

School Profile

Created Thursday, October 31, 2013

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School Information

School Information District Name:	Wheeler County School System
School Information School or Center Name:	Wheeler County Elementary School

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Ronda Hightower
Principal Position:	Principal
Principal Phone:	912-568-7159
Principal Email:	ronda.hightower@wheeler.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Barbara Avery
School contact information Position:	Academic Coach/RTI Coordinator
School contact information Phone:	912-568-7159
School contact information Email:	barbara.avery@wheeler.k12.ga.us

Grades represented in the building

example pre-k to 6

PreK-5

Number of Teachers in School

38

FTE Enrollment

546

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Mark Davidson

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

Address: 18 McRae Street

City: Alamo Zip: 30411

Telephone: (912) 568-7303 Fax: (912-568-1985)

E-mail: suzanne.couey@wheeler.k12.ga.us



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

Dr. Mark Davidson

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

December 9, 2013

Date (required)

Preliminary Application Requirements

Created Thursday, October 31, 2013

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

SRCL General Information Packet-Cohort 3

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

-
- Yes
-

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

SRCL Scoring Rubric-Cohort 3

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

-
- Yes
-

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

SRCL Required Assessments Chart

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

-
- Yes
-

Assessments

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

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

Created Monday, December 09, 2013

Updated Thursday, December 12, 2013

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
-

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

-
- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

I. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 - 1. Disqualify the Applicant, or
 - 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 - 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 - 1. The award; or
 - 2. Their retention by the Applicant; and
 - 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 - 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

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

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

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

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



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

Dr. Mark Davidson, Superintendent, Wheeler County Schools
Typed Name of Fiscal Agency Head and Position Title

December 11, 2013
Date



Signature of Applicant's Authorized Agency Head (required)

Ronda Hightower, Principal, Wheeler County Elementary School
Typed Name of Applicant's Authorized Agency Head and Position Title

December 11, 2013
Date

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

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

Date (if applicable)

District Narrative

County Background and Demographics

Wheeler County is a small, rural community with little industry or access to cultural activities. According to 2010 census results, its total population is 7,421 residents. Residents of the county comprise the population in the following percentages: Caucasian residents - 61 %; African-American residents - 35%; and Hispanics- 4 %. According to 2010 data reported in the 2013 Georgia County Guide, the average per capita income is \$17,253. Data from 2010 also reveal that Wheeler County ranks 152 out of 159 Georgia counties in percentage of residents living below the poverty level. Of residents 25 years and older, only 46.1% are high school graduates, and only 23.6% have any college experience. The Wheeler County Public Library is part of the Ocmulgee Regional Library Board, serving six counties with a total population of 74,340. Of that population, only 29% are registered library patrons.

The main sources of employment in Wheeler County are the Board of Education, Little Ocmulgee Electric Membership Corporation, Lower Oconee Community Hospital, Accord Nursing Center, and the Wheeler County Correctional Facility. The farming industry, once prevalent in Wheeler County, continues to decline, with many laborers now turning to the logging industry. A significant number of residents (46.5%) work outside the county, and of those commuters, 44% travel more than 20 minutes to work.

School Demographics

The Wheeler County School System includes two schools; statistics for each are provided below:

SCHOOL	GRADES	ENROLLMENT	POVERTY
Wheeler County Elementary	PK-5	549	77.25%
Wheeler County Middle High	6-12	483	81.9%
Total:		1032	79.64%

Strategic Planning

The Wheeler County School System understands the importance of strategic planning, especially in light of declining resources and increasing state and federal requirements. District-level administrators communicate regularly with school-level staff and administrators to discern needs and plan the most suitable appropriation of resources to meet district and school goals. District goals are aligned with federal and state goals and reflect the needs of both schools identified through annual and ongoing needs assessments.

Current Management Structure of Wheeler County Schools

District

School Board	7 Members
Superintendent	Dr. Mark Davidson
Asst. Superintendent/Director of Special Education and Student Services	Renee Garrett
Director of Curriculum, Technology, and Federal Programs	Suzanne Couey

Wheeler County Elementary

Principal	Ronda Hightower
Administrative Assistant (discipline; part-time)	Benji Hartley
Administrative Assistant for Instruction (49%)	Barbara Avery
Academic Coach (49%)	Joy Warren

Wheeler County Middle High School

Principal	Hal Ford
Assistant Principal	Eli DuPree
Instructional Coach (66%--also classroom teacher)	Philip Parker
Instructional Coach and RTI Coordinator (49% - also classroom teacher)	Dr. Sarah Alonzo

Current Priorities

District goals are based on two main factors: improved student academic achievement and improved instruction. The two schools share this focus, and school-level personnel assist with district goal development. Separate school improvement plans are discussed more fully in the respective school narratives.

Improve academic achievement for all students:

- Develop instructional units with consistent framework for all students
- Integrate literacy instruction across the curriculum
- Provide training and support on formative assessment and differentiated instruction and monitor implementation in all classes
- Provide targeted assistance to struggling students through an effective RTI program and extended learning opportunities
- Provide opportunities for advanced learners to extend their knowledge through rigorous course options and assignments
- Ensure ELL students receive appropriate support to master grade-level curriculum
- Implement opportunities to enhance parental engagement in all grade levels.

Improve Instruction:

- Implement a comprehensive, ongoing professional development plan targeted to school/student/teacher needs
- Recruit and retain highly qualified teachers
- Design instructional plans founded on research-based best practices.
- Support teachers' addition of specialized endorsements (e.g., reading, gifted, AP)
- Implement lower pupil-teacher ratio
- Provide and integrate technology to enhance instructional practices
- Provide relevant, student-centered activities to improve student engagement and motivation

Past Instructional Initiatives

- America's Choice (elementary and middle school levels)
- Reading First (WCES)
- "Power Block" Tiers 1-4, students divided into needs-based groups for fluency, comprehension, vocabulary, decoding, and math (30 minutes per day)
- Reading/Math Intervention Tier 2 (45 minutes per day)
- Reading/Math Intervention Tier 3 (45 minutes per day)
- Computer Lab at WCES to enhance remediation activities
- Title IID Wireless, 1:1 Grant (WCMHS)
- Computer Lab to facilitate integration of technology (WCMHS)
- 1:1 Pilot Laptop Initiative in 10th Grade, FY 14

Literacy Curriculum

- PreK: Georgia Early Learning and Development Standards & High Scope
- K-2: Houghton Mifflin and Common Core Units
- 3-5: Common Core Units Supplemented with Houghton Mifflin
- 6-12: Pearson/Prentice Hall and Common Core Units/Novel Studies
- 6-12 Support: Voyager Learning Passport Reading Journeys and VocabJourney

Literacy Assessments in Use

WCES

In-house Pre-K assessment, GKIDS, Dibels, Ticket to Read, ACCESS, W-APT, AIMSWeb, CRCT (1st and 2nd grades scored in-house), 9 weeks' benchmarks, SLO assessments

WCMHS

Scholastic Reading Inventory, SOLO, CRCT, 9 weeks' benchmarks, SLO assessments, ACCESS, W-APT

Need for Striving Reader Grant

Statistics clearly illustrate the challenges that Wheeler County educators face. The high-poverty community, coupled with the pervasiveness of low-education households, perpetuates the poverty mindset. Many parents do not value the importance of literacy and education; few students have books in their home; and most are unaware of possibilities beyond the confines of Wheeler County. The close-knit school environment helps teachers provide individualized instruction, but the lack of resources limits the impact of educators' efforts and their ability to implement high-quality resources to improve literacy skills and promote the success of all stakeholders. Striving Reader funds would assist Wheeler County educators as they strive to promote literacy both at school and within the home.

School Narrative

School History

October 2014 will mark the centennial of the Wheeler County School System, which includes two schools: Wheeler County Elementary and Wheeler County Middle High School. Accredited by the Southern Association of Colleges and Schools since 1975, Wheeler County Elementary School houses grades PK-5 and has an enrollment of 549 students. The racial composition of the student community is 60% Caucasian, 34% African-American, and 6% Hispanic. The student body is 51% male and 49% female. The percentage of students eligible for free and/or reduced lunches is 77.25%.

Administrative and Teacher Leadership Team

One principal serves as the leader of the school, assisted by a part-time administrative assistant who helps with disciplinary issues. Two academic coaches support the instructional program, but both work only 49% schedules. The principal and academic coaches plan professional learning sessions, direct the school's literacy team, and oversee the RTI program in grades K-5.

A quality faculty serves Wheeler County Elementary School students. All faculty members are highly qualified in their areas of instruction; 59% have advanced degrees; and average teaching experience is 16.4 years. The annual teacher retention rate is 89.2%. The school literacy team meets quarterly to review the current literacy plan and to identify and address needs as they arise. This team has been essential to the development and implementation of the professional learning program for all faculty members. Members include teachers from all disciplines and grade levels, instructional coaches, principal, and school counselor.

Past and Current Instructional Initiatives

The WCES literacy plan was developed with input from administrators, teachers, and students and seeks to help all children improve literacy skills, attain Common Core and Georgia Performance Standards proficiency, and improve achievement in all academic areas. Reducing class size remains a goal at WCES, and small class sizes are supported by Title IA and Title IIA funds for class size reduction teacher salaries. The school has a comprehensive, four-tier intervention program that provides targeted assistance to all students based on frequent data reports. All interventionists are highly qualified and have extensive classroom experience. The

implementation of inclusion classes in all academic subjects and grade levels has provided improvement in student performance, and continued efforts to establish a rigorous professional learning program support the school's dedication to success for all students.

Recent professional development opportunities have focused on research-based instructional strategies, formative assessment, differentiated instruction, the new teacher evaluation system (TKES) and its standards of teaching, and technology integration to improve quality and quantity of instruction. Within departmental meetings, teachers have focused on creating concrete, relevant activities that require critical thinking and provide multiple avenues for students to attain proficiency of the Common Core and Georgia Performance Standards. Teachers have also examined their present practices and received training on depth of knowledge and the development of effective assessments.

WCES seeks to prepare students as twenty-first century learners through the incorporation of technology within classroom activities and instruction. All classrooms have interactive whiteboards, provided by SPLOST funds, and student response systems are available for teachers to share. Supported by local funds, a pilot laptop initiative was implemented with 10th grade students at Wheeler County Middle High School in September, 2013. The pilot program has served as a "practice run" for more comprehensive technology integration in all grade levels when, and if, funds become available. Implementation has proven our technological infrastructure capable of accommodating multiple wireless devices.

WCES uses Power School and the system website to provide parents with information regarding grades, attendance, and school-wide testing. In order to promote a positive start to the school year, WCES hosts an open house before school begins to acquaint parents with students' schedules, school facilities, and WCES staff members. Curriculum nights, scheduled family involvement days, and parent engagement workshops further promote parental involvement in school activities. However, parental participation remains less than ideal.

Professional Learning Needs

WCES teachers participate in a rigorous professional learning program, but the ever-present time limitations challenge effective vertical and interdisciplinary planning. Time constraints have also limited much-needed professional development related to technology. PL plans have focused on differentiation, and while WCES teachers have a comprehensive understanding of the process, implementation is challenging and therefore sporadic across grade levels and disciplines. Supported by Striving Reader funds, contracted literacy consultants would assist with implementation of the PL plan through more frequent classroom observations

(and therefore increased accountability) and more frequent modeling of strategies to enhance progress in differentiated instruction across all grade levels and disciplines. Teachers' needs also vary greatly, and just as differentiated instruction is necessary in the classroom, it is also vital to an effective professional learning program.

Striving Reader funds would assist with more individualized professional learning and provide opportunities for teachers to learn from literacy experts such as Kelly Gallagher, Sharon Walpole, and Michael McKenna and student engagement experts such as Suzy Pepper, Anita Archer, and John Antonetti. Content area teachers struggle with literacy instruction and voice their own insecurities regarding reading and writing instruction. Striving Reader funds would also support formal PL for teachers (e.g., reading and gifted endorsement) and help ensure that all WCES students' needs are met.

WCES staff members' positive rapport has promoted the collaboration among all grade levels and disciplines and the advancement of the school's professional learning community. This collegiality facilitated the development of the school's comprehensive literacy plan and will promote its effective implementation further supported by Striving Reader funds.

Need for a Striving Reader Project

Although the school's presence in a small, rural community limits its cultural resources, the small-town atmosphere often proves beneficial for the students. The close-knit school environment helps teachers and administrators remain abreast of students' interests, strengths, and weaknesses. Because teachers and administrators understand the economic and educational challenges that many students and their families face, they take a personal interest in providing a quality education for their students, broadening students' horizons both culturally and educationally, and challenging students to excel.

Striving Reader funds would support a more inclusive and individualized PL program and help address another primary concern: student motivation. Teachers in higher grade levels struggle with student motivation on a daily basis. In a recent survey, teachers ranked assistance with student motivation as the school's greatest PL need. Of Wheeler County residents older than 25, only 44.4 % are high school graduates; this statistic reflects the lack of emphasis on education in most of our students' homes, which often reduces parental support of a rigorous curriculum. However, WCES staff members understand that socio-economic status and family background are not excuses for poor performance and therefore work diligently to improve the education and lives of their students. Resources to support technology integration and project-based learning opportunities would assist with student motivation. Community and parent

Wheeler County School System: Wheeler County Elementary School

involvement in project-based learning would further enhance stakeholder support. The saturation of literacy materials, both at school and in students' homes, would help shape all Wheeler County residents' beliefs about literacy and its importance to career readiness and personal enrichment.

District Management Plan and Key Personnel

The following chart details the management plan for grant implementation. Identified key school personnel were instrumental in literacy plan and grant application development, so they are well aware of grant goals, objectives, and implementation plans. Suzanne Couey, district SRCL coordinator, has reviewed information with central office employees who will have grant administration responsibilities. Students and teachers participated in surveys and discussions during current literacy plan review and grant development. They will participate in ongoing reviews of budget and plan implementation through surveys and discussions with literacy team members.

District Level Personnel		
Person Responsible	Duties at Central Office	Duties with School Grant Management Teams
Suzanne Couey, Director of Federal Programs	*Coordinate grant implementation with district financial department <ul style="list-style-type: none"> • Oversee requests for resources and fund allocations • Issue purchase orders • Advise on federal programs regulations • Manage grant audits • Maintain financial records 	*Meet with school-level key personnel to select appropriate resources aligned with needs <ul style="list-style-type: none"> • Develop grant budget and plan for sustainability • Ensure federal guidelines compliance • Audit grant
Suzanne Couey, Director of Curriculum	*Coordinate grant implementation <ul style="list-style-type: none"> • Plan professional learning (PL) opportunities • Issue PLUs to staff 	*Lead monthly meetings with school-level key personnel to ensure grant-funded resources support curriculum, grant priorities, and literacy plan <ul style="list-style-type: none"> • Select grant-funded resources and programs • Monitor implementation of grant-funded initiatives • Assess effectiveness of initiatives • Plan PL opportunities • Schedule teacher collaboration sessions • Ensure alignment of grant-funded resources/projects with literacy plan
Suzanne Couey, Director of Technology	*Coordinate selection, dissemination, and maintenance of grant-funded technology to ensure equitable and appropriate technology for each school as identified in system technology plan *Confer with contracted technology services provider for hardware recommendations	*Further duties for monthly meetings with school-level key personnel <ul style="list-style-type: none"> • Confer with school personnel to align technology purchases with grant and needs-based priorities and system technology plan • Confer with school personnel to ensure equitable distribution of technology • Communicate with school personnel and develop plans to ensure proper maintenance and use of technology resources • Communicate with technology services provider and school personnel to ensure appropriate maintenance, repair, and dissemination of hardware
Helen Nunn, Financial Officer	*Submit completion reports and SRCL state-required reports	
Sharon Phillips, Accounts Payable Clerk	*Process SRCL payments on time *Issue travel reimbursements for any SRCL-related training	*Provide copies of POs to media specialists to match with packing slips
Cynthia Edwards, Payroll Clerk	*Issue stipends for off-contract SRCL trainings	

Key School Personnel

Person Responsible	Duties
<p>Literacy Team Members</p> <p>(includes teachers from all disciplines)</p>	<ul style="list-style-type: none"> * Meet monthly with Mrs. Couey and other key school-level personnel to <ul style="list-style-type: none"> • select grant-funded resources • monitor implementation of grant-funded initiatives • assess effectiveness of implementation • plan PL opportunities • schedule teacher collaboration sessions • ensure alignment of grant-funded resources/projects with literacy plan *Receive training in new technology and assist peers with its integration *Support CCGPS implementation and SRCL initiatives through modeling, peer observations, and collaboration *Conduct formative evaluation of grant-supported strategies and report results to key personnel
<p>Principal Ronda Hightower</p>	<ul style="list-style-type: none"> *Oversee management of SRCL grant at school level to ensure effective implementation of grant initiatives *Ensure staff member participation in PL activities and collaborative meetings supported by grant funds
<p>Instructional Coaches</p> <p>Barbara Avery and Joy Warren</p>	<ul style="list-style-type: none"> *Complete requisitions for grant-supported resources *Document receipt of services and provide documentation to Sharon Phillips *Ensure school implementation of grant initiatives *Receive and redeliver professional training *Conduct formative evaluation of grant-supported strategies and report results to key personnel
<p>Media Specialist Melondy Butler</p>	<ul style="list-style-type: none"> *Receive and process grant-purchased resources and provide documentation to Sharon Phillips *Select SRCL- aligned materials for media center *Lead school literacy team in developing initiatives to encourage reading throughout school *Ensure proper implementation of technology resources *Promote grant-funded initiatives

Experience of the Applicant

Recent Initiatives

The Wheeler County School System has implemented several initiatives targeted at improving student achievement. The following table outlines recent initiatives, funded both internally and with outside support.

Initiative	Grades	Status	Outside Funding
Pilot 1:1 Laptop Initiative	10 th Grade	Current	No
Instructional Coaches	PK-12	Current	No
ELA Support Classes	6-12	Current	Yes (Title I)
Professional Learning Communities	K-12	Current	No
JROTC	9-12	Current	No
Quarterly Benchmark Assessments	K-12	Current	No
AIMSweb Progress Monitoring	K-5	Current	No
Scholastic Reading Inventory	6-12	Current	No
Standards-Based Classrooms	PK-12	Current	No
TKES	K-12	Current	No
SLO Assessments	K-12	Current	No
Title I School Improvement Grants	6-12	FY 12, FY11	Yes
Title IID Wireless Technology Grant	9-12	FY07, FY06	Yes
Reading First	K-5	FY04-FY10	Yes
Class Size Reduction Teachers	2-11	Current	Yes (Title IA, Title IIA)
Student Response Systems, Classroom SMARTBoards	PK-12	Current	No
Computer Labs	K-12	Current	Yes (Title VIB REAP)

Three Years of State and Federal Audit Results

Findings	Years	Outcome
School Food Service Program: failed to report banquet activity in accordance with regulations.	FY 10, 11, 12	Banquet account has been closed. This finding should show resolution in FY13
School Food Service Program: Inadequate records of Supplemental Sales	FY12	Supplemental sales recorded on school district's general ledger
Deficit fund balance reported	FY12	More stringent budgeting procedures enforced.
Special Education: The school district did not meet the maintenance of effort requirement.	FY11	Adequate procedures implemented to ensure MOE requirements met regarding education of children with disabilities

LEA's Capacity to Coordinate Resources and Control Spending

Wheeler County receives funding for Title IA, Title IC, Title IIA, Title III, and Title VIB (REAP) federal grants. The system has received these funds for many years and has no history of audit findings or federal cross-functional monitoring compliance findings. With each initiative and federal program, system and school personnel collaborate to devise a plan for the most effective appropriation of funds. Because we are such a small system, administrators have multiple responsibilities; this organizational structure ensures that staff members work closely with each other and communicate often. The Wheeler County School System has extensive administrative procedures in place for coordination of resources and control of spending, including specific internal controls.

Sustainability of Past Initiatives

Resources from previous grants are still utilized at both schools. Sustainability planning was a required component of Reading First School Systems, and Wheeler County has effectively maintained the integrity of this research-based school improvement initiative through extensive training of instructional coaches, who in turn provide professional development for teachers, monitor classroom implementation, analyze student achievement data, and evaluate data-driven

instruction. Contracted technology personnel maintain equipment, as evidenced by 7-8 year old laptops still in use at the high school. For the past three years, the system has purchased refurbished classroom desktop computers with lifetime warranties. A recent pilot laptop initiative was funded locally to evaluate the impact of technology and the capability of our present technological infrastructure. School and system administrators understand the value of each dollar in today's educational environment and carefully research resources before purchase and then monitor their use to ensure the effective use of funds, whether provided federally or locally.

WCES Literacy Plan Building Block 1 – Engaged Leadership

Strategies Presently in Place	Supporting Research from <i>Georgia Literacy Plan (The Why)</i> *	Plans to Enhance Strategies with Striving Reader Funds
<p>Engaged Administrators: Administrators work continuously to improve instruction through PL, careful selection of resources, and classroom observations</p> <p>Professional Learning for Administrators: Administrators attend numerous trainings, including those related to the CCGPS and the state’s College and Career Readiness Performance Index (CCRPI) led by local RESA and state DOE personnel.</p> <p>PL and Collaborative Sessions Led by Administrators: Teachers meet with administrators during planning periods 2x/month for PL and collaboration with peers. Literacy coaches model research-based instructional strategies for teachers, and administrators visit classrooms to ensure their implementation.</p> <p>Frequent Walkthroughs: Administrators implement the Georgia Teacher Keys Effectiveness System (TKES) to perform frequent evaluations to monitor teacher implementation of best practices. Results are recorded via the TKES electronic platform.</p>	<p>“... significant improvements will be achieved only through a comprehensive effort involving changes in state- and district-level policies, improved assessments, more efficient school organization, more involved and effective leadership, and extensive PL for all leaders and teachers” (Torgesen, et al., 2007).</p> <p>“According to the NSDC (2001, para.1), ‘staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement’” ...Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels...Leaders at all levels recognize quality PL as the key strategy for supporting significant improvements” (p. 144).</p> <p>“The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom” (p.65)</p> <p>“The primary role of a literacy coach is to provide continuous, embedded PL by implementing school-based opportunities. They are then available to provide follow-up, to promote in-class modeling, and to foster PL communities” (Bean & Isler, 2008).</p> <p>“At the same time, teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process. Acquiring knowledge, enhancing understanding, and constructing meaning are essential to this process. Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided” (p. 65)</p> <p>“ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively” (p.31).</p>	<p>📖 Subscribe to literacy-specific journals (e.g., <i>The Reading Teacher, Reading Research Quarterly</i>,) for administrators and teachers</p> <p>📖 Ongoing training in CCGPS, CCRPI, and Georgia assessments for administrators and teachers as new developments and challenges arise</p> <p>📖 Expand PL opportunities on explicit instruction of essential literacy components to administrators and across content areas with training provided by contracted literacy consultants</p> <p>📖 Provide incentives for teachers in all content areas to add endorsements (reading, gifted) Arrange for reading endorsement classes within district; if not possible, pay course fees for teachers</p> <p>📖 Provide more frequent and comprehensive collaborative and PL sessions-- with SR funds supporting substitute pay, stipends, materials, and travel expenses for PL activities</p> <p>📖 Fund literacy consultants to observe, model, and assist teachers within classrooms as they integrate explicit literacy instruction. Consultants will assist administrators with observations to increase teacher accountability and quality of instruction</p> <p>📖 Administrators will receive PL on literacy-specific best practices to inform literacy walkthroughs, utilize the Literacy Instruction Checklist to monitor implementation of literacy-specific instructional strategies, and ensure required time is allotted for literacy instruction within all content areas</p>

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<p>Assessment of Talents and Training of Staff when Creating Schedule: Instructional coaches, principal, and counselor collaborate and consider teacher performance and expertise when developing schedule and assigning courses.</p> <p>Protected Literacy Block in all grade levels: Students in grades K-5 receive a minimum of 120 minutes in explicit literacy instruction within ELA classes – additional literacy instruction incorporated into content areas</p> <p>“Power Block”: Thirty minutes provided at beginning of day - time is dedicated to reading remediation, practice, or enrichment with all teachers involved</p> <p>Literacy Team Meetings: Team comprised of administrators, media specialist, counselor, and teachers representing all disciplines meets at least quarterly.</p>	<p>“<i>Reading Next</i> (Biancorosa & Snow, 2006, p. 20.) states that literacy instruction for adolescents should extend beyond a single language arts period and be integrated in subject area coursework. This extended time for literacy, anywhere from two to four hours, should occur in language arts and content-area classes” (p. 58).</p> <p>“The need for extended time for literacy has been recognized in numerous sources including <i>Reading Next</i>, <i>Writing to Read</i>, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans” (p. 58).</p> <p>“In conclusion, adolescents are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff” (p.68).</p> <p>“Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy” (p. 125).</p> <p>“A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students’ literacy successes in career and life skills” (p. 31).</p> <p>“<i>Reading Next</i> (Biancorosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:</p> <p>...13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.</p> <p>14. Leadership, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools” (p. 67).</p> <p>“ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy” (p. 31).</p>	<p>📖 Exploration of flexible scheduling options and programs to eliminate inefficient use of staff/student time and implement extended literacy time</p> <p>📖 Support continued use of approved assessment tools to assess Lexile levels, place students, and monitor effectiveness of interventions</p> <p>📖 Research, select, and purchase additional resources for classroom libraries</p> <p>📖 Purchase of replacement as well as additional research-based resources to support struggling readers in Tiers I – IV</p> <p>📖 Provide formal PL on new intervention resources to ensure fidelity of implementation</p> <p>📖 Improved stakeholder involvement in literacy planning encouraged through practices funded by SRCL (e.g., student presentation nights to involve community; parent-student book clubs)</p>
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<p>Professional Learning for New Teachers: Regular PL sessions are led or facilitated by administrators</p> <p>Peer Observations: Teachers perform peer observations, although sporadically due to time and schedule constraints</p>	<p>“[This technology] also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to ‘see’ the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels” (p. 150).</p> <p>“Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to “see” the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels” (p. 150).</p>	<ul style="list-style-type: none"> 📖 Technology for media specialist/administrators to create classroom videos to facilitate peer observations, professional learning, and self-assessments 📖 Fund equipment to enable use of technology to enhance PL program, for veteran teachers as well as for new teachers to learn about literacy plan and effective instructional strategies already employed at WCES (e.g., archive videos of PL meetings, create library of classroom videos filmed during observations) 📖 Implementation of varied PL delivery models through technology, careful scheduling, and personal PL vouchers (explained in Building Block 6)
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Building Block 2 – Continuity of Instruction

Strategies Presently in Place	Supporting Research from <i>Georgia Literacy Plan (The Why)</i> *	Plans to Enhance Strategies with Striving Reader Funds
<p>Meeting Needs of All Students: WCES provides a least-restrictive environment and gifted program. EL teacher participates in all PL sessions and assists with literacy instruction planning.</p> <p>Equity of Instruction: Small school environment permits one teacher to teach all grade level classes of each academic course, ensuring equitable instruction for students. Administrators review past teacher assignments and student schedules when planning new schedules to ensure equity of instruction.</p> <p>Administration of Staff Surveys to Determine Needs: Surveys created and administered via Google forms– results compiled and shared with teachers and administrators</p>	<p>“A disproportionate number of students of color, English Language Learners (ELL), and economically disadvantaged are represented among the struggling readers identified by low performance on the Criterion-Referenced Competency Tests (CRCTs), Georgia High School Graduation Tests (GHSGTs), and End-of-Course Tests (EOCTs). Without academic skills to be successful in school, these students are at high-risk of dropping out of school” (p. 65).</p> <p>“The key to reading achievement in schools is to provide a well prepared and knowledgeable teacher in every classroom (IRA, 2007)” (p. 150).</p> <p>“ALL stakeholders, including educators, media specialists, and parents of PreK, primary, adolescent, and post-secondary students, are responsible for promoting literacy” (p. 31).</p>	<p> Fund course fees for ESOL, gifted and AP endorsement</p> <p> Provide resources targeted to struggling ELL learners’ needs</p> <p> Reading endorsement classes to improve teacher literacy knowledge</p> <p> Continue to administer teacher, student, parent and community surveys and use SRCL funds to match resources to valid requests/needs</p>

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<p>Development of Professional Learning Community: Regular professional learning sessions and addition of professional learning materials have helped to create an environment in which teachers are willing to embrace change, try new strategies, and share successes with each other.</p> <p>Collaborative Meetings during Planning Periods Once per Month: Meetings have focused on interdisciplinary planning, parental contacts, individual student needs, and school needs based on data results</p> <p>Community Participation: Schools have implemented family involvement events such as grandparents’ breakfast, curriculum nights, and “Supper with Santa” to encourage parental and community involvement but participation is not ideal.</p>	<p>“Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models” (p. 150).</p> <p>“<i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:...</p> <p>11. Professional learning that is both long term and ongoing” (p. 67).</p> <p>“Georgia’s Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members” (p. 26).</p> <p>“To facilitate relevance, another suggestion made in <i>Reading Next</i> (Biancarosa & Snow, 2004, pp. 16 & 22) was to coordinate assignments and reading with out-of-school organizations and the community to provide students with a sense of consistency between what they experience in and out of school” (p. 51).</p>	<p>Expanded PL program including the following initiatives:</p> <ul style="list-style-type: none"> 📖 Creation of system teacher blog/wiki to share ideas and resources related to literacy instruction for professional enrichment/research (stipend provided to staff member to create, maintain, and update sites) 📖 Addition of professional learning materials to media center 📖 Archived WCES classroom videos and PL sessions 📖 Peer observations facilitated with classroom videos 📖 PL subscriptions as necessary to meet individualized needs 📖 Teachers to meet with administrators to perform self-assessments and create personalized PL plans 📖 Teachers to receive “vouchers” (set amount allotted for their personal professional improvement) to be used according to needs established in personal professional learning plan 📖 Expanded collaboration time made possible via stipends and substitute pay- Time used to enhance literacy plan components –Topics to include <ul style="list-style-type: none"> • examination of student work • selection of exemplars to use within classrooms • development of school-wide writing rubric to provide consistent assessment across grade levels and subjects • creation and maintenance of student e-portfolios • examination of data • development of goals based on data results • development of plans to incorporate literacy instruction across subject areas • collaboration time for transition-level teachers to ensure adequate vertical planning between schools and grade levels 📖 Establish parent/teacher/student book clubs at each grade level: provide books to encourage literacy at home, hold book discussions with students and parents, leading to heightened interest in reading for all stakeholders 📖 4th and 5th grade students to engage in community research projects with literacy components to instill relevance into assignments and involve community members in curriculum and literacy development. SRCL funds to support activities and materials necessary for projects and “showcase nights” to share projects with community
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<p>Literacy Resources to Encourage Student Engagement and Motivation: All subject areas have classroom libraries, but resources in subjects other than ELA need to be expanded</p>	<p><i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners: ...</p> <p>4. Text-based collaborative learning, which involves students interacting with one another around a variety of texts...</p> <p>7. Intensive writing, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond” (p. 67).</p> <p>“In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12: Provide students with opportunities to make choices, particularly in what texts to read. This highlights the importance of having rich classroom libraries” (p. 59).</p> <p>“<i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:...</p> <p>6. Diverse texts, which are texts at a variety of difficulty levels and on a variety of topics” (p. 67).</p> <p>“In the 2008 Center on Instruction Practice Brief titled <i>Effective Instruction for Adolescent Struggling Readers</i> (Boardman <i>et al.</i>, 2008), the recommendations are derived from a summary of the research by Guthrie and Humenick on improving students’ motivation to read. Those recommendations are:</p> <ol style="list-style-type: none"> 1) providing content goals for reading: 2) supporting student autonomy, 3) providing interesting texts, and 4) increasing social interactions among students related to reading” (p. 51). 	<ul style="list-style-type: none"> 📖 Publication of student-written school newspapers and school news programs to broadcast in every classroom, class web sites, blogs, and wikis as age-appropriate 📖 SRCL funds to cover cost of supplies for authentic publishing activities (e.g., ink cartridges, printers, paper, binding and poster maker machines and supplies, supplies for creation of news show set, laminating machine, copying equipment/supplies, video cameras, technology to support writing/publication process) 📖 Parent/community nights to showcase student successes/creations with publicity facilitated by supplies listed above <ul style="list-style-type: none"> 📖 Additional high-interest texts for classroom libraries, with emphasis on science and social studies classrooms 📖 Research-based core reading program 📖 Writing program to be instituted at all grade levels for continuity of instruction and grading, to be accompanied by development of school-wide writing rubric 📖 Magazine subscriptions for media center and classrooms 📖 Funds to purchase approved materials requested by students via media center suggestion box 📖 “Go shopping” capability for students via media center–Account established for media center through which students can purchase approved texts that are unavailable in school media center for e-readers (facilitated by technology purchased with SRCL funds)
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<p>Incorporation of Technology into Instruction: All classrooms have SMARTBoards and teachers share 3 student response systems across entire school for formative assessment purposes</p> <p>Pilot laptop program initiated in high school with sophomores this year</p> <p>One computer lab shared by entire school</p> <p>All classrooms have computers, but numbers vary from 2-6 per room based on student use, subject, and grade level.</p>	<p>“Universities, the Partnership for 21st Century Schools, the National Council of Teachers of English, as well as content-area organizations, support the importance of technology in instruction” (p. 56).</p> <p>“Rather than viewing technology as a distraction, educators must learn to rethink instruction in order to leverage their students’ fascination with technology rather than to see it as a distraction only” (p. 58).</p> <p>“In keeping with the research on motivation, the Literacy Task Force recommended the following to improve engagement and motivation in grades 4-12: Incorporate technology into literacy through the use of e-readers, blogs, and social networking” (p. 59).</p> <p>“<i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:8. A technology component, which includes technology as a tool for and a topic of literacy instruction” (p. 67).</p>	<p>📖 Create a technology-rich environment for grades PK-5 with purchase of laptop or tablet carts to be shared at each grade level (to support writing instruction, instructional activities differentiated to students’ reading levels, e-reader capability to promote student engagement; individual and partner listening stations, creation/editing of videos and podcasts; numerous publishing opportunities, and to support project-based and cooperative learning)</p> <p>📖 Personal technology would facilitate differentiation of instruction as students can work on individualized assignments with various software/web sites</p>
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Building Block 3 -Ongoing Formative and Summative Assessments

Strategies Presently in Place	Supporting Research from <i>Georgia Literacy Plan (The Why)</i> *	Plans to Enhance Strategies with Striving Reader Funds
<p>Examination of Data: Administrators have trained all teachers on LDS. - Summative, disaggregated results are provided to teachers each year (e.g., CRCT).</p> <p>Summative Data Provided to Teachers: Scores provided to teachers for individual analysis; minimal time available for group analysis</p>	<p>“Continuous use of assessment data, strategic and targeted instruction, and/or intervention will improve the language abilities of all learners” (p.32).</p> <p>“Data must be easily accessible to school personnel in order for it to drive decision making. Educators and instructional support personnel must be able to sort, aggregate, and/or scan in sufficient time for data analysis and collaborative decision-making to occur” (p. 96).</p> <p>The Literacy Task Force recommends the following to administrators:...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish district policies that provide clear guidance for information that is to be provided to the receiving teacher at the next grade level <input type="checkbox"/> Schedule times for teachers in both outgoing and receiving classrooms and/or schools to meet and discuss shared students <input type="checkbox"/> Designate a person(s) on the faculty to provide guidance to new teachers or any teachers needing help with the scheduling or the procedures <input type="checkbox"/> Ensure that teachers are able to interpret data from their students former grade or school” (p. 92) <p>“A necessary component of this recommendation is the need for teachers to be trained in administration and use of the assessments used at their grade level. An additional complementary need is that they become conversant with the assessments at the grade or age-level below them” (p. 122).</p>	<p> Develop plan for LDS training for new teachers</p> <p> Expand time and frequency of collaborative sessions to support data analysis plan (teachers to examine data, develop plans to address overarching needs, develop goals for students, and meet with teachers of grade levels above and below to align instruction to needs of students within entire school) – expanded time supported with stipends/substitutes/technology to support collaboration</p> <p> Develop system for effective data gathering, publishing, and analysis</p> <p> Provide training for teachers on analyzing and using data to improve instruction</p>

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<p>Regularly Administered Benchmarks: Administered at the end of each unit in academic classes – created by teachers and administrators</p> <p>Identification and Purchase of Assessment and Intervention Materials Aligned with Students’ Needs: AIMSweb is presently used for universal screening and progress monitoring</p> <p>Plans for Assessment and Use of Results: RTI coordinators presently work with teachers to develop assessment calendar for screenings and progress monitoring and oversee the assessment administration and results review</p> <p>Literacy Team Meetings: Members meet quarterly to assess progress of initiatives included in school improvement plan and adjust plan as necessary to meet the needs of students and staff.</p>	<p>“Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005). The effectiveness of interventions requires an analysis of previously conducted research that supports the design of the intervention and a review of current research” (p. 124).</p> <p>“... Gersten’s panel strongly recommended screening as an important and necessary step for identifying students in need of help. The one consistent and urgent theme coming from all three 2011 Literacy Committees (birth-to five, elementary, and middle-and-high-school committees) is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages” (p. 99).</p> <p>“School administrators routinely review assessment data. The use of Georgia’s summative assessments (EOCT, CRCT, and GHSGT) can be a part of the universal screening process. However, the use of additional screeners ensures appropriate identification of individuals needing support” (p. 102).</p> <p>“<i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction...15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community” (p. 67).</p>	<ul style="list-style-type: none"> 📖 Extend subscriptions to resources for benchmark creation (Study Island) 📖 Provide time for teacher collaboration with administrators and peers to develop plans for remediation based on benchmark results and to create differentiated activities for individual remediation 📖 Purchase additional research-based intervention materials for all grade levels aligned with students’ needs and SR requirements 📖 Implement assessments as prescribed by SR 📖 Contract experienced educators to assist with assessments (e.g., Dibels) 📖 Replace present consumable resources to support intervention 📖 Teacher training on assessment resources to encourage teacher participation in all areas of data collection and analysis and to ensure fidelity of assessment administration. 📖 Develop system for effective data gathering, publishing, and analysis to facilitate use of data to identify teachers and students who need additional support 📖 Provide support through extended PL opportunities specific to data analysis
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Wheeler County School System: Wheeler County Elementary School

<p>Collection of Individualized Data: Interventionists use AIMSweb to track and graph student progress</p> <p>Effective Assessment: PL has focused on formative assessment, although further training is needed</p>	<p>Implicit in the establishment of goals is the need to provide students with timely information on their progress toward the achievement of those goals. Both of these issues involve the need to provide students with a sense of autonomy. Deci and Ryan (1985, 1992) identified the need for a sense of autonomy, relatedness and competence as being key to the development of intrinsic motivation” (p. 52).</p> <p>“The role of progress monitoring in RTI is to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine whether primary prevention (i.e., the core instructional program) is working for a given student. <input type="checkbox"/> Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability. <input type="checkbox"/> Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities. <input type="checkbox"/> Determine when the student’s response to tertiary prevention indicates that a return to primary or secondary prevention is possible” (p. 104). 	<ul style="list-style-type: none">  Assessment program and publishing resources (poster maker, binding machine, printer, etc.) to publish individualized student learning goals, track progress toward goals, and celebrate student successes  Provide professional development to create protocols to ensure timely, descriptive feedback and provide students with opportunities to assess their own learning  Provide materials for students to create and publish graphs of progress to assist with self-assessment  Continue PL on formative assessment and monitor teachers’ use of it within the classroom  Schedule assessment consultants to provide PL on creating effective assessments (formative, summative, and performance-based—depth of knowledge)
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Building Block 4 – Best Practices in Literacy Instruction

Strategies Presently in Place	Supporting Research from <i>Georgia Literacy Plan (The Why)</i> *	Plans to Enhance Strategies with Striving Reader Funds
<p>Needs of English Language Learners: Important documents are translated into Spanish to ensure parent/student understanding.</p> <p>Teacher designated for ESOL/migrant services meets with students regularly and participates in school PL sessions.</p> <p>Sustained Silent Reading: SSR is implemented in ELA/reading classes at all grade levels</p> <p>Literacy Resources to Encourage Student Engagement and Motivation: All classrooms have libraries, but materials are dated and new resources based on Common Core Lexile requirements are needed.</p>	<p>“In keeping with the expectation of a rigorous curriculum and standards for all students, including English Language Learners, students with exceptional needs, and other at-risk populations, it is crucial that teachers access students’ prior knowledge and build upon students’ background experiences. By taking into consideration the individual needs and strengths of all students, teachers build a foundation for the implementation of appropriate strategies that lead to academic success” (p. 41).</p> <p>“The principles of good instruction are not different for ELLs, but the necessity for them is intensified by the challenges that these students face” (p. 73).</p> <p>“A learner’s literacy ability is the root of ALL academic performance, and a direct relationship exists among the language capacities of reading, writing, listening, and speaking” (p. 31).</p> <p>“Literacy skills are embedded and emphasized in each content area in all grade levels” (p. 31).</p> <p>“To the extent possible, they need opportunities to select for themselves the materials they read and topics they research as well as time during the school day to read” (p. 51).</p> <p>“In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12: what texts to read. This highlights the importance of having rich classroom libraries <input type="checkbox"/> P <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> S <input type="checkbox"/> R <input type="checkbox"/> A <input type="checkbox"/> T <input type="checkbox"/> I <input type="checkbox"/> O <input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> P <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> A <input type="checkbox"/> T <input type="checkbox"/> I <input type="checkbox"/> O <input type="checkbox"/> N <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> P <input type="checkbox"/> O <input type="checkbox"/> R <input type="checkbox"/> A <input type="checkbox"/> T <input type="checkbox"/> I <input type="checkbox"/> O <input 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<p>Motivation of Adolescent Readers: Allow student self-selection of texts and writing assignments when possible.</p> <p>Core Program: WCES presently uses Houghton Mifflin core reading program, but copyright is 2002 and materials not aligned to new standards</p> <p>Incorporation of Technology into Instruction: SMARTBoards, classroom response systems, pilot laptops program, computer lab, and classroom computers as detailed in Building Block 2</p> <p>Digital Literacy Curriculum for Grades K-8: Instruction related to digital literacy has been difficult to implement due to time, schedule, facility, and budget constraints.</p>	<p>In keeping with the research on motivation, the Literacy Task Force, recommended the following to improve engagement and motivation in grades 4-12: thus increasing their self-efficacy work with peers” (p. 59)</p> <p>“Susan Ebbers (February 1, 2011) has recently published a brief summarizing the research on the effect of motivation on comprehension. Citing a study by Schraw, Flowerday, & Lehman (2001), she lists the following as avenues for developing interest, either situational for subject matter under discussion or to nourish a more long-term interest. <input type="checkbox"/> Relevance: Showing students how the subject at hand relates to their lives increases interest” (p. 53).</p> <p>“Recently, Lexiles have been realigned to match the CCSS text-complexity grade bands and have adjusted their grade bands upward to ensure that students are prepared for the demands of college and careers” (p. 48). “The Georgia definition for literacy encompasses the ability to access, use, and produce multiple forms of media, information, and knowledge in all content areas at all grade levels. That includes learning to evaluate the validity of the content on website; and familiarity with the vocabulary associated with technology. Georgia’s goal for all students is that they become self-sustaining, lifelong learners and contributors to their communities” (p. 29).</p> <p>“<i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:... 15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community” (p. 67).</p> <p>“To prepare all students for increased academic achievement in a technological society, the Georgia Birth-to-12 Literacy Plan must include 21st century skills that include digital-age literacy, inventive thinking, effective communication, and high productivity” (p. 49).</p> <p>“In confirmation of the last item in her list, a policy brief on Adolescent Literacy cites Merchant (2001) saying, “Many adolescents are drawn to technology, and incorporating technology into instruction can increase motivation at the same time that it enhances adolescent literacy by fostering student engagement” (p. 53).</p>	<p><input type="checkbox"/> Purchase approved materials requested by students</p> <p><input type="checkbox"/> “Go shopping” capability for students via media center – Account established for media specialist to purchase approved requested digital materials</p> <p><input type="checkbox"/> Develop voluntary incentive program for reluctant readers</p> <p><input type="checkbox"/> Community research projects to encourage community involvement and relevance of assignments</p> <p><input type="checkbox"/> Purchase core reading program for all grade levels aligned with Common Core GPS</p> <p><input type="checkbox"/> Purchase supplements to classroom resources to support implementation of CCGPS (increased rigor, student choices, high-interest nonfiction for classroom libraries and media center)</p> <p><input type="checkbox"/> Additional technology resources as outlined in Building Block 2</p> <p><input type="checkbox"/> Purchase resources to support digital literacy in all grade levels</p> <p><input type="checkbox"/> Identify and purchase vertically- aligned digital literacy resources for grades K-5</p>
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*Morill, J., Jeffcoat, K., & Beaty, A. (2010). Birth – 12 GA literacy action plan – The why. retrieved from <https://gastrivingreader12.myreviewroom.com/res/>

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<p>Writing Across the Curriculum: Writing instruction is largely isolated to ELA classrooms. No consistent grading practices in use.</p> <p>Peer Observations: Peer observations are sporadic due to lack of time and schedule conflicts</p> <p>Teacher Collaborative Sessions: Teachers presently meet once/month during planning periods</p>	<p>“According to NCTE (2008), “Instructional practices, writing genres, and assessments should be <i>holistic, authentic, and varied</i>” (p. 44).</p> <p>“Based on research from the National Commission on Writing (2004), People who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion. Half of responding companies reported that they take writing into consideration when hiring professional employees and when making promotion decisions” (p. 28).</p> <p>“[This technology] also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to “see” the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels” (p. 150).</p> <p><i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:... 13. Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction....15. A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community” (p. 67).</p>	<ul style="list-style-type: none"> 📖 PL on writing instruction for all teachers 📖 Collaborative time for training and planning <ul style="list-style-type: none"> • develop school-wide writing rubric • plan for improved implementation of “writing across the curriculum” • collaborative examination of student work to ensure alignment of evaluation criteria 📖 PL on SIM writing strategies and materials to support implementation of strategies by ELA, science, and social studies teachers: sentence writing strategy 📖 Expand PL opportunities with visiting literacy consultants 📖 Modeling/peer observations provided via classroom videos--as outlined earlier in building block 1 – videos shared with faculty in meetings, archived, and linked to school website 📖 Expand time and resources for collaboration supported by stipends for summer, Saturday, and after-school PL sessions 📖 Develop a comprehensive school-wide writing rubric consistent with CCGPS 📖 Develop plans for use of technology for production, publishing, and communication of student work across classes and grade levels 📖 Develop plans for use of technology to facilitate collaborative sessions (concurrent and non-concurrent) 📖 Plan within grade levels and disciplines to align literacy instruction and assign where skills will be emphasized
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Building Block 5 – System of Tiered Intervention (RTI) for All Students

Strategies Presently in Place	Supporting Research from <i>Georgia Literacy Plan (The Why)</i> *	Plans to Enhance Strategies with Striving Reader Funds
<p>Intervention Resources:</p> <ul style="list-style-type: none"> 📖 WCES uses AIMSweb for universal screening and progress monitoring 📖 Highly qualified, experienced teachers provide targeted, daily intervention to students 📖 Appropriate student: teacher ratios are maintained for intervention. 📖 Administrator walkthroughs are performed to ensure fidelity of implementation. <p>Communication among Teachers : Special needs students presently have case managers to monitor their progress and communicate with parents as needed, but teachers need more collaboration time to discuss students’ progress and ways to address needs of all students</p>	<p>“The Literacy Task Force had several overarching recommendations that extended across sub committees. One being the need for a universal screener at all ages and grades. The other salient theme was that there needs to be coordination among those screeners and assessments that would permit the receiving teachers and/or schools to interpret the findings of the earlier grade or level” (p. 24).</p> <p>“Implementation of RTI requires a school-wide common understanding of the Common Core Georgia Performance Standards, assessment practices, and instructional pedagogy” (p. 124).</p> <p>“<i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners:...5. Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed” (p. 66).</p> <p>“The one consistent and urgent theme coming from all three 2011 Literacy Committees (birth-to five, elementary, and middle-and-high-school committees) is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages” (p. 99).</p> <p>“A necessary component of this recommendation is the need for teachers to be trained in administration and use of the assessments used at their grade level. An additional complementary need is that they become conversant with the assessments at the grade or age-level below them” (P. 122).</p> <p>“The need for extended time for literacy has been recognized in numerous sources including <i>Reading Next</i>, <i>Writing to Read</i>, ASCD, Center on Instruction, National Association of State Boards of Education (NASCB), Kappan Magazine as well almost all other state literacy plans” (p. 58).</p>	<ul style="list-style-type: none"> 📖 Research, select, and purchase effective resources and programs for intervention at all grades levels (renew consumable resources and software subscriptions and purchase supplemental, updated materials to address struggling learners’ needs) 📖 Provide formal PL on intervention resources for administrators and intervention personnel to ensure fidelity of implementation 📖 After- school study sessions for students who need assistance with assignments 📖 Plan PL as needed to ensure effective Tier 1 instruction. 📖 Increased collaboration time supported as outlined in previous sections to provide time for <ul style="list-style-type: none"> • discussions between content area Tier I teachers and interventionists • discussions between special ed. teachers and co-teachers • data analysis and planning to adjust instruction as warranted for students served at each tier

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<p>Identification and Purchase of Assessment and Intervention Materials Aligned with Students' Needs: AIMSweb, benchmarks, GKIDS, ACCESS, Ticket to Read assessments administered</p> <p>Plans for Assessments and Use of Results: Literacy coaches/RTI coordinators presently work with teachers to develop assessment calendar for screenings and progress monitoring; and oversee the administration of assessments</p> <p>Collection of Individualized Data: Interventionists use AIMSWeb assessment system to track and graph student progress and to build student portfolio to provide evidence of progress for student review</p>	<p>“Scientifically proven research-based and evidence-based interventions are specialized strategies for individual students or groups of students with varying types of academic and behavioral problems. Implementation of these strategies has become imperative as schools strive to comply with the imperatives of the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Act (IDEA) (Brown-Chidsey & Steege, 2005).” (p. 124).</p> <p>“...The one consistent and urgent theme coming from all three 2011 Literacy Committees (birth-to five, elementary, and middle-and-high-school committees) is the need to identify or develop a set of grade-specific screeners to assist educators for students of all ages” (p. 99).</p> <p>“A necessary component of this recommendation is the need for teachers to be trained in administration and use of the assessments used at their grade level. An additional complementary need is that they become conversant with the assessments at the grade or age-level below them” (p. 122).</p> <p>“School administrators routinely review assessment data. The use of Georgia’s summative assessments (EOCT, CRCT, and GHSGT) can be a part of the universal screening process. However, the use of additional screeners ensures appropriate identification of individuals needing support” (p. 104).</p> <p>“The role of progress monitoring in RTI is to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine whether primary prevention (i.e., the core instructional program) is working for a given student. <input type="checkbox"/> Distinguish adequate from inadequate response to the secondary prevention and thereby identify students likely to have a learning disability. <input type="checkbox"/> Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities. <input type="checkbox"/> Determine when the student’s response to tertiary prevention indicates that a return to primary or secondary prevention is possible” (p. 104). <p>“The literature on adolescent literacy links the establishment of learning goals to the development of self-efficacy (Roeser, Midgley, & Urdan, 1996). Implicit in the establishment of goals is the need to provide students with timely information on their progress toward the achievement of those goals. Both of these issues involve the need to provide students with a sense of autonomy. Deci and Ryan (1985, 1992) identified the need for a sense of autonomy, relatedness and competence as being key to the development of intrinsic motivation” (p. 52).</p>	<ul style="list-style-type: none">  Research, select, and purchase research-based instructional program and assessment tools to accurately place students and assess progress and effectiveness of interventions  Purchase and administer SRCL-prescribed assessment tools for all grade levels  Purchase supplemental texts for classroom libraries and media centers to match Lexile levels as recorded by assessment tools  Formal training on use of universal screeners and progress monitoring tools  Contracted assistance with assessments  Expanded collaboration time to develop calendar/plan for assessments and to analyze results.  Use publishing resources (poster maker, binding machine, printer, etc.) to publish individualized student learning goals, track progress toward goals, and celebrate student successes  Provide PL to develop protocols to ensure timely, descriptive feedback and provide students with opportunities to assess their own learning.  Provide materials for students to graph their progress
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Building Block 6 – Improved Instruction through Professional Learning

Strategies Presently in Place	Supporting Research from <i>Georgia Literacy Plan (The Why)</i> *	Plans to Enhance Strategies with Striving Reader Funds
<p>Specific Literacy Training for Teachers and Literacy Coaches: WCES special needs, science, and social studies teachers participated in Planet Literacy training at local GLRS</p> <p>Challenging Learning Environment: Title II funds will be used this year to fund reading endorsement courses for 3 teachers.</p> <p>Site-Based Support for Staff to Advance Development of Professional Learning Culture: Administrators support teacher improvement and encourage PL sessions at school and elsewhere (e.g., RESA, GLRS)</p> <p>Professional Learning (PL) Program: WCES: Bi-monthly faculty meetings, one for PL, one for collaboration</p> <p>Individual Teacher PL Opportunities: Workshops sponsored by RESA</p>	<p>“Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas P. 26 Content area teachers must address the components of adolescent literacy: advanced word study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers” (p. 27).</p> <p>“Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning” (p.141).</p> <p>“Because Georgia is the largest state east of the Mississippi, providing a viable way of accessing professional learning to teachers living in rural or urban areas of the state is imperative. Online resources help sustain teacher professional learning and practices when face-to-face or individualized training is not feasible. This technology offers statewide access through resources, such as interactive blogs and wikis, and provides teachers with access to references and models. It also gives teachers the opportunity to view authentic work of other teachers and students via videos, podcasts, and other types of media. These examples enable teachers to “see” the application of theory that can be sustained over time. Viewing other teachers practicing their craft allows teachers to decide if they can adapt any of what they see to their own content areas and grade levels” (p. 150).</p> <p>“According to the NSDC (2001, para.1), ‘staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement’” (p.144).</p> <p>“At the same time, teachers must be aware that early literacy is an active, complex, long-term developmental and cognitive process. Acquiring knowledge, enhancing understanding, and constructing meaning are essential to this process. Early, high quality instruction can prevent reading difficulties. Explicit and systematic instruction in the five essential components must be provided” (p. 65).</p>	<p>📖 Continued professional development opportunities specific to literacy instruction across content areas – PL modalities to include but not be limited to</p> <ul style="list-style-type: none"> • face-to-face after school sessions • Internet-based modules • planning period conferences • training by literacy consultants • videos to facilitate peer observations and self-assessments <p>📖 Funds for substitutes, stipends, and resources to be provided through SRCL grant</p> <p>📖 Peer observations facilitated by video capabilities and expanded collaborative time to view/discuss videos</p> <p>📖 Develop online resource (wiki, blog) with repository of PL links, documents, webinars, and classroom videos for teachers to visit individually(stipend for creator/administrator)</p> <p>📖 Pay course fees for additional reading, ESOL, and gifted endorsements</p> <p>📖 Extend collaboration time to enable teacher leaders to work more closely with those teachers who struggle to incorporate literacy strategies within their classrooms</p> <p>📖 Extend collaboration time for examination of student work and creation of school-wide writing rubric</p> <p>📖 Purchase PL materials for department-led book studies and PL communities. (Each grade level to focus on different book and redeliver to rest of faculty members.)</p>

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	<p>In a policy brief on reform in adolescent literacy, the authors cite Greenwald, Hedges & Lane, 1996, (NCTE Policy Brief, <i>Adolescent Literacy Reform</i>, 2006, p. 7) stated: Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests” (p. 141).</p> <p>“<i>Reading Next</i> (Biancarosa & Snow, 2004) has identified fifteen research-based program elements that improve literacy achievement of adolescent learners: 11. Professional learning that is both long term and ongoing” (p. 67).</p> <p>“According to the National Staff Development Council (NSDC, 2001), substantiated academic growth will occur only when professionals receive ongoing, targeted professional learning” (p. 142).</p>	<p>📖 Supplies to support creation of PL notebooks (teachers will file materials from all PL sessions and return notebooks if leaving system for distribution to new teachers)</p> <p>📖 Develop PL program for incoming teachers focusing on literacy plan and effective WCES initiatives and trainings (supported by notebooks, archived videos)</p> <p>📖 Provide consistent, frequent PL sessions for all staff members specific to literacy instruction needs evidenced by teacher survey results, student data, and administrator observations – sessions to include modalities listed above and to include but not be limited to the following topics:</p> <ul style="list-style-type: none">• Explicit instructional strategies to address components of literacy instruction• Data-driven instruction• Appropriate text selection• Modeling of specific strategies• Guided and independent practice• Frequent, descriptive feedback• Questioning Techniques• Writing across subject areas• Technology for authentic publishing opportunities• Creating effective summative assessments• Creating, implementing, and using data from formative assessments• Differentiation of instruction• Data analysis• Motivating Students• Classroom management• Instructional Technology <p>📖 Teachers to meet individually with administrators to perform self-assessment and develop “personal professional learning plan” – teachers to receive “vouchers” (preset allotment of funds) for resources and training to address areas of growth identified by teacher and administrator – administrators will monitor teachers’ PL progress</p>
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Needs Assessment, Concerns and Root Cause Analysis (A, B, D, E)

When determining literacy needs, team members analyzed multiple data sources:

- disaggregated student scores (state assessments, benchmarks, progress monitoring, classroom assessments, instructional readiness indicators)
- surveys of teachers/staff (all content areas and grade levels), parents, and students (disaggregated by grade level)
- minutes/discussions from faculty, departmental, and literacy team meetings
- technology and literacy resource inventories.

Student surveys questioned students' reading practices and preferences, past literacy instruction, suggestions to improve literacy, and home resources to support literacy instruction. Respondents were 42% female, 58% male, were chosen randomly from each grade level, and represented 55% of the student population. Parents provided input through surveys and letters requesting suggestions for improving student achievement and parent/school partnerships. Two separate surveys, completed by teachers of all grade levels and subjects, addressed PL and literacy instruction.

(C, F):

Six areas of need emerged, each correlated to building blocks from the "What" and WCES Literacy Plan.

Identified Need	Correlating Building Block
Time for Assessment of Initiatives	1. Engaged Leadership
Improved Stakeholder Involvement	2. Continuity of Instruction
PL/Collaboration for Data Review and Analysis	3. Ongoing Formative and Summative Assessment
Improved Student Motivation	4. Best Practices in Literacy Instruction
Resources to Support Struggling Students' Literacy	5. System of Tiered Intervention for All Students
Professional Learning	6. Improved Instruction through Professional Learning

Time for Assessment of Initiatives

WCES has four administrators: one principal, one administrative assistant for discipline, and two instructional coaches, each of whom work only a 49% schedule. The new Georgia teacher evaluation system requires administrators to perform six observations on each teacher. While this process increases administrators' presence in all classrooms, it limits time for administrator-focused PL and literacy walkthroughs in targeted classes. Instructional coaches also serve as RTI coordinators and assist with Dibels assessments in all grades, limiting their time for observations even further. While WCES's multiple PL opportunities are admirable, if accountability is absent, program integrity suffers. SRCL funds would provide contracted consultants to assist with literacy walkthroughs and assessments. Their expertise would inform better practices, and their assistance would free administrators' time for literacy-specific PL.

Stakeholder Involvement

Stakeholder involvement is a challenge for WCES, and even though the school sponsors numerous events to encourage engagement, participation is minimal. Most recently, the school provided a much-advertised parental involvement workshop; only seven parents attended. Parents and teachers agree improvement is needed, as evidenced by survey results. Grade level teams asked parents to suggest ways they could contribute to student success. Ironically, most respondents stated it was important for them to become more involved; however, parental engagement has not improved.

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Teachers' and parents' consensus on the importance of stakeholder involvement is the first step toward addressing the need and providing continuity of instruction through home and school collaboration. Proposed SRCL-supported initiatives include opportunities to engage parents, such as parent/student/teacher book clubs and "showcase nights" for students to share projects such as newscasts, literary magazines, and speeches and present achievements while instilling pride in both students and parents.

PL/Collaboration for Data Review and Analysis

When literacy team members completed the SR needs analysis worksheet, time and training for data analysis and data-driven decision-making emerged as pressing needs. While teachers receive state assessment information, it is usually provided only on their present students, and they review scores individually within their classrooms. Administrators should lead teachers in sharing local and state assessment data across grade levels and disciplines. Teachers need time for structured training and data analysis collaboration. Substitutes and stipends funded by SRCL could support a comprehensive understanding of data use for instruction. Teachers have participated in state longitudinal data system training, but use is sporadic. They have also begun formative assessment training with state-provided Formative Instructional Practices modules. But again, time is an issue; this constant press for time contributes to teacher frustration and discouragement.

Student Motivation

Teacher responses, coupled with classroom performance, reveal that poor student motivation is a major challenge to upper elementary grade teachers. Survey results reveal that 21% of students in grades 3-5 do not read for fun and 44% read 30 minutes or less each day, truly unfortunate since student motivation is critical to adolescent literacy development. Apathy is common in grades 3-5. Lack of resources and personnel prevent the ability to provide separate gifted classes, so advanced students are often not challenged as they should be. Many struggling students have poor home support and utilize apathy to disguise their academic weaknesses. They need targeted intervention with research-based resources to support self-selected reading materials, relevant instruction, and integrated technology.

Students' reading choices are limited as well. The media center, funded only by two book fairs per year, does not have resources to renew periodicals or purchase current, student-requested books. Lack of technology limits authentic publishing opportunities and digital literacy proficiency. When asked what resources they had at home, student survey results revealed 11% of students had iPads or tablets, only 9% had a dictionary, and only 3% had an encyclopedia. Poorly educated parents contribute to student apathy. Many do not understand the importance of literacy, do not provide literacy-rich resources at home, are unable to assist students with assignments, and often report their own inability to motivate students.

Best practices dictate high-interest resources to promote student self-selection and autonomy, challenging yet relevant assignments to facilitate literacy development, and technology integration to promote student engagement. SR funds would provide resources to support these initiatives and engage all learners in the important business of reading and writing.

Resources to Support Struggling Students' Literacy

WCES administrators understand the importance of an effective RTI program that includes research-based resources and assessments, comprehensive resource training, and adequate time and staff for successful implementation. WCES uses AIMSweb /Dibels assessments for universal screening, with results shared among all teachers. Tier 2 and 3 interventions are provided daily for at least 45 minutes in grades K-5. However, more students could benefit from specialized instruction if additional resources were available. SR funds would provide updated, research-based resources and PL to ensure fidelity of implementation. Teachers also need texts coded by difficulty, instructional resources to challenge readers as they tackle more complicated texts, and yet again, time for planning,

Professional Learning (PL) and Collaboration

For the past several years, WCES teachers have participated in administrator-led PL sessions focused on differentiated learning, formative assessment, and research-based instructional strategies. Sessions have provided numerous resources, digital copies of which have been provided to teachers. Teacher survey results reflect the emphasis on PL. All teachers have participated in site-based training, and 81% reported attending PL activities off campus. Teachers agreed that PL activities have helped improve their instruction (95%: 38% strongly agree/57% agree), and when asked what PL topics would most improve their instructional practices, the top 3 responses, in order, were motivating students, differentiated instruction, and promoting literacy in all areas. After reviewing needs assessment data, the WCES literacy team outlined the following steps needed for effective PL to improve literacy instruction:

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- instruct faculty on importance of literacy instruction in all classes
- provide targeted literacy training specific to individual teachers' needs
- schedule collaboration time with peers
- assist with implementation of literacy instruction
- perform frequent administrative literacy walkthroughs to provide accountability.

WCES staff members continue to implement research-based best practices and utilize the evidence-based decision-making cycle to assess effectiveness of initiatives and identify and address problems. Resources provided by SR would further assist stakeholders as they endeavor to create a literacy-rich environment designed to address the needs of struggling readers.

Analysis and Identification of Student and Teacher Data

Wheeler County Elementary is a data-driven school; staff members continually analyze formative and summative data to maintain focus on the school's mission. Assessment data are derived from Georgia's Criterion-Referenced Competency Tests (CRCT), Georgia's Writing Assessments, Teacher Keys Pre-/Post Assessment Data, school level benchmark tests, and AIMSweb universal screeners. Goals, objectives, and subsequent action plans are developed utilizing data and are included in the annual school improvement plan, which is reexamined quarterly. School improvement action plans include ongoing professional learning activities within PL communities that are directly correlated to identified needs.

In addition to summative assessments, WCES strives to provide continuous formative classroom assessment and to compare students' growth to their own previous work. WCES administrators include teachers in decisions regarding the use of assessment to improve student performance and the instructional program. WCES teachers and administrators create benchmark tests assessing standards taught in academic classes; administrators score them and provide item analyses to teachers. Teachers provide administrators with reflective feedback and instructional decisions based on results. The following chart provides an overview of recent assessment data as well as WCES teacher data.

Analysis and Identification of Data

Weaknesses	Present Strengths/Initiatives to Address Weaknesses	Goals/Objectives By the end of 2013/2014....
<p>School-wide AIMSweb reading assessment results-Fall 2013 benchmark:</p> <p>Well Below Average: 6.2%</p> <p>Below Average: 16.4%</p> <p>Average: 57.0%</p> <p>Above Average: 12.7%</p> <p>Well Above Average: 7.6%</p>	<ul style="list-style-type: none"> • All students receive > 120 minutes of explicit literacy instruction daily. • Highly qualified, veteran teachers provide Tier 2 & 3 intervention. • Tier 3 students receive 45 minutes or more of additional targeted instruction daily. • Tier 2 students receive 50 minutes of targeted instruction every 3 weeks, alternating with activity periods. 	<ul style="list-style-type: none"> • 88% of WCES students will score at average proficiency or above on AIMSweb screeners by May, 2014 (presently at 77%).
<p>Subgroup gaps are closing in CRCT reading scores, grades 3-5. However, African American subgroup still exhibits pronounced achievement gap in ELA (difference of 11 percentage points in 3rd grade, 18 points in 4th grade, and 8 points in 5th grade)</p>	<ul style="list-style-type: none"> • Teachers integrate grammar instruction rather than teaching in isolated contexts. • Needs-based grouping within the classroom and Tier 2/3 interventions target individual weaknesses. 	<ul style="list-style-type: none"> • African American subgroup ELA achievement gap will narrow to < 8 percentage points in all grade levels by spring, 2015. • Gap will continue to narrow past 2015.
<p>Science and social studies CRCT scores remain weakest of all subjects.</p>	<ul style="list-style-type: none"> • Teachers and administrators agree weakness related to inadequate nonfiction reading comprehension skills. Literacy instruction with nonfiction texts is incorporated in science/ social studies classes, but resources are limited. 	<ul style="list-style-type: none"> • Social studies CRCT passage rate will be > 90%, and science CRCT passage rate will be > 88% in grade levels 3-5 by spring, 2014

Weaknesses	Present Strengths/Initiatives to Address Weaknesses	Goals/Objectives By the end of 2013/2014....
<p>Pronounced African American subgroup achievement gap in science/SS, especially science, with differences of 11 percentage points in 3rd grade, 16 in 4th grade, and 13 in 5th grade.</p>	<ul style="list-style-type: none"> • Science and social studies teachers attended training specific to CCGPS literacy standards instruction (Planet Literacy) • Planet Literacy has helped teachers develop differentiated, student-based lessons to increase depth of knowledge 	<ul style="list-style-type: none"> • Subgroup gaps in science and SS will be < 8 %points by spring, 2014. • Passage rates and subgroup achievement gaps will continue to improve with student-based, differentiated instruction.
<p>Only 64% of 2012-2013 5th graders passed state writing assessment.</p>	<ul style="list-style-type: none"> • ELA teachers have participated in writing instruction PL and redelivered content to all teachers to increase/improve writing across the curriculum. 	<p>Writing Assessment passage rate will increase to 78% or greater by spring, 2014 and 85% or greater by spring, 2015.</p>
<p>Students with disabilities subgroup achievement gaps persist, although trend data show gaps are narrowing.</p>	<ul style="list-style-type: none"> • Currently, 90% of students with disabilities receive co-taught instruction at least 80% of the instructional day. • PL on differentiated, student-centered instruction will continue. 	<ul style="list-style-type: none"> • SWD achievement gaps will decrease by 5% each year.
<p>K-2nd grade students receive several screening assessments throughout the year, and intervention students receive frequent progress monitoring. However, assessment administration is the responsibility of instructional coaches, which limits their time for PL and classroom-based support.</p>	<ul style="list-style-type: none"> • Until implementation of SLO assessments required for new teacher evaluation system, WCES administered CRCT to 1st and 2nd graders and scored in-house. New SLO system will provide baseline and exit data to accompany regular formative data. 	<p>SR funds will support consultants to assist with assessments and classroom observations.</p>

Fall Benchmarks– AIMSweb

Grade	Assessment	%Well Below Average	%Below Average	%Average	%Above Average	%Well Above Average
K	Initial Sounds	10.3	17.9	53.8	14.1	3.8
1st	Nonsense Words	2.6	11.5	70.5	9.0	6.4
2nd	Dibels/ORF	4.1	16.2	50.0	17.6	12.2
3rd	Dibels/ORF	11.0	6.8	56.2	15.1	11
4th	Dibels/ORF	6.6	24.2	56.0	8.8	4.4
5th	Dibels/ORF	2.3	21.6	56.8	11.4	8

% Does Not Meet

3rd Grade CRCT Reading *After Retest

	Overall	African-American	ED	SWD	Female	Male
2012-2013	4%	6%	7%	0%	7%	6%
2011-2012	3.6%	12%	4.6%	0%		
2010-2011	0%	0%	0%	0%		

3rd Grade CRCT ELA

	Overall	African-American	ED	SWD	Female	Male
2012-2013	10%	21%	11%	17%	7%	12%
2011-2012	14.5%	35%	19%	50%		
2010-2011	15%	18%	17%	27%		

% Does Not Meet

3rd Grade CRCT Social Studies

	Overall	African-American	ED	SWD	Female	Male
2012-2013	16%	18%	16%	29%	16%	16%
2011-2012	15.6%	35%	20%	57%		
2010-2011	18%	23%	22%	31%		

3rd Grade Science

	Overall	African-American	ED	SWD	Female	Male
2012-2013	25%	36%	26%	28%	16%	35%
2011-2012	23.4%	35%	30%	57%		
2010-2011	19%	33%	24%	31%		

4th Grade CRCT Reading *After Retest

	Overall	African-American	ED	SWD	Female	Male
2012-2013	7%	6%	8%	17%	5%	8%
2011-2012	4.8%	8%	6%	22%		
2010-2011	13%	21%	15%	Too Few Tested		

4th Grade CRCT ELA

	Overall	African-American	ED	SWD	Female	Male
2012-2013	11%	29%	13%	40%	8%	13%
2011-2012	3.6%	5%	4%	11%		
2010-2011	11%	16%	15%	Too Few Tested		

% Does Not Meet

4th Grade Social Studies

	Overall	African-American	ED	SWD	Female	Male
2012-2013	12%	18%	14%	43%	14%	11%
2011-2012	8.2%	16%	10%	9%		
2010-2011	13%	16%	15%	Too Few Tested		

4th Grade Science

	Overall	African-American	ED	SWD	Female	Male
2012-2013	13%	29%	16%	14%	14%	13%
2011-2012	22.4%	42%	26%	36%		
2010-2011	21%	32%	26%	Too Few Tested		

5th Grade CRCT Reading *After Retest

	Overall	African-American	ED	SWD	Female	Male
2012-2013	3%	3%	3%	10%	3%	2%
2011-2012	3%	0%	2%	0%		
2010-2011	4%	15%	6%	9%		

5th Grade ELA

	Overall	African-American	ED	SWD	Female	Male
2012-2013	6%	14%	6%	10%	3%	7%
2011-2012	1.6%	0%	2%	0%		
2010-2011	10%	25%	11%	18%		

% Does Not Meet

5th Grade Social Studies

	Overall	African-American	ED	SWD	Female	Male
2012-2013	10%	16%	11%	17%	6%	12%
2011-2012	24.2%	27%	28%	50%		
2010-2011	29%	48%	31%	62%		

5th Grade Science

	Overall	African-American	ED	SWD	Female	Male
2012-2013	16%	29%	19%	33%	14%	16%
2011-2012	16.1%	28%	21%	50%		
2010-2011	22%	38%	25%	23%		

5th Grade Writing Assessment

	Overall	African-American	ED	SWD	Female	Male
2012-2013	36%	43%	44%	75%	31%	42%
2011-2012	21%	24%	17%	25%		
2010-2011	37%	48%	29%	82%		

WCES Teacher Data

Highly Qualified Teachers	100%
Annual Retention Rate	89.2
Experience	
Average Years	16.4
<3 Years	2.9
3-20 Years	64.7
>20 Years	32.4

Certification Levels by Percentage	
Level 4	41%
Level 5	50%
Level 6	6%
Level 7	3%
Number of Teachers per Grade Level	
PreK	3
Kindergarten	4
1 st Grade	4
2 nd Grade	4
3 rd Grade	4
4 th Grade	4
5 th Grade	4
Health/PE	1
Art	1
Spanish/ESOL	1
Media	1
Paraprofessionals	13
Counselors	1
Instructional Coach	1
Administrators	2

Project Plan, Procedures, Goals, Objectives, and Support

a, b, c, & j: The following information outlines goals and objectives of an SR-funded literacy plan for WCES. Each goal reflects a need identified in the root cause analysis, and each is tied to the building blocks/research-based practices outlined in the Georgia Literacy Plan (the “What” and “Why”).

Building Block 1: Engaged Leadership

Goals:

- School and district administrators trained in literacy instruction will regularly monitor classroom best practices.
- Students will receive a minimum of 120 minutes of targeted, explicit literacy instruction each day.

Objectives:

- Administrators will participate in literacy-specific PL activities monthly.
- Administrators or consultants will observe content area classes at least twice/month to monitor literacy instruction time.
- Administrators will examine lesson plans weekly to monitor content area literacy instruction.
- Administrators will meet with literacy team monthly to examine data and plan future effective implementation of grant funds.
- Administrators will examine scheduling options each semester to ensure adequate literacy instruction time.

Building Block 2: Continuity of Instruction

Goals:

- WCES staff will implement multiple strategies to improve communication with stakeholders.
- Parental and community involvement will increase through SR-sponsored activities as evidenced by sign-in sheets and parent contact logs.

Objectives:

- WCES will host “showcase nights” once/semester to share student projects with stakeholders.
- WCES will publish monthly student-authored newsletters.
- WCES will sponsor monthly parent/student/teacher book clubs.
- Stakeholders will complete yearly surveys to inform decision-making.

Building Block 3: Ongoing Formative and Summative Assessment

Goals:

- Teachers will collaborate regularly to analyze data and plan effective literacy instruction.
- Students will maintain positive growth on regularly administered SR-required assessments.
- Student self-assessment will become an integral part of instruction in all content areas.

Objectives:

- Teachers will receive formal training on assessment resources.
- Literacy/Data team will meet quarterly to review data, identify needs, and plan responses.
- Teachers will collaborate for data review, interdisciplinary literacy instruction planning, or professional learning activities at least once/month.
- Teachers will participate in PL activities on effective student self-assessment practices.
- Students will develop individualized goals and maintain records/portfolios with monthly updates.
- Teachers will complete Formative Instructional Processes modules by May, 2015.

Building Block 4: Best Practices in Literacy Instruction

Goals:

- WCES staff will use best practices to engage learners and improve student motivation.
- Student achievement data (state assessments, screeners) will improve by 5% each year.

Objectives:

- 4th and 5th grade students will complete yearly community service/research projects with required literacy components.
- WCES will broadcast daily news program written/filmed/edited by students.
- WCES students will publish one literary magazine/semester.
- Students will participate weekly in authentic Web-based publishing activities.
- School/class libraries will be updated each semester with quality, high-interest, student-requested texts.
- Students will utilize technology to support literacy instruction daily.
- Teachers will implement digital literacy instruction in all grade levels weekly.

Building Block 5: System of Tiered Intervention for All Students

Goals:

- WCES staff will administer SR-required assessments at appropriate intervals to maintain current information on striving readers.
- Striving readers will receive intervention at the appropriate tier and will exhibit consistent progress as evidenced through progress monitoring and universal screening.

Objectives:

- Teachers will utilize research-based resources to support intervention practices.
- WCES teachers will receive formal training on research-based resources.
- ESOL/classroom teachers will review EL student data each semester and develop responsive plans as needed.
- WCES will implement study sessions to assist striving readers.
- Administrators will provide collaboration/discussion time twice a month among Tier I, intervention, SpEd, & co-teachers.

Building Block 6: Improved Instruction through Professional Learning

Goals:

- WCES staff will participate in PL activities specific to literacy instruction through a variety of modalities.
- WCES staff will participate in PL activities differentiated to their own needs.

Objectives:

- By August, 2016, five additional WCES teachers will have reading endorsement.
- Literacy consultants/administrators will provide targeted modeling/support to teachers monthly.
- Teachers will create PL notebooks to be redistributed with teacher turnover.
- Administrators will film effective classroom literacy instruction and archive at least one video per teacher for self-evaluations and PL activities.
- By May, 2016, three additional WCES teachers will have gifted endorsement.
- WCES staff will establish school PL wiki and provide monthly updates.
- Teachers will complete self-assessments with administrators, develop personalized PL plans, use vouchers for individualized PL materials, and participate in monthly customized PL activities.

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d: The sample student schedule provided in section (i) below shows that WCES students presently receive more than 120 minutes of literacy instruction daily. Literacy standards are also addressed in science and social studies classes. Students identified for Tier III intervention receive additional support during activity time, increasing focus on literacy skills to at least half their school day. The literacy plan outlined above would provide improved classroom monitoring of literacy instruction to ensure that appropriate strategies and time are dedicated to literacy instruction.

e: The following table outlines the WCES tiered instructional schedule with appropriate interventions:

Time	Content	Description
45 Minutes	Reading (Tier 1)	Whole group, partnered, heterogeneous groups, or individual
60 Minutes	Reading (Tier 2)	Flexible skill groups, homogeneous groups reading texts on their level, individual reading at student level
45 Minutes	Language Arts/Writing (Tiers 1 and 2)	Mini lessons, partnered, groups, individual
45-50 Minutes*	Intervention (Tier 3)	Small groups tailored around student needs Intervention time is not part of the above literacy block. It is during activities time and provided for Tier 2 and 3 students.
30 Minutes	Power Block (Tiers 1, 2, 3, and 4)	First thing in morning – students are grouped homogeneously to work on targeted skills

Tier 4 students are served all day with support teachers, paraprofessionals, and accommodations/modifications as specified in Individualized Education Plans. WCES RTI coordinators meet regularly with teachers and parents to coordinate services.

f: Unless training is subject-specific, all faculty members participate in WCES on-site professional learning activities. Content area teachers often participate in research-based PL provided by RESA and GLRS, and administrators identify attendees based on needs and PL topics. With the implementation of SL-supported vouchers and personalized PL plans, teachers will participate in activities specifically tailored to their needs. Additional assistance provided by consultants will help administrators evaluate teachers' classroom practices in response to PL

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activities. All students are presently involved in literacy instruction; that focus will continue. However, the introduction of relevant, engaging initiatives made possible with SR funds will ensure students' active participation in achieving plan goals.

g: The following practices are already in place at WCMHS and will facilitate plan implementation:

- Targeted, regular professional learning
- Off-site training (RESA, GLRS)
- Formative and summative assessments
- AIMSweb screeners for all students
- Walkthroughs and observations (TKES)
- 4-tiered RTI process
- Literacy team
- Classroom technology (SMARTBoards, student response systems)
- Reading First strategies
- Flexible grouping
- Inclusion
- Gifted program

h: Other funding sources can provide support as we strive to meet each goal.

- State PL funds and Title II, Part A funds can support professional learning activities (Goals related to Building Block 6)
- Title VIB REAP funds can provide support for technology (goals related to BB4)
- Title I funds can support Tier II and III instructional resources (goals related to BB5)

i: Sample Student Schedules

1st Grade	
8:00 – 8:30	Power Block
8:30 – 9:50	Math
9:50 – 10:48	Reading/ELA
10:48 – 11:18	Lunch
11:18 – 11:33	Recess
11:33 – 12:45	Reading/ELA
12:45 – 1:20	Writing
1:20 – 1:50	Science/SS
1:50 – 2:40	Activity/Intervention
2:40 – 2:50	Restroom
2:50 – 3:00	Dismissal

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5th Grade	
7:45 – 8:00	Homeroom
8:00 – 8:30	Power Block
8:30 – 10:50	Reading/ELA
10:50 – 11:40	Activity/Intervention
11:40 – 12:30	Lunch/Recess
12:30 – 1:40	Math
1:40 – 2:50	Science/SS
2:50 – 3:00	Dismissal

j: See correlation of goals with “the What” and “the Why” building blocks above.

Assessment/Data Analysis Plan

(a): WCES is a data-driven school where staff members continually analyze data to maintain stakeholder focus on the school's mission. Striving Reader funds would provide much-needed support through professional learning opportunities (PL), updated, research-based resources, and adequate time for collaboration. WCES presently uses AIMSweb assessments for universal screening three times a year in math and reading. These scores, along with STAR Reading, Emergency Literacy Survey and Houghton-Mifflin Phonics Decoding Screening Test results, standardized test scores, and classroom performance data, assist teachers and administrators as they determine student placement. Progress monitoring within classes reveals student progress or the need for different strategies.

(b, c, d, & h): If SRCL funds are granted, WCES will utilize SR-required assessment tools, but assessment schedules will remain constant as WCES already follows best practices similar to those prescribed by SR. Funds that support present practices will be utilized to sustain SR-prescribed resources after five years. Because effective screening and assessment is very time-consuming, WCES will use contracted personnel (e.g., retired teachers) to assist with assessments throughout grant implementation.

(f): Standardized test reports are sent home to parents every year, and grade level standardized test results are linked to the school's web page. However, most parents do not know how to interpret the scores. SRCL funds would provide resources necessary to offer stakeholder educational sessions to explain data analysis and improve understanding of student scores. Sessions could also explain how teachers and administrators implement the data use cycle to improve student achievement.

(e, g, and h): The SRCL assessment plan that follows was devised according to recommendations from the Institute of Education Sciences/U. S. Department of Education. It includes PL needs, how data will be used, and how assessments are administered.

Make Data Part of an Ongoing Cycle of Instructional Improvement	
Current Assessment Protocol	SRCL Supports to Assessment Plan
<p style="text-align: center;">Triangulation of Data</p> <p>Present data sources:</p> <p>*CRCT, GKIDS, GAA, Study Island, GA Writing Assessments, STAR Reading, H-M Phonics Decoding Screening Test, Emergency Literacy Survey, AIMSweb universal screener</p> <p>*Quarterly universal screeners and regular progress monitoring data</p> <p>*Attendance and discipline records</p>	<p style="text-align: center;">Triangulation of Data</p> <p>Expand data sources as follows:</p> <p>*Assessment tools as required by SRCL</p> <p>*Professional learning (PL) to ensure instruction and data analysis are directly aligned to content standards</p> <p>*Adequate training on intervention and assessment resources to ensure validity and fidelity of implementation</p> <p>*Collaborative time to examine student work, develop common grading practices, and create a school-wide writing rubric</p> <p>*Technology to facilitate frequent, regular, computer-based assessment</p>
<p style="text-align: center;">Data Interpretation</p> <p>*Each teacher has a data notebook created by administrators to house all pertinent assessment data for each of his/her students</p> <p>*Universal screening, progress monitoring, and benchmark assessment data are utilized on a regular basis at all grade levels.</p>	<p style="text-align: center;">Data Interpretation</p> <p>*PL on Data Use Cycle</p> <p>*PL on features of LDS and Power School to assist with targeted data collection and analysis</p> <p>*Collaborative time to</p> <ul style="list-style-type: none"> • Analyze data, discuss possible causes, and develop hypotheses/ methods to improve student learning • Compare results of hypotheses, develop plans to integrate new methods if successful or develop new hypotheses if not • Examine attendance and discipline records and develop plans to address needs of students frequently absent • Adjust curriculum maps and curriculum as warranted to meet needs of students • Brainstorm alternate instructional strategies for remediation of difficult content • Assess alignment of instructional materials with student needs and adjust accordingly

Teach Students to Examine Their Own Data and Set Learning Goals	
Current Assessment Protocol	SRCL Supports to Assessment Plan
<p style="text-align: center;">Explain Expectations and Assessment Criteria</p> <p>Most teachers regularly employ rubrics, but student understanding of rubric is not always ensured and some rubrics are very rudimentary.</p>	<p style="text-align: center;">Explain Expectations and Assessment Criteria</p> <p>*PL on effective rubric creation and clearly-defined scoring criteria</p> <p>*Collaborative sessions to</p> <ul style="list-style-type: none"> • Develop school-wide writing rubric that will facilitate consistent grading practices and writing across the curriculum • Examine content standards and ensure alignment with instruction and assessments
<p style="text-align: center;">Timely, Constructive Feedback</p> <p>Teachers exhibit varying levels of success; some provide little or no feedback; others provide feedback that is too generalized; others focus too much on including references to standard and not enough on providing specific suggestions for improvement</p> <p>Many teachers struggle with timeliness</p>	<p style="text-align: center;">Timely, Constructive Feedback</p> <p>*PL on</p> <ul style="list-style-type: none"> • Constructive, specific feedback • Organizational methods to incorporate individual student conferences into classroom activities <p>*Collaborative time to</p> <ul style="list-style-type: none"> • Practice creating feedback with other teachers while scoring student work • Brainstorm ideas for creating timely feedback, scheduling student conferences, and providing class time for students to review and use feedback appropriately
<p style="text-align: center;">Student Self-Assessment</p> <p>Students in intervention classes presently keep progress folders but have not set specific goals for themselves</p>	<p style="text-align: center;">Student Self-Assessment</p> <p>*PL to illustrate importance of student self-assessment and methods to incorporate it into the classroom</p> <p>*Materials to facilitate self-assessment (e.g., supplies for creating student folders, printing graphs and data posters)</p>

	<p>*Additional technology to facilitate use of writing software program and develop more extensive student e-portfolios</p> <p>*Collaborative time to</p> <ul style="list-style-type: none"> • Develop templates for student self-assessment of strengths and weaknesses • Develop or select exemplars for student scoring/evaluation practice within the classroom
Establish a Clear Vision for School-wide Data Use	
Current Assessment Protocol	SRCL Supports to Assessment Plan
School-Wide Data Team	School-Wide Data Team
<p>WCES leadership team to assume role of data team beginning in January and add data plan elements and goals to present school improvement plan</p>	<p>*PL for new data team members</p> <p>*PL time for redelivery of information to entire faculty</p> <p>*Time for team meetings to</p> <ul style="list-style-type: none"> • Develop comprehensive data plan complete with schedule and timeline • Develop goals for data use within the school based on student and staff needs • Discuss plan progress and adjust goals or procedures as needed <p>*Resources to distribute data to faculty</p>
Provide Supports that Foster a Data-Driven Culture within the School	
Current Assessment Protocol	SRCL Supports to Assessment Plan
School-Based Data Facilitator	School-Based Data Facilitator
<p>Because our system and school are so small, the instructional coach serves as school-based data facilitator.</p> <p>The instructional coach is a member of the leadership/data team.</p>	<p>*Ongoing PL for data facilitator/instructional coach</p> <p>*Regular PL sessions to inform and involve all staff members in data review process (PL as outlined previously in plan)</p>

Develop and Maintain a District-Wide Data System	
Current Assessment Protocol	SRCL Supports to Assessment Plan
LDS The Georgia DOE provides the Longitudinal Data System (LDS), which is linked to all staff members' Power School page Teachers have received training on LDS but have not used it collaboratively to examine data in decision-making process	LDS *Ongoing PL opportunities on LDS as changes arise or new teachers or hired *Collaboration time for teachers to triangulate data for informed decision making

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Resources Needed to Support SRCL Plan	
Existing Resources Funded with State, Local and Federal Funds	Proposed Resources Funded with SRCL
BB1: Engaged Leadership	
<ul style="list-style-type: none"> • Administrator walkthroughs; data recorded via Teachers Keys Effectiveness System (TKES) • Protected literacy blocks at all grade levels and extra literacy time for struggling students • Instruction aligned with CCGPS literacy standards in science and social studies classes • Literacy team 	<ul style="list-style-type: none"> • PL activities and resources for administrators (literacy-specific journals, conferences, on-site consultant training) • Consultants/retired literacy experts to assist with student assessments and classroom walkthroughs
BB2: Continuity of Instruction	
<ul style="list-style-type: none"> • Inclusion classes in all academic areas/grade levels • Stakeholder involvement events • Power Block • Needs-based groups • Gifted program • Annual stakeholder surveys 	<ul style="list-style-type: none"> • Stipends/tuition/travel expenses for gifted and reading endorsement • Books/materials for monthly parent/student/teacher book clubs • Funds to support innovative project-based assignments to improve student and stakeholder engagement (detailed in later section) • Materials to promote “showcase nights” to share student work with community • Technology for monthly newsletters and daily news broadcasts to be streamed to classrooms and linked to school website

Existing Resources Funded with State, Local and Federal Funds	Proposed Resources Funded with SRCL
BB3: Ongoing Formative and Summative Assessments	
<ul style="list-style-type: none"> • Study Island for unit benchmark development and student practice • Universal screening via AIMSweb • Training and use of Georgia’s Longitudinal Data System (LDS) • Disaggregated score reports provided by administrators • Formative Instructional Practices Modules provided by GADOE 	<ul style="list-style-type: none"> • Extended subscriptions to Internet-based assessment programs such as Study Island • PL and collaborative time to support WCES data analysis plan • Research-based universal screening and progress monitoring tools for all grade levels • Training for all teachers on assessment resources • Supplies to support development of individual student folders/portfolios for students to record achievement goals and progress • LDS training for new hires and updates • PL specific to data analysis and data-driven instruction; effective feedback; and depth of knowledge/assessment creation • Contracted consultants to assist with assessment administration • Effective system for data gathering, analysis, and dissemination • Supplies for parent data analysis night

Existing Resources Funded with State, Local and Federal Funds	Proposed Resources Funded with SRCL
BB4: Best Practices in Literacy Instruction	
<ul style="list-style-type: none"> • Power Block • Needs-based groups • Reading Night • Co-teaching/Inclusion • Intervention classes • Gifted program • Computer literacy classes • Novel sets 	<ul style="list-style-type: none"> • Instructional resources for EL students as needed • Periodical subscriptions for media center and classroom periodicals • Quality, high-interest and student-requested texts for media center and class libraries • Technology and supplies for authentic publishing activities • E-texts and textbooks • SIM training for ELA teachers (<i>Fundamentals in the Sentence Writing Strategy</i>) • Writing program/materials • Technology to support literacy instruction, listening centers, authentic publishing opportunities • Curriculum for digital literacy instruction • More nonfiction for classroom libraries, with focus on science and social studies • Guest speakers (authors) • Materials to support community research projects

Existing Resources Funded with State, Local and Federal Funds	Proposed Resources Funded with SRCL
BB5: System of Tiered Intervention (RTI) for all Students	
<ul style="list-style-type: none"> • Power Block • Intervention support provided by highly-qualified teachers at all tiers • AIMSweb used for universal screening and progress monitoring 	<ul style="list-style-type: none"> • Research-based instructional program for intervention students at ALL grade and tier levels • SRCL-required assessment resources for screening, progress monitoring, data collection, and analysis • Contracted assistance with assessments • Formal training for all staff members who will be utilizing instructional and assessment resources • Funds to support after-school study session • Supplemental high-interest texts for classroom libraries at appropriate interest and reading levels • Supplies to publish individualized student goals, track progress, and celebrate students' successes

Existing Resources	Proposed Resources
BB6: Improved Instruction through Professional Learning	
<ul style="list-style-type: none"> • PL sessions led by instructional coaches and principal, but time limits and schedule conflicts pose a constant challenge • PL provided by RESA and GLRS • Monthly collaborative sessions 	<p>Professional Learning Resources Targeted to Explicit Literacy Instruction:</p> <ul style="list-style-type: none"> • Substitute pay, stipends, and travel expenses to support professional learning and collaboration among grade level and disciplinary teachers • PL materials for department book studies • Technology to create and archive classroom videos • Teacher laptops • Instructional technology PL to facilitate integration into curriculum • Guest speakers/literacy consultants • Funds to support teacher vouchers for individualized PL materials • Regularly updated PL notebooks to be redistributed with teacher turnover • Materials for individualized PL logs • Tuition/incentives for reading and gifted endorsements • WCES PL Wiki (stipend for site administrator) • Supplies to facilitate PL sessions • SIM training for ELA, science, and social studies teachers (<i>Sentence Writing Strategy</i>)

(b) Activities that Support Literacy Intervention Programs

In Place:

- Power Block
- Universal screening and progress monitoring
- Needs-based groups/flexible grouping
- Reading night
- Co-teaching/Inclusion
- 4-Tier RTI model
- Research-based resources for instruction and assessment
- Highly qualified interventionists
- Gifted program
- Reading First strategies

Proposed Additions:

- Research-based core and intervention programs aligned with CCGPS
- Writing program for consistent literacy instruction across content areas and grade levels
- Adequate training for resources
- Collaborative time for data analysis and planning
- After-school study sessions
- Formal individual student portfolios with goals and progress charts

(c) List of Shared Resources

- One computer lab shared for grades K-5
- 3 student response systems
- Novel sets

(d) Library Resources

Because of sustained budget cuts, the WCES media center has not received funding for several years. Periodical subscriptions have expired, and new materials are funded solely by book fairs. The library has 14 computers and one printer for student use. The average age of library holdings is 16 years. SRCL funds would provide improved resources and technology to support student engagement and effective literacy instruction.

(e) Activities that Support Classroom Practices

- Formative Assessment
- Differentiated Instruction
- Targeted PL activities
- Use of Longitudinal Data System
- Interdisciplinary Planning
- Technology Integrated into Instruction
- Teacher Keys Effectiveness System

(f) Additional Strategies Needed to Support Student Success

- Extending and refining literacy activities
- Acceleration
- Higher cognitive questioning
- Data-driven instruction
- Frequent, descriptive feedback
- Explicit instruction
- Larger selection of texts for student self-selection
- PL differentiated to teachers' needs
- Additional technology as outlined below
- Digital literacy curriculum
- School-wide writing rubric
- Adequate collaboration time

(g) Current Classroom Resources

- Houghton-Mifflin Core (2002)
- Classroom libraries
- Computers
- Reading First materials
- SMARTBoards
- Student response systems (shared)
- Computer lab shared throughout school
- Novel sets

(h) Alignment Plan

Funding alignment is outlined above and organized by components of the Georgia and WCES Literacy Plans.

(i) Technology Support

RTI

- Intervention activities individualized to students' needs
- More efficient assessment due to instant accessibility
- Listening stations for every classroom

Student and Parent Engagement

- E-reader capability and expanded reading materials for student self-selection
- Authentic publishing activities (e.g., podcasts, blogs, newsletters, literary magazines)
- Increased opportunities to share student work with parents and community
- Improved cooperative learning via technological collaboration

Instructional Practices

- Digital textbooks with “anywhere access”
- Improved digital literacy skills for all students
- Improved differentiated instruction
- Improved data analysis tools
- Regularly updated teacher web pages and seamless instructional integration

Writing

- Creation of student E-portfolios
- Immediate access to web-based writing program and research resources
- Collaboration for teacher/peer reviews

Professional Learning

- Individualized PL resources and opportunities
- More accessible PL opportunities via multiple modalities
- Archived classroom videos

Professional Learning Strategies

(a, b, and c): WCES staff members have been involved in numerous professional development activities to increase and improve differentiated instruction, research-based instructional strategies, and more recently, implementation of CCGPS. The following chart outlines professional development topics, timeline of activities, and percentage of staff participating.

Professional Learning Activity	Timeline	Percentage of Staff Participating
Strategies to Master the CCGPS Standards	2013-2014	100%
FIP Introduction (Formative Assessment)	2013-2014	100%
Motivating and Managing Hard to Reach Students	2013-2014	100%
Non-Violent Crisis Prevention	2013-2014	100%
Math in the Fast Lane	2013-2014	100% math teachers
Summer SLO Creation	2013-2014	100%
TKES Overview by DOE Representative	2012-2013	100%
CCGPS Writing Demands	2012-2013	100%
Curriculum Mapping	2012-2013	100%
Differentiated Instruction (ongoing)	2012-2013 2013-2014	100%
CCGPS Webinars (on-going)	2011-2012 2012-2013 2013-2014	100% certified staff Grades K-5
Teacher Keys Evaluation System (professional learning on each standard) <ul style="list-style-type: none"> • Professional Knowledge • Instructional Planning • Instructional Delivery • Differentiated Instruction • Assessment Strategies • Assessment Uses • Positive Learning Environment • Academically Challenging Environment • Professionalism • Communication (on-going)	2012-2013 2013-2014	100% certified staff Pre-K-5
GLRS Co-Teaching/Inclusion (on-going)	2011-2012 2012 -2013 2013-2014	100% in co-taught classrooms Grades 3-5

Professional Learning Activity	Timeline	Percentage of Staff Participating
Planet Literacy (on-going)	2011-2012 2012 -2013 2013-2014	100% in co-taught classrooms Grades 3-5
Data Interpretation (Benchmark, CRCT) (on-going)	2011-2012 2012 -2013 2013-2014	100%
SACS Standards	2011-2012	100%
RTI (on-going)	2011-2012 2012 -2013 2013-2014	100% certified staff Pre-K-5
G-Kids Training (on-going)	2011-2012 2012 -2013 2013-2014	100% certified Kindergarten staff
Writing /Belita Gordon(RESA)	2011-2012 2013-2014	Fifth Grade ELA teachers
Using Technology in the Classroom (on-going)	2011-2012 2012 -2013 2013-2014	70%
School Improvement Plan Update (on-going)	2011-2012 2012 -2013 2013-2014	100%

(c – continued) Ongoing Professional Learning: In November, 2013, WCES administrators met with Mrs. Couey, system director of curriculum, technology, and federal programs, to plan additional PL opportunities to be supported with federal funds. To improve literacy instruction in all subject areas, the system allotted Title II professional learning funds to support reading endorsement classes in 2014. Funds can support only a few teachers, however, so applications will be competitive. Mrs. Couey has also scheduled a noted differentiated instruction consultant for on-site visits for class observations, modeling, and support for all academic teachers.

Teachers have participated in multiple PL activities over the last several years. Their PL survey results reflect the need for training specific to student motivation, differentiated

instruction, writing across the curriculum, and promoting literacy in all areas. Teachers will participate in site-based as well as external PL opportunities focused on these topics as well as on formative assessment and research-based instructional strategies. Consultants and administrators will regularly observe classrooms to identify needs and schedule/provide appropriate, ongoing PL to support quality, explicit literacy instruction across the curriculum. SR funds will also assist with more individualized PL delivery, making sessions more meaningful for teachers, more convenient to their personal schedules, and more time-efficient for everyone.

(e and g) Evaluation: To ensure that SRCL-funded PL activities are adequate and effective, facilitators will create evaluations for all activities. Teacher feedback will help administrators plan for further training and tailor instruction to needs as identified by administrators and teachers alike. SRCL-funded literacy consultants will assist with classroom observations, which will help administrators ensure teachers are implementing strategies. PL activities differentiated to teachers' needs will provide additional methods to ensure effectiveness as teachers will be able to alter PL plans as warranted.

(d, f, and g): The WCES proposed SR-supported professional learning plan includes goals aligned with identified needs and organized according to the building blocks of the Georgia Literacy Plan (the "Why" and the "What"). The plan, charted below, includes initiatives arranged by building block that can be evaluated through the included goals and specific objectives outlined in the grant's Project Plan Procedures, Goals, Objectives, and Support section.

Professional Learning Plan Aligned with Literacy Plan and Project Goals

Literacy Plan Building Block	Project Goal	Related PL Initiative
Engaged Leadership	School and district administrators trained in literacy instruction will regularly monitor classroom best practices.	<p>Literacy-specific PL for administrators</p> <p>Contracted consultants to assist with literacy walkthroughs to monitor implementation of strategies and evaluate effectiveness of PL activities</p> <p>Subscriptions to PL resources for administrators and teachers (e.g., <i>Educational Leadership, Reading Teacher</i>)</p>
Continuity of Instruction	WCES staff will implement multiple strategies to improve communication with all stakeholders.	<p>Archived videos of WCES classroom best practices and whole-faculty PL sessions to provide resources for new teachers</p> <p>Regularly-updated PL notebooks to be redistributed with teacher turnover</p> <p>Collaborative sessions to examine student work, create school-wide writing rubric, and improve consistency of grading practices/ literacy instruction</p> <p>Department-led book studies/PL communities with redelivery to faculty</p>
Ongoing Formative and Summative Assessment	Teachers will collaborate regularly to analyze data and plan effective literacy instruction across the curriculum.	<p>SRCL-funded stipends/substitutes will support data-analysis PL and collaborative sessions to examine data and plan alternate instructional strategies</p> <p>PL on effective feedback and collaborative grading sessions to improve formative assessment practices</p>

<p>Best Practices in Literacy Instruction</p>	<p>WCES staff will use best practices to engage learners and improve student motivation.</p>	<p>Self-assessments/personal PL plans to identify teachers' needs with differentiated PL provided through PL voucher system</p> <p>Administrators to approve resources and PLPs; resources will remain property of WCES to support PL for other teachers</p> <p>PL on instructional technology will facilitate implementation of new technology resources for instruction</p>
<p>System of Tiered Intervention for All Students</p>	<p>Teachers will utilize research-based resources to support intervention for striving readers.</p>	<p>Formal training on intervention resources to ensure fidelity of implementation</p> <p>PL specific to literacy instruction provided by consultants (whole-faculty instruction, classroom observation, modeling)</p>
<p>Improved Instruction through Professional Learning</p>	<p>WCES staff will participate in PL activities specific to literacy instruction through a variety of modalities.</p>	<p>All initiatives listed above as well as the following:</p> <p>Reading/gifted endorsements to provide formal training for strategic literacy instruction</p> <p>WCES wikis/blogs to provide multiple resources for teachers</p> <p>PL voucher system</p> <p>Expanded PL resources for media center</p>

Sustainability Plan

SRCL funds will help establish a strong literacy foundation and prepare WCES for sustained successful literacy initiatives through the following activities:

(a) Formal assessment/instructional resource training for staff members will ensure proper implementation and build an expert faculty base to mentor and train new teachers. Copies of assessment training materials will be maintained in the school media center. Present WCES assessments will be replaced or renewed per SR guidelines. Because WCES already utilizes extensive assessments, they can be supported by local funds as they presently are.

(b) WCES is part of a very small, rural, high-poverty community. Few businesses exist within the county, and they are small with limited resources. WCES staff members realize the need for improved community involvement, and it is an important goal in school improvement and literacy plans. SR-supported authentic publishing opportunities will provide opportunities for students to share achievements and progress with all stakeholders and improve support for future activities. Students' community-based service/research projects will develop positive, engaged relationships among the school, students, parents, and community and provide a strong base that can support future initiatives requiring yearly cost commitments.

(c and e) WCES staff members have participated in numerous PL activities in the last three years. SR-funded vouchers will provide individualized PL resources to improve teacher "buy-in" and establish a more comprehensive selection of PL resources within the school media center. Archived classroom and training videos will provide resources for incoming teachers, as will school PL wikis/blogs and PL notebooks. As teachers' proficiency with research-based resources and strategies increases, they will be equipped to redeliver information to new teachers and extend the program success. The school system has recently allocated Title II funds for reading endorsement classes and instructional consultants, and federal funds will continue to support school improvement/literacy initiatives. WCES staff members understand the importance of PL and have worked hard in the last few years to create a productive,

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collaborative professional learning community that will continue supported by federal, state, and local professional development funds.

(c and f) WCES has integrated technology into instruction for years, supported by SPLOST and ERate funds. In November, 2013, the system invested in memory to upgrade all computers and operating systems to increase speed of old computers and maximize use of present resources at both schools. A pilot 10th grade laptop initiative has helped system personnel identify needs and troubleshoot to prevent complications that may arise with future technology purchases. Contracted technology personnel will continue to maintain technology resources. Our students and teachers appreciate the technology within their classrooms; their continued care of it, coupled with the selection of rugged devices created especially for education environments, will ensure equipment longevity. Wheeler County School System has used Title VIB REAP funds for technology purchases in the past, and these funds will be utilized to replace units as needed. Technology such as digital cameras will be housed in the media center for security and equal access. As teachers utilize technology within their classrooms, they will develop proficiencies that will enable them to assist new teachers.

(d and g) Administrators and literacy team members will meet monthly to review initiative implementation and effectiveness and to identify needed adjustments as evidenced by lessons learned through SR project execution. Administrators and teachers will assess the effectiveness of instructional resources each year and renew site licenses and consumable resources only if they prove effective. Literacy team members will meet bi-annually to review print resources and plan for future needs.

Budget Summary

SR funds will be allocated to address the needs correlated to the six literacy plan building blocks as outlined in the Needs Assessment, Concerns and Root Cause Analysis. Funds will be allocated over a three to five-year period as outlined in following chart:

Identified Need (Literacy Plan Building Block)	% of Budget	Funded Initiatives	Timeline
Time for Assessment of Initiatives (Engaged Leadership)	10%	* Salaries for contracted literacy experts to assist with observations, assessment implementation, and classroom modeling	Over first 3 years
Stakeholder Involvement (Continuity of Instruction)	20%	*Books for Parent/Student/Teacher Book Clubs (copies for all members to be returned to media center for future use) *Supplies to Support Authentic Publishing Opportunities (e.g., technology, software subscriptions, paper, ink cartridges, binding/laminating machines, equipment to create and edit school newscasts) *Supplies for Student Community Research/Service Projects (e.g., publishing materials as listed above and materials depending upon project requirements) *Supplies to support “Showcase Nights” to share student accomplishments with all stakeholders (e.g., flyers, light refreshments)	Over 5 years

Wheeler County School System: Wheeler County Elementary School

Identified Need (Literacy Plan Building Block)	% of Budget	Funded Initiatives	Timeline
<p>PL/Collaboration for Data Review and Analysis</p> <p>(Ongoing Formative and Summative Assessment)</p>	<p>5%</p>	<ul style="list-style-type: none"> *Salaries for contracted consultants to provide training on data analysis *Stipends for data analysis workshops/collaborative sessions before/after school or during breaks *Substitute pay to support teacher collaboration and planning *Supplies to promote data analysis (supplies for printing and publishing data publicly and individually) *Subscriptions to Scholastic Reading Inventory for all students 	<p>Over first 3 years</p>
<p>Student Motivation</p> <p>(Best Practices in Literacy Instruction)</p>	<p>35%</p>	<ul style="list-style-type: none"> *Tuition/incentives for teachers to add gifted endorsement *Texts to provide wide variety of print and digital materials to promote student self-selection of texts appropriate to their reading level and age—in media center and classroom libraries *Technology integrated into instruction to improve differentiated instruction, provide immediate access to assignments and reading materials, provide authentic publishing activities, improve cooperative learning, and engage students in learning process *Nonfiction texts to facilitate literacy instruction across the curriculum 	<p>Majority in 1st year – replacement/additional texts added over 3-5 years</p>

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Identified Need (Literacy Plan Building Block)	% of Budget	Funded Initiatives	Timeline
Resources to Support Struggling Students' Literacy (System of Tiered Intervention for All Students)	10%	<ul style="list-style-type: none"> *Tuition/incentives for teachers to add reading endorsement *Research-based intervention programs *PL on intervention programs *Software and subscriptions to Internet-based resources to promote individualized instruction and creation of appropriate benchmarks *Stipends/substitute pay to support collaboration time for intervention teachers and co-teachers to meet with faculty and discuss student progress 	Majority in 1 st year— necessary subscriptions renewed over 5-year period
Professional Learning (Improved Instruction through Professional Learning)	20%	<ul style="list-style-type: none"> *Technology to create, edit, and archive classroom videos and faculty training sessions *Funds for PL vouchers to be used for PL resources differentiated to teachers' needs *Materials for department-led book studies *Registration fees, professional dues, travel fees to support off-site literacy-specific PL for faculty and administrators *Stipends/substitute pay to support rigorous PL plan *Stipend(s) for staff member to create and regularly update WCES PL wiki/blog *Salaries for contracted consultants to monitor and assist with implementation of literacy-specific instructional strategies *Fees for consultants to provide formal PL on purchased resources 	Over 3-5 years

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