

# School Profile

Created Wednesday, December 11, 2013

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## Page 1

### School Information

School Information   District Name:	Wilkes
School Information   School or Center Name:	Washington Wilkes PrimarySchool

### Level of School

Elementary (K-5 or Primary, Elementary)

### Principal

Principal   Name:	Florence Sandifer
Principal   Position:	Principal
Principal   Phone:	706-678-2633
Principal   Email:	sandiferf@wilkes.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Amy Long
School contact information   Position:	Instructional Technology Coordinator
School contact information   Phone:	706-678-7124
School contact information   Email:	longa@wilkes.k12.ga.us

### Grades represented in the building

example pre-k to 6

K to 3

### Number of Teachers in School

43

### FTE Enrollment

478

# 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

Created Friday, December 13, 2013

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## Page 1

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](mailto: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.

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• I Agree

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# Grant Assurances

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## Page 1

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
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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
- 

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.

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- 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.

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- 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.

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- Yes

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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.

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

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

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

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

- 
- Yes
- 

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

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

- 
- Yes
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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.

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

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- Yes
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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.

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- Yes
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## **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.

<b>SRCL Project Title</b>	<b>Person Responsible &amp; Title</b>	<b>Supervisor</b>
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**

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

**System Coordination of Funds for FY14**

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

## **School History**

Washington-Wilkes Primary School (WWPS) opened in the fall of 1971 and currently serves 480 students. WWPS is located in Washington, Georgia, the county seat for Wilkes. Since its inception, WWPS has undergone five stages of reorganization from a grade 1-4 school, to K-4, K-3, K-2, PreK-2 and is presently a K-3 school. When AYP ended in 2012, WWPS had made AYP 13 consecutive years and had been a Distinguished School for 11 years.

Washington-Wilkes Primary School prides itself on being able to accommodate the personal needs of each student. It continues to make significant strides in its commitment to meet and enhance the educational and social development needs of its students.

## **Administrative and Teacher Leadership Team**

The current School Leadership team (Better Seeking Team) meets monthly during the school year. The team involves members from each grade and all specialty areas. Team members present many of the issues facing the Better Seeking Team to the School Council for input from the business community and parents.

Following Georgia's Leadership Institute for School Improvement's (GLISI) model to effectively analyze current data, the Better Seeking Team continuously evaluates available objective data to guide improvement efforts. The team supports GLISI's beliefs that deeper analysis of data is essential for accurate assessment of root causes and understands the tendency to "solution jump" must be avoided if effective school improvement is to occur. The Better Seeking Team spends time throughout the year practicing the Plan-Do-Check-Act model as interventions are made to target needs of specific sub groups. From the evaluation of data, the school goals are set in accordance with system goals.

## **Past Instructional Initiatives**

- **Destination: Success program,**
  - *Destination: Reading*
  - *Destination: Math*
- **Accelerated Reading Program**
- **Learning Focused Schools**

## **Current Instructional Initiatives**

**Parallel Block Scheduling** model is employed at Washington-Wilkes Primary School. This scheduling model reduces the pupil-teacher ratio during reading and math instruction time to an average of ten-twelve to one, thereby affording all children small group and individual instruction. This scheduling model also offers enrichment classes in science and social studies one time each day.

The **Reading 1<sup>st</sup>** model is used in grades K –3rd for reading. The goal is for students to read on or above grade level by the end of 3<sup>rd</sup> grade. Scheduled evaluations allow students to transition to a higher reading level as goals are met. Students are taught reading in three segments: one is delivered in a whole group setting; one is delivered in a small group setting for more needs-based teaching and learning , and one segment is taught through the content areas of science and social studies. Additional support in the area of reading includes services for

struggling students through the Early Intervention Program. Although the funding for the Reading First grant has expired, WWPS continues to implement the Reading First strategies.

**Mathematics** is taught at the Primary School in three segments: one is focused on direct math instruction in a whole group setting; one segment is taught in a small group needs-based setting, and one segment is taught through the content areas of science and social studies. Additional support in the area of mathematics includes services for struggling students through the Early Intervention Program.

Remediation is provided through the **Early Intervention Program (EIP)** at the Primary School. Low achieving students are identified through the use of Early Intervention Program checklists, CRCT scores (Level 1), AIMSweb assessments, various standardized tests, and/or through system approved multiple assessment criteria.

Other instructional initiatives include “**Write from the Beginning**” and “**Thinking Maps**”. WWPS utilizes the CCGPS frameworks and school-created curriculum maps and pacing guides to drive reading and math instruction, with Georgia Performance Standards continuing to drive Science and Social Studies instruction until full implementation of the CCGPS. **Scott Foresman Reading** and **Houghton-Mifflin GoMath** series supplement and support the school’s reading and math instructional programs.

### Professional Learning Needs

The Better Seeking Team recognizes the need for Professional Learning in helping the school continue to effectively implement standards-based teaching and learning. Utilizing all available resources and materials the school’s focus is to continue to increase the rigor of instruction. The incorporation of more performance tasks and higher order thinking activities which require students to apply their knowledge is essential. Additionally, improvement is needed in the area of assessments—making sure there is a balance of assessments of and for learning. Formative and summative data must be used to drive instruction and to monitor specific student needs. Administrators will conference with teachers at the end of each grading period to closely monitor progress and provide support. RTI coordinator will guide support efforts in a timely manner to assure prompt remediation/enrichment to make sure individual needs are met.

Although Reading achievement data suggests nice success, team recognizes the need to continue to implement best practices. Team will monitor reading progress closely in an effort to increase the number of students EXCEEDING standards and to make sure increased efforts in other areas don’t cause reading progress to suffer.

The BST recognizes Math as a particular area of continued focus and wants to be sure scores continue to stay at 90 or higher. Our schedule allows whole group math instruction, small group needs-based instruction as well as EIP math support for struggling students.

WWPS will also include efforts to improve Science and Social Studies achievement. Although scores have increased significantly the past few years, scores are still hanging in the low to mid-80 range. The goal set by WWPS is for all scores to fall in the 90-100 range. Significant improvement has been made in the area of Writing, but continued gains are needed to achieve mastery at the level of school expectations.

Professional learning is also needed in the area of technology. The capabilities of 21<sup>st</sup> century technology are amazing, and keeping up with the current equipment and technologies is absolutely vital, as schools attempt to at least run behind the fast-changing technology. Providing professional learning for teachers will be essential.

### **Need for a Striving Readers Project**

Although Washington-Wilkes Primary School may sound pretty good on paper, with standardized test scores and achievement data looking positive, WWPS needs this Striving Readers Project to sustain its current performance and move toward further growth. During the Reading First years (2003), WWPS really flourished, as the resources and professional learning the grant provided really sparked systemic change. Well, ten years later, it's time for another catalyst. The school needs reviving again! We're hanging in there, doing what we do, but we won't be able to grow without some help.

The Striving Readers Project could provide the professional learning and resources we need to improve our writing, math, science and social studies performance, as we do not provide the cross-curricular support that is needed. Although the implementation of "Write from the Beginning" and "Thinking Maps" has had a positive effect on the overall school writing performance, both programs need to be implemented with fidelity. The CCGPS frameworks have encouraged more integration of science and social studies into reading lessons, but we are not fully operational in this area. We could use resources and professional learning in these areas. Intervention programs to support our tier three students, ELL and SWD students are also needed.

Washington-Wilkes Primary School really needs this Striving Readers grant to sustain its current levels of performance and push forward to more quality instruction for our students. The grant would provide the resources and professional learning to allow us reach our goal of achieving "Excellent without Exception".

**Scientific, Evidence Based Literacy Plan (a)**

**Building Block 1. Engaged Leadership**

**Research in Action—“The Why”**

ALL teachers, media specialists, and administrators must be competent advocates of promoting literacy according to The Georgia Literacy Task Force. Leaders within the school must promote the value of all types of literacy. ‘Schools that have successful literacy programs show evidence of strong principal leadership, with focused attention on setting a literacy agenda, supporting teachers, accessing resources, and building a capacity for further growth’, according to Booth & Roswell in *The Literacy Principal*.

The principal at WWPS understands and is committed to improving literacy instruction and student achievement across grade levels and disciplines. Professional learning is scheduled monthly and is focused on literacy activities in the classroom with emphasis on improving instructional strategies to increase achievement. When planning for and scheduling professional learning in the future, specific topics will be put on the calendar according to needs identified in this grant.

**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"> <li>➤ <b>Participates in on-site professional learning</b></li> <li>➤ <b>Participates in professional learning from local RESA (GaDOE facilitated sessions)</b></li> <li>➤ <b>Trained in Reading First strategies in the past</b></li> <li>➤ <b>Trained in <i>Write from the Beginning</i> strategies</b></li> <li>➤ <b>Trained in effective use of <i>Thinking Maps</i></b></li> <li>➤ <b>Creates schedule for observations to increase time in classrooms</b></li> <li>➤ <b>Implement TKES and use administrator-created observation tools to monitor instruction</b></li> <li>➤ <b>Creates master schedule which includes common planning times for all grades, but two grades are less than optimal (one meets during naptime; the other grade team requires coverage to extend the time to a</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Purchase technology, including the supporting infrastructure, to support online learning</b></li> <li>➤ <b>Implement further professional learning for continuous support including off-site professional learning opportunities</b></li> <li>➤ <b>Make this a priority for administrators and “find time” to participate</b></li> <li>➤ <b>Plan further practice and training with implementation of TKES</b></li> <li>➤ <b>Adhere strictly to observation schedules to protect time in classrooms</b></li> <li>➤ <b>Provide more collaborative time for all grade groups</b></li> </ul>

<p><b>full hour)</b></p> <ul style="list-style-type: none"> <li>➤ <b>Schedules to protect literacy instruction</b></li> </ul>	
<p><b>B. Action: Organize a Literacy Leadership Team</b></p>	
<p><b>Best Practices in Place</b></p>	<p><b>Best Practices to be Implemented</b></p>
<ul style="list-style-type: none"> <li>➤ <b>Established leadership teams within the school (Better Seeking Team, School Council, and School Wellness Council in place)</b></li> <li>➤ <b>Established a school vision (developed by the school staff), which guides the School Improvement Plan</b></li> <li>➤ <b>Analyzes data with Better Seeking Team at monthly meetings</b></li> <li>➤ <b>Confers with teachers at Academic Conferences at end of each grading period and other times, as needed</b></li> <li>➤ <b>Trained in effective literacy strategies (Reading First, <i>Write from the Beginning</i>, <i>Thinking Maps</i>)</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Redefine roles and membership of current Better Seeking team to include additional members and strengthen literacy focus or establish a separate Literacy Leadership Team</b></li> <li>➤ <b>Include the entire school body and all stakeholders, facilitated by the newly established Literacy Leadership Team, in developing a shared literacy vision</b></li> <li>➤ <b>Share this role of analyzing data to drive school improvement with Literacy Team</b></li> <li>➤ <b>Provide continuous professional learning to sustain and enhance current practices, with provision for subs/stipends</b></li> <li>➤ <b>Purchase materials and resources needed to continue implementation of best literary practices, particularly resources to support differentiation for ESOL, Gifted, EIP students. Resources and materials to promote literacy in all areas is need.</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance school literacy program</b></li> </ul>

<b>C. Action: Maximize the use of time and personnel through scheduling and collaborative planning</b>	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> <li>➤ <b>Current schedule allows whole group reading time, small group needs-based reading time that totals more than 100 minutes</b></li> <li>➤ <b>Current schedule allows small group instructional times and a block of EIP pull-out to ensure time for minimal intervention, but improvement is needed</b></li> <li>➤ <b>Current schedule allows time for disciplinary literacy but staff is not utilizing that time optimally</b></li> <li>➤ <b>Grade levels meet during lunch. Schedule allows for 2 grade teams to have common planning times for one hour daily, with one grade team having to use naptime when needed and the other grade team requiring coverage to extend the 30-minute lunch to an hour</b></li> <li>➤ <b>Current schedule eliminates inefficient use of student and faculty time</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Provide professional learning to strengthen use of time for disciplinary literacy</b></li> <li>➤ <b>Fund substitutes/stipends for more effective collaboration time</b></li> </ul>
<b>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</b>	
Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> <li>➤ <b>Trained in Reading First strategies, <i>Thinking Maps, Write from the Beginning</i></b></li> <li>➤ <b>Participate in professional learning with Instructional Coach once or twice per month</b></li> <li>➤ <b>Use TKES and administrator-created observation forms to monitor instructional practices</b></li> <li>➤ <b>Trained in TKES and LKES implementation</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Improve schedule to optimize use of professional learning sessions</b></li> <li>➤ <b>Monitor and improve quality of professional learning sessions, using teacher input and information for Literacy Team to guide professional learning</b></li> <li>➤ <b>Adhere to a strict observation schedule to assure more time in classrooms</b></li> <li>➤ <b>Collaborate with staff about observations, using data to drive professional learning and individual staff professional growth</b></li> </ul>

<b>E. Action: Optimize literacy instruction across all content areas</b>	
<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>BST, with input from staff, parents, and School Council create a School Improvement Plan which includes literacy improvement needs</b></li> <li>➤ <b>Trained in Reading First strategies which emphasize vocabulary development</b></li> <li>➤ <b>Trained in <i>Write from the Beginning</i> and <i>Thinking Maps</i> strategies</b></li> <li>➤ <b>Create schedule that allows time for daily writing instruction</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Develop a Literacy Plan that integrates literacy into all subject areas, providing funds for subs or stipends needed for release time for Literacy Team members</b></li> <li>➤ <b>Provide training for staff in effective ways to integrate literacy in all subject areas, funding subs or paying stipends as needed</b></li> <li>➤ <b>Provide training for teaching academic vocabulary in all subjects, funding subs/stipends</b></li> <li>➤ <b>Provide training for teachers in how to effectively integrate writing into every class, with funds for subs/stipend needed</b></li> <li>➤ <b>Provide professional learning opportunities for teachers, with funds for subs/stipends needed</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance online learning</b></li> </ul>
<b>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.</b>	
<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>School has leadership team, School Council and School Wellness Council on which community member serve</b></li> <li>➤ <b>School communicates via school newsletters, teacher notes, school web page, Facebook and Remind 101</b></li> <li>➤ <b>School communicates and celebrates academic successes via school newsletters, teacher notes, school web page, Facebook and Remind 101</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Establish a community advisory board that will participate in development and achievement of literacy goals</b></li> <li>➤ <b>Work to increase parent and stakeholder use of social media</b></li> <li>➤ <b>Increase communication about literacy goals in all modes of communication</b></li> <li>➤ <b>Work to increase parent and stakeholder use of social media</b></li> <li>➤ <b>Increase communication about academic successes in all modes of communication</b></li> </ul>

**Building Block 2: Continuity of Instruction**

**Research in Action—“The Why”**

As stated in The Georgia Literacy Task Force document “The Why”, educators must consider the range of standards for each grade as well as needs of all students. This includes all students in regular education, special education, gifted, and English Language Learners (pg. 41, “The Why”). The integration of literacy skills is very specific in the CCGPS. There are separate standards for reading informational texts and literature in all grade levels (pg. 48, “The Why”). *Reading Next* suggests that coordinating assignments and reading with out-of-school organizations and community mentors will help maintain consistently with what students do out-of-school (pg. 51, “The Why”).

The teachers at WWPS have participated in CCGPS roll out trainings through webinars provided by the GaDOE as well as professional learning provided by the literacy coach. Teachers at WWPS collaborate within grade levels; however, there is a need for cross grade level collaboration. Students from our high school come in and work with our students. More collaboration with community members and various agencies would enhance student achievement.

**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"> <li>➤ Collaborative teams are in place</li> <li>➤ Clear protocols are not established</li> <li>➤ Grade levels meet during lunch. Schedule allows for 2 grade teams to have common planning times for one hour daily, with one grade team having to use naptime when needed and the other grade team requiring coverage to extend the 30</li> <li>➤ Collaborative teams are in place but need clear protocols and expectations</li> <li>➤ Professional Learning Communities are in place</li> <li>➤ Specific, measurable student achievement goals aligned with grade-level expectations for all subject areas are shared with staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adjust schedules to assure that cross-disciplinary staff attend collaborative meetings</li> <li>➤ Establish protocols for team meetings</li> <li>➤ Fund subs/stipends for more effective collaborative planning time</li> <li>➤ Articulate team roles, protocols and expectations</li> </ul>

**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"> <li>➤ Use CCGPS curriculum maps and frameworks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Investigate possible purchase of a core program to support the CCGPS frameworks</li> </ul>

<ul style="list-style-type: none"> <li>➤ <b>Instructional coach works with staff, modeling and co-teaching with new teachers and veteran teachers when requested</b></li> <li>➤ <b>Administrators observe and give feedback to staff</b></li> <li>➤ <b>3<sup>rd</sup> grade uses 3<sup>rd</sup> Grade Writing assessment guidelines to drive writing assessment and instruction, with other grades using teacher-made assessment instruments. All grades use <i>Write from the Beginning Writing Program</i></b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance the core program</b></li> <li>➤ <b>Schedule time and make arrangements for peer observations, video sessions, etc., purchasing supporting technology, funding needed subs, etc.</b></li> <li>➤ <b>Create grade-specific rubrics to guide writing instruction.</b></li> <li>➤ <b>Fund subs/stipends as needed to accomplish task above</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to support infusion of all types of literacy into all content areas.</b></li> <li>➤ <b>Purchase materials to support literacy in content areas other than Reading/ELA</b></li> </ul>
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**C. Action: Collaborate with supporting out-of-school agencies and organizations within the community**

<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>School currently works with 21<sup>st</sup> Century Out-of-School Time Program to provide “wrap-around” services</b></li> <li>➤ <b>Communicate regularly with key personnel of 21<sup>st</sup> Century OST Program</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Study and research other “wrap-around” services</b></li> <li>➤ <b>Increase communication with key personnel from other available “wrap-around” services (Pre-K, Family Connections, Head Start, etc.)</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance effectiveness of technology stakeholder engagement</b></li> </ul>

**Building Block 3. Ongoing formative and summative assessments**

**Research in Action—“The Why”**

Dr. Richard Stiggins was quoted in regards to assessment practices, “The principle challenge that we face in schools today is to ensure that sound assessment practices permeate every classroom – that assessments are used to benefit pupils....This challenge has remained unmet for decades, and the time has come to conquer this final assessment frontier: the effective use of formative assessment to support learning” (pg. 95, “The Why”). Teachers need to be able to identify weaknesses and strengths, establish learning goals, utilize effective instructional strategies, evaluate effectiveness of instruction, and monitor student progress (pg. 96, “The Why”). Along these lines, professional learning should include how to analyze assessment data and use it to inform instruction in the classroom (pg. 98, “The Why”).

WWPS administers an IRI to all students to diagnose and plan reading instruction. Teachers use this data to drive instruction in whole group and small group needs based time. However; teachers need further professional learning on data analysis and analyzing student work. AIMSWeb is being used as a screener and progress monitoring tool. A plan for using choosing and administering diagnostic assessments needs to be in place so that the specific learning needs of all students are being addressed.

**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"> <li>➤ Use AIMSWeb for screening and progress monitoring for RTI</li> <li>➤ Grade levels meet during lunch. Schedule allows for 2 grade teams to have common planning times for one hour daily, with one grade team having to use naptime when needed and the other grade team requiring coverage to extend the 30-minute lunch to an hour.</li> <li>➤ Substitutes are provided for an all day planning once per year</li> <li>➤ Utilize limited resources</li> <li>➤ Better Seeking Team (school leadership team) meets monthly to manually analyze school data and drive school improvement, with info. taken back to grade teams and posted in Data Room</li> <li>➤ There is a calendar in place indicating</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research, find, and purchase a more effective diagnostic monitoring tool</li> <li>➤ Fund substitutes to cover classes for professional learning and planning sessions</li> <li>➤ Purchase sample assessment resource tools</li> <li>➤ Purchase technology, including the supporting infrastructure, to enhance school assessment program</li> <li>➤ Upgrade technology to adequately utilize all components of the current reading series</li> <li>➤ Purchase literacy resources for the content areas</li> <li>➤ Fund training, including cost of substitutes and stipends, for all personnel necessary for implementation of any new assessments/materials</li> </ul>

<p><b>testing administrators and testing schedule</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Fund data analysis program and technology that supports the program</b></li> <li>➤ <b>Allow more frequent collaboration time</b></li> </ul>
<p><b>B. Action: Use universal screening and progress monitoring for formative assessment</b></p>	
<p><b>Best Practices in Place</b></p>	<p><b>Best Practices to be Implemented</b></p>
<ul style="list-style-type: none"> <li>➤ <b>Utilize AIMSWeb for screening and progress monitoring for reading comprehension and fluency</b></li> <li>➤ <b>Use AIMSWeb data to make RTI decisions</b></li> <li>➤ <b>Currently using available technology to support AIMSWeb. Other assessments still administered pencil-paper</b></li> <li>➤ <b>Utilize Scott Foresman resources that align with content area standards</b></li> <li>➤ <b>There is a calendar in place indicating testing administrators and testing schedule</b></li> <li>➤ <b>Administer norm-referenced test (ITBS) as a screener</b></li> <li>➤ <b>Gifted program screening procedures for grades 1-3 are in place</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Research and implement a more effective comprehensive screener</b></li> <li>➤ <b>Research and implement a comprehensive screener</b></li> <li>➤ <b>Purchase technology infrastructure to support use of assessment data</b></li> <li>➤ <b>Funding for specific materials to enhance content area instruction, with particular needs:</b> <ul style="list-style-type: none"> <li>• <b>Science and Soc. Studies</b></li> <li>• <b>Tier 3 RTI Intervention materials</b></li> <li>• <b>ESOL support materials</b></li> <li>• <b>Gifted enrichment materials</b></li> </ul> </li> <li>➤ <b>Provide professional learning for all teachers in how to effectively meet the needs of high achieving/advanced learners. Funding for substitutes, stipends, registration and travel costs will be needed.</b></li> <li>➤ <b>Purchase materials that enrich grade level content.</b></li> <li>➤ <b>Fund technology to support enrichment</b></li> </ul>
<p><b>C. Action: Use diagnostic assessment to analyze problems found in literacy screening</b></p>	
<p><b>Best Practices in Place</b></p>	<p><b>Best Practices to be Implemented</b></p>
<ul style="list-style-type: none"> <li>➤ <b>Use county-wide RTI procedures that require follow-up after screenings, if warranted, with a full psychological evaluation administered by contracted psychologist</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Fund an onsite school psychologist to administer testing and provide professional learning</b></li> <li>➤ <b>Upgrade technology to share relevant student progress with all stakeholders</b></li> </ul>

<b>D. Action: Use summative data to make programming decisions as well as to monitor individual student progress</b>	
<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>Better Seeking Team is in place to analyze data but is not fully operational. Administrators collaborate to make decisions most of the time</b></li> <li>➤ <b>Better Seeking Team analyzes data and updates the School Improvement Plan</b></li> <li>➤ <b>Better Seeking Team analyzes data and updates the School Improvement Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Add more planning time to master schedule for analyzing data and make analysis of data a priority</b></li> <li>➤ <b>Fund subs/stipends needed for the additional planning time</b></li> <li>➤ <b>Fund and implement technology program that supports data analysis</b></li> <li>➤ <b>Upgrade technology to enhance data analysis, with training for teachers regarding effective data analysis. Funding may be needed for subs to accommodate the training</b></li> </ul>
<b>E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.)</b>	
<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>Academic Conferences between teachers and administrators at end of each grading period</b></li> <li>➤ <b>BST analyzes annual CRCT data</b></li> <li>➤ <b>Use limited storage space to keep information that is printed for analyzing</b></li> <li>➤ <b>Better Seeking Team analyzes data to share with staff</b></li> <li>➤ <b>Data is displayed for viewing in a Data Room</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Develop and utilize effective protocols for analyzing data to make instructional decisions for all learners</b></li> <li>➤ <b>Upgrade and/or purchase additional server space to ensure data storage and retrieval system is effective and efficient</b></li> <li>➤ <b>Establish procedures for analyzing data</b></li> <li>➤ <b>Develop protocols for collaborative team meetings and schedule collaborative planning times for all grade groups</b></li> </ul>

**Building Block 4. Best Practices in Literacy Instruction**

**Research in Action—“The Why”**

As reported in The Georgia Literacy Task force document, teachers should focus on teaching students how to use the seven main strategies for reading. (The Seven Habits of an Effective Reader, (Visualizing, Questioning, Making Connections, Predicting, Inferring, Determining Importance, Synthesizing/Creating) These strategies should be taught in an organized manner, in lieu of in isolation. This will develop an independent reader that will be able to self-monitor for understanding and when text is troublesome the student will have a tool box of strategies that can be used to decipher meaning (pg. 41, “The Why”). As stated on page 55 of “The Why” document, In regards to writing, in a report entitled *Writing to Read*, writing about what you read is significantly more effective than the traditional teaching strategies including but not limited to simply reading the text, rereading it, studying it, discussing it, and receiving instruction (pg. 45, “The Why”). As stated in The Why document, student motivation “requires a unique focus” (pg. 51, “The Why”). Teachers should be providing goals for reading, provide opportunities for students to choose their own books and writing topics, and increase amount of time for students to discuss ideas related to reading (pg. 51, “The Why”).

WWPS uses the frameworks provided by the GADOE in ELA and Math. Teachers use the frameworks as a guide and revise them as necessary for instruction. The good news is that the students are writing almost every day. However, we still need to extend teacher knowledge about Thinking Maps and Write from the Beginning to ensure continuity of writing instruction across classrooms. Students at WWPS are allowed to freely choose books of their choice in the media center. Students also are provided a wide range of informational texts to use in the classrooms. However, more informational texts are needed that correlate with Mathematics, Science and Social Studies GPS.

**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"> <li>➤ <b>Participate in school-directed professional learning focused on CCGPS</b></li> <li>➤ <b>Formative assessment: AIMSWeb</b></li> <li>➤ <b>Informal Reading Inventory Checklist</b></li> <li>➤ <b>TKES and administrator-made observation forms</b></li> <li>➤ <b>Currently using older novels and leveled readers</b></li> <li>➤ <b>Limited technology-based programs</b></li> <li>➤ <b>Using some older reading materials, with</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Design, develop, and implement a core program based on the CCGPS that provides best practices in literacy in ALL content areas</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance school core program</b></li> <li>➤ <b>Integrate technology to help with assessments</b></li> <li>➤ <b>Provide professional training about evaluation instruments for teachers and administrators</b></li> <li>➤ <b>Purchase and incorporate a variety of</b></li> </ul>

<p><b>limited tech resources</b></p> <ul style="list-style-type: none"> <li>➤ <b>Some professional learning in place</b></li> </ul>	<p><b>reading materials across the content areas.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Purchase and implement more technology-based programs for students</b></li> <li>➤ <b>Purchase and provide web-based programs for student learning</b></li> <li>➤ <b>Purchase and provide effective materials/programs for each classroom</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance the instructional program</b></li> <li>➤ <b>Provide more technology resources per classroom</b></li> <li>➤ <b>Provide more literacy materials for other content areas</b></li> <li>➤ <b>Provide training for teachers in cross curriculum literacy instruction. Funding of subs will be needed</b></li> <li>➤ <b>Implement further professional learning opportunities</b></li> <li>➤ <b>Purchase the necessary tech support for effective professional learning</b></li> </ul>
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**B. Action: Ensure that students receive effective writing instruction across the curriculum**

<b>Need Area</b>	<b>Root Cause</b>
<ul style="list-style-type: none"> <li>➤ <i>Thinking Maps</i></li> <li>➤ <i>Write from the Beginning</i></li> <li>➤ <b>Some professional learning in place</b></li> <li>➤ <b>Limited technology with aged computers (approx. 72 computers in school are 8 years old or older.) Approximately 70% of our technology was donated from other schools in the system</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Implement further Professional Learning</b></li> <li>➤ <b>Add technology resources, including the supporting infrastructure to enhance writing instruction and assessment</b></li> <li>➤ <b>Implement further Professional Learning</b></li> <li>➤ <b>Add technology resources, including the supporting infrastructure</b></li> <li>➤ <b>Further training in Write From the</b></li> </ul>

<ul style="list-style-type: none"> <li>➤ <b>3<sup>rd</sup> grade Writing Assessment</b></li> </ul>	<p><b>Beginning Program</b></p> <ul style="list-style-type: none"> <li>➤ <b>Implement further Professional Learning</b></li> <li>➤ <b>Add technology resources, including the supporting infrastructure</b></li> <li>➤ <b>Create master schedule that makes time for writing</b></li> <li>➤ <b>Increase technology for whole school to better meet the needs for teachers and students</b></li> <li>➤ <b>Provide professional learning for staff, funds subs and stipends if needed</b></li> </ul>
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**C. Action:** Extended time is provided for literacy instruction.

<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>Current schedule allows whole group reading time, small group needs-based reading time that totals more than 100 minutes</b></li> <li>➤ <b>CCGPS frameworks incorporate Science and Social Studies into the base classroom but school lacks adequate literacy resources/materials for the Science and Social Studies</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Provide Professional Learning for Science and Social Studies teachers in effective literacy instruction across content areas</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance literacy instruction across all content areas</b></li> </ul>

**D. Action:** Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school

<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>Media Center schedule allows for Open Book check-out, at which time students may select books of their choice for check out</b></li> <li>➤ <b>Best practices observed in classrooms and media center show adequate standing in this area</b></li> <li>➤ <b>Media center inventory is adequate in number and variety but includes many aged titles</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Selection and implementation of school-wide interest inventories</b></li> <li>➤ <b>Purchase of engaging texts for students, with purchases needed to address varying reading abilities of the school population. Variety of reading topics and genres will also be important considerations</b></li> <li>➤ <b>Purchase technology, including the supporting infrastructure, to enhance school literacy program</b></li> </ul>

<ul style="list-style-type: none"><li>➤ <b>Professional Learning related to integration of technology into daily instruction is held throughout the school year</b></li> <li>➤ <b>School is equipped with the very basic technology equipment. Keeping up with the fast-changing technology of the 21<sup>st</sup> century is vital to the school's success and assurance that students have access to quality instruction that will prepare for them for a technology-rich future</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>Fund subs for coverage during professional learning sessions and stipends if needed</b></li></ul>
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**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 (pg. 125, “The Why”).

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”)

Professional learning in intervention techniques permits teachers to incorporate strategies that allow students to access texts, to practice communication skills, and to use information. Professional learning centered on cognitive strategies may include paraphrasing, summarizing, synthesizing, predicting, and drawing conclusions. These skills are consistent with focus of the Georgia Performance Standards and the Common Core Georgia Performance Standards (pg. 124, “The Why”).

WWPS has an established RTI plan that utilizes a 4-Tier model. The Washington-Wilkes RTI manual describes in detail the protocols that our school follows. While an 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
➤ <b>Strong RTI Program, with well-established procedures</b>	➤ <b>Continue to implement RTI program</b>

**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
➤ <b>Formative Assessment Data</b>	➤ <b>Implement further Professional Learning in all content areas, with needed funded for subs and stipends</b>
➤ <b>Academic Conferences between teachers and administrators at each grading period,</b>	

<p>with mid-9 week</p> <ul style="list-style-type: none"> <li>➤ Assessment instrument such as TKES</li> <li>➤ Professional Learning in Literacy-Based Areas</li> <li>➤ Support for EL students includes staff members giving up planning times to provide tutoring services</li> <li>➤ Support for Gifted students includes one pull-out segment daily, with minimal enrichment within the base classroom</li> <li>➤ Currently have in place diagnostic and formative assessment tools such as IRIs , AIMSWeb</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implement further professional learning in team teaching and inclusion of students with special learning needs (EL, SWD, Gifted) in the general ed. setting.</li> <li>➤ Purchase instructional materials to support EL and Gifted instruction within the base classroom</li> </ul>
<p><b>C. Action: Implement Tier 2 needs-based interventions for targeted students</b></p>	
<p style="text-align: center;"><b>Best Practices in Place</b></p>	<p style="text-align: center;"><b>Best Practices to be Implemented</b></p>
<ul style="list-style-type: none"> <li>➤ RTI meetings</li> <li>➤ Discuss student progress during RTI/Academic Conferences held at least once each nine weeks, with mid-9 week discussion as well</li> <li>➤ EIP teachers in grades 1-3, RTI coordinator shared among 4 schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Implementation of further professional learning opportunities</li> </ul>
<p><b>D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly</b></p>	
<p style="text-align: center;"><b>Best Practices in Place</b></p>	<p style="text-align: center;"><b>Best Practices to be Implemented</b></p>
<ul style="list-style-type: none"> <li>➤ RTI Meetings, Academic Conferences once per nine weeks</li> <li>➤ Small group instruction with EIP teachers – ratio approximately 1 to 7</li> <li>➤ SST/RTI Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide release time for professional learning</li> <li>➤ Purchase and implement an effective Tier 3 Intervention Program</li> </ul>

<b>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</b>	
<b>Best Practices in Place</b>	<b>Best Practices to be Implemented</b>
<ul style="list-style-type: none"> <li>➤ <b>Effective master schedule allows students access to LRE</b></li> <li>➤ <b>Employment of highly qualified Special Education teachers</b></li> <li>➤ <b>Establishment of Inclusion classrooms with support from additional personnel (paraprofessionals)</b></li> <li>➤ <b>FTE data</b></li> <li>➤ <b>Highly qualified teachers</b></li> <li>➤ <b>Professional Learning opportunities</b></li> <li>➤ <b>Gifted Endorsement class</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Implement further training opportunities for current special education teachers</b></li> <li>➤ <b>Additional opportunities for participation in professional learning</b></li> </ul>

**Building Block 6. Improved Instruction through Professional Learning**

**Research in Action—“The Why”**

The goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning. Effective professional learning is linked to higher student achievement (pg. 141, “The Why”).

Teachers at WWPS are engaged in on-going professional learning. With the implementation of CCGPS, all teachers participated in some professional learning concerning literacy standards in content area classes. This professional learning was an overview. Extensive study of literacy standards and strategies in content area classrooms are necessary to the success of our Literacy Plan. 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"> <li>➤ <b>Ensure that new teachers are highly-qualified</b></li> <li>➤ <b>Provide training updates to new teachers as they enter employment (Ex. <i>Write from the Beginning</i>, Reading First strategies, <i>Thinking Maps</i>)</b></li> <li>➤ <b>Accept and work with student teachers from nearby institutions</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Make contacts and communicate with pre-service institutions, using technology for easier accessibility</b></li> </ul>

**B. Action: Provide professional learning for in-service personnel**

Best Practices in Place	Best Practices to be Implemented
<ul style="list-style-type: none"> <li>➤ <b>Create a school calendar that allows the protected time in the best manner possible</b></li> <li>➤ <b>Participate in weekly grade level meetings, but for a limited amount of time</b></li> <li>➤ <b>Currently using Teacher Keys Effectiveness System (TKES) assessment instrument and administrator-created walkthrough forms</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Review current schedule to better protect the collaborative time, with administrators monitoring the meetings better to assure effective use of allotted time</b></li> <li>➤ <b>Schedule and protect time during the school day for teachers to participate in professional learning in the CCGPS, coordinating schedules with the Instructional Coach to maximize time</b></li> </ul>

<ul style="list-style-type: none"><li>➤ <b>Currently meet once a month with Instructional Coach, with quality of sessions not always optimal, according to staff surveys</b></li><li>➤ <b>Instructional Coach meets with the staff monthly during the school year, facilitating the implementation of new programs and providing information about technology related to the new programs</b></li><li>➤ <b>Attend trainings as often as schedule and funding will allow</b></li><li>➤ <b>Currently have professional learning opportunities in place for paraprofessionals, support staff interventionists, administrators and faculty</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>Meet in collaborative teams to support teachers using effective literacy strategies, with administrators monitoring the meetings better to assure effective use of allotted time</b></li><li>➤ <b>Adhere to a strict observation schedule that maximizes time in classrooms, with practice using TKES improving effectiveness of such observations</b></li><li>➤ <b>Collaborate with Instructional Coach about observation results and teacher TKES' goals to schedule relevant professional learning opportunities</b></li><li>➤ <b>Collaborate more with Instructional Coach, using data from TKES observations and staff input, to create more effective professional learning sessions that address the needs of the faculty and staff within the needed content areas</b></li><li>➤ <b>Provide summer trainings so things will be in place at school start-up</b></li><li>➤ <b>Provide professional learning for administrators and staff in training in administering, analyzing and interpreting results of the assessments in terms of literacy</b></li><li>➤ <b>Continue to provide professional learning opportunities for staff, making arrangements to include substitute and pre-service teachers</b></li></ul>
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**Needs Assessment, Concerns and Root Cause Analysis**

**Description of the Process**

The faculty of Washington-Wilkes Primary School completed the Georgia 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 (see table below).

**Description of Surveys Used in the Needs Assessment**

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
Lexile Data (obtained from CRCT)	Gathered from the CRCT, this data compared student Lexiles with the stretch Lexile bands published by GaDOE.

\*See “Analysis of Student Data” section for disaggregated data

**Results of Literacy Needs Assessment Survey**

	Fully	Operational	Emergent	Not addressed
<b>Engaged Leadership</b>				
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.	50.0	42.3	7.7	0.0
B. A school literacy leadership team organized by the administrator is active.	22.2	25.9	18.5	33.3
C.1. The effective use of time and personnel is leveraged through scheduling and collaborative planning.	40.7	37.0	22.2	0.0
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).	33.3	*40.7	25.9	0.0
E. Literacy instruction is optimized in all content areas.	22.2	33.3	44.4	0.0
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)	11.5	26.9	15.4	46.2
<b>Continuity of Instruction</b>				
A. Active collaborative school teams ensure a consistent literacy focus across the curriculum	14.8	25.9	22.2	37.0
B. Teachers provide literacy instruction across the curriculum	30.8	42.3	23.1	3.8
C. Out-of-school agencies and organizations collaborate to support literacy within the community.	3.8	26.9	34.6	34.6
<b>Ongoing Formative and Summative Assessments</b>				
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	51.9	29.6	14.8	3.7
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.	37.0	37.0	22.2	3.7
C Problems found in literacy screenings are further analyzed with diagnostic assessment.	25.9	*55.6	14.8	3.7
D. Summative data is used to make programming decisions as well as to monitor individual student progress.	29.6	37.0	33.3	0.0
E. A clearly articulated strategy for using data to improve teaching and learning is followed.	29.6	44.4	25.9	0.0
<b>Best Practices in Literacy Instruction</b>				

A.1. All students receive direct, explicit instruction in reading	77.8	22.2	0.0	0.0
A.2. Extended time is provided for literacy instruction.	48.1	48.1	3.8	0.0
B. All students receive effective writing instruction across the curriculum.	25.9	14.8	48.1	11.1
C. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.	33.3	55.6	7.4	3.7
<b>System of Tiered Intervention (RTI) for All Students</b>				
A. Information developed from the school-based data teams is used to inform RTI process	48.1	29.6	22.2	0.0
B. Tier I Instruction based upon the CCGPS in grades K-12 is provided to all students in all classrooms.	52.0	32.0	16.0	0.0
C. Tier 2 needs-based interventions are provided for targeted students.	28.0	40.0	24.0	8.0
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	34.6	38.5	26.9	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.	30.8	61.5	7.7	0.0
<b>Improved Instruction through Professional Learning</b>				
A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	11.5	34.6	38.5	15.4
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	23.1	*42.3	34.6	0.0

\*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**

<b>Building Block 1 Engaged Leadership</b>		
<b>Area of Concern</b>	<b>Root Cause</b>	<b>Steps Taken</b>
<ul style="list-style-type: none"> <li>➤ Shared literacy vision (pg. 5, The What)</li> <li>➤ Multiple forms of student, school, and teacher data are analyzed (pg. 5, The What)</li> <li>➤ Research-based guidelines (pg. 5, The What)</li> <li>➤ Professional Learning concerning literacy across content areas (pg. 6, The What)</li> <li>➤ Writing everyday in every class (pg. 6, The What)</li> <li>➤ Learning supports within community (pg. 7, The What)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lack of focus on literacy</li> <li>➤ Lack of professional learning focused on literacy including writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Literacy Leadership Team (LLT) created</li> <li>➤ Some professional learning has occurred on literacy including writing</li> <li>➤ Communicate to public with website, newspaper, social media</li> </ul>

<b>Building Block 2 Continuity of Instruction</b>		
<b>Areas of Concern</b>	<b>Root Cause</b>	<b>Steps Taken</b>
<ul style="list-style-type: none"> <li>➤ Protocols and expectations for collaborative teams (pg. 7, The What)</li> <li>➤ Scheduled times for cross-disciplinary teams to examine student data/work (pg. 7, The What)</li> <li>➤ Specific, measurable student achievement goals (pg. 7, The What)</li> <li>➤ Use of a school-wide writing rubric (pg. 7, The What)</li> <li>➤ Coordinate 'wrap-around' service (pg. 7, The What)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lack of knowledge of protocols</li> <li>➤ Lack of specific time to examine student data/work</li> <li>➤ Lack of available quality assessments</li> <li>➤ Lack of consistent goals and expectations regarding writing</li> <li>➤ Lack of emphasis on literacy within the community</li> </ul>	<ul style="list-style-type: none"> <li>➤ Created a LLT</li> <li>➤ Coordinate student supports with outside agencies</li> <li>➤ Meet in collaborative teams weekly and vertical teams quarterly</li> <li>➤ Provide minimal professional learning focused on literacy</li> <li>➤ Monitor student reading progress using Pearson's AIMSweb</li> </ul>

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

<b>Building Block 4</b>		
<b>Best Practices in Literacy Instruction</b>		
<b>Areas of Concern</b>	<b>Root Cause</b>	<b>Steps Taken</b>
<ul style="list-style-type: none"> <li>➤ Coordinated plan for writing instruction across all subject areas that includes explicit instruction, guided practice and independent practice (pg. 10, The What)</li> <li>➤ Technology for production, publication and communication across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lack of a coordinated writing instruction plan</li> <li>➤ Lack of professional learning on writing for content area teachers</li> <li>➤ Lack of focus on writing in every class every day</li> <li>➤ Lack of funding to purchase technology resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participated in CCGPS literacy strategies professional learning</li> <li>➤ Participated in professional learning on writing</li> <li>➤ Created LLT</li> </ul>

<b>Building Block 5</b>		
<b>System of Tiered Intervention (RTI) for All Students</b>		
<b>Areas of Concern</b>	<b>Root Cause</b>	<b>Steps Taken</b>
<ul style="list-style-type: none"> <li>➤ Professional learning for interventionists (pg. 12, The What)</li> <li>➤ Collaboration between interventionists and content area Tier one teachers</li> <li>➤ Professional learning for teachers to ensure school-wide understanding of assessment data</li> <li>➤ Effectiveness of interventions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lack of professional learning on effective interventions</li> <li>➤ Lack of funding to purchase updated intervention materials and diagnostic assessments</li> <li>➤ Lack of data analysis</li> <li>➤ Lack of communication among stakeholders</li> <li>➤ Lack of professional learning on RTI</li> </ul>	<ul style="list-style-type: none"> <li>➤ SST Team meets to discuss student progress</li> <li>➤ Utilize some intervention materials</li> <li>➤ Use AIMSWeb to make RTI decisions</li> </ul>

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

**Analysis and Identification of Student and Teacher Data**

**Student Data**

**CRCT Scores by Subject**

<b>3<sup>rd</sup> Grade CRCT 2010-2013 (Percent of Students in Each Category)</b>									
	<b>2010-2011</b>			<b>2011-2012</b>			<b>2012-2013</b>		
	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Reading</b>	5.8	60.8	33.3	3.9	58.1	38.0	3.2	56.8	40.0
<b>ELA</b>	6.7	69.7	23.5	4.0	68.3	27.8	49.0	77.0	18.0
<b>Math</b>	12.6	4.2	46.2	11.8	45.7	42.5	9.8	4.8	48.4
<b>Science</b>	20.2	54.6	25.2	21.3	53.5	25.2	18.0	58.2	23.8
<b>Social Studies</b>	26.1	66.4	7.6	20.6	73.8	5.6	16.4	74.6	9.0

**Disaggregated CRCT Reading Data**

<b>CRCT Reading Scores 2010-2013 (Percent of Students in Each Category)</b>									
	<b>2010-2011</b>			<b>2011-2012</b>			<b>2012-2013</b>		
	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>	<b>DNM</b>	<b>Meets</b>	<b>Exceeds</b>
<b>All</b>	5.7	60.7	33.6	3.9	58.1	38.0	3.2	56.8	40.0
<b>SWD</b>	22.7	63.6	13.6	20.0	53.3	26.7	12.5	75.0	12.5
<b>Female</b>	6.6	50.8	42.6	1.7	52.5	45.8	0.0	52.7	47.3
<b>Male</b>	4.9	70.5	24.6	5.7	62.9	31.4	5.7	60.0	34.3
<b>Black</b>	10.8	73.8	15.4	4.8	72.6	22.6	3.3	70.5	26.2
<b>White</b>	0.0	37.2	62.8	2.1	46.8	51.1	2.3	34.9	62.8
<b>Econ. Dis.</b>	5.9	68.2	25.9	4.3	61.7	34.0	1.0	61.2	37.8

**3<sup>rd</sup> Grade Writing Assessment Data**

	<b>Ideas</b>	<b>Organization</b>	<b>Style</b>	<b>Conventions</b>
<b>Total 2010-2011</b>	<b>85</b>	<b>85</b>	<b>70</b>	<b>53</b>
<b>Total 2011-2012</b>	<b>77</b>	<b>74</b>	<b>59</b>	<b>55</b>
<b>Total 2012-2013</b>	<b>84</b>	<b>75</b>	<b>74</b>	<b>70</b>

**Lexile Scores**

<b>2012-2013 Lexile Scores (Based on CRCT Results)</b>				
<b>Grade</b>	<b>Lexile</b>	<b>% Meeting</b>	<b>% Not Meeting</b>	<b>Avg. Lexile</b>
<b>3<sup>rd</sup> Grade</b>	<b>650</b>	<b>59</b>	<b>41</b>	<b>695</b>

**\*Minimum Lexiles are based on CCGPS stretch Lexile Bands.**

**Iowa Test of Basic Skills**

<b>Iowa Test of Basic Skills (ITBS) 2010-2013 Reading – 3<sup>rd</sup> Grade</b>						
	<b>2010-2011</b>		<b>2011-2012</b>		<b>2012-2013</b>	
	<b>Percentile Rank</b>	<b>Composite</b>	<b>Percentile Rank</b>	<b>Composite</b>	<b>Percentile Rank</b>	<b>Composite</b>
<b>All</b>	<b>53</b>	<b>58</b>	<b>57</b>	<b>46</b>	<b>56</b>	<b>62</b>
<b>White</b>	<b>76</b>	<b>79</b>	<b>65</b>	<b>63</b>	<b>72</b>	<b>77</b>
<b>Black</b>	<b>35</b>	<b>35</b>	<b>48</b>	<b>53</b>	<b>42</b>	<b>51</b>
<b>Hispanic</b>	<b>47</b>	<b>55</b>	<b>51</b>	<b>61</b>	<b>49</b>	<b>57</b>
<b>Female</b>	<b>60</b>	<b>63</b>	<b>57</b>	<b>61</b>	<b>62</b>	<b>66</b>
<b>Male</b>	<b>46</b>	<b>53</b>	<b>57</b>	<b>57</b>	<b>50</b>	<b>58</b>
<b>SWD</b>	<b>31</b>	<b>41</b>	<b>12</b>	<b>40</b>	<b>24</b>	<b>30</b>

### **Strengths and Weakness Based on Assessment Results**

The CRCT data from 3<sup>rd</sup> grade is shown in the chart. The chart represents disaggregated, historical data CRCT results in ELA for the last three years. There was a 6.4% increase in the number of students who scored Exceeds; however there was a decrease of 3.9% in the number of students who scored 'Meets'. During the 2010-2011 school year, 5.7% of students 'Did not Meet' while two years later the percentage fell to 3.2% of students.

According to the chart, there was a marked drop in the number of Students with Disabilities who 'Did not Meet' (from 22.7% to 12.5%). Females showed continuous improvement increasing the percentage of females who 'Exceed' from 42.6% to 47.3% while males also showed improvement in the 'Exceeds' category. However, the percentage of males who 'Did Not Meet' remained relatively stagnant for ELA in the years reported.

On the 3<sup>rd</sup> Grade Writing Assessment overall total average improved from 65% (2009-10) to 73% (2010-11). However, the total average dropped to 66% in 2011-12 but went back up to 76% in 2012-2013.

Student Lexile scores were obtained using CRCT results. Although most of WWPS students meet or exceed standards on the Reading CRCT, many of them are not meeting the minimum Lexile expectations for 3<sup>rd</sup> grade. These low scores show the need for literacy strategies for all students across all grade levels.

**Teacher Data**

<b>Teacher Attendance (Baseline data)</b>				
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Number of Teachers</b>	<b>42</b>	<b>42</b>	<b>43</b>	<b>43</b>
<b>Number of Teachers Returning</b>	<b>41</b>	<b>42</b>	<b>43</b>	<b>43</b>
<b>Percent of Teachers Returning</b>	<b>97</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>*Average Number of Teacher absences per yr.</b>	<b>7.01</b>	<b>6.39</b>	<b>5.95</b>	<b>8.88</b>

<b>Years of Service</b>	<b>Number of Teachers</b>
<b>Less than 3 years</b>	<b>3</b>
<b>3-20 years</b>	<b>19</b>
<b>20+ years</b>	<b>21</b>

<b>Certification Level</b>	
<b>Level</b>	<b>Number of Teachers</b>
<b>4</b>	<b>15</b>
<b>5</b>	<b>18</b>
<b>6</b>	<b>10</b>

## **Project Plan—Procedures, Goals, Objectives, and Support**

### **Goal 1: Create a Culture Focused on Literacy (a, b)**

#### **Measurable Objectives (c)**

1. Monitor progress through the use of walk-through and the Literacy Observation checklist
2. Ensure that literacy is the focus of all events, instruction, data analysis, and professional learning
3. Include community members on the Literacy Leadership Team
4. Share literacy plan with community partners by October 2014

#### **Research-Based Practices (The What & The Why) (j)**

- Shared literacy vision (pg. 5, The What)
- Multiple forms of student, school, and teacher data are analyzed (pg. 5, The What)
- Research-based guidelines (pg. 5, The What)
- Professional Learning concerning literacy across content areas (pg. 6, The What)
- Writing everyday in every class (pg. 6, The What)
- Learning supports within community (pg. 7, The What)
- Protocols and expectations for collaborative teams (pg. 7, The What)
- Scheduled times for cross-disciplinary teams to examine student data/work (pg. 7, The What)
- Specific, measurable student achievement goals 9pg. 7, The What)
- Use of a school-wide writing rubric (pg. 7, The What)
- Coordinate ‘wrap-around’ service (pg. 7, The What)

#### **Practices Already in Place (g)**

- Literacy Leadership Team has been formed
- Minimal professional learning has occurred across content areas
- Partnerships with 21<sup>st</sup> CCLC and other community-based organizations have been formed
- Communicate with the public through the newspaper, website and other social media

#### **Goals to be Funded by Other Sources (h)**

Portions of this goal can be funded with Title I Parent Involvement funds.

Possible partnerships can be established with local businesses and civic organizations.

## **Goal 2: Utilize a System of Assessments to Drive Instruction(a, b)**

### **Measurable Objectives (c)**

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

### **Research-Based Practices (The What & The Why) (j)**

- Protocols to ensure students identified by screenings receive diagnostic assessment (pg. 9, The What)
- Diagnostic assessment tools (pg. 8-9, The What)
- Clear plan for using data to improve teaching and learning (pg. The What)
- Professional learning for interventionists (pg. 12, The What)
- Collaboration between interventionists and content area Tier one teachers
- Professional learning for teachers to ensure school-wide understanding of assessment data
- Effectiveness of interventions

### **Practices Already in Place (g)**

- AIMSWeb is used as a universal screener and progress monitor tool
- Provide professional learning on implementation of AIMSWeb
- Provide professional learning on LDS

### **Goals to be Funded by Other Sources (h)**

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(a, b)**

**Measurable Objectives (c)**

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

**Research-Based Practices (The What & The Why) (j)**

- Coordinated plan for writing instruction across all subject areas that includes explicit instruction, guided practice and independent practice (pg. 10, The What)
- Technology for production, publication and communication across the curriculum

**Practices Already in Place (g)**

- CCGPS is used as the core for literacy instruction.
- Teachers participated in CCGPS literacy strategies professional learning.
- Informational text is used for content area instruction.
- Teachers have participated in Thinking Maps and Write from the Beginning training but implementation is not pervasive and consistent.
- Classrooms are equipped with some 21<sup>st</sup> Century technology but integrated technology lessons are limited
- Teachers revisit and revise ELA & Math CCGPS units Quarterly
- RTI protocols have been created and are in place

**Goals to be Funded by Other Sources (h)**

This goal will be funded almost entirely through the Striving Reader Comprehensive Literacy Grant.

**Goal 4: Provide On-Going Professional Learning Concerning All Areas of Literacy(a, b)**

**Measurable Objectives (c)**

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

**Research-Based Practices (The What & The Why) (j)**

- 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)

**Practices Already in Place (g)**

- Teachers have participated in Thinking Maps and Write from the Beginning training but implementation is not pervasive and consistent.
- Limited technology integration training has been provided to teachers and paraprofessionals.
- Limited professional learning on differentiation has been delivered.
- Time is scheduled for team planning by grade level.
- Professional learning is scheduled monthly.

**Goals to be Funded by Other Sources (h)**

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

**Sample Schedule showing at least 90 minutes of Tiered Instruction(d,f,i)**

Bell Schedule 3rd Grade (K-2nd grade schedule is very similar)

8:20-9:50	Whole Group Reading/ELA
9:50-10:40	Small Group <b>RTI</b> Math
10:40-11:10	Lunch
11:10-11:30	Recess
11:30-12:20	Needs-Based Instruction/EIP <b>RTI</b>
12:20-1:10	Whole Math
1:10-2:00	Small Group <b>RTI</b> Math
2:00-2:10	Pack Up
2:20-2:50	Activity (Art, Music, P.E., Media)

**(d,e,i)** As reflective of this sample schedule, students are receiving 100 minutes of Tiered instruction. Students in 3<sup>rd</sup> grades are provided whole group instruction as well as small-group needs based instruction (RTI) either during pull out EIP or with the classroom teacher. This Literacy Plan is inclusive of all teachers.

**RTI Model (e)**

The four tiers of the RTI pyramid are as follows:

- **Tier 1** - Students receive the regular curriculum and learning strategies within the regular classroom as required by the school RTI procedures.
- **Tier 2** - In addition to the regular instruction, students receive extra instruction and individual learning strategies are implemented as required by the school RTI procedures.
- **Tier 3** - Students receive more intense individualized instruction as recommended by the SST. Students continue to receive Tier 1 and Tier 2 support, in addition to Tier 3 intervention.
- **Tier 4** - Specialized service is provided through the Gifted Program, Special Education, 504 Plan, or English as a Second Language for those meeting eligibility requirements.

**Assessment/Data Analysis Plan**

There are a variety of assessment tools utilized at Washington-Wilkes Primary School; however, data analysis and the monitoring of students is minimal. At the beginning of each school year, teachers analyze the previous years’ AIMSWeb data, IRI information and a promotion/retention checklist to determine instructional gaps and student strengths and weaknesses. This same data is also used to place students into remediation and enrichment classes. 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. The SRCL Grant would allow the administration of the Scholastic Reading Inventory in 3<sup>rd</sup> grade which would yield data that shows specific areas of weakness. DIBELS Next will be administered to kindergarten through 3<sup>rd</sup> grades as prescribed by the SRCL Grant. If the grant is awarded, 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 (e)

Column 3—Presentation of Data to Parents and Stakeholders (f)

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

Column 5 —Person(s) Responsible for Implementation (h)

<b>Assessment Practice</b>	<b>Professional Learning Needs</b>	<b>Presentation of Data</b>	<b>Use of Data to Guide Instruction</b>	<b>Person(s) Responsible</b>
<b>CRCT</b> Current and <b>SRCL</b> (April)	Transition to next generation assessment	Send reports home, PTG, Newspaper, Data Team, Website, LLT, WWPS School Council, Wilkes County BOE meeting	Data will be disaggregated by the Better Seeking Team/LLT to make decisions regarding instruction.	Administrators, Instructional Coach, Counselor, ALL Teachers, Testing Coordinator
<b>AIMSweb Universal Screener</b> Current (Aug., Jan., & May)	None	Parent Conferences, Data Teams, RTI Meetings	Data will be analyzed at each benchmark and used by teachers to guide instruction.	Instructional Coach, ALL Teachers
<b>ITBS—1st &amp; 3<sup>rd</sup> Graders</b> Current (November)	Utilizing ITBS results to guide to identify strengths and weaknesses and guide instruction	Send reports home, PTG, Newspaper, Website, LLT, WWPS School Council, Wilkes County BOE meeting	Data will be disaggregated by the Better Seeking Team/LLT to make decisions regarding instruction.	Administrators, Instructional Coach, 1 <sup>st</sup> & 3 <sup>rd</sup> Grade and SPED Teachers

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<b>GAA</b> Current and <b>SRCL</b> (September- March)	Transitioning to next generation GAA	IEP Meetings, Parent Conferences	SPED Teachers will disaggregate data to determine program effectiveness and make decisions regarding instruction.	SPED Director, SPED Teachers
<b>ACCESS</b> Current and <b>SRCL</b> (February)	None	Report sent home (dual language), Parent ELL meeting, data teams	Data will be disaggregated by the ELL Teachers to make decisions regarding instruction.	ESOL Coordinator, Administrators, Instructional Coach, ELL Teachers
<b>Georgia Grade 3 Writing Test</b> Current and <b>SRCL</b> (January)	None	Report sent home, PTG, parent conferences	Data will be disaggregated by the Better Seeking Team/LLT to make decisions regarding instruction.	Administrators, Instructional Coach, 3 <sup>rd</sup> Grade and SPED Teachers
<b>Common Assessments— End of Term</b> Current and <b>SRCL</b> (Oct., Dec., March, May)	Continuous Assessment development	Grades are posted in student information system, parent conferences, team meetings	Data will be disaggregated by grade level Data Teams to make decisions regarding instruction.	All Teachers, Administrators, Instructional Coach
<b>Scholastic Reading Inventory (SRI)</b> <b>SRCL</b> (Three times per year)	Implementation and data analysis	Parent Conferences, Data Teams, RTI Meetings	Data will be analyzed at each benchmark and used by teachers to guide instruction.	ELA Teachers, Instructional Coach, RTI Coordinator
<b>Common Formative Assessments (projected)</b>	Development and implementation and analysis	Team meetings	Classroom teachers will use this data to inform instruction and create needs-based groups.	All Teachers, Instructional Coach
<b>Georgia Literacy Instruction Checklist</b>	Implementation and analysis	LLT, faculty meetings	Teachers will use this data for self-evaluation. Instructional Coaches will use data to drive professional learning.	Administrators, Literacy Leadership Team, ALL Teachers
<b>Georgia Literacy Needs Assessment</b>	Implementation and analysis	LLT, faculty meetings	LLT and faculty will use this data to determine program effectiveness and areas for improvement.	Administrators, Literacy Leadership Team, ALL Teachers & Paraprofessionals

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<p><b>Georgia Kindergarten Inventory of Developing Skills (GKIDS)</b></p>	<p>None</p>	<p>Parent conferences</p>	<p>Kindergarten teachers use this data to guide instruction.</p>	<p>Administrators Kindergarten Teachers SPED Teachers</p>
<p><b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)</b></p>	<p>Implementation and analysis</p>	<p>Parent Conferences, Data Teams, RTI Meetings</p>	<p>Data will be analyzed at each benchmark and used by teachers to guide instruction.</p>	<p>ALL Teachers, Administrators, Instructional Coach</p>

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

**Needed Classroom Resources to Implement the Literacy Plan (a)**

<b>Curriculum Needs</b>
<ul style="list-style-type: none"> <li>• Digital video subscription</li> <li>• Intervention program, materials, software with multiple entry points</li> <li>• Updated video distribution system capable of delivering digital content to each classroom</li> <li>• Intervention Program (Tier 3) for grades K-3<sup>rd</sup></li> <li>• Intervention Program for K-3<sup>rd</sup> ESOL</li> <li>• Enrichment materials to support the Gifted Program</li> <li>• Books for classroom libraries that support cross-curricular efforts</li> <li>• Books for media center</li> <li>• Cross-curricular instructional materials (other than books)</li> <li>• Resources to support Science and Social Studies curriculum</li> <li>• Resources to support writing instruction</li> <li>• Resources to support assessment development</li> <li>• Comprehensive screener</li> <li>• Comprehensive screening program</li> <li>• Diagnostic monitoring tool</li> <li>• Intervention program to address auditory processing deficits</li> </ul>
<b>Technology Needs</b>
<ul style="list-style-type: none"> <li>• Desktops to replace computers in media center</li> <li>• Interactive whiteboards to replace out-dated equipment</li> <li>• Laptops for Teacher Instruction</li> <li>• Student desktops/laptops to establish a new computer lab</li> <li>• Student desktops/laptops for classroom to replace aging equipment</li> <li>• SMARTboards to replace aging second-hand equipment</li> <li>• Projectors and bulbs to replace aging second-hand equipment</li> <li>• iPads/tablets for classroom use</li> <li>• Online writing assessment program</li> <li>• Tech-based cross-curricular instructional resources for classrooms</li> <li>• Data storage-retrieval system</li> <li>• Update wireless infrastructure</li> <li>• Video cameras for instructional use</li> <li>• Digital cameras for instructional use</li> <li>• Student response device sets</li> <li>• Student eReaders for classroom use</li> <li>• Tech support for purchases of any online curriculum materials listed above</li> <li>• Mobile tech stations</li> <li>• Printers for instructional use</li> <li>• Poster maker</li> <li>• Laminator</li> </ul>

<ul style="list-style-type: none"> <li>• Updated Microsoft Office</li> <li>• Headphones</li> <li>• Server to store student data</li> </ul>
<b>Professional Learning Needs</b>
<ul style="list-style-type: none"> <li>• Supplies for onsite professional learning</li> <li>• Long-term on-going professional learning as stated in plan</li> <li>• Implementation of new intervention program and follow-up</li> <li>• Funding of subs for peer observation within the system or outside district</li> <li>• SRI</li> <li>• RTI and research-based interventions</li> <li>• Data analysis and use to guide instruction</li> <li>• Direct, explicit, research-based literacy instruction across content areas</li> <li>• Text selection, text structures, and text complexity</li> <li>• Modeling literacy and writing strategies</li> <li>• Differentiated instruction</li> <li>• Lexile levels</li> <li>• Stipends for teachers to develop literacy units during the summer</li> <li>• Travel to required SRCL trainings, conferences, and workshops</li> <li>• Writing instruction across curriculum</li> <li>• Instructional Technology</li> </ul>

**Activities that Support Intervention Programs (b)**

- Writing across content areas
- Incorporate informational text with grade appropriate text complexity and Lexile level
- Direct explicit instruction in all areas of literacy (phonological awareness, phonics, fluency, comprehension, vocabulary)
- Creation and implementation of Literacy Leadership Team
- Provide professional learning as stated in plan
- Analyze data and student work to guide needs-based instruction
- Observation walk-through documentation and feedback

**Shared Resources (c)**

<b>Generic list of shared resources in every K-12 building:</b>
Microsoft Office 2007
Video distribution (antiquated); United Streaming
Trade books – fiction and nonfiction – limited in quantity and diversity
Adequate print materials in the media center, but up-to-date materials are needed
Minimal audio-books, DVDs, Videos, TVs, periodicals
All classrooms have high speed Internet access
All classrooms have at least one networked printer
Wireless Internet Access
<b>Additional shared resources in every K-8 building:</b>
Thinking Maps
Write from the Beginning

**Library Resources (d)**

Library Resources (D)	Current Library Resource (D)	Funding for SRCL and Other Funding (H)	Demonstration of how technology and other purchases support RTI, Student Engagement, Instructional Practices, Writing, etc. (I)
Nonfiction Books	6284 (average age 12 years)	SRCL local funds	CCGPS and College and Career Readiness Performance Index (CCRPI) requires students to read more complex texts.
Fiction Books	6514	SRCL local funds	Students need current and classic recreational texts available for self-selected reading.
<b>Total Books</b>	<b>12798</b>		
Magazine Subscriptions	3	SRCL local funds	Magazines allow students to experience different kinds of text with current information.
e-books	69	SRCL local funds	E-books are more durable and allow students practice with electronic research.

**List of Activities that Support Classroom Practices (e)**

- Writing across content areas
- Incorporate informational text with grade appropriate text complexity and Lexile level.
- Direct explicit instruction in all areas of literacy (phonological awareness, phonics, fluency, comprehension, vocabulary)
- Creation and implementation of Literacy Leadership Team
- Provide professional learning as stated in plan
- Analyze data and student work to guide whole group and needs-based instruction
- Literacy strategies across curriculum
- Observation walk-through documentation and feedback
- Use of technology to engage and motivate students
- Collaborative planning is provided

**Additional Strategies Needed to Support Student Success (f)**

- Include all support staff and paraprofessionals in all aspects of professional learning
- Continue to study CCGPS Literacy standards across content areas to ensure all elements are being taught through direct explicit instruction
- Professional learning and coaching is provided regarding literacy for teachers in content areas
- Professional learning is ongoing and is aligned to the needs stated in this plan

**Current Classroom Resources (g)**

<b>Washington Wilkes Primary School Classroom Resources</b>
Average of 1 modern computer per classroom
Average of 4 non-modern computers per classroom
Document cameras
Digital cameras
99% classrooms have interactive whiteboards (however, many of these were donated from the old high school and are in need of replacement)
Projectors
Limited classroom libraries
Thinking Maps
Write from the Beginning

**Alignment Plan for SRCL and Other Funding Sources (h)**

<b>Resources, Strategies, and Materials</b>	<b>SRCL</b>	<b>Other Funding</b>
Professional learning	Provide Professional learning to all teachers and staff	Title II-A, state professional learning funds
Technology	All technology addressed in the needed resources section	Title VIB (low income), limited local funds
Literacy materials including RTI	Additional books for media center and classrooms, literacy resources, RTI materials,	Title I, limited local funds, QBE, Title VIB (low income)
Literacy Assessments	Literacy assessments, Universal Screener including progress monitoring, diagnostic assessments, benchmarks	QBE, local funds
Intervention program	Intervention program and/or software	Title I and Title VIB
Community and parent involvement	Literacy events, reading nights, etc.	Title I parent involvement

**Demonstration of how Need Resources Support RTI, Student Engagement, Instructional Practices, Writing, etc. (i)**

Funding from the SRCL grant will allow Washington-Wilkes Primary School to upgrade to 21<sup>st</sup> Century technology. Students will become more engaged if technology is at the center of instruction and productivity. Students will have immediate access to volumes of information needed to complete tasks assigned by teachers. They will also have hand-held devices, tablets, and computer resources necessary to create effective presentations, documents, and projects all of which correlate directly to the rigor of the CCGPS literacy standards. Students in Tiers 2, 3, and 4 of the RTI process will also benefit from the new technology regardless of ability level. Instruction will be geared directly to the specific needs of the students.

The technology purchased will enable teachers to better integrate technology into their daily lessons plans. Teachers will be able to provide fun, exciting learning opportunities tied directly to literacy standards. Through the use of technology, literacy standards will be integrated into all content areas effectively. Hand-held devices, tablets, and computers will be used by teachers to administer assessments, and for collecting and analyzing data. These assessments will be used to diagnose, prescribe, and differentiate instruction.

Administrators will use technology to conduct observations and walk-throughs related to TKES and the Georgia Literacy Instructional Observational Checklist. The principal and instructional coach will be able to use new technology to provide professional learning that will be vital to improving student achievement and to the implementation of the grant.

**Professional Learning Strategies Identified on the Basis of Documented Needs****Professional Learning Activities from the Past Year (a, b, c)**

<b>Professional Development Activity (a)</b>	<b>Percent of Staff Participating (b)</b>	<b>On-Going Initiatives (c)</b>
Thinking Maps	88%	Yes
Write from the Beginning	88%	Yes
Instructional Technology	100%	Yes
AIMSweb	88%	
RTI	79%	Yes
Inclusion Strategies	100%	
Literacy Strategies	79%	Yes
TKES	100%	Yes
Collaborative Unit Planning (CCGPS)	88%	Yes
SLDS & TRL Resources	100%	Yes
Differentiated Instruction	88%	Yes
Data—Analysis and Instructional Decisions	79%	Yes
ELA and Math Content Area Professional Learning	72%	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
- Explicit literacy and writing instruction
- Text selection
- Modeling
- Differentiated instruction
- RTI and Supports
- Technology for instruction and motivation
- Coordinated plan for writing instruction

**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 Administrators	Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Use universal screener for all students  Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.4 Research and purchase intervention materials and/or software for use with at-risk students 3.5 Monitor the effective use of interventions through data collection
Differentiated instruction	All teachers Administrators	Goal 2: Utilize a System of Assessments to Drive Instruction 2.6 Monitor use of data to drive instructions through lesson plans, walk-throughs, work samples, etc.
Instructional Technology	All teachers Administrators	Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.3 Purchase modern technology to motivate and engage students

Professional Learning	Participants	Project Goals and Objectives
<p>RTI and research-based interventions</p>	<p>All teachers RTI Coordinator Administrators</p>	<p>Goal 2: Utilize a System of Assessments to Drive Instruction 2.2 Use universal screener for all students 2.4 Purchase and utilize diagnostic assessments, as needed  2.5 Establish a consistent system of progress monitoring to ensure we are on-track to meet standards  Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students 3.4 Research and purchase intervention materials and/or software for use with at-risk students 3.6 Monitor the fidelity of the RTI process already established in the school’s RTI manual  Goal 4: Providing On-Going Professional Learning Focused on Literacy 4.3 Train all teachers on the establish RTI policy and protocols</p>
<p>Data analysis and data to drive instruction</p>	<p>All teachers Administrators</p>	<p>Goal 2: Utilize a System of Assessments to Drive Instruction 2.1 Establish an overall assessment plan that includes both summative and formative assessments, as well as, a universal screener and diagnostic assessments 2.3 Establish a consistent system of progress monitoring to ensure are meeting on-track to meet standards 2.6 Monitor use of data to drive instructions through lesson plans, walk-throughs, work samples, etc.</p>

<b>Professional Learning</b>	<b>Participants</b>	<b>Project Goals and Objectives</b>
Direct, explicit research-based literacy instruction across content areas	All teachers Administrators	<p>Goal 1: Create a Culture Focused on Literacy</p> <p>1.2 Monitor progress using walk-throughs and the Literacy Observation Checklist</p> <p>Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students</p> <p>3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs</p>
Text selection and text complexity	All teachers Administrators	<p>Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students</p> <p>3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs</p> <p>3.2 Purchase high-interest reading materials, at various of Lexile levels, for use in the media center and classrooms</p>
Writing instruction (across curriculum)	All Teachers Administrators	<p>Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students</p> <p>3.7 Design a vertically and horizontally articulated writing plan consistent with CCGPS, including, school-wide writing rubric</p>
Modeling literacy and writing strategies	All teachers Administrators	<p>Goal 3: Provide Scientific, Research-Base Literacy Instruction to All Students</p> <p>3.1 Provide and monitor the use direct, explicit literacy instruction across all content areas through lesson plans, observations, and walk-throughs</p>

Professional Learning	Participants	Project Goals and Objectives
Using Lexile levels and connection with instruction	All teachers Administrators	Goal 3: Provide Scientific, Research-Base 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
Peer observations and effective feedback	All teachers Administrators	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)**

Washington-Wilkes Primary School (WWPS) 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)**

WWPS has strong partnerships with 21<sup>st</sup> CCLC grant, and several businesses 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 will hold. Beyond the grant period, WWPS hopes to continue these partnerships and to develop new partnerships.

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

<b>Sustainability Table</b>	
Expanding Lessons Learned	➤ 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. WWPS teachers will continually work to improve the developed resources and look for ways to make literacy instruction more effective.
Extending Assessment Protocols	➤ As the grant is implemented and teachers learn more about best-practices in literacy instruction, the developed literacy plan will be reviewed and revised.
Training for New Employees	➤ New employees will be trained on the implementation of the Washington Wilkes Primary School Literacy Plan, universal screener, progress monitoring tools, and technology through redelivery.

<b>Sustainability Table</b>	
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 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.

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

## **Budget Summary**

Washington-Wilkes Primary School plans to use SRCL grant funding to address essential literacy needs in the following areas for students in grades Kindergarten through 3.

**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:

- Implementation of new intervention program and follow-up
- Funding of subs for peer observation within the system or outside district
- SRI
- RTI and research-based interventions
- Data analysis and use to guide instruction
- Direct, explicit, research-based literacy instruction across content areas
- Text selection, text structures, and text complexity
- Modeling literacy and writing strategies
- Differentiated instruction
- Use of Lexile levels
- Writing instruction across curriculum
- Instructional Technology

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 program, materials, software with multiple entry points
- Updated video distribution system capable of delivering digital content to each classroom
- Intervention Program (Tier 3) for grades K-3<sup>rd</sup>
- Intervention Program for K-3<sup>rd</sup> ESOL
- Enrichment materials to support the Gifted Program
- Books for classroom libraries that support cross-curricular efforts
- Books for media center
- Cross-curricular instructional materials (other than books)
- Resources to support Science and Social Studies curriculum

- Resources to support writing instruction
- Resources to support assessment development
- Comprehensive screener
- Comprehensive screening program
- Diagnostic monitoring tool
- Intervention program to address auditory processing deficits
- Digital video subscription

**3. Technology Needs:** While WWPS has many computers and other instructional technology, many of these items were handed down from the old high school and need to be updated. Students have access to older computers in their classrooms but do not have a computer lab in which to practice literacy skills. Based on the list of curriculum needs, it will be necessary 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:

- Desktops to replace computers in media center
- Interactive whiteboards to replace out-dated equipment
- Laptops for Teacher Instruction
- Student desktops/laptops to establish a new computer lab
- Student desktops/laptops for classroom to replace aging equipment
- SMARTboards to replace aging second-hand equipment
- Projectors and bulbs to replace aging second-hand equipment
- iPads/tablets for classroom use
- Online writing assessment program
- Tech-based cross-curricular instructional resources for classrooms
- Data storage-retrieval system
- Update wireless infrastructure
- Video cameras for instructional use
- Digital cameras for instructional use
- Student response device sets
- Student eReaders for classroom use
- Tech support for purchases of any online curriculum materials listed above
- Mobile tech stations
- Printers for instructional use
- Poster maker
- Laminator
- Updated Microsoft Office
- Headphones
- Server to store student data