

School Profile

Created Wednesday, December 11, 2013

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School Information

School Information District Name:	Wilkes County
School Information School or Center Name:	Washington-Wilkes Middle School

Level of School

Middle (6-8)

Principal

Principal Name:	Deleki Lee
Principal Position:	Principal
Principal Phone:	706-678-7132
Principal Email:	leed@wilkes.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Michelle Smith
School contact information Position:	Instructional Coach
School contact information Phone:	706-678-7132
School contact information Email:	smithm@wilkes.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

30

FTE Enrollment

374

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. Rosemary W. Caddell

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

Address: 313-A North Alexander Avenue

City: Washington Georgia Zip: 30673

Telephone: (706) 678-2718 Fax: (706) 678-3799

E-mail: caddellr@wilkes.k12.ga.us



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

Dr. Rosemary W. Caddell Superintendent

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

December 11, 2013
Date (required)

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 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

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

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

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

-
- Yes
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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. Rosemary W. Caddell Superintendent
Typed Name of Fiscal Agency Head and Position Title

December 11, 2013
Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Rosemary W. Caddell Superintendent
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)

The Wilkes County School System is a small, rural system located in Washington, Georgia. The system serves families in Washington, Tignall, and Rayle, and several small, unincorporated rural communities. The county has one of the largest land areas in the state, 474 square miles, but has a small, rural population. There are 10,593 people in the county. Our community has a very high poverty rate with the median income at \$28, 866. The unemployment rate is 11.3%. Twenty-five percent of the households have single heads of household. Twenty eight percent of the persons above age 25 are non-high school graduates. The community is located between Athens and Augusta, GA- about 45 minutes from each. Although this location makes it easier for our teachers to pursue higher learning, many of our students do not benefit from the proximity to these locales due to economic circumstances. The economic downturn over the last several years has caused the closing of several vital industries in our community. Enrollment in our system is down somewhat due to the lack of viable employment in our area. Likewise, the percentage of students qualifying for free or reduced lunch has risen to an all time high of 93.75% Many of our students enter school with literacy deficiencies due to a lack of literacy materials in their homes. Many also have poor vocabulary and language skills and limited background knowledge due to lack of exposure and experiences.

System Demographics

The Wilkes County School System has four schools and serves approximately 1660 students. Washington-Wilkes Primary (K-3), Washington-Wilkes Elementary (Pre-K, 4-5), Washington-Wilkes Middle (6-8) and Washington-Wilkes Comprehensive High School (9-12). The population is mostly an equal mix of black (51%) and white (40%) students with a very small population of Hispanic (5%) or other ethnic groups. Almost 75% of our students qualify for free or reduced lunch. Wilkes County schools participate in the Title I program. Children in the Primary, Elementary, and Middle Schools (grades K-8) are served in a school-wide Title I setting.

Current Priorities

The mission of the Wilkes County School System is to increase student achievement and provide the necessary support for all students to graduate and flourish in a technological world.

Our vision is to achieve “Excellence without Exception”.

We believe that:

- Discipline is essential to learning.
- Caring, effective, and highly qualified personnel are essential.
- Technology literacy is vital for all learners.
- High academic performance standards stimulate the development of productive citizens.
- A safe, clean, and orderly environment promotes learning.
- Education is essential for a democracy.
- Positive community support and participation are necessary to provide a comprehensive education.
- Effective communication is essential among students, administrators, teachers, parents, Board of Education, and community.
- Cooperation and teamwork are necessary to the learning process.

Our ultimate goal is for all students to graduate from high school “College and Career Ready “.

We are charged with providing them with the skills necessary to be successful. In order to do so, our current priorities include:

- Implement the CCGPS, including literacy standards for content areas
- Increase number of meets/exceeds on state required tests (CRCT/EOCT) especially SpEd students
- Increase number of students passing and exceeding writing assessments (3,5,8,11)
- Increase the graduation rate
- Increase technology implementation in the classroom

Strategic Planning

The system has a team, the District Change Team (DCT) that is responsible for school improvement planning. This team works to revise the vision or mission statement as needed, identify goals and check progress toward those goals. Everything going on in the system is to be aligned with the mission and goals. The principals are expected to convey the vision, purpose and goals to their schools. Principals work with their Leadership or Better Seeking Teams to analyze data and work on progress toward goals. The DCT revises the school improvement plan each year by identifying achievement gaps or areas that need to be addressed. Each school team does the same with its school improvement plan. The system improvement plan guides our professional learning and budget planning for the year.

Current Management Structure

Dr. Rosemary Caddell has been superintendent of Wilkes County Schools for five years. She has worked in the system for 24 years, serving as an Elementary teacher and principal prior to becoming superintendent. She knows the district well and provides excellent leadership.

District Leadership also includes a Director of Curriculum and Instruction, a Director of Student Services, a Director of Instructional Technology.

Each school is led by a principal and an assistant principal, with the exception of the elementary school, which does not have an assistant principal. Two instructional coaches help support the primary, elementary and middle schools. System leadership works as a team to make decisions, share and align resources, and create a focus on student achievement.

Past Instructional Initiatives

Past instructional initiatives for our system include:

- Reading First Grant (K-3)
- E-Math (3-5)
- Math/Science Partnership (6-12)
- Learning Focused Schools (K-12)
- Georgia Performance Standards/Standards Based Classrooms (K-12)
- Technology Integration
- Least Restrictive Environment and Co-Teaching

Literacy Curriculum

The literacy curriculum utilized in grades K-12 is the English Language Arts Common Core Georgia Performance Standards. These standards include foundational literacy skills for early learners (concepts of print, phonological awareness and phonics), fluency, vocabulary, comprehension, writing and conventions. Resources available for teachers to use to implement these standards include basal readers and leveled readers, novels, nonfiction texts and trade books.

Literacy Assessments

Literacy assessments used in the system include:

- Georgia Kindergarten Inventory of Developing Skills (GKIDS, K)
- Cognitive Abilities Test(CogAT, Grade 1)
- AIMSWeb (K-8)
- Georgia Alternate Assessment (GAA, Grades 3-12)
- Georgia Writing Assessments (Grades 3,5,8 & 11)
- Iowa Test of Basic Skills (ITBS, Grades 3,5,8)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT,K-12 EL)
- Assessing Comprehension and communication in English State-to State (ACCESS, K-12 EL)
- Georgia Criterion Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, Grades 9-12)
- PSAT,SAT 9-12)
- Advanced Placement Exams (9-12)

Need for a Striving Reader Project

The Wilkes County School system has a history of meeting AYP targets and performing well on state tests. Despite our performance, we still have areas of concern. Many of our students live in poverty and have little access to literacy materials and technology resources. Our graduation rate has decreased with the new cohort calculation due to the fact that many of our students need more than 4 years to meet graduation requirements. Our retention rate for ninth grade students is a concern, and as a small system, we all take responsibility. We have much room for improvement in certain areas in order to better prepare our students for high school and to ensure that they are college and career ready. A system wide focus on literacy is necessary in order to help us meet ever increasing expectations and prepare our student for the world beyond us.

After working with school literacy teams to identify needs, the following goals have been established for our system.

- Goal 1: Create a Culture Focused on Literacy
- Goal 2: Utilize a System of Assessments to Drive Instruction
- Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students
- Goal 4: Providing On-Going Professional Learning Focused on Literacy

Working toward these goals will improve literacy instruction and overall student achievement.

The Striving Reader Comprehensive Literacy Grant would help us achieve our goals and greatly impact our community.

District Management Plan and Key Personnel

Lisa Isham, the Director of Curriculum and Instruction, will be the SRCL administrator at the district office. She has been at the district office for 5 years and has experience with managing a Reading First grant in the past. Mrs. Isham oversees curriculum and instruction, testing, professional learning and Title II-A. She is also involved with the development and monitoring of the Consolidated Application and the System Improvement Plan.

SRCL Project Title	Person Responsible & Title	Supervisor
SRCL District Project Administrator	Lisa Isham Director of Curriculum & Instruction	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Primary School Project Coordinator	Florence Sandifer Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Elementary School Project Coordinator	Angela McGill, Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Middle School Project Coordinator	Deleki Lee, Principal	Dr. Rosemary Caddell, Superintendent
Washington Wilkes Comprehensive High School Project Coordinator	Mark Ward, Principal	Dr. Rosemary Caddell, Superintendent

Each school principal will be responsible for overseeing the grant at his/her school. Project coordinators and District Literacy Team will meet as soon as the grant is awarded to begin planning to prioritize needs, create budgets, and establish timelines for plan implementation. Budget decisions will be made by the literacy team at each school. All requisitions will be approved by the principal of the school and also by the SRCL District Project Administrator and the Superintendent. Our established procedures for internal control for federal programs will be followed.

All project coordinators will meet monthly to discuss project implementation and progress. Day to day implementation of the literacy plan at each school will involve instructional coaches, assistant principals, lead teachers and the Literacy Leadership Team.

SRCL goals and plans will be integrated into our school improvement plans and our system strategic plan.

Experience of the Applicant

The Wilkes County School system is very experienced in grant implementation and has a record of sound fiscal management. The Georgia Department of Audits conducts an audit of the system's financial records annually. During the FY12 audit, Wilkes County was issued a finding to the Title I Grants to LEAs program that it failed to implement internal control procedures over the distribution of salaries for employees working on multiple federal programs. This finding was corrected with the remission of a check in the amount of \$221.76.

The system has a procedure for internal controls that is strictly enforced. All purchases are pre-approved with a purchase order prior to any purchases, expenses incurred or contractual agreements being made. Approved requests must supplement and not supplant, must align with grant guidelines and school improvement plans, and must be allowable expenditures for the respective program or grant.

The Wilkes County school system is experienced in coordinating funds from different sources in order to implement an overall plan that will benefit all students in the system.

Previous Initiatives Funded

	Project Title	Funding Received	Is there audit?	Audit results
Schools				
WWPS WWES	Competitive E-Math Grant FY05-FY06	\$255,612.	yes	Clear
WWPS WWES	Competitive Ed-Tech Math Grant FY07	\$39,492.	yes	Clear
WWMS WWCHS	Competitive Math & Science Partnership Grant FY07	\$109,845.	yes	Clear
WWPS	Reading First FY07&FY08&FY09	\$790,793.	yes	Clear
WWPS WWES WWMS WWCHS	21 st CCLC FY10-FY13	\$1,550,000.	yes	Clear

System Coordination of Funds for FY14

FY14	Title I Funds (before carryover)	Title II Part A Funds	Title VI Part B Funds
LEA			
Washington-Wilkes Primary School	\$305,796. for teachers	\$96,106. for Class Size Reduction teachers	
Washington-Wilkes Elementary School	\$105,490. for teachers		
Washington-Wilkes Middle School	\$105,814. for teachers \$81,002. for Instructional Coach		
Washington-Wilkes High School			\$1,634. for Student Agendas for Parent Involvement support \$2,125. for student workbooks for Math for Coordinate Algebra

School Narrative

School History

Washington-Wilkes Middle School lies in the heart one of Georgia's original counties. Historic Washington-Wilkes is known for its southern hospitality, grand antebellum and elegant Victorian homes, as well as, its significant impact on the American Revolutionary War. In spite of its rich culture and history, recent census reports have classified Wilkes as a community that is in rural decline. The current population is hovering around 10, 600 people, and the school serves 15% of the population. The population consists of retirees, children, and adults who commute to work outside of Wilkes. The school system and hospital became the main employers of the county after the economic decline brought on the closing of numerous textile factories and timber production mills.

Washington-Wilkes Middle School is one of four Wilkes County Schools. WWMS was established as a grade 6-8 middle school in the fall of 1995, on the campus of Washington-Wilkes Comprehensive High School. Prior to that, it was a grade 5-7 school located on an exclusive campus on Robert Toombs Avenue. Since that time, Wilkes County School District built a new facility to house both middle and high schools. WWMS has received the following honors: 1995 School of Excellence, 9 consecutive years of Annual Yearly Progress, successful middle school by Georgia Partnership for Excellence in Education, SACS accredited school, and Georgia Accrediting Commission. Our decision making is governed by our shared system vision of "Excellence without Exception". Current school enrollment at WWMS is 380 students of which 56% Black, 34% White, 5% Hispanic, and 4.5% Multiracial, and 0.5% other races.

School Leadership

Currently, WWMS is under the leadership of Principal Deleki Lee and Assistant Principal Ricky Dorminy. Both leaders are products of Wilkes County Schools and have a vested interest in on the success of WWMS students and their long-term impact on the community. Ms. Lee and Mr. Dorminy, along with the Better Seeking Team, a school leadership team, meet monthly to analyze the progress of the school, develop plans of action for school improvement, ensure smooth operation of programs, and promote quality instruction amongst all of the teachers. The Better Seeking Team consists of the instructional coach, counselor, a paraprofessional, special education lead teacher, gifted coordinator, and a teacher from science, math, English language arts, and social studies. The team works effectively and efficiently together to develop and implement serviceable plans for the school.

Past Initiatives

- Instructional Technology (ActivBoard, eChalk, Remind101)
- Least Restrictive Environment Training
- Assessing for Science Success
- Using Lexiles to Create Differentiated Lessons
- Depth of Knowledge Training
- Standards-based IEP
- Standards in Practice
- GPS Implementation
- Gifted Endorsement (Math Teachers)
- CCGPS Implementation
- Formative Assessment with Karen Bailey
- Learning Focused Schools

Current Initiatives

- Powerblock (remediation and enrichment)
- Alliance for a Healthier Generation
- ELA Collaborative with Northeast Georgia RESA
- Thinking Maps
- Write from the Beginning
- Instructional Technology
- AIMSweb
- RTI
- Inclusion Strategies
- Literacy Strategies
- Literacy Design Collaborative
- Math Design Collaborative
- Math in the Fast Lane
- TKES
- Active Learning Strategies
- Collaborative Unit Planning (CCGPS)
- SLDS & TRL Resources
- Differentiated Instruction
- Data—Analysis and Instructional Decisions
- Engaging Parents
- ELA and Math Content Area Professional Learning

Professional Learning Needs

Additional professional learning is needed in the following areas:

- Using data to drive instruction
- Literacy instruction
- Text selection
- Integration of technology to promote content literacy instruction
- Differentiated instruction
- RTI and tied instruction
- Writing instruction
- Peer observations and feedback
- Engaging parents

Need for Striving Reader

WWMS students have performed well on the CRCT despite mediocre Lexile scores and an average percentile ranking on norm reference tests. As a result, the Better Seeking Team realized that literacy is an area that must be addressed prior to high school. Past data has shown that only about 30% of students who enter 9th grade reading below grade level successfully earn all credits for grade promotion to 10th. Because of this low success rate, students are unable to be successful in high school and graduate in four years.

The faculty and staff of WWMS strongly believe that we must equip our students to be successful and competitive in this world. Literacy is of utmost importance. Common Core Georgia Performance Standards require our students to perform at higher levels; hence, they must be able to decipher informational text and utilize disciplinary literacy strategies in order to fully comprehend the standards. Our students need more individualized instruction to meet the demands of common core. Sound literacy strategies and up-to-date technology would allow WWMS to individualize instruction for not only struggling readers, but for readers who are on grade level and above. Currently, our data shows that our students are not as successful in science, math and social studies as they are in reading on the CRCT. In addition, our Lexile scores are not at the expected level for CCRPI. The Striving Readers grant would provide our students the opportunity to achieve milestones of success by providing us with resources, professional learning, ways to involve community leaders, and the means of providing direct, explicit reading and writing instruction.

Scientific, Evidence-Based Literacy Plan (a)

Building Block 1. Engaged Leadership

Research in Action—“The Why”

The Georgia Literacy Task Force emphasizes the importance of leadership in literacy initiatives by calling it the “the key component in all that we are seeking to do to improve education in Georgia” (pg. 157, The Why). According to *Reading Next (2004)*, literacy leadership can come from both principals and teacher leaders who are committed to teaching reading and writing (pg. 156, The Why).

The administrators of Washington-Wilkes Middle School understand the importance of literacy instruction for the success of students. They are committed to improving literacy instruction across all content areas and grade levels by ensuring teachers have the time and resources to focus on literacy. Because teacher leaders are essential for the implementation of a successful literacy program, these teachers are engaged and focused on improving literacy for all students.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Attended some literacy trainings for teachers and has participated in the CCGPS roll out trainings. (Administrative staff) ➤ Participated in Literacy Design Collaborative & Math Design Collaborative (Instructional Coach and Teacher Leaders) ➤ Provided “Write from the Beginning” training (2011-2013) ➤ Provided professional learning on developing differentiated lessons using Lexiles (2009) ➤ Coordinated Reading in the Content Areas professional learning for social studies teachers 	<ul style="list-style-type: none"> ➤ Ensure staff understands the importance of literacy instruction and make it a priority ➤ Schedule protected time for teachers to analyze data and collaborate to plan literacy instruction ➤ Provide professional learning on literacy instruction, including using data to differentiate literacy instruction ➤ Provide time and support for staff to participate in job-embedded professional learning (including coaching, peer-mentoring, learning community, and grade-level meetings focus on student work)

B. Action: Organize a Literacy Leadership Team	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Formed a Literacy Team from the Washington-Wilkes Middle School Better Seeking Team and additional faculty members ➤ Included representatives from all content areas Al Dawkins-social studies, Laurie Dehil-math, Joni Keiser-ELA, William Peek-ELA and gifted, Delila Wilburn-ELA, Nicole Jackson-science and ESOL, Denakae Jenkins-CTAE, Deborah White-SPED, Libby Swinson-Counselor and RTI Coordinator, Michelle Smith-SPED lead teacher and instructional coach, Ricky Dorminy-assistant principal, Deleki Lee-principal ➤ Provided professional learning and support for staff in making the transition to the CCGPS ➤ Determined what additional data is needed in order to make informed decisions about the next steps concerning literacy instruction 	<ul style="list-style-type: none"> ➤ Create and communicate vision for literacy to all stakeholders ➤ Convene Literacy Team with community stakeholders, afterschool providers, school faculty and parents ➤ Formulate objectives and goals for literacy instruction ➤ Conduct monthly meetings to discuss progress and weakness and to work on ensuring the use of research-based practices in all content areas ➤ Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning ➤ Analyze formative and summative assessment results and refine literacy goals based on the CCGPS ➤ Select a walk-through observation form to ensure consistency of effective instructional practices
C. Action: Maximize the use of time and personnel through scheduling and collaborative planning	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Scheduled a time for intervention / remediation to provide an additional 210 minutes per week for at-risk students ➤ Schedule common planning for collaboration for grade level teachers (70 minutes) ➤ Conduct collaborative planning meetings every nine weeks, across grade levels for unit planning ➤ Include 30 minutes of additional small-group instruction based on assessment results (Power Block) ➤ Provided teachers with at least two computers in their classrooms 	<ul style="list-style-type: none"> ➤ Include instruction in disciplinary literacy in all content areas ➤ Ensure that all students receive two to four hours of literacy instruction across language arts and in content area classes ➤ Maximize use of instructional time during Power Block for intervention and acceleration ➤ Assess teacher knowledge of literacy instruction and provide professional learning based on needs ➤ Schedule time for collaborative planning teams within and across the curriculum to focus on literacy

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Surveyed faculty and staff to view their perception of literacy and current practices regarding literacy instruction ➤ Provide professional learning on writing across the curriculum and teaching literacy in the classroom. ➤ Observed teachers presenting at least one writing across the curriculum lesson 	<ul style="list-style-type: none"> ➤ Adopt / develop a checklist for literacy observations ➤ Conduct targeted, sustained professional learning on literacy instruction ➤ Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organization) ➤ Identify and prioritize a list of students to be targeted for intervention or support
E. Action: Optimize literacy instruction across all content areas	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Incorporated informational texts and reading material from various content areas (English language arts teachers) ➤ Equipped the media center with materials for students that contain a variety of text complexity 	<ul style="list-style-type: none"> ➤ Research and purchase more informational texts and materials for each content area ➤ Create a plan to integrate literacy in all subjects as articulated within CCGPS ➤ Monitor literacy instruction across the curriculum through: <ul style="list-style-type: none"> • Formal and informal observations • Lesson plans • Walkthroughs • Student work samples ➤ Conduct professional learning on research-based practices which incorporate literacy and differentiate instruction based on text complexity ➤ Develop a systematic procedure for teaching academic vocabulary in all subjects ➤ Use a school-wide writing rubric that is aligned with CCGPS ➤ Expand meaningful opportunities for students to write, speak, and listen ➤ Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Established a mentor program through Communities in Schools with 45 students from WWMS ➤ Created a Literacy Leadership Team ➤ Published a website for WWMS ➤ Coordinated collaboratively with the University of Georgia’s Educational Talent Search (ETS) program to provide tutoring for literacy and mathematics to 70 students ➤ Exposed students to colleges and careers through various field trips and speakers (through ETS and Communities in Schools partnerships) 	<ul style="list-style-type: none"> ➤ Communicate the school’s literacy goals and successes through various means including the school website ➤ Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board ➤ Focus proactively on broad issues that may prevent students from learning

Building Block 2: Continuity of Instruction

Research in Action—“The Why”

For any literacy initiative to be successful, it is essential that literacy be emphasized consistently across all grades, subject areas, and settings, including the community. *Reading Next* suggested that schools “coordinate assignments and reading with out-of-school organizations and the community” (pg. 51, The Why). The need for consistency in literacy instruction across content areas has also been identified with the implementation of the Common Core Georgia Performance Standards (CCGPS). According to the Georgia Literacy Task Force, these standards have made the integration of literacy more explicit. These standards recognize that different and specific reading and writing skills are required across the various content areas (pg. 48, The Why).

Washington-Wilkes Middle School has worked with out-of-school and community organizations to improve student achievement. Communication of literacy instruction and goals is necessary to ensure increased continuity. The teachers at WWMS have participated in professional learning concerning the integration of CCGPS literacy standards but recognize that more work is needed in this area. Literacy needs to be the focus of instruction across all content areas.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Attend weekly team meetings to get a snapshot of what we are doing in our classrooms ➤ Conduct weekly grade-level meetings to discuss current issues and concerns ➤ Developed a Leadership Literacy Team ➤ Established a Literacy Design Collaborative (LDC) Team ➤ Conduct professional learning on research-based instructional strategies 	<ul style="list-style-type: none"> ➤ Research and adopt guidelines (rubrics and/or checklists) for peer collaboration ➤ Create schedule for peer coaching and collaboration focused on literacy ➤ Shift focus of current grade-level meetings to data analysis and examining student work ➤ Develop meeting schedule to discuss and analyze student work ➤ Research and establish protocols to examine student work ➤ Assess effectiveness of actions and interventions on student learning ➤ Provide professional learning on peer observations and effective feedback

B. Action: Support teachers in providing literacy instruction across the curriculum	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Developed a Leadership Literacy Team ➤ Provide time for collaboration within content areas by grade level (no focus on literacy) ➤ Conduct vertical content area meetings ➤ Scheduled collaborative planning times for content area teachers (once per grading period) ➤ Monitored progress of reading skills through Pearson’s AIMSweb ➤ Provided minimal professional learning on CCGPS literacy standards 	<ul style="list-style-type: none"> ➤ Form collaborative teams and peer coaches to assist classroom teachers in literacy instruction ➤ Develop a schedule for collaborative planning focused on literacy and data analysis ➤ Provide professional learning concerning research-based strategies for literacy instruction and writing instruction ➤ Develop and utilize a school-wide writing rubric aligned to CCGPS that sets clear expectations for performance ➤ Purchase and utilize a variety of resources for use in literacy instruction ➤ Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject areas ➤ Plan and host family nights that focus on the importance of literacy ➤ Expand writing expectations across subject areas to include all types ➤ Utilize formal and informal observations to monitor the use of instructional strategies to improve literacy

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Participate in a variety of writing contest sponsored by community groups, including DAR, GA Farm Bureau, and Georgia Municipal Association ➤ Coordinate with agencies to provide out-of-school programs which include literacy instruction, including UGA’s Educational Talent Search, Wilkes County 21st Century Community Learning Centers, A-Star, SNAP Program ➤ Appointed the counselor to be in charge of transitions between schools for all students ➤ Established a mentoring system for boys who need additional support with Wilkes County Communities in Schools program 	<ul style="list-style-type: none"> ➤ Conduct parent surveys to identify literacy needs ➤ Refer family members in need of literacy instruction and English language services to the local sources of assistance ➤ Create a list of literacy supports to distribute within the school and throughout the community ➤ Develop a Community Literacy Team ➤ Share literacy plan with community leaders and community organizations ➤ Host literacy night for families and community members ➤ Encourage student participation in community writing contests ➤ Encourage student participation in out-of-school programs that emphasize literacy ➤ Utilize technology to more creatively and effectively support stakeholder engagement

Building Block 3. Ongoing formative and summative assessments

Research in Action—“The Why”

According to Dr. Richard Stiggins (2007), “The principle assessment challenge that we face in schools today is to ensure the sound assessment practices permeate every classroom—that assessments are used to benefit pupils” (pg. 95, The Why). Schools need to ensure that a variety of assessment tools are in place to measure student growth and plan instruction that meets students’ needs. Many researchers have note that, “Having the ’right’ assessments in place is only one element of an effective literacy assessment plan” (pg. 96, The Why). It is important for teachers to have access and time to analyze assessment results and collaboratively make instructional decisions based on these results. Teachers need to have a process of improvement that is on ongoing and focused on data.

WWMS uses a variety of assessments to make instructional decisions. We currently utilize Pearson’s AIMSweb as a universal screener and progress monitoring tool. These results are used for RTI and to place students in appropriate remediation and enrichment classes. Teachers use classroom assessments and common assessments to make instructional decisions.

Work needs to be done to improve the assessment process. The Georgia Literacy Task Force noted that both summative and formative assessments are needed in effective reading and writing instruction (pg.97, “The Why”). Teachers need more professional learning on formative assessments and using data to drive instructional decisions. Time should be designated for data teams to analyze data and examine student work.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Utilize Pearson’s AIMSweb for screening and progress monitoring ➤ Utilize limited intervention materials (McGraw-Hill SRA Reading Comprehension) ➤ Utilized limited data (no formal plan in place) 	<ul style="list-style-type: none"> ➤ Research and implement effective diagnostic tools to identify achievement levels of all students ➤ Select a person to be responsible for ongoing scheduling and monitoring the implementation of school-wide formative assessments ➤ Develop consistent expectations for utilization of data for all classrooms and teachers ➤ Upgrade and utilize technology to share relevant student progress data ➤ Train all staff who will administer assessment to ensure validity and fidelity of data ➤ Provide assessment measure to help identify high-achieving learners who would benefit from enrichment activities

B. Action: Use universal screening and progress monitoring for formative assessment	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Utilize Pearson’s AIMSweb for screening and progress for reading comprehension and fluency ➤ Administer norm referenced performance text (Iowa Test of Basic Skills) ➤ Utilize data from Pearson’s AIMSweb to provide remediation for struggling learners and to determine instructional decisions for Response to Intervention (RTI) 	<ul style="list-style-type: none"> ➤ Research and implement a comprehensive screener ➤ Provide and utilize professional learning in analyzing data so teachers understand text complexity and its relationship to student reading level ➤ Provide professional learning on the utilization of Lexile levels in instruction ➤ Purchase technology infrastructure to support use of assessment data ➤ Select a person to be responsible for ongoing scheduling and monitoring the implementation of school-wide formative assessments ➤ Make data-driven budget decisions aligned with literacy priority ➤ Analyze student data in teacher teams to develop and adjust instructional plans ➤ Develop a formal formative assessment calendar designating persons responsible
C. Action: Use diagnostic assessment to analyze problems found in literacy screening	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Utilize Pearson’s AIMSweb for screenings, but not diagnostic assessments 	<ul style="list-style-type: none"> ➤ Develop a protocol for ensuring that students who are identified by screenings receive diagnostic assessments ➤ Identify and purchase diagnostic tools and intervention tools to meet the needs of students ➤ Identify and develop interventions that are based on diagnostic assessment results ➤ Upgrade, purchase, and utilize technology to differentiate learning within content areas ➤ Utilize technology to share relevant student progress with all stakeholders

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Analyze previous years summative assessment data in isolation ➤ Disseminated data to teachers but not all stakeholders ➤ Utilize CRCT data in scheduling student remediation placement by RTI Coordinator ➤ Adjusted curriculum alignment to eliminate gaps 	<ul style="list-style-type: none"> ➤ Develop and apply protocols for analyzing student work and lesson plans according to areas of concern ➤ Analyze data and adjust curricular needs and professional development for literacy plan ➤ Identify and/or develop common mid-course assessments used to measure student progress ➤ Include specific times on school calendar for analyzing school data ➤ Analyze assessment data to identify teachers who need support ➤ Disaggregate data to ensure progress of subgroups ➤ Focus collaborative team meetings on changes that can be made to improve the instructional program for all student ➤ Research and identify technology to be used for collaboration amongst teachers within the same school and different schools
E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Analyze CRCT data in isolation ➤ Utilize data to make program decisions by the School Improvement Team ➤ Utilized limited data storage and retrieval system, i.e. limited server space 	<ul style="list-style-type: none"> ➤ Adopt and utilize protocols for analyzing data to make instructional decisions for all learners ➤ Train teachers to use the adopted decision-making protocol ➤ Implement all protocols with fidelity through proper professional development ➤ Schedule collaborative planning time for data meetings at a minimum of once/month ➤ Upgrade and/or purchase additional server space to ensure data storage and retrieval system is effective and efficient

Building Block 4. Best Practices in Literacy Instruction

Research in Action—“The Why”

Effective communication is essential for students to be successful both in the classroom and in 21st century workplaces. According to “The Why” document (pg. 41), teachers should focus instruction on seven main reading comprehension strategies (visualizing, questioning, making connections, predicting, inferring, determining importance, synthesizing/creating) referred to as The Seven Habits of an Effective Reader. These strategies must be taught and utilized in an orchestrated manner, and not in isolation, to help students learn to self-monitor as they read (pg, 41, The Why). Teachers should also model these strategies to help students become more efficient at using them (pg. 52, The Why). A strong writing program is also a crucial component of effective literacy instruction (pg. 45, The Why). *Writing to Read* made three recommendations concerning writing instruction: have students write about what they read, teach writing skills and process that are used in creating text, and increase the amount that students write. These have been found to be more effective than other traditional methods of teaching reading (pg. 45-46, The Why). *Reading Next* highlighted the importance of motivating students. It recommends that students have some level of autonomy in their reading and writing. Schools also need to emphasize the relevancy of what students read and learn (pg. 51, The Why). Teachers should also consider the use of technology in increasing student motivation.

WWMS utilizes the frameworks provided by the Georgia DOE for ELA and Math. Teachers meet collaboratively each grading period to review these frameworks and make additions and revisions to meet the needs of our students. Teachers utilize Thinking Maps and Write from the Beginning as a framework for teaching writing. The CCGPS literacy standards are being included in all content areas, but more work needs to be done to ensure that literacy instruction is consistent and embedded into all instruction. The focus of our school needs to shift to literacy instructional across all content areas and grade levels. A comprehensive literacy plan which includes writing across the curriculum needs to be implemented. WWMS also needs to look at what can be done to improve student motivation. Currently, students are rewarded for positive behavior, but academic motivation is not a focus. Teachers need to be more intentional about utilizing teaching strategies that motivate students.

A. Action: Provide direct, explicit literacy instruction for all students	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Participated in school-directed professional learning focused on CCGPS ➤ Increased use of informational texts in the curriculum based on CCGPS training ➤ Collect data on best practices through walkthroughs and observations, TKES, by administrators ➤ Provide students with extended schedules, differentiated based on individual needs in literacy, during connections classes and Power Block 	<ul style="list-style-type: none"> ➤ Revise and implement the core program, based on CCGPS, that provides best practices in literacy in all content areas ➤ Identify and purchase all necessary supplies for literacy instruction ➤ Plan and deliver professional learning opportunities for all staff that provide research-based, best practices for literacy instruction, including The Seven Habits of an Effective Reader and differentiated instruction ➤ Schedule time for collaborative planning across grades to ensure continuity of literacy instruction ➤ Provide professional learning on text selection and text complexity ➤ Provide all learners with daily extended schedules that include literacy instruction, during connections and Power Block OR extended class periods (from the current 70 minutes to 90 minutes) that allow for extended instruction in literacy ➤ Review teacher and student data to improve instruction ➤ Provide instructional and assessment accommodations/adaptations for English Language Learners according to their English proficiency levels
B. Action: Ensure that students receive effective writing instruction across the curriculum	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Collaborate in horizontal and vertical meetings to plan curriculum ➤ Provide professional learning on best practices in instruction ➤ Utilize Write from the Beginning for writing instruction in ELA classrooms ➤ Created a Literacy Design Collaborative team and implement those strategies in isolated content area classrooms 	<ul style="list-style-type: none"> ➤ Develop a coordinated plan for writing instruction across all subject areas to include: <ul style="list-style-type: none"> • Explicit instruction • Guided Practice • Independent Practice ➤ Focus professional learning on writing instruction in all subject areas ➤ Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum

C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Encourage participation of community leaders and business leaders in developing a literacy plan to promote and engage college-and-career ready students ➤ Provide active learning supports to promote student improvement ➤ Celebrate academic success through a variety of media 	<ul style="list-style-type: none"> ➤ Provide students with the opportunities to self-select reading material and topics for research ➤ Provide students with an understanding of the relevance of their academic assignments to their lives ➤ Provide professional learning on utilizing instructional technology to engage students ➤ Increase access to texts that students consider interesting ➤ Utilize technology to engage and motivate students ➤ Engage the community in a massive operation of developing college and career ready students.

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

Research in Action—“The Why”

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

Georgia’s RTI process includes several key components:

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

(pg. 125-126, The Why)

WWMS has an established RTI plan that utilizes a 4-Tier delivery model. The school RTI coordinator analyzes student data with teachers to determine needs of students. SST teams also meet to discuss student progress and determine if a student needs additional support. While a RTI plan is in place, more work needs to be done to diagnose areas of weakness and support those needs in the classroom.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Determined percentage of students currently being served in each tier at each grade level ➤ Utilize Pearson’s AIMSweb for screening and progress monitoring ➤ Utilize limited intervention materials ➤ Utilize limited data (No formal plan in place) ➤ Analyze data to identify students in need of intervention according to the school protocol 	<ul style="list-style-type: none"> ➤ Provide opportunities for communication between all stakeholders ➤ Use GA DOE checklist when evaluating personnel (interventions utilized and student progress between tiers) ➤ Provide further professional learning on RTI ➤ Provide professional learning on differentiation to address various student needs in the classroom ➤ Schedule grade-level data-analysis team meetings ➤ Develop process for monitoring the implementation of research-based interventions

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B)	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Familiarized Literacy Team with Literacy Instruction Checklist ➤ Provide professional learning on differentiation for teachers ➤ Examined student data to determine the current percentage of successful students in the areas of literacy 	<ul style="list-style-type: none"> ➤ Educate teachers and implement the Georgia Literacy Instruction Checklist ➤ Utilize flexible grouping to differentiate instruction consistently ➤ Analyze student data in teacher teams to develop and adjust instructional plans ➤ Schedule time for instructional planning and progress conversations ➤ Monitor the planning, delivery and assessment for students with special learning needs ➤ Create and utilize system-created, classroom-based formative assessments to monitor consistent implementation of curriculum and gauge students' progress
C. Action: Implement Tier 2 needs-based interventions for targeted students	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Provide interventions during Power block or Connection remediation classes ➤ Utilize student CRCT data in scheduling student remediation placement by RTI coordinator ➤ Monitor student movement between T1 and T2 	<ul style="list-style-type: none"> ➤ Research & purchase effective interventions and intervention software that will address academic and behavior needs ➤ Identify and/or develop common mid-course assessments used to measure student progress ➤ Develop and apply protocols for analyzing student work and lesson plans according to areas of concern. ➤ Provide professional learning on use of intervention materials, diagnosis of reading difficulties, direct instruction, data usage and analysis ➤ Ensure that teachers are provided research-based interventions consistently

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Provide interventions during Power Block or Connection remediation classes ➤ Provide SST meetings to discuss interventions and individual progress ➤ Utilize student CRCT data in scheduling student remediation placement by RTI coordinator ➤ Utilize the GA DOE manual on Student Support Team processes and procedures 	<ul style="list-style-type: none"> ➤ Research and purchase effective interventions and intervention software that will address academic and behavior needs ➤ Schedule protected time for RTI meetings and individual progress plans ➤ Identify and/or develop common mid-course assessments used to measure student progress ➤ Develop and apply protocols for analyzing student work and lesson plans according to areas of concern. ➤ Provide professional development for teachers to address lack of movement between RTI tiers ➤ Ensure that interventions are implemented with fidelity ➤ Ensure that data is used to support student response to intervention
E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Provide interventions during Power Block or Connection remediation classes ➤ Provide yearly meetings to discuss interventions and individual progress of struggling students ➤ Developed schedule to ensure Least Restrictive Environment ➤ Establish case managers for each student with an IEP ➤ Include special education, ESOL, and gifted teachers in professional learning opportunities 	<ul style="list-style-type: none"> ➤ Research & purchase effective interventions and intervention software that will address academic and behavior needs ➤ Schedule protected time for RTI meetings and individual progress plans ➤ Create academic growth model/chart for gifted/ ELL/504 ➤ Develop common mid-course assessments used to measure student progress ➤ Develop and apply protocols for analyzing student work and lesson plans according to areas of concern ➤ Pair most highly qualified and experienced teachers to support the delivery of instruction for students with the most significant needs

Building Block 6. Improved Instruction through Professional Learning

Research in Action—“The Why”

Professional learning focused on literacy is essential to improving instruction. Teachers are the key to effective instruction, but they must have professional learning that provides them with research-based strategies to implement. In its policy brief on literacy reform, the NCTE included statements concerning professional learning. “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” (The Why, pg. 141).

Teachers at WWMS are involved in on-going professional learning. With the implementation of CCGPS, all teachers were participated in professional learning concerning literacy standards in content area classes. This professional learning was a brief overview, and more work on literacy needs to be done concerning literacy strategies in content area classes. We are currently at the “Deep Learning with Limited Capacity” level but are ready to move to the next stage in professional learning. A clear focus on literacy needs to be developed to ensure all teachers are aware of best-practices concerning literacy instruction. Professional learning topics that need to be addressed to enhance literacy are formative assessments, data analysis and usage, writing and literacy strategies, text complexity, and using Lexiles.

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

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Ensured that new teachers are highly-qualified according to GA DOE 	<ul style="list-style-type: none"> ➤ Revise interview process to include questions regarding content-area literacy ➤ Initiate contact with the Professional Standards Commission in regards to content-area literacy course requirements for certification ➤ Form partnerships with teacher preparation programs at local colleges and universities in regards to content-area literacy courses

B. Action: Provide professional learning for in-service personnel	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> ➤ Participated in ongoing professional learning, including: <ul style="list-style-type: none"> • CCGPS • Literacy Strategies • Thinking Maps • Write from the Beginning • Differentiated Instruction • Formative Assessment • Data Analysis • LDS • Instructional Technology ➤ Provided site-based support for administration, faculty, and staff by instructional coach ➤ Monitored teacher instruction with limited tools, i.e. Teacher Keys Effectiveness System (TKES) 	<ul style="list-style-type: none"> ➤ Schedule and protect time during school day for teachers to collaboratively analyze data, study literacy standards, examine student work, and reflect on practice ➤ Provide on-going professional learning based on needs assessment and data analysis ➤ Meet in collaborative teams to support teachers using literacy strategies effectively ➤ Use formal and informal observation to improve literacy instruction ➤ Identify and schedule times for teachers to observe within the school and district and with other districts ➤ Ensure new personnel receive vital professional learning from previous years

Needs Assessment, Concerns and Root Cause Analysis

Description of the Process (a, d)

The faculty of WWMS completed the Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12. This instrument addressed key areas of literacy: instruction, administrative and community support, proper use of resources, Response to Intervention, and data analysis. The needs assessment was distributed to all certified staff members via email and completed on Survey Monkey. The results of the survey were presented to the school's Literacy Leadership Team who discussed strengths and weaknesses. The team also discussed disparities between the survey results and implemented practices. In addition to the needs assessment survey, team members analyzed assessment results and other data sources.

Description of Surveys Used in the Needs Assessment (b, e)

Materials	Description
Georgia Literacy Plan Needs Assessment for Literacy Kindergarten to Grade 12	This literacy survey was provided to all certified staff electronically.
Grade 8 Writing Assessment	Standardized writing test data
CRCT	Standardized test data
ITBS	Norm-referenced test data
Student Lexile Data	Gathered from the CRCT, this data compared student Lexiles with the stretch Lexile bands published by GA DOE.

*See "Analysis of Student Data" section for disaggregated data

Results of Literacy Needs Assessment Survey

	Fully	Operational	Emergent	Not addressed
Engaged Leadership				
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.	27.8	55.6	16.7	0.0
B. A school literacy leadership team organized by the administrator is active.	11.8	47.1	11.8	29.4
C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning.	17.6	41.2	5.9	35.3
D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common Core Georgia Performance Standards(CCGPS).	17.6	52.9	29.4	0.0
E. Literacy instruction is optimized in all content areas.	11.8	47.1	23.5	17.6
F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the CCGPS	17.6	29.4	5.9	47.1

Continuity of Instruction				
A. Active collaborative school teams ensure a consistent literacy focus across the curriculum	17.6	17.6	35.3	29.4
B. Teachers provide literacy instruction across the curriculum	17.6	47.1*	17.6	17.6
C. Out-of-school agencies and organizations collaborate to support literacy within the community.	11.8	23.5	41.2	23.5
Ongoing Formative and Summative Assessments				
A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction	29.4	41.2	23.5	5.9
B A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	23.5	47.1*	23.5	5.9
C Problems found in literacy screenings are further analyzed with diagnostic assessment.	11.8	41.2*	41.2	5.9
D. Summative data is used to make programming decisions as well as to monitor individual student progress.	12.5	50.0	25.0	12.5
E. A clearly articulated strategy for using data to improve teaching and learning is followed.	23.5	47.1*	17.6	11.8
Best Practices in Literacy Instruction				
A.1. All students receive direct, explicit instruction in reading	58.8*	23.5	17.6	0.0
A.2. Extended time is provided for literacy instruction.	17.6	29.4	17.6	35.3
B. All students receive effective writing instruction across the curriculum.	17.6	29.4	41.2	11.8
C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.	29.4	41.2	23.5	5.9
System of Tiered Intervention (RTI) for All Students				
A. Information developed from the school-based data teams is used to inform RTI process	29.4	52.9*	17.6	0.0
B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.	29.4	52.9	17.6	0.0
C. Tier 2 needs-based interventions are provided for targeted students.	29.4	29.4	41.2	0.0
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	31.3	25.0	43.8	0.0
E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.	29.4	41.2	29.4	0.0
Improved Instruction through Professional Learning				
A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	17.6	41.2	23.5	17.6
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	23.5	29.4	35.3	11.8

*After further discussion, the committee disagrees with these findings. We feel that a lack of knowledge of literacy instruction led to inflated, inaccurate survey results.

Root Causes Analysis (c, f)

Building Block 1 Engaged Leadership		
Area of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ➤ Shared literacy vision (pg. 5, The What) ➤ Multiple forms of student, school, and teacher data are used (pg. 5, The What) ➤ Faculty and staff participate in targeted, sustained professional learning on literacy (pg. 6, The What) ➤ Engage and collaborate with the community regarding literacy (pg. 7, The What) 	<ul style="list-style-type: none"> ➤ Lack of focus on literacy ➤ Lack of clear process for communicating with teachers and other stakeholders concerning literacy ➤ Limited resources and time for professional learning 	<ul style="list-style-type: none"> ➤ Provide professional learning (limited focus on literacy) ➤ Communicate to public with website, newspaper articles, etc. ➤ Created a Literacy Leadership Team (LLT) ➤ Schedule time for collaborative planning

Building Block 2 Continuity of Instruction		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ➤ Protocols and expectations for collaborative teams (pg. 7, The What) ➤ Specific, measurable student achievement goals (pg. 7, The What) ➤ Use of a school-wide writing rubric (pg. 7, The What) ➤ Coordinate “wrap-around” services (pg. 5, The What) 	<ul style="list-style-type: none"> ➤ Lack of knowledge of protocols ➤ Lack of protected planning focused on literacy ➤ Lack of available quality assessments ➤ Lack of consistent goals and ➤ Lack of high expectations regarding writing ➤ Lack of emphasis on literacy within the community 	<ul style="list-style-type: none"> ➤ Created a LLT ➤ Coordinate student supports with outside agencies ➤ Meet in collaborative teams weekly and vertical teams quarterly ➤ Provide minimal professional learning focused on literacy ➤ Monitor student reading progress using Pearson’s AIMSweb

Building Block 3 Ongoing Formative and Summative Assessments		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ➤ System of formative and summative assessments (pg. 8, The What) ➤ Diagnostic assessment tools (pg. 8-9, The What) ➤ Clear plan for using data to improve teaching and learning (pg. 9, The What) 	<ul style="list-style-type: none"> ➤ Lack of professional learning focused on assessment ➤ Lack of funding for technology infrastructure and diagnostic tools ➤ Lack of time to learn and implement new assessment practices ➤ Lack of focus on literacy assessments 	<ul style="list-style-type: none"> ➤ Provided initial professional learning on assessment and LDS ➤ Utilize AIMSweb for screening and progress monitoring ➤ Use summative assessments to guide placement for RTI ➤ Scheduled collaborative planning to use for data analysis

Building Block 4 Best Practices in Literacy Instruction		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ➤ Clear plan for literacy instruction across all content areas (pg. 9-10, The What) ➤ Professional learning on the following: <ul style="list-style-type: none"> • Using data • Literacy instruction • Text selection • Modeling • Differentiated instruction (pg. 10, The What) ➤ Coordinated plan for writing instruction (pg. 10, The What) ➤ Technology for instruction and motivation (pg. 10, The What) 	<ul style="list-style-type: none"> ➤ Lack of professional learning on disciplinary literacy skills ➤ Lack of professional learning on writing for content area teachers ➤ Lack of funding to purchase technology resources 	<ul style="list-style-type: none"> ➤ Participated in CCGPS literacy strategies professional learning ➤ Utilize informational text in content area classroom (inconsistently) ➤ Provided LDC training for some teachers ➤ Created LLT

Building Block 5		
System of Tiered Intervention (RTI) for All Students		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ➤ School-based data team (pg. 11, The What) ➤ Literacy interventions (pg. 11-12, The What) ➤ Professional learning on direct, explicit instructional strategies that build literacy skills (pg. 11, The What) ➤ Plan for examining and using student data (pg. 11-12, The What) ➤ Professional learning for interventionist (pg. 12, The What) 	<ul style="list-style-type: none"> ➤ Lack of funding to purchase updated intervention materials and diagnostic assessments ➤ Lack of data analysis ➤ Lack of communication among stakeholders ➤ Lack of professional learning on RTI 	<ul style="list-style-type: none"> ➤ SST Team meets to discuss student progress ➤ Utilize some intervention materials ➤ Use AIMSweb to make RTI decisions ➤ Provide interventions during Powerblock

Building Block 6		
Improved Instruction Through Professional Learning		
Areas of Concern	Root Cause	Steps Taken
<ul style="list-style-type: none"> ➤ Protected time for teachers to collaborate with all aspects of literacy (pg. 13, The What) ➤ Method to monitor instruction (pg. 13, The What) ➤ Ongoing professional learning on literacy strategies, assessment development, data usage, and technology (pg. 13, The What) 	<ul style="list-style-type: none"> ➤ Lack of focus on literacy instruction and data analysis ➤ Lack of scheduled time to observe and implement new intervention strategies 	<ul style="list-style-type: none"> ➤ Provide on-going professional learning ➤ Provide site-based support for administration, faculty, and staff by instructional coach ➤ Monitor teacher instruction with limited tools, i.e. TKES

Analysis and Identification of Student and Teacher Data

Student Data (a, b,c,f, g)

CRCT Reading Scores by Grade Level

CRCT Reading Scores 2010-2013 (Percent of Students in Each Category)									
	2010-2011			2011-2012			2012-2013		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	8.4	65.8	25.8	7.1	69.9	32.1	5.3	66	28.6
6th Grade	7.1	60.2	32.7	5.2	62.7	32.1	5.5	63	31.5
7th Grade	14.6	73.2	12.2	10.7	72.3	17	7.4	71.9	20.7
8th Grade	3.8	63.6	32.6	5.9	75.6	18.5	2.7	62.5	34.8

Disaggregated CRCT Reading Data

CRCT Reading Scores 2010-2013 (Percent of Students in Each Category)									
	2010-2011			2011-2012			2012-2013		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	8.4	65.8	25.8	7.1	69.9	23.0	5.3	66.0	28.6
SWD	48.1	48.1	3.7	35	65	0	21.1	68.4	10.5
Female	3.9	66.3	29.8	5	70.7	24.3	5.5	60.4	34.1
Male	12.6	65.3	22.1	9.2	69.1	21.7	5.2	71.4	23.4
Black	8.1	71.2	20.7	7.9	76.8	15.3	9.8	75.3	14.9
White	3.1	56.5	40.5	7.1	61.0	31.9	7.6	52.9	39.5
Econ. Dis.	9.5	71.4	19.1	7.9	74.2	17.9	6.7	69.7	23.6

CRCT Data (English/Language Arts, Mathematics, Science, and Social Studies)

CRCT English/Language Arts Scores 2010-2013 (Percent of Students in Each Category)									
	2010-2011			2011-2012			2012-2013		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	9.8	60.5	29.7	9.0	63.2	27.8	9.1	62	28.9
6th Grade	12.4	57.5	30.1	9.7	69.4	20.9	12.7	64.9	23
7th Grade	9.8	65.9	24.4	8.9	57.1	33.9	8.8	61.8	29.4
8th Grade	7.6	58	34.4	8.3	62	29.8	5.4	59.8	34.8

CRCT Mathematics Scores 2010-2013 (Percent of Students in Each Category)									
	2010-2011			2011-2012			2012-2013		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	25.3	59.4	15.4	17.7	63.2	19.1	11.8	67.6	20.5
6th Grade	34.5	45.1	20.4	17.9	66.4	15.7	12.2	71.2	16.8
7th Grade	16.3	68.3	15.4	5.4	59.5	35.1	11.1	71.1	17.8
8th Grade	25.7	62.8	11.5	28.3	63	8.7	12.5	60	27.5

CRCT Science Scores 2010-2013 (Percent of Students in Each Category)									
	2010-2011			2011-2012			2012-2013		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	40.2	52.2	7.7	28.3	55.4	16.3	23.1	56.8	20.2
6th Grade	39.8	54.9	5.3	30.1	54.9	15	29.7	58.6	11.7
7th Grade	31.7	56.1	12.2	14.9	57.9	27.2	13.9	51.1	35
8th Grade	48.5	46.2	5.4	38.8	53.7	7.4	26.8	61.6	11.6

CRCT Social Studies Scores 2010-2013 (Percent of Students in Each Category)									
	2010-2011			2011-2012			2012-2013		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	27	51.6	21.3	26.2	41.4	32.4	19.1	47.2	33.7
6th Grade	19.5	54.9	25.7	37.1	28.8	34.1	31.3	39.8	28.9
7th Grade	32.5	51.2	16.3	21.9	46.5	31.6	17.5	48.2	34.3
8th Grade	28.5	49.2	22.3	18.2	50.4	31.4	7.1	54.5	38.4

Georgia Grade 8 Writing Assessment

Georgia Grade 8 Writing Assessment 2011-2013 (Percent of Students in Each Category)									
	2010-2011			2011-2012			2012-2013		
	DNM	Meets	Exceeds	DNM	Meets	Exceeds	DNM	Meets	Exceeds
All	26	74	1	32	67	1	15	84	1
White	18	82	0	26	74	0	12	86	2
Black	32	67	2	38	61	1	18	82	0
Hispanic	29	71	0	33	67	0	20	80	0
Female	19	79	2	13	87	0	8	92	0
Male	30	70	0	51	48	2	8	92	0
SWD	80	20	0	80	20	0	0	0	0

Lexile Scores

2012-2013 Lexile Scores (Based on CRCT Results)			
Grade	Minimum Lexile	Percent Meeting	Percent Not Meeting
6 th Grade	950	66	34
7 th Grade	1000	53	47
8 th Grade	1050	63	37

*Minimum Lexiles are based on CCGPS stretch Lexile Bands.

Iowa Test of Basic Skills

Iowa Test of Basic Skills (ITBS) 2010-2013 Reading - 8th Grade									
	2010-2011			2011-2012			2012-2013		
	Grade Equivalent	Percentile Rank	Composite	Grade Equivalent	Percentile Rank	Composite	Grade Equivalent	Percentile Rank	Composite
All	7.9	47	8.3/51	7.5	41	7.8/46	8.0	49	8.3/52
White	9.0	60	9.3/61	8.8	57	8.9/57	9.1	60	9.2/60
Black	7.0	36	7.5/42	6.8	33	7.3/39	6.7	32	7.3/41
Hispanic	7.4	40	7.8/47	7.4	40	7.9/47	9.6	66	9.5/63
Female	8.5	54	9.2/60	8.0	48	8.3/52	8.7	54	8.5/53
Male	7.6	43	7.7/45	7.0	35	7.3/40	8.0	48	8.1/50
SWD	5.5	19	5.5/20	4.8	12	5.2/16	8.7	56	8.8/56

Strengths and Weakness Based on Assessment Results (c)

Overall, the CRCT data for WWMS is good, and the percentage of students who are exceeding standards is gradually increasing. There is no achievement gap between black and white students in regards to meeting expectations; however, in regards to exceeding standards, there is an approximately 25 point gap between the two groups. Another weakness noted from CRCT data is the percentage of students with disabilities who are meeting and exceeding the standards. The performance of economically disadvantaged students is another area of concern. Science and social studies CRCT scores are much lower than reading and English/language arts scores. This could be due to a lack of background knowledge, vocabulary and reading comprehension skills.

On the Grade 8 Writing Assessment, the percentage of students meeting the standard increased by 17 points. There was virtually no achievement gap on this assessment, but the lack of students who exceed standards is of particular concern. Also alarming is the lack of improvement by students with disabilities.

Student Lexile scores were obtained using CRCT results. Although most of WWMS students meet or exceed standards on the Reading CRCT, many of them are not meeting the Lexile expectations for their grade level. The percentage of seventh grade students meeting requirements was alarmingly low. These low scores show the need for literacy strategies for all students across all grade levels.

While the CRCT results for WWMS are good, the performance of our students on the ITBS is significantly lower. Students consistently score just below average on this measure in regards to reading. This is alarming because it shows that our students are behind students at other schools across the country. Last year's reading scores showed a 28 percentage point gap between black and white students. This equates to a 2.4 year grade equivalent difference.

Goals and Objectives Based on Formative and Summative Assessments (f)

After analyzing assessment results and the needs assessment, goals and objectives were developed for the SRCL Grant. These goals and objectives will be continually monitored to determine program effectiveness and make modifications if needed. One means of determining effectiveness will be student achievement data. The four goals established for the grant are listed in the below.

- Goal 1: Create a Culture Focused on Literacy
- Goal 2: Utilize a System of Assessments to Drive Instruction
- Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students
- Goal 4: Providing On-Going Professional Learning Focused on Literacy

Teacher Data (d, e)

Retention Rate of Teachers	
Year	Percent
2012-2013	90
2011-2012	97
2010-2011	90

Years of Service	
Year of Service	Number of Teachers
Less than 3 years	2
3-20 years	21
20+ years	9

Certification Level	
Level	Number of Teachers
4	11
5	10
6	10

Teacher Participation in Professional Learning (h)

Professional Development Activity	Percent of Staff Participating
Thinking Maps	87%
Write from the Beginning	37%
Instructional Technology	77%
RTI	77%
Literacy Strategies	100%
Literacy Design Collaborative	17%
Math Design Collaborative	10%
Math in the Fast Lane	10%
TKES	100%
Collaborative Unit Planning (CCGPS)	77%
SLDS & TRL Resources	93%
Differentiated Instruction	87%
Data—Analysis and Instructional Decisions	77%
ELA and Math Content Area Professional Learning	60%

Project Plan—Procedures, Goals, Objectives, and Support

Goal 1: Create a Culture Focused on Literacy (a-c; g-h; j)

Measurable Objectives

1. Share literacy vision and plan with all stakeholders by October, 2014
2. Monitor progress using walk-throughs and the Literacy Observation Checklist
3. Include community leaders on Literacy Leadership Team
4. Host community literacy events two times each year
5. Ensure literacy is the focus of all school events, instruction, data analysis, and professional learning

Research-Based Practices (The What & The Why)

- Shared literacy vision (pg. 5, The What)
- Engage and collaborate with the community regarding literacy (pg. 7, The What)
- Protocols and expectations for collaborative teams (pg. 7, The What)
- Specific, measurable student achievement goals (pg. 7, The What)
- Coordinate “wrap-around” services (pg. 5, The What)

Practices Already in Place

- Literacy Leadership Team has been formed.
- Limited professional learning on literacy has occurred.
- Partnerships are on-going with 21st CCLC, Communities in Schools, and UGA’s ETS.
- Communication with the public is on-going using weekly newspaper articles and updates to the school’s website.

Goals to be Funded by Other Sources

Portions of this goal can be funded with Title I Parent Involvement funds. Other possible assistance is available through Communities in Schools.

Goal 2: Utilize a System of Assessments to Drive Instruction

Measurable Objectives

1. Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments
2. Use universal screener for all students
3. Purchase and utilize diagnostic assessments, as needed
4. Establish a consistent system of progress monitoring to ensure are meeting on-track to meet standards
5. Create data teams that meet monthly and use adopted protocol
6. Monitor use of data to drive instructions through lesson plans, walk-throughs, work samples, etc.

Research-Based Practices (The What & The Why)

- System of formative and summative assessments (pg. 8, The What)
- Diagnostic assessment tools (pg. 8-9, The What)
- Clear plan for using data to improve teaching and learning (pg. 9, The What)
- School-based data team (pg. 11, The What)
- Plan for examining and using student data (pg. 11-12, The What)

Practices Already in Place

- Pearson's AIMSweb is used as a universal screener and progress monitoring tool.
- Professional learning on LDS has been provided for all teachers.
- AIMSweb training has been provided for ELA teachers.
- Summative assessments are used to guide placement for RTI.

Goals to be Funded by Other Sources

This goal will be funded through the award of the Striving Reader Comprehensive Literacy Grant.

Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students

Measurable Objectives

1. Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs
2. Design a vertically and horizontally articulated writing plan consistent with CCGPS, including, school-wide writing rubric
3. Purchase high-interest reading materials, at various of Lexile levels, for use in the media center and classrooms
4. Purchase modern technology to motivate and engage students
5. Research and purchase intervention materials and/or software for use with at-risk students
6. Monitor the effective use of interventions through data collection
7. Monitor the fidelity of the RTI process already established in the school's RTI manual

Research-Based Practices (The What & The Why)

- Use of a school-wide writing rubric (pg. 7, The What)
- Clear plan for literacy instruction across all content areas (pg. 9-10, The What)
- Coordinated plan for writing instruction (pg. 10, The What)
- Technology for instruction and motivation (pg. 10, The What)
- Literacy interventions (pg. 11-12, The What)

Practices Already in Place

- CCGPS is used as the core for literacy instruction.
- ELA and math teachers revisit and revise CCGPS units quarterly.
- Teachers participated in CCGPS literacy strategies professional learning.
- Teachers inconsistently use informational texts in content area classrooms.
- Some teachers have participated in Literacy Design Collaborative training.
- Write from the Beginning training has been provided to ELA teachers, but use of the program is not consistent.
- Students in RTI receive remediation using research-based interventions.
- Schedule allow for flexible time for remediation and enrichment.
- Classrooms are equipped with some 21st century technology, but integrated technology lessons are limited.

Goals to be Funded by Other Sources

This goal will be funded almost entirely through the award of the Striving Reader Comprehensive Literacy Grant. Some Title I and Title VI funds may be available for use to help achieve this goal.

Goal 4: Providing On-Going Professional Learning Focused on Literacy

Measurable Objectives

1. Research and provide professional learning in the following areas:
 - Using data
 - Explicit, direct literacy and writing instruction
 - Effective technology integration in all content areas
 - Text selection
 - Modeling literacy and writing strategies
 - Differentiated instruction
 - Peer observations and effective feedback
 - Assessment
2. Form collaborative teams that meet monthly to plan instructions, analyze data, and examine student work
3. Train all teachers on the established RTI policy and protocols

Research-Based Practices (The What & The Why)

- Protected time for teachers to collaborate with all aspects of literacy (pg. 13, The What)
- Method to monitor instruction (pg. 13, The What)
- Ongoing professional learning on literacy strategies, assessment development, and data usage (pg. 13, The What)
- Professional learning on the following:
 - Using data
 - Literacy instruction
 - Text selection
 - Modeling

- Differentiated instruction (pg. 10, The What)

Practices Already in Place

- Professional learning is on-going and addresses a variety of topics.
- Extensive professional learning has been provided on Thinking Maps and WFTB.
- Site-based support is provided by the instructional coach for faculty and staff.
- Teacher instruction is monitored utilizing TKES.

Goals to be Funded by Other Sources

In addition to the SRCL, Title II-A and state professional learning funds may be used to meet this goal.

Sample Schedule (i)

Bell Schedule

8:00-9:10	First Period
9:14-10:24	Second Period
10:28-12:10	Third Period (6th Grade Connections)
12:14-1:24	Fourth Period (7 th Grade Connections)
1:28-2:38	Fifth Period (8 th Grade Connections)
2:40-3:10	Power Block (Literacy Remediation/Enrichment)

RTI Options in Schedule

Students will be identified as struggling readers based on the universal screener and CRCT results. These students will be placed in remediation during connections and/or Power Block and will receive direct, explicit reading instruction.

Two-Four Hours of Literacy Instruction (d)

Each class at WWMS is 70 minutes long. Students will also receive 30 minutes of literacy remediation and enrichment each day. Because all teachers will incorporate literacy instruction into their classes, students will receive 2-4 hours of literacy instruction daily. This literacy plan includes all teachers and students.

RTI-Tiered Instruction (e)

Tier I—Students will receive whole-group and flexible small-group instruction to ensure that at least 80% of students are successful. Students will also receive interventions as needed.

Tier II—In addition to Tier I, students will receive interventions as needed. Students will be identified as “at-risk” with literacy assessments and a universal screener. Students will be monitored for 12 weeks to determine if intervention is successful.

Tier III—Students not responding to Tier I and II will be moved to Tier III where they will receive research-based interventions in small groups. Students will be progress monitored for 12 weeks in areas of need.

Tier IV—After all tiers have been exhausted, students will be moved referred for an evaluation. Students in this tier will receive remediation or acceleration with the support of SPED, ESOL, Gifted, Section 504, and ESOL.

Assessment/Data Analysis Plan

There are a variety of assessment tools utilized at WWMS; however, data analysis and the monitoring of students is minimal. At the beginning of each school year, teachers analyze the previous years' CRCT scores to determine instructional gaps and student strengths and weaknesses. This same data is also used to place students into remediation and enrichment classes for connections and Power Block. Pearson's AIMSweb is used as a universal screener and is administered three times each year. The results of this screener are also used to place students in remediation. Both the CRCT and AIMSweb report students' Lexiles, and these scores are shared with parents on report cards and progress reports. The SRCL Grant would allow the administration of the Scholastic Reading Inventory which would yield data that shows specific areas of weakness. If the grant is received, Pearson's AIMSweb will no longer be utilized as a universal screener because the SRI will provide better data. **(d)**

The table includes the elements of the rubric listed below.

Column 1—Current Assessment Practices and SRCL Assessment Practices, including how these assessments will be integrated into the current assessment plan (a, b, c)

Column 2—Professional Learning Needed for Implementation

Column 3—Presentation of Data to Parents and Stakeholders

Column 4—Use of Data to Guide Instruction and Determine Materials and Needs

Column 5—Person(s) Responsible for Implementation

Assessment Practice (a, b, c)	Professional Learning Needs (e)	Presentation of Data (f)	Use of Data to Guide Instruction (g)	Person(s) Responsible (h)
CRCT Current and SRCL (April)	Transition to next generation assessment	<ul style="list-style-type: none"> ➤ Reports sent home to parents ➤ Share information on school website and local newspaper ➤ Data presented at open house and Wilkes County BOE meeting. ➤ Displayed in school data room ➤ Analyzed by data teams and LLT 	<ul style="list-style-type: none"> ➤ Data will be disaggregated by Better Seeking Team, LLT, and teachers to make decisions regarding instruction. ➤ Student data will be used to schedule students and to place students into remediation and enrichment classes. 	Administrators, Instructional Coach Counselor, All Teachers
AIMSweb Universal Screener Current (August, January, and May)	None	<ul style="list-style-type: none"> ➤ Information shared at parent conferences ➤ Results discussed in SST ➤ Data team and LLT analyze results 	<ul style="list-style-type: none"> ➤ Data will be analyzed at each benchmark and used by teachers to guide both whole group and needs-based instruction. ➤ Students will be placed in remediation and enrichment classes based on results. 	Instructional Coach, Teachers
Assessment	Professional	Presentation	Use of Data to	Person(s)

Practice (a, b, c)	Learning Needs (e)	of Data (f)	Guide Instruction (g)	Responsible (h)
ITBS—8th Graders Current (November)	Utilizing ITBS results to guide to identify strengths and weaknesses and guide instruction	<ul style="list-style-type: none"> ➤ Reports sent home to parents ➤ Share information on school website and local newspaper ➤ Data presented at open house and Wilkes County BOE meeting. ➤ Displayed in school data room Analyzed by data teams and LLT	<ul style="list-style-type: none"> ➤ Data will be disaggregated by Better Seeking Team, LLT, and teachers to make decisions regarding instruction. ➤ Student data will be used to schedule students and to place students into remediation and enrichment classes. 	Administrators, Instructional Coach, 8 th Grade and SPED Teachers
GAA Current (September-March)	Transition to next generation GAA	<ul style="list-style-type: none"> ➤ IEP Meetings ➤ SPED school and district meetings 	<ul style="list-style-type: none"> ➤ SPED teachers will utilize data to determine strengths and weaknesses for students with significant disabilities. 	SPED Director, SPED Teachers
ACCESS Current and SRCL (February)	None	<ul style="list-style-type: none"> ➤ Report sent home in dual language ➤ Data teams ➤ School council 	<ul style="list-style-type: none"> ➤ Data will be analyzed by ESOL teacher and classroom teachers to guide instruction and provide language support. 	Administrators ESOL Coordinator Instructional Coach Teachers
Georgia Grade 8 Writing Test Current (January)	None	<ul style="list-style-type: none"> ➤ Reports sent home to parents ➤ Share information on school website and local newspaper ➤ Data presented at open house and Wilkes County BOE meeting. ➤ Displayed in school data room ➤ Analyzed by data teams and LLT 	<ul style="list-style-type: none"> ➤ Data will be disaggregated by Better Seeking Team, LLT, and teachers to make decisions regarding instruction. ➤ Student data will be used to schedule students and to place students into remediation and enrichment classes. 	Administrators, Instructional Coach, 8 th Grade and SPED Teachers
Common Assessments —End of Term Current (October, December, March, May)	Assessment development —Quality assessment item	<ul style="list-style-type: none"> ➤ Grades posted in student information system ➤ Information shared at parent conferences ➤ Data analyzed in team meetings 	<ul style="list-style-type: none"> ➤ Data will be disaggregated by grade level data teams to make decisions regarding instruction. 	Instructional Coach All Teachers

Assessment Practice (a, b, c)	Professional Learning Needs (e)	Presentation of Data (f)	Use of Data to Guide Instruction (g)	Person(s) Responsible (h)
Scholastic Reading Inventory (SRI) SRCL (Three times per year)	Implementation Data analysis	<ul style="list-style-type: none"> ➤ Information shared at parent conferences ➤ Results discussed in SST ➤ Data team and LLT analyze results 	<ul style="list-style-type: none"> ➤ Data will be analyzed at each benchmark and used by teachers to guide both whole group and needs-based instruction. ➤ Students will be placed in remediation and enrichment classes based on results. 	ELA Teachers, Instructional Coach, RTI Coordinator
Common Formative Assessments Projected (On-going)	Development Implementation Analysis of data	<ul style="list-style-type: none"> ➤ Team meetings 	<ul style="list-style-type: none"> ➤ Data will be analyzed to make on-going decisions regarding instruction. ➤ Teachers will create needs-based groups based on the strengths and weaknesses revealed in these assessments. 	Instructional Coach All Teachers
Georgia Literacy Instruction Checklist Projected (On-going)	Implementation Analysis	<ul style="list-style-type: none"> ➤ Information presented at faculty meetings ➤ Data analyzed by LLT and administrators 	<ul style="list-style-type: none"> ➤ Teachers and peer teachers will use information for self and peer evaluation. ➤ Data will be used by instructional coach to determine effectiveness of programs and professional learning needs. 	Administrators, Literacy Leadership Team
Georgia Literacy Needs Assessment Survey Projected (On-going)	Implementation Analysis	<ul style="list-style-type: none"> ➤ Information presented at faculty meetings Data analyzed by LLT and administrators	<ul style="list-style-type: none"> ➤ LLT and faculty will use survey data to determine program effectiveness and areas for improvement. 	Administrators, Literacy Leadership Team All teachers Paraprofessionals

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

Needed Classroom Resources to Implement the Literacy Plan (a)

Curriculum Needs
Intervention materials/software with multiple entry points
High-interest, non-fiction texts for media center
Multi-level, high-interest books for classrooms and school media center
Novel sets
SRI (Universal screener and diagnostic assessment)
Diagnostic assessment
Writing resources for direct instruction
E-Books
Games and resources aligned with CCGPS
Manipulatives and print resources for classroom instruction
Subscription to content area periodicals for classroom use
Subscription to Brain Pop
Subscription to Safari Montage
Content area classroom lab kits
Technology Needs
Tablets with cases (2 class sets)
Tablet management software
Apps for tablets and iPod Touch devices(including iMovie)
Desktop computers to replace outdated computer lab and classrooms
Laptops for mobile labs (1 lab per grade level)
Mobile cart to secure laptops (1 per grade level)
Laptops for instructional use by teachers
Microsoft Office software for computers
iPod Touch (1 class set)
Student Response Systems
Wireless Infrastructure
Server to store student data for intervention program
Interactive white boards to replace outdated boards (7)
Headphones
Microphones for computers
Document cameras
Reading assistive pen scanners
Replacement projector bulbs

Professional Learning Needs
New intervention program and SRI
RTI and research-based interventions
Data analysis and use to guide instruction
Direct, explicit research-based literacy instruction across content areas
Text selection and text complexity
Modeling literacy and writing strategies
Writing instruction
Differentiated instruction
Instructional technology
Using Lexile levels and connection to instruction
Peer observations and effective feedback
Stipends for teachers to develop literacy units during summer
Funding for substitutes for peer observations within the system or outside the district
Travel to required SRCL trainings, conferences, and workshops

Activities that Support Intervention Programs (b)

- Intervention classes scheduled during connection classes for students identified as “at-risk”
- Power Block to provide literacy remediation and enrichment
- AIMSweb used to diagnose, prescribe, and implement interventions based on individual student needs
- RTI protocol to guide teachers in instructional decisions
- Professional learning on the RTI process and research-based instructional strategies

Shared Resources (c)

- Three classroom response systems
- One non-modern mobile laptop lab
- Two computer labs (one funded by CTAE for use in business education)
- Six iPads (purchased with SPED funds)
- Ten Kindles (purchased with SPED funds)
- One document camera
- Novel sets for use in ELA classrooms
- One video camera

Library Resources (d)

- 9,049 print titles in the collection
 - 3,282 nonfiction titles (average age is 24 years)
 - 5,767 fiction titles
 - Zero ebooks
 - Eight magazine subscriptions
 - Access to GALILEO
 - Fifteen desktop computers for student use
- ** All resources shared with WWCHS.**

List of Activities that Support Classroom Practices (e)

Activity	Classroom Practices
Professional learning focus on literacy strategies and using Lexile scores	Teachers need training on integrating direct, explicit literacy strategies. This would also help match materials with student needs.
Professional learning on SRI and diagnostic assessments	Data from these assessments will be used to monitor student progress and provide needs-based instruction. The diagnostic assessment will be used to identify specific needs for students who are considered “at-risk”.
Professional learning on integrating technology into instruction	Students will be more engaged and motivated in classrooms that successfully integrate instructional technology.
Professional learning from outside consultants	A new intervention program, innovative literacy strategies, and additional technology need to be implemented with fidelity. Outside consultants who are experts in these fields may be required.
Collaborative planning and data analysis	Teachers need to spend time planning lessons that integrate literacy strategies and meet students’ needs by making informed decisions.
Materials to implement literacy and writing skills across the content areas	Teachers need a variety of materials to engage students and provide direct, explicit literacy instruction.

Additional Strategies Needed to Support Student Success (f)

In addition to instructional materials and resources, WWMS will engage parents and the community. The school will host activities that focus on literacy and involve all stakeholders. These events could include literacy workshops and reading events.

RTI and support systems will also be a focus for WWMS. Through established RTI protocols, teachers will support all students (Tiers I-IV) with progress monitoring and needs-based interventions.

Current Classroom Resources (g)

- Novels sets for ELA
- Current textbooks for most classes
- Teacher desktop computers (some need to be updated)
- Laptop computers (in some classrooms)
- Interactive white boards (some need to be updated)
- Projectors in all classrooms except one
- Televisions in all classrooms

Alignment Plan for SRCL and Other Funding (h)

Resource	SRCL	Other Funding
Professional Learning	Professional learning for all teachers	Title II-A State professional learning funds
Literacy Materials	Additional books for media center and classrooms, literacy resources, RTI materials	Title I Title VIB (Low Income) QBE Limited local funds
Intervention Materials	Intervention materials and/or software	Title I Title VIB
Technology	All technology addressed in the needed resources section	Title VIB (Low Income) Local funds
Literacy Assessments	Universal screener, diagnostic assessments, progress monitoring, benchmark	QBE Local Funds
Community and Parent Engagement	Literacy events and reading nights, etc.	Title I (Parent Involvement)

Demonstration of how Needed Technology Supports RTI, Student Engagement, Instructional Practices, Writing, etc. (i)

Technology Needs	
Tablets with cases (1 class set)	Students will be engaged and able to access real-world information in the classroom. Students will be able to research and access various formats of texts and respond using a variety of writing genres.
Tablet management software	This software allows teachers to better utilize tablets making it more likely to use the technology in their classes.
Apps for tablets and iPod Touch devices	Selected applications will engage students and will allow them to practice literacy skills such as vocabulary and writing.

Technology Needs	
Desktop computers to replace outdated computer lab and classrooms	Students will be engaged and able to access real-world information in the classroom. These computers would also be used to implement literacy interventions.
Laptops for mobile labs (1 lab per grade level)	Students will be engaged and able to access real-world information in the classroom. Students will be able to research and access various formats of texts and respond using a variety of writing genres.
Laptops for instructional use by teachers	Laptops will be used to create interactive lessons, show video clips, research, model literacy strategies and writing, etc, leading to increase engagement.
Microsoft Office software for computers	Software would allow students to write and publish their work. It would also allow students to create presentations.
iPod Touch (1 class set)	This technology would allow students to listen to texts and interact with other students.
Student Response Systems	Students would be actively engaged and student progress can be monitored throughout the class period.
Wireless Infrastructure	Infrastructure required to utilize new technology and mobile labs.
Server to store student data for intervention program	Server would store data and recordings from intervention software.
Interactive white boards to replace outdated boards (7)	IWB will be used to create interactive lessons, show video clips, research, model literacy strategies and writing, etc. .
Headphones	These would be utilized with computers for instruction and interventions
Microphones for computers	Utilized with intervention software for students to record themselves reading. This will help students self-monitor their reading progress.
Document cameras	This technology would allow teachers to easily display student work and other materials.
Reading assistive pen scanners	Pens would benefit SPED students and other students who have extreme difficulty reading.
Replacement projector bulbs	Bulbs allow the continued use of projectors in classrooms.

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning Activities from the Past Year (a, b, c)

Professional Development Activity (a)	Percent of Staff Participating (b)	On-Going Initiatives (c)
Thinking Maps	87%	Yes
Write from the Beginning	37%	Yes
Instructional Technology	77%	Yes
AIMSweb	60%	
RTI	77%	Yes
Inclusion Strategies	100%	
Literacy Strategies	100%	Yes
Literacy Design Collaborative	17%	Yes
Math Design Collaborative	10%	Yes
Math in the Fast Lane	10%	Yes
TKES	100%	Yes
Active Learning Strategies	87%	
Collaborative Unit Planning (CCGPS)	77%	Yes
SLDS & TRL Resources	93%	Yes
Differentiated Instruction	87%	Yes
Data—Analysis and Instructional Decisions	77%	Yes
Engaging Parents	93%	
ELA and Math Content Area Professional Learning	60%	Yes

Programmatic Professional Learning Needs Identified in the Needs Assessment (d)

According to the needs assessment, root cause analysis, and data analysis, more professional learning is needed in literacy strategies across the content areas, including direct, explicit literacy instruction. Teachers also need extensive professional learning on teaching writing and including writing in their instructional plan. There were several other professional learning need areas noted including:

- Using data
- Literacy instruction
- Text selection
- Modeling literacy and writing strategies
- Differentiated instruction
- RTI and Supports
- Assessment use and development (formative)

Process Used to Determine if professional Development was Adequate and Effective (e)

Data from teacher walk-throughs and observations will be used as one means of determining if teachers are utilizing information and strategies gleaned from professional learning sessions. The Georgia Literacy Plan Needs Assessment will be given each year to all faculty and staff. This will be used to determine level of implementation and effectiveness of professional learning. It will also be used to identify which professional learning topics need to be made a priority. Finally, the Literacy Leadership team will discuss effectiveness of professional learning.

Professional Learning Plan (f)

*All professional learning topics would be tied to Goal 4: Providing On-Going Professional Learning Focused on Literacy

Professional Learning	Participants	Project Goals and Objectives
New intervention program and SRI	All teachers	Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Use universal screener for all students Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.5 Research and purchase intervention materials and/or software for use with at-risk students 3.6 Monitor the effective use of interventions through data collection
Differentiated instruction	All teachers	Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Monitor use of data to drive instructions through lesson plans, walk-throughs, work samples, etc.
Instructional Technology	All teachers	Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.4 Purchase modern technology to motivate and engage students

Professional Learning	Participants	Project Goals and Objectives
RTI and research-based interventions	All teachers RTI Coordinator Administrators	<p>Goal 2: Utilize a System of Assessments to Drive Instruction</p> <p>2.3 Use universal screener for all students</p> <p>2.4 Purchase and utilize diagnostic assessments, as needed</p> <p>2.5 Establish a consistent system of progress monitoring to ensure are meeting on-track to meet standards</p> <p>Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students</p> <p>3.5 Research and purchase intervention materials and/or software for use with at-risk students</p> <p>3.7 Monitor the fidelity of the RTI process already established in the school's RTI manual</p> <p>Goal 4: Providing On-Going Professional Learning Focused on Literacy</p> <p>4.3 Train all teachers on the establish RTI policy and protocols</p>
Assessment practices, data analysis and data to drive instruction	All teachers	<p>Goal 2: Utilize a System of Assessments to Drive Instruction</p> <p>2.1 Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments</p> <p>2.4 Establish a consistent system of progress monitoring to ensure are meeting on-track to meet standards</p> <p>2.6 Monitor use of data to drive instructions through lesson plans, walk-throughs, work samples, etc.</p>

Professional Learning	Participants	Project Goals and Objectives
Direct, explicit research-based literacy instruction across content areas	All teachers Administrators	Goal 1: Create a Culture Focused on Literacy 1.2 Monitor progress using walk-throughs and the Literacy Observation Checklist Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs
Text selection and text complexity	All teachers	Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.2 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs 3.3 Purchase high-interest reading materials, at various of Lexile levels, for use in the media center and classrooms
Writing instruction (across content areas)	All teachers	Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.3 Design a vertically and horizontally articulated writing plan consistent with CCGPS, including, school-wide writing rubric
Modeling literacy and writing strategies	All teachers	Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs

Professional Learning	Participants	Project Goals and Objectives
Using Lexile levels and connection with instruction	All teachers	Goal 3: Provide Scientific, Research-Based Literacy Instruction to All Students 3.2 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs
Peer observations and effective feedback	All teachers	Goal 1: Create a Culture Focused on Literacy 1.2 Monitor progress using walk-throughs and the Literacy Observation Checklist Goal 4: Providing On-Going Professional Learning Focused on Literacy 4.2 Form collaborative teams that meet monthly to plan instructions, analyze data, and examine student work

Method of Measuring Effectiveness of Professional Learning Tied to the Goals and Objectives (g)

Teachers will evaluate professional learning by completing a survey that asks for specific strengths and weakness, and allows teachers to focus on individual needs. The Georgia Literacy Plan Needs Assessment will be utilized annually to determine if teachers have adapted teaching practices to focus on literacy and implement direct literacy instruction across the curriculum. All teachers and paraprofessionals will participate in on-going professional learning which will be documented through agendas, presentations, and sign-in sheets from sessions. Student work, walk-through and observation data, lesson plans, and peer observations will be used to determine the consistency of literacy instruction and implementation of strategies addressed in professional learning. Another means of determining the effectiveness of professional learning is student achievement data. This data will be analyzed to look for gains in achievement and identify areas of weakness.

Sustainability Plan

Clear Plan for Extending the Assessments Protocol Beyond Grant Period (a)

WWMS is committed to funding for assessments beyond the grant period. The school would continue funding for all implemented assessments, including the subscription with Scholastic for SRI. These assessments will be funded through the use of federal, state, and local funds.

Plan for Developing Community Partnerships (b)

WWMS has strong partnerships with Communities in Schools, 21st CCLC, and UGA’s ETS program already established. We will continue these partnerships and develop new partnerships as the grant and our literacy plan are implemented. During the grant, we will work to build relationships with parents and the community through a variety of events. Stakeholders will be asked to work with the school in helping students learn real-world application of their literacy skills. Relationships will also be developed at literacy events the school hold. Beyond the grant period, WWMS hopes to continue these partnerships and to develop new partnerships.

Sustainability Table (c,d,e,f,g,h)

Sustainability Table	
Expanding Lessons Learned	<ul style="list-style-type: none"> ➤ Teachers will work collaboratively throughout the grant to develop units and other literacy resources. These resources, as well as, all professional learning resources will be stored on the server purchased through grant resources. Teachers within the school and system will have access to these resources during and after the grant period. WWMS teachers will continually work to improve the developed resources and look for ways to make literacy instruction more effective.
Extending Assessment Protocols	<ul style="list-style-type: none"> ➤ As the grant is implemented and teachers learn more about best-practices in literacy instruction, the developed literacy plan will be reviewed and revised. ➤ Throughout the grant, teachers will work on developing high quality assessments and utilizing data to make instructional decisions. This process will continue because of the knowledge teachers have gain through the grant.
Training for New Employees	<ul style="list-style-type: none"> ➤ New employees will be trained on the implementation of the Washington-Wilkes Middle School Literacy Plan, universal screener, progress monitoring tools, and technology through redelivery at the beginning of each year. Once employees are in the system, they will receive training with all other teachers.

Sustainability Table	
Maintaining Technology	➤ Technology will be maintained by the county technician.
Maintaining Software and Databases	➤ Site licenses and subscriptions that have been researched and deemed effective in meeting the goals stated in our literacy plan will be funded using local, state, and federal monies.
On-Going Professional Learning Practices	<p>➤ Teachers will participate in job-embedded professional learning that will be on-going thus creating professional learning communities. Teacher effectiveness will be enhanced due to this continued professional learning. Professional learning is supported by the school and district in order to increase teacher effectiveness and student achievement.</p> <p>➤ Professional learning opportunities will be on-going after the life of the grant. Funding from state, local, and federal funds will be used to support professional learning. Title IIA and state professional learning funds will be designated for continued training.</p>
Replacement of Print Materials	➤ Media funding and possible federal funds will be used to replace print materials on a consistent basis.

*Wilkes County is a small system, and we are accustomed to coordinating all available resources to sustain initiatives.

Budget Summary

Washington-Wilkes Middle School plans to use SRCL grant funding to address essential literacy needs in the following areas for students in grades six through eight.

- 1. Professional Learning Needs:** An ongoing, comprehensive and effective professional learning program that covers all areas of literacy instruction will lead to better instruction and students who are better prepared to meet challenges in college and the workplace. In order to provide teachers with instructional strategies to implement best practices as they assist students in meeting rigorous academic standards, professional learning will be provided on the following topics:

- New intervention program and SRI
- RTI and research-based interventions
- Data analysis and use to guide instruction
- Direct, explicit research-based literacy instruction across content areas
- Text selection and text complexity
- Modeling literacy and writing strategies
- Writing instruction
- Differentiated instruction
- Instructional technology
- Using Lexile levels and connection to instruction
- Peer observations and effective feedback

Expenses will include cost of training/classes, instructional learning materials, travel expenses, substitute pay, and stipends for participants.

- 2. Curriculum Needs:** In an effort to meet the instructional needs of students while implementing the CCGPS and having students write across the curriculum, the following needs have been identified:

- Intervention materials/software with multiple entry points
- High-interest, non-fiction texts for media center
- Multi-level, high-interest books for classrooms and school media center
- Novel sets
- SRI (Universal screener and diagnostic assessment)
- Diagnostic assessment
- Writing resources for direct instruction
- E-Books
- Games and resources aligned with CCGPS
- Manipulatives and print resources for classroom instruction
- Subscription to content area periodicals for classroom use
- Subscription to Brain Pop
- Subscription to Safari Montage
- Content area classroom lab kits

3. Technology Needs: While WWMS has many computers and other instructional technology, many of these items are non-modern and need to be updated. Students have access to older computers in their classrooms and limited access to the computers labs. One lab is for solely for use by CTAE classes, and the other lab has computers that are in poor condition. Students do not current have technology which allows them to practice literacy skills. Based on the list of curriculum needs, we will be required to update existing technology, as well as purchase new devices to adequately implement and maintain the programs that will help support our literacy instruction. Funds from the SRCL grant will enable us to purchase the following:

- Tablets with cases (2 class sets)
- Tablet management software
- Apps for tablets and iPod Touch devices(including iMovie)
- Desktop computers to replace outdated computer lab and classrooms
- Laptops for mobile labs (1 lab per grade level)
- Mobile cart to secure laptops (1 per grade level)
- Laptops for instructional use by teachers
- Microsoft Office software for computers
- iPod Touch (1 class set)
- Student Response Systems
- Wireless Infrastructure
- Server to store student data for intervention program
- Interactive white boards to replace outdated boards (7)
- Headphones
- Microphones for computers
- Document cameras
- Reading assistive pen scanners
- Replacement projector bulbs