mount Vernon United Methodist church supports our students, teachers, and families in a variety of ways: food, monetary donations to our indigent fund, facilities for meetings and special student events, school supplies, and teacher appreciation treats.

Administrative and Leadership Team

The faculty and staff at Westside Elementary collaborate on major decisions affecting the school. The Leadership team, consisting of representatives from every grade level, Title I, and support teachers, meets regularly to determine the best use of funds, revise and update our School Improvement Plan, and spearhead other areas of educational need. In turn, these teacher leaders inform team members by communicating new ideas and giving feedback to the leadership team. The following table summarizes the members of the leadership team.

**Whitfield County Schools
Westside Elementary School Literacy Plan**

Tami Dodd- Principal	Carrie Holder- Fifth/Lead Math
Sunshine Narramore- Assistant Principal	Missy Combs- Lead EIP
Jennifer Crane- Counselor	Dawn Wilhite- Special Education
Betsy Helton- Instructional Coach	Amy Crawford- Specials
Regina Adams- Media Specialist	Susan Neal- Lead LA
Tairen Landen- Kindergarten	Sandra Smith- Science
Julie Scoggins- First Grade	Laura Nealey- ESOL
Angie Retelle- Second Grade	Donna Cook- Gifted
Michelle Bridges- Third Grade	Magen Purcell- Social Studies
Sarah Reed- Fourth Grade	

Community Assets

Westside Elementary has established partnerships within the community that include, but are not limited to: United Way, Big Brothers Big Sisters, Dalton Utilities, North Georgia Electric, NWHS Service Learning Program, NWHS Beta Club, WMS Beta Club, Mohawk, Mount Vernon United Methodist, Georgia HOPE, DSC, DSC P-20, public library, Pre-K, WC Health Department, and RESA.

Past Instructional Initiatives

- Bookworms
- Differentiated Reading Instruction
- Writing with Mark Diamond
- Word Journeys
- Saxon
- Trait Crate
- Compass Learning
- PALS
- SRA
- Jack and Jilly

Current Instructional Initiatives

- Bookworms
- Guided Reading
- Compass Learning
- SRA
- WCS ELA Pacing Guide Resources
- Growing Georgia Readers
- Moby Max
- Calkins Writing Units of Study
- Power Reading
- GoFAR
- Struggling Readers Strategies

Individual School Professional Learning Needs

Goal 1: All teachers share responsibility for achieving literacy goals and school teams collaborate to help guide instruction.		
Needs Assessment Support: As evidenced from our needs assessment, we scored in the emergent level indicating a need for more support in this area.		
Activity: Comprehensive literacy focus		
Research: According to Institute of Educational Sciences, Foorman et. al. (2016) in “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” the following recommendations support reading development: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf		
Action Steps	People Responsible	Measureable Outcomes

Whitfield County Schools
Westside Elementary School Literacy Plan

Vertical teams	All teachers and administration	Improve understanding of vertical alignment and continuum of standards
Professional learning	All staff and administration	Enrich instructional pedagogy, understandings, and practices
Collaboration	All staff and administration	Consistency in understandings and practices
Modeling and coaching	School/District Instructional Coach	Improve literacy instruction and practices
Data analysis	All teachers and administration	Data driven instructional planning and decision making

Goal 2: Community organizations and agencies, in partnership with the schools, offer learning supports to complement literacy instruction.

Needs Assessment Support: Although our community provides support in many ways, a focus on literacy instruction support from the community is needed as evidenced by our needs assessment score of emergent level.

Activity: Community literacy involvement

Research: According to research gathered by the Get-GA Reading Campaign, it is essential to provide support in the 4 pillars listed below to improve outcomes for children. These four pillars can only be addressed by partnering with community agencies.

<http://getgeorgiareading.org/resources-overview/>

Action Steps	People Responsible	Measureable Outcomes
School to community-literacy outreach	Counselor, social worker, Miracle Field Organization, community volunteers, and all staff	Enhance community and school partnerships; build positive relationships
Community to school-literacy outreach	Business partner committee, literacy team, administration, community organizations, and agencies	Increase an awareness and support of literacy for real world connections

Goal 3: Teachers use evidence-based writing instruction in all subject areas.

Needs Assessment Support: As evidenced from our needs assessment, we scored in the emergent level indicating a need for more support in this area.

Activity: Writing across the curriculum

Research: According to the Teachers College Reading and Writing Project (2014), there is strong research to support the effectiveness of:

- Demonstration and scaffolding of the writing process
- Small group instruction and conferring
- Importance of volume and stamina
- Importance of literacy-rich content area instruction
- Connection between reading and writing achievement

<https://readingandwritingproject.org/about/research-base>

**Whitfield County Schools
Westside Elementary School Literacy Plan**

Action Steps	People Responsible	Measureable Outcomes
Vertical teams	All teachers and administration	Improve understanding of vertical alignment and continuum of standards
Professional learning	All staff and administration	Enrich instructional pedagogy, understandings, and practices in writing across the curriculum
Collaboration	All staff and administration	Consistency in understandings and practices
Modeling and coaching	School/District Instructional Coach	Improve writing instruction and practices across the curriculum
Data analysis	All teachers and administration	Data driven instructional planning and decision making

Goal 4: RTI is monitored to ensure that it occurs consistently and is implemented with fidelity. Resources for Tier II and Tier III are identified and available to all schools.

Needs Assessment Support: As evidenced from our needs assessment, we scored in the emergent level indicating a need for more support in this area.

Activity: RTI fidelity

Research: According to the Institute of Educational Sciences, Gersten et. al. (2009), “Assisting students struggling with reading: response to intervention (RTI) and multi-tier intervention in the primary Grades,” the RTI process should help identify students, implement interventions and promote student achievement. Evidence based research suggests:

- Regular screenings and progressing monitoring of at-risk students
- Provide differentiated reading instruction (Tier 1)
- Provide intensive, systematic instruction on a regular basis (Tier 2)
- Monitor Tier 2 students monthly and re-evaluate
- Provide intensive instruction daily for those who show minimal progress in small group Tier 2 (Tier 3)

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

Action Steps	People Responsible	Measureable Outcomes
Increase RTI resources	Literacy team, school psychologist, technology team, and administration	More prescriptive intervention selection and use
Increase technology resources to support RTI	Technology team, literacy team, media specialist, and administration	More availability and flexibility of resources
Professional Learning	All staff, intervention specialist, and technology specialist	Increase understanding and the utilization of intervention resources
Data analysis	All teachers, school psychologist, and administration	Data driven instructional planning and decision making

Whitfield County Schools
Westside Elementary School Literacy Plan

Goal 5: Multiple points of data are analyzed and social, emotional, and behavioral supports provided when needed.		
Needs Assessment Support: As evidenced from our needs assessment, we scored in the emergent level indicating a need for more support in this area.		
Activity: Whole child support		
<p>Research: The US Department of Education (2014) in “Guiding Principles: A Resource Guide for Improving School Climate and Discipline” identifies that “developing positive school climates and improving school discipline policies and practices are critical steps to raising academic achievement and supporting student success”. The growing body of research and best practices in the field should inform locally developed approaches to improving school climate and discipline policies and practices. The following findings indicated that common practices created safe and supportive conditions for learning:</p> <ul style="list-style-type: none"> • Create positive climates and focus on prevention • Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors • Ensure fairness, equity, and continuous improvement driven by data and analysis <p>https://eric.ed.gov/?id=ED544743</p>		
Action Steps	People Responsible	Measureable Outcomes
PBIS implementation with fidelity	Counselor, PBIS team, all staff, and administration	Increase respect and positive behavior
Student mentors	United Way, Big Brothers Big Sisters, NWHS Service Learning	Build positive and supportive relationships
Rocket Rallies- positive behavior recognition	Counselor, PBIS team, students, all staff, and administration	Showcase students who exhibit rocket pride
Healthcare partnerships and services	Nurse, counselor, social worker, health department, and medical professionals	Improved healthcare of students

Need for an L4GA Project

Literacy is defined by the Georgia Literacy Task Force as “the ability to read, write, listen, speak, and view in order to communicate effectively with others, which includes being able to adopt the appropriate register for a variety of audiences.” As research shows and other data forms support, literacy (reading and writing) across the curriculum is crucial to students’ success in all academic areas at all levels. Although our ELA achievement is higher than district and state averages, CCRPI data shows a lack of student growth and a need for bridging the achievement gap. In order to help bridge the gap and promote high growth, professional learning and resources in the area of differentiation in all subject areas are needed to help students reach their maximum potential.

Whitfield County Schools Westside Elementary School Literacy Plan

Subgroup Performance	End of Grade			
	English Language Arts	Mathematics	Science	Social Studies
American Indian/Alaskan	NA	NA	NA	NA
Asian/Pacific Islander	NA	NA	NA	NA
Black	NA	NA	NA	NA
Hispanic	P-SG	P-SG	P	P
Multi-Racial	NA	NA	NA	NA
White	P-S	P-S	P-S	P
Economically Disadvantaged	P-SG	P-SG	P	P
English Learners	NA	NA	NA	NA
Students With Disability	P	P	P	P

The LAGA Grant will enable us to provide our students with quality texts that promote rigor, integration, writing, and is aligned to Georgia Standards of Excellence (GSE). Our goal is to ensure that students are prepared when they leave our school with the ability to read, write, listen, speak, present, think critically, and problem solve across all content areas. Our teachers and staff will participate in professional development opportunities related to all aspects of literacy and writing instruction. In addition, this grant will provide us with opportunities to enhance community partnerships to address social, emotional, and cognitive needs of all students.

Data was drawn from the following sources: GA Milestones (achievement scores and Lexiles) and MAP (Measures of Academic Progress-growth compared to median national norm). Proficient Readers are defined by combining the percentage of proficient and distinguished students' scores. WES uses AIMSweb across grade levels to record and monitor growth of struggling students. Although this ongoing assessment is consistent, literacy interventions are varied and limited. Each grade level uses a variety of research based interventions to work toward meeting the needs of our students. This inconsistency and need for a research based intervention for our most at-risk students is imperative to increase student growth in reading.

The following chart is a representation of the percentage of WES third grade students who demonstrated reading proficiency on the Georgia Milestones in comparison to WCS and state. While WES scores are mostly above the district and state percentiles, our scores indicate no growth and a need for consistency in literacy instruction school-wide. In following a 3-year cohort, the data again indicates lack of growth.

Georgia Milestones – Reading Proficiency						
Group	Third Grade			Cohort (3, 4, 5)		
	WES	WCS	State	WES	WCS	State
2015	40	28	37	40	28	37
2016	45	27	35	40	32	35
2017	45	31	36	35	32	38

The first chart below is a representation of the percentage of WES third grade Students with Disabilities (SWD) who are reading at proficient levels in comparison to the district and state.

Whitfield County Schools
Westside Elementary School Literacy Plan

These percentages indicate that the SWD subgroup is achieving proficiency at a slower rate in comparison to SWD across the district and state.

The second chart represents the percentage of WCS English Learners in third grade who demonstrated proficiency in comparison to the state. These percentages indicate that the reading proficiency of WCS third grade EL subgroup is increasing at the same rate of ELs across the state. However, in analyzing EL Cohort proficiency from third grade through fifth grade, WCS ELs are achieving at a slower rate than ELs across the state. WES did not have an EL subgroup.

Georgia Milestones – Special Education Reading Proficiency						
	Third Grade			Cohort (3, 4, 5)		
Group	WES	WCS	State	WES	WCS	State
2015	7	9	13	7	9	13
2016	9	12	12	7	7	11
2017	10	8	12	6	7	10

Georgia Milestones – English Learners Reading Proficiency						
	Third Grade			Cohort (3, 4, 5)		
Group	WES	WCS	State	WES	WCS	State
2015	NA	12	12	NA	12	12
2016	NA	8	12	NA	3	7
2017	NA	13	12	NA	0	4

In the following chart, less than one-fourth of WES third grade students are below the stretch band (525L-820L) indicated by Georgia Milestones. Data indicates that third grade Lexile scores consistently fluctuated with state averages. Over the course of three years, the Cohort followed a similar pattern as the district and state.

Georgia Milestones – Lexile (Below the Stretch Band) – Percentage						
	Third Grade			Cohort (3, 4, 5)		
Group	WES	WCS	State	WES	WCS	State
2015	22	33	31	22	33	31
2016	21	32	28	38	44	42
2017	21	29	29	26	29	30

In the following chart, MAP Scores indicate that over a three year period, third graders have shown growth with our reading scores. Reading data from a cohort of students over 3 years indicated growth from third grade to fifth with a slight decrease in fourth grade.

MAP Reading Scores – Student Median Growth Percentile		
	Third Grade	Cohort (3, 4, 5)
Spring 2015	47	47
Spring 2016	59	45
Spring 2017	57	51

Whitfield-Westside Middle -School Literacy Plan

School History

Westside Middle School (WMS) is located in the northwest corner of Whitfield County, tucked between the small communities of Tunnel Hill and Rocky Face, Georgia. Originally established as Westside High School in 1954, high school consolidation in 1974 repurposed our building as Westside Middle School serving students in grades six, seven, and eight. Additions and renovations in 1980 and in 2003 culminated in a major renovation completed in 2005 that added substantial new classroom space, a new cafeteria, media center, and administrative space.

Our mission is to maximize student learning by providing challenging and engaging educational experiences in a safe and supportive environment. Our core beliefs are:

- We believe the needs of students, personnel, families, and the community are best met with a unified direction.
- We believe our purpose is to lead students to success by engaging them in challenging and meaningful work.
- We believe teachers are leaders who design learn experiences for students.
- We believe our personnel, families, and community members are vital to the education of our students.
- We believe in creating a maintaining a safe, inviting, and inclusive learning environment where everyone is treated with dignity and respect.

The school day begins at 8:00 and ends at 3:30, but learning is not limited to this window. Tutoring, funded by Title I, is offered after school, three days per week. Additionally, after school hours find students involved in a variety of activities including sports (basketball, cheerleading, football, cross-country, softball, baseball, wrestling, archery, and golf), drama, music that include the opportunity for exceptional band students to march with the *Blazing Blue*, our high school band.

Academically, our school has been designated as a High Progress Reward School and named as a Beating the Odds School based on three years of CCRPI data (College and Career Readiness Performance Index). All Westside teachers have access to grade level computer labs, and all humanities teachers have in-class computer labs.

Our student body is 77% Caucasian, 15% Hispanic, 5% Multi-racial, and the remainder African-American or other. Currently, we have 62 students who qualify for special education, 80 students participate in the gifted program, and 3 students receive daily ESOL support.

Past economic issues have impacted Westside families through job loss, foreclosure, and general economic downturn so that more than half of our students, 51%, now qualify for free or reduced lunch. Despite these challenges, WMS is fortunate to be part of an extremely supportive and generous community. Several community organizations, businesses, and individuals make opportunities possible for students who would otherwise do without. These partners have also consistently and generously responded to school improvements such as providing equipment for football field maintenance and refurbishing our baseball field.

Whitfield-Westside Middle -School Literacy Plan

Westside Middle holds a minimum of three family engagement activities to help family and community members to learn what is happening on our campus, to learn how to best help their child succeed socially, emotionally, and academically, and to provide recognition of student academic success. Our school maintains a school website and Facebook page as well as utilizes Remind text service to ensure our community and families are continually hearing about the good things happening at WMS. Intersession and end-of-the-year field trips find our students applying their learning in the real world.

Our expectations that students achieve and behave on a high level is supported by school-wide implementation of PBIS (Positive Behavioral Intervention and Support) and weekly advisement time utilizing Olweus Bullying Program. Westside Middle's behavioral expectations are posted throughout the building and explicitly taught in and out of our classrooms. Each week, students and staff are recognized for model behavior that exemplifies our high expectations.

Administrative and Leadership Team

The Administrative and Teacher Leadership Team consists of Angela Hargis, principal; Jonathan Schneider, assistant principal; Kathleen Gamble, instructional coach; Jennifer Dixon, guidance counselor; Keith Bingham, ISS teacher; Steven Ridley, lead social studies teacher; Jason Beavers, lead science teacher; Amy Stanley, lead language arts teacher; Anna Bradley, lead math teacher. The administrative and teacher leadership team meets throughout the year to discuss the needs of the school and assist in making budgetary decisions.

The Title I Team includes Angela Hargis, principal; Jonathan Schneider, assistance principal; Kathleen Gamble, instructional coach/Title I contact; Ashley Lyons, math teacher; Nathaniel Ellis, connections teacher; David Crawford, media specialist; Leslee Reece, social studies teacher; Jennifer Voyles, language arts & social studies teacher; Brenda Caldwell, special education teacher; Mae Jensen, parent representative; Jody Williams, parent representative. The Title I team meets annually, at a minimum, to discuss Title I budget, family engagement activities, and review the school improvement plan and parent involvement plan.

The Data Team includes Jonathan Schneider, assistant principal; Diana Doyle, school psychologist; Kathleen Gamble, instructional coach; Jennifer Akers, RTI teacher; and all grade level teachers. The data team meets quarterly to look at student data. The team considers data from AIMSweb progress monitoring, Fast ForWord (reading and language intervention) progress, as well as MAP (Measures of Academic Progress), Georgia Milestones, and SRI (Scholastic Reading Inventory)

The Literacy Team consists of the principal, assistant principal, instructional coach, Amy Stanley-teacher, Amy Brauer-teacher, and Jennifer Voyles-teacher. This team meets to discuss professional development as it relates to the literacy plan while monitoring student data including MAP (Measures of Academic Progress), Georgia Milestones, SRI (Scholastic Reading Inventory), Write to Learn, Fast ForWord, and common assessments.

The WMS School Council (Angela Hargis, principal; Myra Sheram, business partner; Anna Bradley, teacher; Matthew Blackwell, teacher; Valerie Stafford, parent; Amie Putnam, parent; Rebecca Beavers, parent; and Tatum Hackney, parent) meets six times per year to discuss the

Whitfield-Westside Middle -School Literacy Plan

needs of the school, inform parents and the community of what is going on at school and give them an opportunity to provide input and ask questions.

Horizontal and vertical teams of teachers collaborate for instructional design. Each grade level is made up of multiple academic teams.

Community Assets: Miracle Field, Junior Achievement, Neighbors to Neighbors Foundation, Westside Alumni Group, Dalton State College, Dalton Public Library, Hamilton Medical Hospital, Marcus Institute (SEE-KS), North West Georgia Technical College, Career Academy, North GA Healthcare Partnership, Whitfield County Health Department, North Georgia RESA, Home Depot, Oakwood Café, Walmart, and Food Lion.

Past Instructional Initiatives

Four years ago, Westside Middle began a literacy initiative with the support of the Striving Readers Grant. Over the past four years, WMS has trained teachers in research-based strategies through Comprehensive Reading Solutions and in using data such as SRI to further grow our students' literacy skills. At the onset of this initiative, WMS added an instructional coach, funded by Title I and district funds. Through professional learning and coaching, teachers have implemented Peer-Assisted Learning, argumentative writing, reading guides, reciprocal teaching, and Magnet summarizing strategies.

Current Instructional Initiatives

Currently, all of our math teachers are trained in Math Design Collaborative (MDC) and the majority of our teachers, school-wide, are trained in Sheltered Instruction Observation Protocol (SIOP) which was initiated to increase literacy and formative assessments across the curriculum. In addition to the literacy strategies above, we have implemented tools such as Write to Learn and Fast ForWord which are web-based programs to further provide our students with effective literacy practice, remediation, and feedback. Response to Intervention (RTI), tier 2 students, receive interventions in remediation classes each day, utilizing one-on-one instruction, Fast ForWord, and AIMsweb progress monitoring.

Individual School Professional Learning Needs:

Based on WMS needs assessment, our staff found that we have needs in the areas of effectively implementing literacy instruction across all content areas and in training of all teachers in direct, explicit instruction of reading. Westside Middle has identified the following professional learning needs:

- Training in writing across the curriculum
- Training in strategies and resources for the assessment of writing
- Training for Social/Emotional/ Engagement
- Vertical collaboration in writing

We believe by establishing a framework for collaboration for our teacher teams, they can become more proficient users of data to drive instruction that meets the needs of all students. We want to implement a framework with proven success uniformly across our campus to magnify and expand the effectiveness of our teacher teams.

Whitfield-Westside Middle -School Literacy Plan

Westside Middle School 3-Year Literacy Plan

Goal 1: All teachers share responsibility for achieving literacy goals .		
Needs Assessment Support: Our staff ranked “All students receive direct, explicit instruction in reading,” as operational (Building Block 4 Best Practices in Literacy Instruction) A1 and A2)		
Activity: Ongoing professional learning for all staff in all aspects of literacy instruction		
Research: According to the Teachers College Reading and Writing Project (2014),students need to read multiple texts to move through the text complexity. https://readingandwritingproject.org/about/research-base Institute of Educational Sciences, Kamal et. al. (2008) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf (Appendix 1)		
Action Steps	People Responsible	Measureable Outcomes
Professional learning for all content teachers in writing across the curriculum	All teachers, administrators, instructional coach	Walkthrough/observations Growth in scores of MAP, SRI, Georgia Milestone Assessments
Professional learning for all content teachers in specific literacy strategies	All teachers, administrators, instructional coach	Walkthrough/observations Growth in scores of MAP, SRI, Georgia Milestone Assessments
Goal 2: Teachers use evidence-based writing instruction in all subject areas.		
Needs Assessment Support: Our staff ranked “Literacy instruction is optimized in all content areas,” as operational (Building Block 1 Engaged Leadership)		
Activity: Content area teachers consistently incorporate the teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.		
Research: Institute of Educational Sciences, Kamal et. al. (2008) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf ; Teachers College Reading and Writing Project (2014) https://readingandwritingproject.org/about/research-base (Appendix 1)		
Action Steps	People Responsible	Measureable Outcomes
Vertical and horizontal collaboration in content areas	All teachers, administrators, instructional coach	Agendas/Minutes/Sign-in sheets
Incorporate teaching academic vocabulary in each content area	All teachers, administrators, instructional coach	Lesson plans Walkthrough/observations Growth in scores of MAP, SRI, Georgia Milestone Assessments
Incorporate the teaching of variety of writing genres	All teachers, administrators, instructional coach	Lesson plans Walkthrough/observations Growth in scores of MAP, SRI, Georgia Milestone Assessments
Incorporate the use of discipline-specific text structures	All teachers, administrators, instructional coach	Lesson plans Walkthrough/observations Growth in scores of MAP,

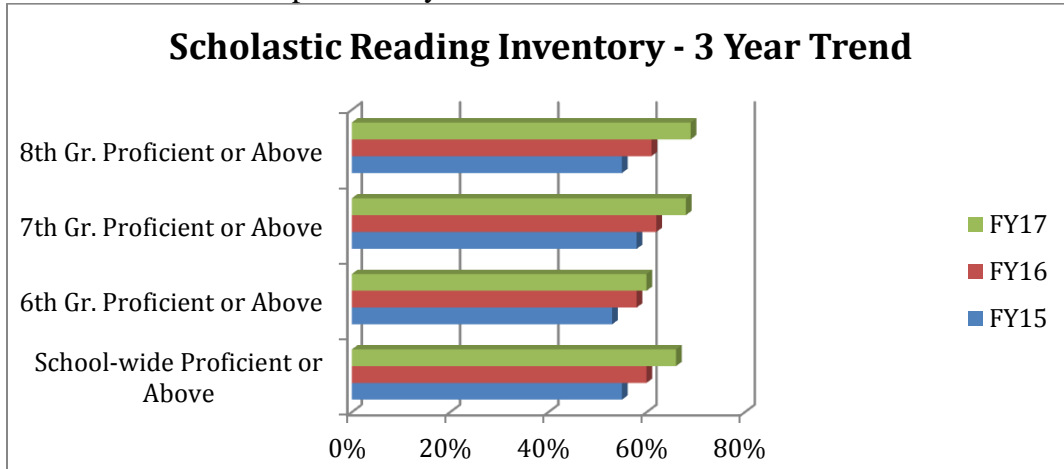
Whitfield-Westside Middle -School Literacy Plan

		SRI, Georgia Milestone Assessments
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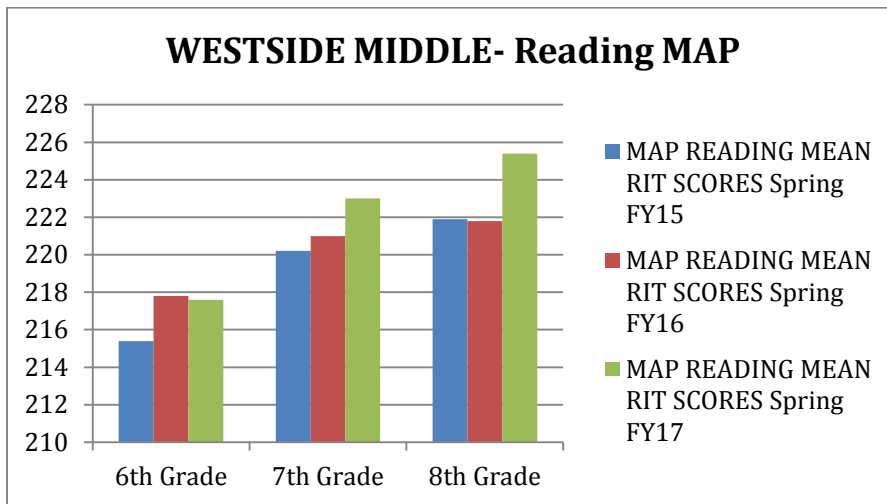
Need for an L4GA Project

WMS wants to continue the work of our literacy initiative that was initially supported by Striving Readers Grant. Overall, our past three years of data show consistent progress in literacy.

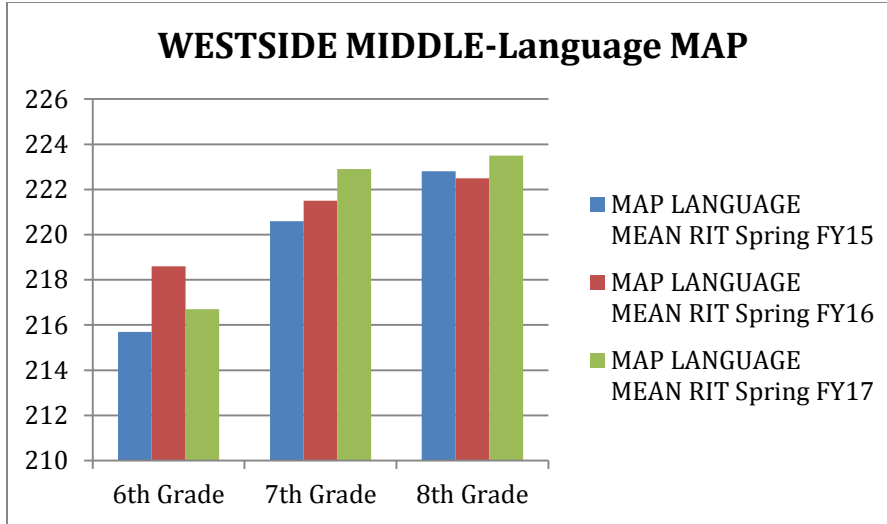
WMS SRI data shows percentages of students who scored proficient or above from the spring administration for the past three years.



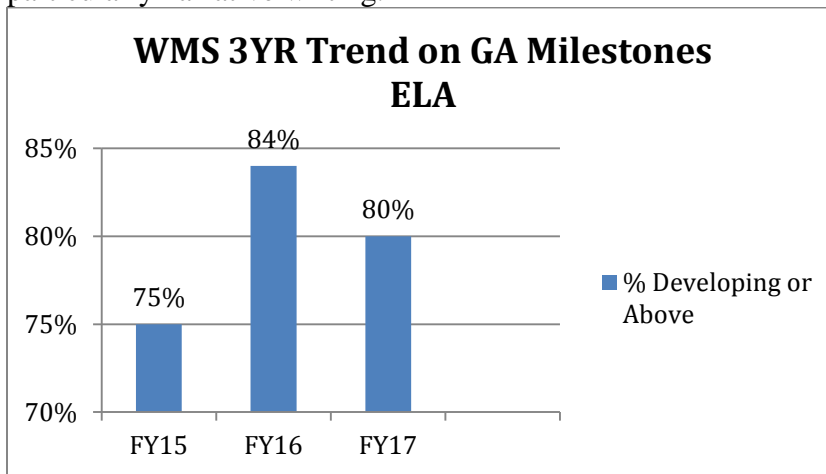
WMS administers the Measures of Academic Progress in reading and language in the fall and spring. The data below continues to show progress much like the SRI data.



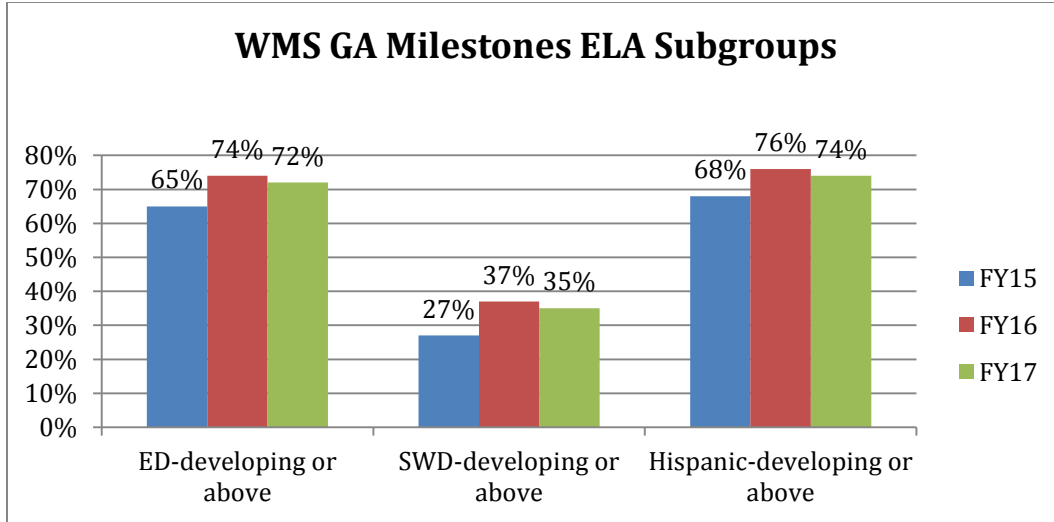
Whitfield-Westside Middle -School Literacy Plan



Westside Middle’s percentages of students performing at Developing Learner or higher on the Georgia Milestones Assessment is fairly consistent with other data with the exception of a slight decline in FY17. An in-depth review of data revealed weaknesses in the area of writing, particularly narrative writing.



Whitfield-Westside Middle -School Literacy Plan



Approximately 28% of our economically disadvantaged students, 65% of our students with disabilities, and 26% of our Hispanic students fall in the beginning learner category which means that these groups need substantial support to increase proficiency.

We believe that given additional interventions and focused professional learning that is monitored by frequent administrator walkthroughs, coaching sessions, and teacher collaboration, we can continue growing our students' literacy skills.

Whitfield- Birth to Five- School Literacy Plan

School History and Demographics

Whitfield County Schools (WCS) has offered Georgia Pre-K classes to four and five year olds for 18 years. In 1999, WCS had one class at Antioch Elementary School. In 2009, we had a total of 5 Pre-K classes. Our Pre-K program has more than doubled since then and now includes 11 general education and 3 inclusion Pre-K classes. We currently serve 302 Pre-K students. Each general education class has 22 students and our inclusion classes have up to 20 students each. Nine of our 13 elementary schools house at least one of the 14 Pre-K classes. Our Pre-K sites are spread across the county at Antioch, Beaverdale, Cohutta, Cedar Ridge, Dawnville, Dug Gap, Eastside, Valley Point, and Westside elementary schools. Four of our elementary schools currently house two Pre-K classes in order to address the greater needs of those areas. We have a Highly Qualified certified teacher and paraprofessional in each classroom as well as a special education teacher and/or paraprofessional, as needed, in each inclusion classroom. The Pre-K program has experienced high turnover rates due to financial restraints of the salary provided by the Bright from the Start grant.

Pre-K classes are awarded funding by the nationally recognized Georgia's Pre-K Program, Bright from the Start. Pre-K students receive several added benefits since they are based in our elementary schools. These include participating in weekly music, physical education, media center, and computer lab classes as well as smoother transition into kindergarten since students are already familiar with the staff and facilities.

The school day begins at 7:40am and ends at 2:30pm. Eight of the nine Pre-K sites offer aftercare service. Students attend 180 days of Pre-K and teachers have 10 in-service days in which they use to participate in professional learning opportunities or for planning instruction and assessment. Additionally, the Summer Transition Program is available during June and July at Eastside Elementary School.

The Pre-K student body is 49% Caucasian, 47% Hispanic, 3% Multi-racial, and 1% other. Currently we have 25 students who qualify for special education and 45 English Language Learners as identified by parents via registration applications. WCS staff also work with approximately 85 children who are either enrolled in local daycares, preschool programs, and Head Start, or received special education services at a service provider location, preschool special education classroom, or within the home setting. Past economic issues have impacted our current WCS families resulting in 71% of our Pre-K students receiving free and reduced lunch.

Each Pre-K site holds a minimum of three family engagement activities each school year to help family and community members learn what is happening at their schools and how to best help children succeed socially, emotionally, and academically. Each school maintains a website and several Pre-K classrooms have Facebook pages to increase communication. Pre-K sites have several community partnerships and frequently work with them to increase student literacy.

Administrative and Leadership Team

The administrative and leadership team for the WCS Pre-K program consists of central level personnel as well as the principals of each Pre-K site.

- Dr. Judy Gilreath- Superintendent of WCS
- Karey Williams- Assistant Superintendent of Teaching and Learning for WCS

Whitfield- Birth to Five- School Literacy Plan

- Michelle Caldwell- Elementary Curriculum Director for WCS
- Salena Weed- Pre-K Director for WCS
- Kathy Hammontree- Special Education Coordinator for WCS
- Tracie Dempsey- WCS Principal of Antioch Elementary School
- Robb Kittle- WCS Principal of Beaverdale Elementary School
- Tim Wright- WCS Principal of Cohutta Elementary School
- Cindy Dobbins- WCS Principal of Cedar Ridge Elementary School
- Beth Tuck- WCS Principal of Dawnville Elementary School
- Mandy Locke- WCS Principal of Dug Gap Elementary School
- Ben Hunt- WCS Principal of Eastside Elementary School
- Doris McClemore- WCS Principal of Valley Point Elementary School
- Tami Dodd- WCS Principal of Westside Elementary School

Community Assets

The Birth to Five literacy program relies heavily on collaboration with community partners. By bringing together community partners, we continue to weave individual efforts of agencies into a seamless system that is innovative, scalable and sustainable. Below is a list of community partners and assets:

- Annual Community Pre-K registration (Collaboration with Dalton City Schools, DWCFC, Head Start, NGHP, R2L)
- Babies Can't Wait
- Child Find—WCS efforts to identify children within the community who may have a disability and require special education services
- Dalton Public Library
- Dalton State College (DSC)
- Dalton/Whitfield County Family Connection (DWCFC)
- Early Education Empowerment Zone (E3Z)
- Family Resource Agency of North Georgia- (Six Head Start Programs located within Whitfield County)
- Georgia Northwestern Technical College (GNTC)
- Hamilton Medical Center (HMC)
- North Georgia Healthcare Partnership (NGHP)
- North Georgia Regional Educational Service Agency (NGRESA)
- Readers to Leaders (R2L)
- Whitfield County Health Department (WCHD)

Past Instructional Initiatives

Four years ago, WCS began an early literacy initiative with the support of the Striving Readers Birth to Five grant.

Past Instructional Initiatives Currently Implemented	
Professional learning for teachers in research-based literacy strategies using the Big Day for	Content Specific Professional Learning in ELA, Reading, & Math (Number Talks)

Whitfield- Birth to Five- School Literacy Plan

Pre-K Curriculum and Phonological Awareness continuum	
Professional learning and resources to increase effective teacher and student initiated instruction through the use of technology (such as ActivStudio Software Training)	Professional learning for teachers on administering and using data from assessments such as Peabody Picture Vocabulary Test (PPVT) and Phonological Awareness Literacy Screening (PALS)
Technology Integration by students and teachers	Bright from the Start Work Sampling On-line and Lead and Assistant Teacher Training
Focus on Assessment Driven Instruction	New Teacher Induction Program
The Schlechty Center’s Working on the Work;	SIOP (Sheltered Instruction Observation Protocol)

In the past, the Dalton-Whitfield Community’s Archway Project had several literacy components such as “Spring into Reading,” Saturday Academies, Reach Out and Read, Book Nooks, and Sharing is Caring which uphold the goals of building parent capacity, improving the home learning environment, and strengthening the pre-school aged child’s readiness skills. These community initiatives were based upon the report that teachers were seeing an increase of kindergarten children without basic readiness skills and had not attended early learning environments.

Current Instructional Initiatives

WCS current Birth to Five instructional initiatives are two fold—to increase literacy skills from birth through community involvement and to strengthen instruction and assessment for young learners.

WCS envisions a valued and dynamic school district that prepares students for success in a global community. Our mission is to maximize student learning by providing challenging and engaging educational experiences in a safe and supportive environment. Some of our core beliefs are that: the needs of students, personnel, families, and the community are best met with a unified direction; our personnel, families, and community members are vital to the education of our students; and we must create and maintain a safe, inviting, and inclusive learning environment where everyone is treated with dignity and respect. As a Bright from the Start Pre-K Program, we are responsible for meeting the early education needs of our children and their families.

Our students receive instruction based on the Georgia Early Learning and Development Standards (GELDS) as required by Bright from the Start. These standards support the growth of the whole child, birth to five. The GELDS standards focus on physical development and motor skills, social and emotional development, approaches to play and learning, and communication, language and literacy, and cognitive development and general knowledge.

As outlined in the WCS Five Year Strategic Plan (2015-2020), one of the six goals addresses community involvement. Ultimately, we are striving to strengthen school, family, and community partnerships. Another goal is to provide the educational foundation and opportunities to accelerate all students to achieve expected or high academic growth. We are continuing to implement several instruction and assessment initiatives started in 2014 as a result of the Striving Readers Birth to Five grant.

Whitfield- Birth to Five- School Literacy Plan

Past Instructional Initiatives Currently Implemented	
A Big Day for Pre-K curriculum	Number Talks
Assessment Driven Instruction	Technology Integration
Content Specific Professional Learning in Literacy	SIOP (Sheltered Instruction Observation Protocol)

Additional Current Community Initiatives	
*Learning Academies	*Power Lunches
*Recipes for Success	*Ready Rosie
Summer Libraries	Book Blasts
<i>Please see the Local Education Agency-Partnership Narrative section for more information.</i>	
<i>*Indicates initiatives targeted at six schools through a GOSA grant.</i>	

These initiatives provide families and young children books to build home libraries and various opportunities to develop foundational literacy skills—reading, writing, speaking, and listening—in the home. We hope to extend all programs to more areas in our community with the LAGA grant.

Individual School Professional Learning Needs:

Based on the Birth to Five needs assessment, our staff, administrators, and community members found that WCS have needs in the areas of:

- Consistently utilizing data from Pre-K assessments to determine effectiveness of interventions, instructional practices, and to drive instruction.
- Increasing professional learning and resources in the development of early literacy for parents and community partners to all populations/areas.
- Implementing effective screening tools and interventions for Pre-K.

In order to improve in these areas, we identified the following professional learning needs for the Birth to Five initiatives:

- Phonological awareness professional learning
- Professional learning for administering and evaluating assessments
- Literacy professional learning for Pre-K staff and for community members
- Family literacy events/classes

Considering the transiency of our Pre-K teachers, we want to increase collaboration and highlight instructional practices with proven success across our Pre-K Programs to magnify and expand the effectiveness of teachers. We believe through collaboration, they can become more proficient users of data to drive instruction that meets the needs of all students.

Literacy improves when schools, families and the community work together to promote student achievement. Schools act as hubs for the community as all members contribute to learning. We believe, in union with our community partners, that it is important to provide professional learning for our community members as well as our teachers. According to research gathered by the GetGA Reading Campaign, it is essential to provide support in the 4 pillars listed below to improve outcomes for children. These four pillars can only be addressed by partnering with community agencies. <http://getgeorgiareading.org/resources-overview/>

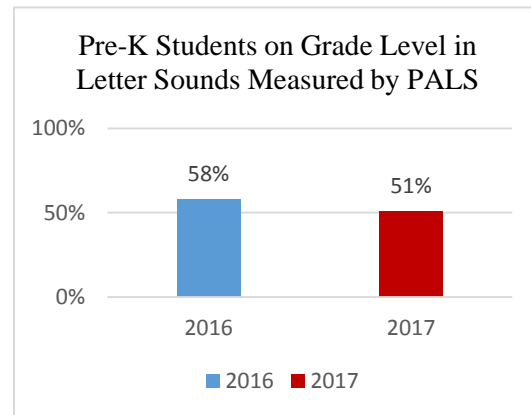
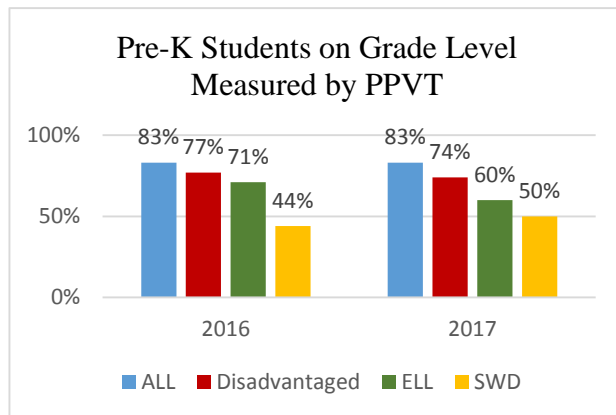
- Language nutrition
- Access to support and services

Whitfield- Birth to Five- School Literacy Plan

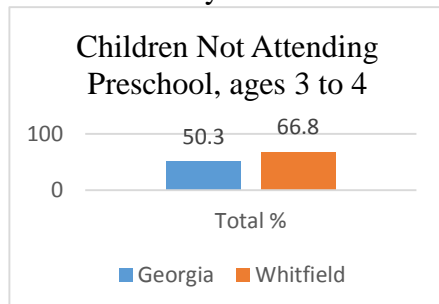
- Positive Learning Climate
- Teacher Preparation and effectiveness

Need for an L4GA Project

WCS plans to continue the work our of literacy initiatives which were initially supported by the Striving Readers Birth to Five grant and address the goals created based on the Birth to Five Needs Assessment. Overall, the past two years of data show fairly consistent achievement in literacy for all Pre-K students. PPVT assessment data indicates that 83 percent of the Pre-K students were on grade level in literacy by the end of both the 2016 and 2017 school years. Economically disadvantaged students achieved between six and nine points less than the average student while the English Language Learner (ELL) and students with disabilities (SWD) populations achieved considerably lower than the average student. Data from the PALS assessment indicates that over 50 percent of Pre-K students were on grade level with letter sound recognition by the end of both the 2016 and 2017 school years. While this data is promising and reflects grade level achievement for at least half our students, WCS strive to increase achievement for all students. In particular, we strive to increase achievement for the economically disadvantaged students, English language learners, and students with disabilities.



According to the US Department of Education (2014), 34% of 4 year olds in Georgia do not attend Pre-K. <https://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>. Additionally, 66.8% of children ages three to four in Whitfield County do not attend Preschool according to the Kids Count Data Center. For these reasons, we believe it is important to provide community literacy opportunities. While birth to five community literacy initiatives are taking place in six of our schools, there is a great need to expand these initiatives to reach more young children. Due to limited availability in our Pre-K classes and a long waiting list at the Westside Elementary school site, we would like to offer extensive community events in this area to meet the literacy needs of children not able to attend Pre-K.



<http://datacenter.kidscount.org>

Whitfield- Birth to Five- School Literacy Plan

WCS Birth to Five 3-Year Literacy Plan

<p>Goal 1: Increase professional learning and resources in the development of early literacy for parents and community partners to all populations/areas.</p>		
<p>Needs Assessment Support: Needs Assessment- Improve access for families to resources for developing early literacy in their homes (operational); community partners and staff receive professional learning in the development of early literacy (emergent).</p>		
<p>Activity: In collaboration with our community partners, provide professional learning opportunities and resources for birth to five children and their families to increase early literacy and build home libraries as well as provide professional learning and resources for Pre-K teachers and classes.</p>		
<p>Research: The GA Department of Education and the Department of School Effectiveness state community partnerships are necessary to support the whole child (2017). See Appendix I http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Family-and-Community-Engagement.aspx</p> <p>According to Institute of Educational Sciences, Foorman et. al. (2016) in “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” developing an awareness of the segments of sounds in speech and how they link to letters support reading development. See Appendix I https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf</p> <p>Research from the Children’s Book Bank (2017) indicates that being read to and having access to books from a very young age is an indicator of future academic success. See Appendix I http://www.childrensbookbank.org/research/</p>		
Action Steps	People Responsible	Measureable Outcomes
Teachers will participate in professional learning opportunities to deepen their knowledge and practice of phonological awareness and literacy practices.	Pre-K Director, administrators	Lesson Plans, walkthrough/observations, Growth measured by PPVT, PALS, & WSO
WCS will work with community partners to provide increased opportunities for families to participate in literacy building activities.	Pre-K Director, Elementary Curriculum Director, administrators	Agendas/minutes/sign in sheets
Provide resources and supplies as needed to continue to support literacy in the Whitfield County Community.	Pre-K Director, Elementary Curriculum Director, administrators	Agendas/minutes/sign in sheets # of books distributed
Provide resources to increase literacy opportunities in the Pre-K classroom	Pre-K Director, Elementary Curriculum Director, administrators	Lesson Plans, walkthrough/observations, Growth measured by PPVT, PALS, & WSO

Whitfield- Birth to Five- School Literacy Plan

Goal 2: Consistently utilize data from Pre-K assessments to determine effectiveness of interventions, instructional practices, and to drive instruction.		
Needs Assessment Support: Needs Assessment- Summative assessments are used to determine effectiveness of interventions or instructional programs (emergent).		
Activity: Ongoing professional learning for all staff in administering, analyzing, and utilizing assessment data.		
Research: According to Hamilton et al. (2009) in “Using Student Achievement to Support Instructional Decision Making,” data needs to be a part of an ongoing cycle of instructional improvement. See Appendix I https://files.eric.ed.gov/fulltext/ED506645.pdf According to Gersten et al. (2009), when teachers engage in opportunities to deepen their learning, examine data, collaborate with others and time for practice and reflection; it impacts teacher practice and ultimately, student achievement. See Appendix I https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf		
Action Steps	Action Steps	Action Steps
Professional learning for all Pre-K teachers each year.	Professional learning for all Pre-K teachers each year.	Professional learning for all Pre-K teachers each year.
Regular collaboration meetings for all Pre-K teachers to analyze data.	Regular collaboration meetings for all Pre-K teachers to analyze data.	Regular collaboration meetings for all Pre-K teachers to analyze data.

Goal 3: Increase effective screening tools and interventions for Pre-K.		
Needs Assessment Support: Needs Assessment- Infrastructure for a system of tiered-intervention based on screening and guided by progress monitoring is in place (Emergent).		
Activity: Resources for Tier I and Tier II instruction are identified and available to all schools as well as monitored to ensure consistency of implementation with fidelity.		
Research: According to the Institute of Educational Sciences, Gersten et. al. (2009), teachers must provide differentiated reading instruction (Tier 1) and intensive, systematic instruction on a regular basis (Tier 2). See Appendix I https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf		
Action Steps	People Responsible	Measureable Outcomes
Explore and purchase effective screening tools and interventions for Pre-K.	Teachers, Pre-K Director and administrators	Lesson Plans, walkthrough/observations, Growth measured by PPVT, PALS, & WSO
Regular meetings for all Pre-K teachers to participate in implementation discussions.	Pre-K Director and administrators	Agendas/minutes/sign in sheets