

School Profile

Created Tuesday, September 18, 2012

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School Information

School Information District Name:	Murray County
School Information School or Center Name:	Woodlawn Elementary

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Principal Name:	Pam Rich
Principal Position:	Principal
Principal Phone:	706-517-5213
Principal Email:	pam.rich@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Amelia Brock
School contact information Position:	Instructional Coach
School contact information Phone:	706-517-5213
School contact information Email:	amelia.brock@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

k-6

Number of Teachers in School

52

FTE Enrollment

820

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: Barbie Kendrick

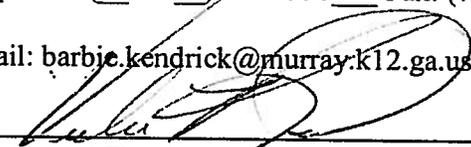
Position/Title of Fiscal Agent's Contact Person: PK-8 Curriculum Director

Address: 1006 Green Rd.

City: Chatsworth Zip: 30705

Telephone: (706) 695-4531 Fax: (706) 695-8425

E-mail: barbie.kendrick@murray.k12.ga.us



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

Dr. Vickie Reed, Superintendent of Murray County Schools

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

12-5-12

Date (required)

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.

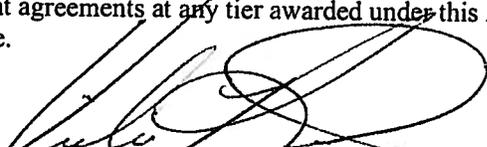
II. **Disclosure of Conflict of Interest after Agreement Execution**

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. Vickie Reed, Superintendent of Murray County Schools
Typed Name of Fiscal Agency Head and Position Title

12-5-12
Date



Signature of Applicant's Authorized Agency Head (required)

Pam Rich, Principal, Woodlawn Elementary
Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-12
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)

Preliminary Application Requirements

Created Friday, October 26, 2012

Updated Thursday, December 13, 2012

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

General Application Information

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 Grant Rubric

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.

Assessment 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 5 in General Application Information is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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

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

• I Agree

Grant Assurances

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

• Yes

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

• Yes

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

• Yes

Page 2

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

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

-
- Yes
-

Page 3

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

- Yes
-

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

- Yes
-

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

- Yes
-

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

- Yes
-

District Narrative

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County. The population of Murray County is 39,628. Murray County is largely agricultural and the main industry in Murray County is textile. Serving approximately 7,575 students, Murray County Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78% white and the remaining 1% two or more races, black and American Indian. 78% of students receive free and /or reduced priced meals. All schools in the Murray County School district are Title I School Wide schools.

Current Priorities

The priority for the Murray County School District is to ensure all students graduate from high school “College and Career Ready”. After an analysis of both system and school achievement data, areas of need identified are:

- Increase the graduation rate
- Increase writing scores on the state-assessed grades of 3,5, 8 and 11
- Implement a literacy program including birth-to-five population
- Provide professional development for staff on rigorous literacy instructional practices and strategies
- Increase the Meets and Exceeds category in all content area subjects
- Increase the number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests(CRCTs) in grades 3-8
- Increase the number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition on End of Course Tests (EOCTs)
- Increase the number of students in subgroups scoring in the Meets and Exceeds category on the CRCTs and EOCTs
- Increase student comprehension with a focus on meeting and exceeding recommended Lexile scores for each grade level
- Increase student access to a variety of texts

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- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure

Dr. Vickie Reed has served as the Superintendent of Murray County Schools for six years. Dr. Reed provides excellent leadership to the district and school administration. Each school's instructional program is supported by a principal, assistant principal and an academic coach with the exception of the Pre-K Center that is under the leadership of a site director. District Leadership includes a PreK-8 Director of Teaching and Learning and Title I, Secondary Director of Teaching and Learning and Title III, Director of Exceptional Student Services, Director of Instructional Technology, Director of Personnel and Title II-A, Director of Finance, Director of Nutrition, Director of Student Services and Director of Transportation. The district team and school teams work together to support student achievement through a focus on the District vision: "Committed to Student Success... No Exceptions, No Excuses!"

Past Instructional Initiatives

Past initiatives of the Murray County School System since 2004, include having participated in the Reading First Grant, three Title II-D Enhancing Education through Technology grants, and two Title II-B Mathematics and Science Partnership grants. We are in the first year of participating in the Georgia RT3 Innovation Fund. Other past instructional initiatives include:

- Georgia Performance Standards
- WIDA Standards
- Best reading practices drawn from Reading First Strategies in grades K-3
- Protected Instructional Reading Block in K-6.
- Learning Focused Strategies
- Response to Intervention
- Positive Behavior Intervention and Support

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- Rigor, Relevance and Relationships
- K-12 Commit to Graduation Initiatives
- Assessment Driven Instruction
- Technology Integration

Literacy Curriculum

The Literacy Curriculum utilized in grades Pre-K-12 is the English/Language Arts Common Core Georgia Performance Standards which encompasses foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension, writing and conventions. The literacy Curriculum is composed of Bright From the Start standards, Scholastic, basal readers, Harcourt Trophies and Elements of Reading, trade books, novels, and content text books.

Literacy Assessments

Literacy Assessments that are used with fidelity in the system are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next (Grades K-6)
- Pre and Post Quarterly Benchmark Assessments (grades 1-12)
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternate Assessment (Grades 1-12)
- Georgia Kindergarten Inventory of Developing Skills (Grade K)
- Georgia Writing Assessments (grades 3, 5, 8 and 11)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Assessing Comprehension and Communication in English Stat-to-State (ACCESS, grades K-12)
- Georgia Criterion-Referenced Competency Test (CRCT,grades 3-8)
- End of Course Test (EOCT, grades 9-12)
- SAT, AP Exams (grades 9-12)

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie in the high percent of students passing the test with minimal scores. Lack of comprehension and low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

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in content areas in grades 3-8 and on the state required End of Course Test (EOCT) for students in grades 9-12. The individual school applications will reveal specifics.

In the “Why” document on page 32, it is stated: “Spring test results from the Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT), when coupled with the Lexile Framework for Reading (2006) which measures both reading ability and text difficulty on the same development scale, echo the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional materials”. The charts below support that claim in Murray County. As stated earlier, the CRCT scores for the past three years have remained between 92% and 94% meeting and exceeding the standards. However the chart below reveals the percent of questions in each domain answered correctly. Comparing the CRCT content chart below, it is apparent that students need additional reading skills to master content area material.

	District Average in the % of questions answered correctly in each domain
CRCT 2012	
Literary Comprehension	77%
Reading For Information	74%
Reading Skills and Vocabulary Acquisition	78%
CRCT 2011	
Literary Comprehension	76%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	79%
CRCT 2010	
Literary Comprehension	75%
Reading For Information	71%
Reading Skills and Vocabulary Acquisition	75%

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CRCT in Content Areas % meeting and Exceeding	2012	2011	2010
Science	84%	86%	84%
Social Studies	81%	82%	78%

% Meeting and Exceeding	2012	2011	2010
EOCT Ninth Grade Literature and Composition	86	80	78
EOCT American Literature and Composition	88	85	80

Content Area EOCT % meeting and exceeding	2012	2011	2010
Biology	72%	70%	65%
United States History	60%	57%	55%
Physical Science	80%	85%	64%
Economics Business Free Enterprise	42%	58%	49%

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

Writing is linked directly to improved reading. The following is an excerpt from the “Why” document. **Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students.** The implementation of strong writing programs is crucial to a literacy initiative. Below are the writing scores for all tested grades. Although, scores in 11th grade increased above 90% in 2011, the remaining data show deficits in the tested grade levels.

	2012	2011	2010
5th	83%	88%	74%
8th	84%	85%	83%
11th	82%	93%	84%

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The grant funds will allow the system to provide print and non-print resources and staff training in best practices from Birth- 12 to meet the text complexity and writing demands reflected in core content areas and the CCGPS.

Management Plan and Key personnel

Murray County Schools has identified key district level personnel to support the implementation of the Striving Reader Comprehensive Literacy Grant. The MCS Literacy Leadership Team includes, Barbie Kendrick, Director of PreK-8 Teaching and Learning and Title I, Dr. Cheryl Thomasson, Director of Secondary Teaching and Learning and Title III and Allison Oxford, Director of Instructional Support Services. The three will plan together in the implementation of the project activities, such as organizing and scheduling professional-learning to include use of new assessments, literacy best practices, technology integration and purchasing. Ann Scott, Instructional Technology Specialist, will be responsible for assisting in the evaluation of technology tools and programs, the installation and training on the educational software or technology tools to promote student engagement. The principals and site directors will administer literacy activities in their schools or center. The MCS Finance Office will be responsible for requesting funds, and will meet with directors and principals to review budget and expenditures and submit required reports.

The chart below lists the individuals accountable for the grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives.

Grant Implementation

	Individual Responsible	Supervisor
Grant Administration Coordinate project and manage the grant budget	Barbie Kendrick, Director of PreK-8 Curriculum	Dr. Vickie Reed Superintendent
Purchasing Approval of purchase orders	Barbie Kendrick Director of PreK-8 Curriculum:	Dr. Vickie Reed Superintendent

Murray County Schools

<p><u>Site-Level Coordinators-Schools</u> <u>Chatsworth Elementary</u> <u>Coker Elementary</u> <u>Eton Elementary</u> <u>Northwest Elementary</u> <u>Spring Place Elementary</u> <u>Woodlawn Elementary</u> <u>Bagley Middle School</u> <u>Gladden Middle School</u> <u>Mountain Creek Academy</u> <u>Murray County High School</u> <u>North Murray High School</u> <u>Murray County Pre-K Center</u></p>	<p><u>Literacy Coach</u> <u>Dustin Strickland</u> <u>Diane Piatt</u> <u>Dr. Christy Kelly</u> <u>Dr. Rachelle Terry</u> <u>Jennifer Lents</u> <u>Dr. Amelia Brock</u> <u>Toby Westmoreland</u> <u>Shalina Jackson</u> <u>Marcus Richardson</u> <u>Andrea Morrow</u> <u>Dr. Tara Noe</u> <u>Jennifer Jones</u></p>	<p><u>Principal</u> <u>Mike Pritchett</u> <u>Dr. Brett James</u> <u>Judy Redmond</u> <u>Dr. Chuck Piatt</u> <u>Donna Standridge</u> <u>Pam Rich</u> <u>Spencer Gazaway</u> <u>Dr. Ardith Bates</u> <u>Paula Martin</u> <u>Gina Linder</u> <u>Dr. Maria Bradley</u> <u>Barbie Kendrick</u></p>
<p>Professional Learning Coordinator</p>	<p>Ms. Barbie Kendrick Director of PreK-8 Curriculum Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford Director of Instructional Support Services:</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Technology Coordinator</p>	<p>Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Assessment Coordinator</p>	<p>Barbie Kendrick Director of PreK-8 Curriculum: Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford, Director of Instructional Support Services</p>	<p>Dr. Vickie Reed Superintendent</p>
<p>Finance Director</p>	<p>Steve Loughridge</p>	<p>Dr. Vickie Reed Superintendent</p>

District level meetings have allowed all individuals listed to discuss and review goals, objectives and implementation plans for the SRCL grant. Literacy is a part of the district and school level

Murray County Schools

strategic planning the MCS do each year and at regular intervals through-out the year using a Balanced Scorecard system. The grant has allowed district and school literacy teams to expand planning with the possibility of funding. In addition to administrative meetings, established curriculum meetings have been operational with the beginning of Dr. Vickie Reed, Superintendent's leadership service to MCS.

- District level personnel and principals meet three times during the year for a pre-evaluation, mid-year evaluation and end of the year evaluation
- District level personnel conduct three school walkthroughs during the school year. A follow up meeting is scheduled after each walkthrough
- Academic Coaches and Curriculum Directors meet monthly
- District level personnel meets bi-monthly for updates
- District Strategic Action Team meets quarterly and as needed

These established meetings will provide multiple avenues to involve grant recipients in the development of the budget and performance plan and monitor grant implementation progress.

All the personnel who have agreed to assist with the administration are experienced and skilled to ensure grant funds are expended as budgeted following established internal control procedures. System and school personnel have been involved in grant implementation and management through the grant projects listed below:

LEA: Competitive Grants Awarded

Year	Project Title	Funded Amount	Description	Audit
FY12	Georgia Race to the Top Innovative Grant Fund	920,906	focuses on the STEM disciplines as a learning tool for students retained in 8 th grade.	N/A
FY10	Title II-D Engaging AP Students Through Mobile Handheld Computing	64,580.00	professional learning to support use and evaluation of online academic resources	No Findings
FY10	Title II-D, Enhancing Edu Through Tech-Ed Formula Grant	33,996.00	funded survey to determine professional development needs in technology and technology integration	No Audit

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FY09 FY07	Math-Science Partnership	328,000 20,100.00	improvement of math instruction in grades 3-8 through professional learning	No Audit
FY07	Instructional Tech Enhanced Environments	96,250.00	professional learning and technology resources to implement 21st Century learning environments	No Audit
FY04	Reading First Grant	2,000,000	Literacy best practices in grades K-3	No Findings

MCS coordinates competitive grant funds along with local, state and federal funds to ensure grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

Through the coordination of all local, state and federal funds mentioned programs have been sustained. Sustainability includes literacy coaches at each school, re-use of materials purchased each year, universal screeners in K-3, professional learning, technology hardware replacement and educational software support

MCS has developed many initiatives to increase student achievement without outside funding.

Learning Focused Strategies: Murray County Schools initiated Learning- Focused professional development as system wide training in 2005. Teachers were trained in Learning-Focused strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, and essential questions. District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 from 2005 to 2011 with a 10% increase in reading and a 4% increase in math.

Depth of Knowledge training: Realizing meeting the standards on the CRCT provided minimal expectations for students, in 2009 the system began to focus on training teachers in higher order thinking strategies. The growth in the exceeds area on the CRCT in the areas of reading for grades 3, 5 and 8 increased from 29% in 2009 to 36% in 2012.

Relationships: In 2008 MCS began a system wide focus on initiatives to build relationships with our children. Directors, administrators and teachers have participated in the following book studies:

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

Do You Know Enough About Me to Teach Me? by Stephen G. Peters

Rising Stars

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Rising Stars is a Leadership Development Program begun by GLISI (Georgia Leadership Institute for School Improvement). Murray County held its first class in 2006 with 12 participants. Due to funding, GLISI stopped providing instructional support, but Murray continued with the program. Since the district has had 34 participants.

In 2007-2008, we implemented a system-wide **Positive Behavior Support Program** to reduce office discipline referrals in order to increase academic engagement time. It is believed that this contributed to the increases in the graduation rate. The Graduation Rate increased from 57.4% in 2007 to 80.7% in 2011.

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School Narrative

History

Located in a rural north Georgia county, Woodlawn Elementary School opened its doors in 2006. In 2008, Woodlawn earned the Governor's Gold Award for Achievement and has been a Title I Distinguished School since 2009. In 2012, Woodlawn became one of only four elementary schools in the surrounding area to be named to the Georgia Department of Education's list of highest performing schools. Woodlawn Elementary School houses the county's elementary special education autistic program and a special education resource room for those students who are unable to function in a total inclusion setting. The student population at Woodlawn is 831 students (603 Caucasian, 220 Hispanic, 8 other) with 74% of the students participating in the free and reduced meal program.

Administrative and Leadership Team

The administrative team at Woodlawn Elementary School provides instructional leadership. Team members are committed to learn about and support effective literacy instruction within the school. There is also an established leadership team with representatives from all grade levels and departments. This team meets monthly and focuses on data analysis and student needs and communicates all information to faculty and staff in a timely manner through emails, informal and formal conversations, and team meetings. Team members are listed below.

Name	Role	Name	Role
Pam Rich	Principal	Heather West	Second Grade
Shalina Cochran	Assistant Principal	Elizabeth Robinson	Third Grade
Amelia Brock	Academic Coach	Cindy Dunn	Fourth Grade
Cindy Hiestand	Special Education Lead	Kay Gibson	Fifth Grade
Celestine Grant	Kindergarten	Marsha Smith	Sixth Grade
Cindy Chastain	First Grade	Christina Richardson	Music/Non-homeroom

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In the past, Woodlawn's Leadership Team has focused on student reading and literacy achievement. Recently, a need was determined to form a literacy team that would focus solely on the literacy needs of Woodlawn. The function of the literacy team is to analyze survey data, prioritize needs, and oversee the implementation of the Striving Reader Comprehensive Literacy Grant initiatives. The team includes:

Name	Role	Name	Role
Shalina Cochran	Assistant Principal	Lauren Pritchett	3 rd Grade Teacher
Amelia Brock	Academic Coach RTI Coordinator	Cindy Dunn	4 th Grade Teacher
Sarah Smith	ESOL Lead Teacher	Jenny Weaver	Media Specialist
Leta Alton	1 st Grade Teacher	Shawn Garrison	Paraprofessional/Parent

The Literacy Team's current initiatives include analyzing literacy data and evaluating needs. The team's main focus at this time is developing and submitting the grant application. Redelivering professional learning and developing literacy goals are also priorities of the literacy team.

During the preparation of the grant, the literacy team has met to collect data and determine needs and goals. Team meetings have focused on key findings from the needs assessment, and all members have been actively involved in the formation of the literacy grant. Upon notification of receiving the grant, the team will meet every two weeks during implementation, and then monthly after the initiatives are in place to determine essential needs, necessary changes, and added supports that may be necessary during the implementation process.

Past and Present Instructional Initiatives

2006-present	Implementation of Best Practices using Reading First strategies which includes instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension
2006-present	Benchmark Testing Initiative: pre- and post-testing of GPS/CCGPS standards in each identified subject area throughout the school year to analyze student achievement and

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	determine specific needs of individual students
2006-2012	DIBELS: Dynamic Indicators of Basic Early Literacy Skills – consistently monitors student fluency rates
2006-present	Intervention Time: time used to address individual concerns pointed out by benchmark testing – 100 minutes per week
2006-2008	Protected Time for Reading Block: 135 minutes for K-3; 110 minutes for 4-6
2008-present	Learning Focused Schools strategies
2009-present	Writing to Win: teachers in 5th grade were trained in writing strategies to be used across the curriculum
2009-present	Protected Instructional Time for Reading Block (extended day): 160 minutes
2009-2011	Intense focus on math including teacher training and a math interventionist position funded by Title I
2010-present	<i>A Framework for Understanding Poverty</i> training
2011-present	Webb's Depth of Knowledge training
2011-present	WIDA Standards training and implementation
2011-present	CCGPS training
2012-present	CCGPS implementation
2012-present	DIBELS Next – new version of DIBELS that includes a comprehension component in addition to reading fluency

Professional Learning Needs

In order to stay up-to-date on the latest technology and research-based educational practices, it is imperative that teachers are involved in on-going professional learning.

Woodlawn's teachers need professional learning in the following areas:

- Integrating technology to promote student engagement
- Reading instruction in the content areas
- Writing instruction in the content areas
- Analyzing student work for improving instruction
- Using Webb's Depth of Knowledge to accelerate student learning
- Differentiation strategies
- Implications of poverty in education
- Highly effective teaching strategies

- Common Core:
 - Text complexity – aligning appropriate texts with individual student needs
 - Lexile – scale utilized to align complex text and readers
 - PARCC – Partnership for Assessment of Readiness for College and Careers
 - Close reading – examining content presented within a passage
 - Vocabulary acquisition – systemic procedure for teaching vocabulary in all content areas

Need for a Striving Readers Project

Due to the socioeconomic status of the majority of Woodlawn students (74% free and reduced), many families struggle with meeting the basic needs of their children. The job of Woodlawn teachers is to provide rigorous and relevant literacy instruction that will not only meet the CCGPS, but also fill the gaps that exist between home and school.

It is the hope of Woodlawn Elementary that this grant would help to provide additional professional learning opportunities, classroom materials, and instructional technology materials which will help in the transition to the more rigorous CCGPS and the new assessment process. The materials and professional development received from the Striving Reader Comprehensive Literacy Grant will afford teachers the opportunity to increase rigor in the classroom to better prepare students for college and careers. In order to meet 21st century demands, students must be reading at a Lexile level of approximately 1350 upon high school graduation. Teachers must match the reader to the appropriate Lexile texts to maximize learning and growth to close the current gap and prepare students for a successful future.

Scientific, Evidence-Based Literacy Plan

Today's students must be competent in all areas of literacy in order to communicate effectively with others, to think and respond critically in a variety of settings to a myriad of print and non-print text, and to access, use, and produce multiple forms of media, information, and knowledge in all content areas (*The Why*, p. 23). This plan focuses on fostering professional development among the teaching staff in order to design more effective literacy-based instructional practices for all grade levels and content areas. It reflects the belief that all educators and community members are responsible for ensuring that Woodlawn's students successfully meet the literacy demands of the 21st century (*The Why*, p. 32).

Goal: Provide innovative classroom technology to foster student engagement and literacy (best practices found in Building Blocks 2 and 4 - <i>The What</i> , 2012).			
Planning	Implementing	Expanding	Sustaining
Inventory available technology tools.	Provide staff with professional development on technology skills and use of assistive technologies and multi-media to support instruction.	Survey teachers and analyze data to determine the effectiveness of the digital tools and resources on student achievement.	Retain highly-competent personnel who use technology creatively and proficiently and use their skills to advance the capacity of all staff.
Discuss ways to infuse literature throughout the day, including the use of technology (Building Block 2B, <i>The How</i> , 2012).	Coach teachers in the classroom on how to use technology to enhance instruction.	Create technology-infused lessons for heightened student engagement.	Utilize Georgia's <i>Elluminate Live</i> webinars to access professional learning opportunities and links to other technology resources.
Make teachers aware of the importance of creatively using technology within the learning process to promote engagement and relevance (Building Block 4B, <i>The How</i> , 2012).	Utilize available technology to address the needs of learners in all subject areas.	Create and use computer-based games to review content.	Utilize Georgia's Learning Village to access technology-infused performance tasks.

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	Ensure that all students have access to available technologies to improve reading and writing skills in all subject areas.	Use technology to differentiate instruction.	Coordinate existing funds and explore new sources of revenue to maintain existing technologies and to obtain new digital tools.
			Celebrate and publish quality student products in a variety of formats, including student blogs, newspapers, and websites (Building Block 1E, <i>The How</i> , 2012).

Georgia's Literacy Plan states that technology is key to instructional improvements and developing and maintaining student engagement. *Reading Next* (Biancarosa & Snow, 2004) provides 15 research-based program elements that improve literacy achievement. One is a technology component which includes using technology as a tool for and a topic of literacy instruction (*The Why*, p. 66). It is also the recommendation of Georgia's Literacy Task Force that technology be incorporated into literacy instruction (*The Why*, p. 59). Educators must be able to utilize technology to help their students remain relevant in today's world and foster college and career readiness.

Goal: Provide professional development to enhance teacher literacy instruction across the content areas to positively impact student learning (Building Block 6 - *The What*, 2012).

Planning	Implementing	Expanding	Sustaining
Meet in collaborative teams to ensure that teachers are using the core reading program and literacy strategies effectively.	Provide targeted professional development based on student and teacher needs and aligned with CCGPS standards (Building Block 6B, <i>The How</i> , 2012).	Revisit and revise professional development yearly based on student mastery of standards and teacher observations.	Analyze College and Career Readiness Performance Index (CCRPI) to evaluate effectiveness of current professional development on student mastery of standards in all subgroups.

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<p>Identify areas of teacher strengths and weaknesses.</p>	<p>Schedule time for academic coach to meet with teachers individually and/or in collective teams to co-plan, model, and provide corrective feedback.</p>	<p>Partner experienced teachers with pre-service and beginning teachers.</p>	<p>Revisit professional development options to utilize on-the-ground experts to develop and support colleagues (Building Block 6B, <i>The How, 2012</i>).</p>
<p>Schedule time for collaborative planning teams within and across the curriculum (Building Block 1C, <i>The How, 2012</i>).</p>	<p>Use various media to deliver professional learning (face-to-face, web-based, and online sessions).</p>	<p>Use formal and informal observation to monitor and improve literacy instruction in all content areas.</p>	<p>Continue to encourage “professional talk” among staff and provide time for discussion (Building Block 6B, <i>The How, 2012</i>).</p>
<p>Create a plan to integrate literacy in all subject areas as articulated within CCGPS (Building Block 1E, <i>The How, 2012</i>).</p>	<p>Support content area teachers in the integration of literacy instruction and skill development necessary for student mastery of CCGPS in all subject areas (Building Block 1E, <i>The How, 2012</i>).</p>	<p>Expand professional development on determining text readability and complexity levels.</p>	<p>Video-tape important professional development and/or exemplary teaching practices for staff to review and share with colleagues (Building Block 6B, <i>The How, 2012</i>).</p>
<p>Identify research-based strategies to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (Building Block 1E, <i>The How, 2012</i>).</p>		<p>Utilize peer coaching to enhance literacy instruction.</p>	<p>Use technology to provide professional learning to all teachers, including content area teachers (Building Block 1C, <i>The How, 2012</i>).</p>

The Georgia Department of Education recommends in Georgia's Literacy Plan that professional development be provided about the characteristics of effective literacy instruction strategies in core academic subjects. *Reading Next* (Biancarosa & Snow, 2004) provides 15 research-based program elements that improve literacy achievement. One element involves professional learning that is both long term and ongoing (*The Why*, p. 67). The integration of literacy skills into the content areas has been made even more explicit in the Common Core Georgia Performance Standards (*The Why*, p. 48). It is imperative that teachers have a thorough knowledge of effective literacy instructional practices and are responsible for literacy instruction throughout the content areas. Mastery of literacy skills throughout the curriculum will allow students to be successful at the college and career level.

Goal: Provide materials to develop rigorous and relevant literacy lessons in all content areas (Building Blocks 1 & 3 – *The What*, 2012).

Planning	Implementing	Expanding	Sustaining
Identify appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks (Building Block 1E, <i>The How</i> , 2012).	Identify fiction and nonfiction texts of various Lexile levels on topics linked to the curriculum for independent reading.	Ensure that all teachers have classroom libraries that provide access to books on a variety of Lexile levels on a wide range of topics, including culturally-responsive materials, for independent reading.	Provide all students with choices of texts that they can read independently with 98% accuracy and 90% comprehension with expression for high-success reading.
Define the process for selecting appropriate resources for struggling readers (Building Block 3A, <i>The How</i> , 2012).	Provide teachers with a variety of resources that allow for student choice in reading materials and writing topics (Building Block 1E, <i>The How</i> , 2012).	Broaden the types and formats of materials that students read independently.	Continue to purchase assessment and intervention materials aligned with students' needs (Building Block 3A, <i>The How</i> , 2012).
Inventory all materials and have appropriate resources in place prior to the start of the school year (Building Block 3A, <i>The How</i> , 2012).		Support equitable access to content by using audio- and video-enhanced software and internet resources with built-in teaching and learning supports.	Allocate funding to update and renew classroom and school library book collections.

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			Provide all students with materials for differentiating reading and writing assignments, which provide opportunities for student choice.
			Stay abreast of up-to-date materials to support effective reading and writing instruction.
<p>The Georgia Literacy Task Force believes that a rigorous, standards-based curriculum in specialized academic and/or enrichment programs is the foundation for student literacy successes. Having access to a variety of materials will promote student motivation and engagement (<i>The Why, p. 51</i>). According to the International Reading Association, students need to have access to a variety of reading materials such as books, magazines, the Internet, online databases, and text sources in their classrooms and library media centers (<i>The Why, p. 67- 68</i>). The Common Core Georgia Performance Standards require students to read and analyze a wide range of print and non-print materials that foster reading closely and the ability to think, speak, and write with textual evidence that supports an assertion (<i>The Why, p. 50</i>).</p>			

<p>Goal: Advance student proficiency on summative and formative assessments (Building Block 3 – <i>The What, 2012</i>).</p>			
Planning	Implementing	Expanding	Sustaining
Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment.	Schedule students into appropriate tiered instruction.	Analyze student data in teacher teams to develop and adjust instructional plans (Building Block 3A, <i>The How, 2012</i>).	Recognize and celebrate individual students' significant improvements and reaching designated standards of achievement.
Provide consistent expectations across classrooms and teachers by utilizing common assessments (Building Block 3A, <i>The How, 2012</i>).	Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms (Building Block 3A, <i>The How, 2012</i>).	Apply protocols for looking at student assessments and evaluating longitudinal student progress.	Make data-driven budget decisions aligned with literacy priorities.

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	Provide timely, descriptive feedback to students with opportunities to assess their own learning (Building Block 3A, <i>The How, 2012</i>).	Use student and teacher data to assist in setting learning goals and monitoring progress toward those goals.	Continue to provide consistent expectations across classrooms and teachers by utilizing common assessments (Building Block 3A, <i>The How, 2012</i>).
Purchase assessment and tiered instruction materials aligned with students' needs (Building Block 3A, <i>The How, 2012</i>).	Use screening, progress monitoring, and curriculum-based assessments to schedule flexible, tiered instruction. Provide timely, descriptive feedback to students with opportunities to assess their own learning (Building Block 3A, <i>The How, 2012</i>).		Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students (Building Block 3A, <i>The How, 2012</i>).

The Georgia Literacy Plan recognizes the importance of identifying the literacy needs of students, the instructional approaches needed to achieve literacy, and the assessment components necessary to improve student growth and success (*The Why, p. 95*). Educators must be able to do the following:

- identify students' strengths and weaknesses
 - determine if fundamental content-based literacy skills are lacking
 - establish learning goals for students based on the Common Core Georgia Performance Standards (CCGPS by 2014)
 - match instruction to learning through effective instructional design supporting literacy performance standards
 - evaluate the effectiveness of instruction in meeting the goals for the student
 - monitor student progress toward goals and set new goals
 - identify how to use existing assessment data
 - identify other assessment tools for further diagnostic and/or progress monitoring feedback
 - design and use daily classroom instruction as a means of ongoing formative assessment
 - learn how to interpret and analyze results from multiple sources to set goals for students and to identify appropriate instructional strategies
- (*The Why, p. 96*)

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Goal: Collaborate with out-of-school agencies, organizations, and families to support literacy in the community (Building Blocks 1 and 2 - <i>The What, 2012</i>).			
Planning	Implementing	Expanding	Sustaining
Identify stakeholders and partners to be a part of the literacy leadership team (<i>Building Block 1B, The How, 2012</i>).	Ensure that stakeholders understand literacy goals and their roles in meeting these goals (<i>Building Block 1B, The How, 2012</i>).	Share student achievement gains with parents and with the local community through community open houses, newspaper articles, displays of student work, websites, blogs, podcasts, news conferences, etc. (<i>Building Block 1B, The How, 2012</i>).	Use social media to involve community members and parents in literacy efforts and to reach out to those not currently involved (<i>Building Block 1B, The How, 2012</i>).
Create a shared literacy vision for the school and community aligned with the state literacy plan (<i>Building Block 1B, The How, 2012</i>).	Make the shared literacy vision for the school tangible and visible (<i>Building Block 1F, The How, 2012</i>).	Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency (<i>Building Block 2B, The How, 2012</i>).	Pursue additional funding sources to support literacy (<i>Building Block 1B, The How, 2012</i>).
Schedule and protect time for the Literacy Leadership Team to meet and plan (<i>Building Block 1B, The How, 2012</i>).	Utilize technology to establish a system of communication for sharing information with all partners (<i>Building Block 1B, The How, 2012</i>).	Using technology, translate school documents into other languages to assist parents (<i>Building Block 2C, The How, 2012</i>).	Foster relationships among schools, the workforce, and families (<i>Building Block 1F, The How, 2012</i>).
Develop a survey of needs from parents, students, teachers, and counselors that can be used to match available resources to actual need (<i>Building Block 2C, The How, 2012</i>).			Continue to foster relationships/networks among schools (particularly feeder patterns), families, and community (<i>Building Block 2C, The How, 2012</i>).
Georgia's Literacy Task Force established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members (<i>The Why, p. 26</i>). Educators must possess the knowledge and skills to involve families and other stakeholders appropriately (<i>The Why, p. 143</i>).			

Needs Assessment, Concerns, and Root Cause Analysis

Needs Assessment:

The process for determining Woodlawn's literacy needs included administration of an on-line Literacy Needs Assessment completed by all 52 certified teachers and staff members (see table 1 below). The survey was created by the Murray County Elementary and Middle Schools' Curriculum Director to correlate with the Georgia Literacy Plan Needs Assessment to identify and prioritize the literacy needs within each individual school. The survey contained twenty-six questions and focused on the key components of literacy as referenced in the "What" and the "Why" documents of Georgia's Literacy Plan. After analyzing survey results, the literacy team compiled a list of the most commonly occurring areas of concern and presented this information to all grade levels. Grade level teams consist of any classroom, content, ELL and/or ESS teacher, and paraprofessionals working within that grade. Grade level teams were then asked to prioritize these concerns in relation to instructional impact (see table 2 below). The needs assessment process also included the analysis and disaggregation of test data from OAS, CRCT, DIBELS, and State Writing Assessments (see Analysis and Identification of Student and Teacher Data). In addition, Woodlawn's Georgia Assessment of Performance on School Standards (GAPSS) analysis was utilized in the process of determining needs.

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Woodlawn Elementary Certified Staff

Kindergarten	Michelle Coffelt	Karen Gibson	Celestine Grant	Heidi Hammond	Gail Peden	Ginger Springfield
First Grade	Leta Alton	Missy Baldrige	Cindy Chastain	Elizabeth Johnson	Tiffannie King	Amanda Otts
Second Grade	Tracy Abernathy	Nancy Hales	Marla Isbell	Angela Smith	Heather West	
Third Grade	Tiffany Beavers	Donna Hammond	Melanie Linginfelter	Lauren Pritchett	Elizabeth Robinson	
Fourth Grade	Stephanie Bates	Cindy Dunn	Adriane Ellis	Shelley Ingram		
Fifth Grade	Annie Brindle	Kay Gibson	Kirk Hemphill	Shannon Lance	Will Linginfelter	
Sixth Grade	Phyllis Bruce	Jonathan Howard	Marsha Smith	Jo Ellen Stone		
ESS	Melodie Beavers	Cindy Hiestand	Melody Hilty	Darlene Long	Mistie Owens	Lori Teasley
Non-Classroom	Brad Bates	Lynne Long	Lori Parrish	Susan Pierce	Christina Richardson	Erika Ridley
Non-Classroom	Sarah Smith	Jennifer Weaver				
Instructional Leaders	Amelia Brock	Shalina Cochran	Pam Rich			

Prioritized Needs

Priority by Grade Level							Areas of Concern
K	1	2	3	4	5	6	
3	2	2	2	1	2	2	innovative technology tools to maintain student engagement and impact student achievement
2	3	3	4	4	4	3	professional development in the area of literacy instruction across the curriculum
4	5	4	5	3	5	4	professional development in the area of student work analysis and differentiation
1	1	1	1	2	1	1	adequate, relevant, CCGPS-based materials for literacy instruction
5	4	5	3	5	3	5	collaboration among out-of-school agencies, organizations, and the community at large to support schools, teachers, and literacy development

Areas of Concern:

1. Building Block 1E of *The What* document outlines the need for optimized literacy instruction in all content areas. Adequate, relevant, CCGPS-based materials for literacy instruction are needed across grade levels and content areas to ensure optimal instruction.

Steps Taken to Address Concern	Steps Needed to Address Concern
<ul style="list-style-type: none"> • Evaluation of current materials against new standards • Minimal purchase of CCGPS-aligned resources 	<ul style="list-style-type: none"> • Purchase of additional CCGPS-aligned literacy materials, such as guided reading materials, listening centers, class sets of novels, informational texts, scripted read-alouds, readers' theaters, and reading resources

2. Woodlawn lacks innovative technology tools. According to Georgia's Literacy Plan, technology is key to instructional improvements and developing and maintaining student engagement. It is recommended that technology be utilized to infuse literacy in all content areas (Building Block 2B, *The What*).

Steps Taken to Address Concern	Steps Needed to Address Concern
<ul style="list-style-type: none"> • ActivBoards and projectors in a majority of the classrooms with teacher training provided • Five sets of Activotes, seven document cameras, and a mobile computer cart with thirty laptops available for check-out • Two computer labs for student use • One to four student computers in classrooms 	<ul style="list-style-type: none"> • Provide innovative technology tools for student use, such as computers, laptops, electronic student response systems, document cameras, e-readers, and tablets. • Collaborate with the district technology department to ensure that existing infrastructure, resources, and upgrades are adequate. • Provide professional development in innovative technology integration.

3. A specific protocol for examining student work is needed for more focused teacher collaboration and development of differentiated instructional units to meet the needs of all learners. Georgia's Literacy Plan states that faculty study groups should focus on analyzing student work and data to plan for instruction and intervention on an individual student level. The school calendar must protect time for teachers to analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practices (Building Block 6B, *The What*).

Steps Taken to Address Concern	Steps Needed to Address Concern
<ul style="list-style-type: none"> • Protected common planning time for teachers • Minimal professional development in the areas of depth of knowledge and 	<ul style="list-style-type: none"> • Professional development in the area of analyzing student work samples • Continued professional development in the areas of depth of knowledge and

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differentiation	differentiation <ul style="list-style-type: none"> • Collaboration time for teachers to analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practices
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4. Based on analyzed data, surveys, and teacher input, reading and writing has not been integrated in all subjects throughout the day using a common framework and rubrics across grade levels to improve comprehension. Teachers should ensure that students use reading and writing strategies to enhance learning in all classes, as outlined in Georgia’s Literacy Plan. Literacy texts and writing must be an integral part of every class (Building Block 1E, *The What*).

Steps Taken to Address Concern	Steps Needed to Address Concern
<ul style="list-style-type: none"> • <i>Writing to Win</i> training (5th grade) • County writing training (5th grade) • State writing rubric used by 3rd and 5th grades 	<ul style="list-style-type: none"> • Development of common frameworks and rubrics to be used across grade levels and content areas to guide reading and writing instruction • Professional development in literacy instruction across the content areas

5. Collaboration among out-of-school agencies, organizations, and the community at large to support schools, teachers, and literacy development is needed to enhance student literacy and achievement. Building Blocks 1F and 2C of *The What* document outline the importance of community involvement and support within the school system.

Steps Taken to Address Concern	Steps Needed to Address Concern
<ul style="list-style-type: none"> • Active school council with parent and business representatives • Family involvement nights • Parent-alert texting system • Developing relationships among schools, families, and community 	<ul style="list-style-type: none"> • Communication of literacy goals to all stakeholders • Translation of school documents into other languages to assist parents • Use of social media to share student achievement gains and celebrate successes • Continued fostering of relationships among schools, families, and community

6. Although Woodlawn’s data reflects a high percentage of students meeting minimum expectations on the yearly reading assessments, there is a need to increase the number of students exceeding state requirements. A review of 2012 CRCT data reflects that approximately 50% of students in grades 4-6 are reading within a Lexile band that is below grade level. Georgia’s Literacy Plan states that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade

level instructional material. A clearly articulated strategy for using data to improve teaching and learning must be followed (Building Block 3E, *The What*).

Steps Taken to Address Concern	Steps Needed to Address Concern
<ul style="list-style-type: none"> • Student self-referencing profile in which students chart individual growth on summative and formative assessments and set goals for improvement • Before and after school tutoring during the second semester of the school year for grades 3-6 	<ul style="list-style-type: none"> • Continued professional development in the area of making challenging texts accessible • Continuous examination of student data to drive instruction

Root Cause Analysis:

Woodlawn’s Literacy Team conducted a root cause analysis using the *Five Whys* model to determine the basis for areas of concern. Based on surveys and data, the following actionable causes have the greatest impact on student achievement and literacy in all grades:

- Woodlawn has limited resources and innovative technology tools due to a reduction in funding over the past several years.
- Teachers have not been appropriately trained to examine student work in a unified way so that differentiated instructional units may be developed with depth and rigor.
- Reading and writing have not been integrated in all subjects throughout the day due to a lack of resources and teacher training. Teachers in grades 4-6 are departmentalized and many have limited experience teaching reading and writing skills.
- Lack of economic development in this county and low socioeconomic status of many families has limited involvement with the school system.
- Woodlawn lacks CCGPS-aligned materials and training to develop differentiated, complex literacy lessons embedded with a depth of knowledge to challenge all learners.

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Analysis and Identification of Student and Teacher Data

Student CRCT Reading Data Disaggregated by Subgroup Percent of Students Meeting and Exceeding Standards													
	3 rd			4 th			5 th			6 th			
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	
Overall Reading	98	94	90	95	99	94	95	98	98	98	96	98	
Students w/ Disabilities	90	100	80	100	100	75	100	67	100	88	100	100	
English Learners	100	70	64	75	100	33	86	85	100	0	0	100	
Economically Disadvantaged	97	95	92	93	97	94	94	96	97	99	98	97	
Gender	M	97	98	88	97	98	93	97	97	96	100	98	100
	F	98	82	93	92	100	95	94	98	100	96	95	95

CRCT Reading Data by Domain Average Percent Correct									
	Comprehension			Informational Reading			Reading Skills		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
3rd	76	73	73	61	66	73	84	84	80
4th	82	86	85	78	86	74	77	88	89
5th	82	78	77	71	66	75	74	86	84
6th	76	83	86	87	76	81	76	77	76

Student CRCT Data in All Content Areas Percent of Students Meeting and Exceeding Standards												
	3 rd			4 th			5 th			6 th		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Reading	97	95	91	95	99	95	95	97	98	98	96	98
ELA	95	91	93	94	95	95	96	98	99	96	95	93
Math	95	93	86	90	95	92	96	94	92	92	84	87
Science	95	91	85	90	96	89	94	90	91	90	89	84
Social Studies	90	84	84	86	94	92	90	87	89	73	81	75

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2012 CRCT Student Lexile Levels						
	Below Level		At Level		Above Level	
	%	#	%	#	%	#
4 th	55.5	65	44.5	51	0	0
5 th	45	55	22.5	30	32.5	41
6 th	51	52	18	18	31	32

1 st and 2 nd Grade Instructional Assessment Average Percent Correct					
		First Grade		Second Grade	
		2010-2011	2011-2012	2010-2011	2011-2012
Reading	Comprehension	77	83	82	82
	Vocabulary	83	83	88	89
ELA	Grammar/ Phonics	77	80	76	74
	Research	80	82	81	81
	Sentences	74	77	81	83

Reading/ELA Benchmark Post-test Data 2010-2012 Average Percent Correct									
	Benchmark 1 Post-test			Benchmark 2 Post-test			Benchmark 3 Post-test		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
1 st	79	80	80	80	86	81	86	86	86
2 nd	78	75	78	83	83	82	84	80	81
3 rd	72	71	72	63	64	65	66	66	67
4 th	74	84	89	77	81	88	78	81	88
5 th	75	81	89	68	83	89	72	83	88

5 th Grade Writing Assessment Percentage of Students Meeting and Exceeding Standards		
2010	2011	2012
89	90	96

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Third Grade State Writing Assessment Percentage of Students Meeting and Exceeding Standards												
	Ideas			Organization			Style			Conventions		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Informational	84	95	94	83	86	91	73	81	87	56	65	75
Persuasive	83	88	91	74	78	86	73	72	82	59	66	69
Narrative	78	86	93	76	79	89	71	75	90	59	69	69
Response to Literature	77	84	92	74	77	88	71	78	84	58	72	72

DIBELS Percentage of Students at Each Instructional Level											
		2009-2010			2010-2011			2011-2012			
		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
Kindergarten	Intensive	17	3	1	8	4	3	14	6	6	
	Strategic	37	16	3	49	19	1	42	10	3	
	Benchmark	46	81	96	43	77	96	44	84	91	
1st Grade	Intensive	1	0	0	4	3	3	2	0	3	
	Strategic	12	12	18	10	17	15	8	16	15	
	Benchmark	87	88	82	86	80	82	90	84	82	
2nd Grade	Intensive	4	5	6	13	10	15	7	6	8	
	Strategic	29	17	30	25	16	18	23	14	16	
	Benchmark	67	78	64	62	74	67	70	80	76	
3rd Grade	Intensive	17	10	7	14	7	6	24	13	13	
	Strategic	27	23	21	38	25	22	19	21	22	
	Benchmark	56	67	72	48	68	72	57	66	65	

Analysis of Student Data

A thorough analysis of student data from 2009 to the present was completed to determine student strengths and weaknesses. This review indicates that Woodlawn students consistently demonstrate high achievement on the Reading and ELA portions of the CRCT with 90% or more of the students meeting or exceeding state standards in these areas. However, a deeper look at

this data reveals that students in grades 3-6 have difficulty with informational reading. Students average 74% correct in this domain. Lexile scores obtained through the CRCT also indicate that approximately 50% of students in grades 4-6 are reading below grade level. Reading across the content areas is also a concern since students in all grade levels consistently demonstrate lower performance on the CRCT in the area of Social Studies. A review of DIBELS data indicates that while the majority of students exiting kindergarten demonstrate achievement of early literacy goals, the percentage of students meeting grade-level expectations in grades 1-3 decreases. Students in fifth grade continue to make gains in writing with scores on the state writing assessment increasing by 7% since 2009.

Goals and Objectives

1. Increase student achievement in the informational reading domain of the CRCT.
 - Provide a variety of informational texts at multiple Lexile levels in classrooms and in the Media Center.
 - Provide professional learning focused on specific strategies for teaching informational reading skills and tiered instruction.
2. Increase the percentage of students who read within or above the appropriate Lexile band.
 - Provide adequate reading materials and tiered instruction so that all students are reading daily within their independent and grade level Lexile band.
 - Provide professional development on making complex texts available for all students.
3. Increase CRCT scores in Social Studies.
 - Provide standard-specific informational texts and instruction at various Lexile levels.
 - Increase constructed-response assessments.
4. Increase DIBELS scores.
 - Provide a range of resources, professional learning, and tiered instruction to build phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - Model fluent reading.

Teacher Data

Since its opening seven years ago, Woodlawn Elementary School has retained 97.6% of certified staff with 1.3% transferring to another school within the system and only 0.8% leaving the Murray County School System. Promotion has accounted for a small percentage (0.3%) of those leaving. Teachers actively participate in professional learning communities at the district and school level to focus on enhancing teacher knowledge and skills, which is linked to higher student achievement. Murray County School System provides academic, content-focused training based on system level needs identified in the GAPSS analysis and summative assessment data. Teachers are expected to meet weekly for collaboration.

Certification Level and Longevity of Staff						
	0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
T-4	1	2	2	2	2	2
T-5	1	3	5	1	3	3
T-6			6	5	8	3
T-7			1			

On-Going Professional Learning		
Trainings	Dates	Participation
Positive Behavior Intervention System	2007-present	100%
Data Analysis and Data Driven Instruction	2009-present	100%
Common Core Georgia Performance Standards	2010-present	100%
Depth of Knowledge	2011-present	100%
WIDA Standards	2011-present	100%
Understanding Poverty	2011-present	100%
Math Strategies	2011-present	100%
Strategies to Improve Student Engagement	2012-present	100%
Lexile & Reading Strategies	2012-present	100%
Differentiation	2012-present	100%
Teacher Keys Effectiveness System	2012-present	100%
<i>What Great Teachers Do Differently</i>	2012-present	100%
Making Challenging Text Accessible	2012-present	100%

Project Plan – Procedures, Goals, Objectives and Support

Identified Need: Innovative technology tools to maintain student engagement and impact student achievement

Goal: Technology will be used to support literacy and to ensure that students have the skills necessary to succeed in the 21st century.

Objectives:

- Ensure that current technology is up-to-date.
- Research and purchase cutting-edge technology tools to support literacy.
- Provide school-wide professional development to strengthen technology integration.
- Sustain current and purchase new web-based educational programs (**to be funded through other revenue sources**).

Research-based Practices: Students must be equipped with the technological skills needed to be relevant in the 21st century. According to *The Why* document, to be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy (p. 56).

Identified Needs: Professional development and adequate, relevant CCGPS materials in the area of literacy instruction across the curriculum

Goal: Increase student literacy as demonstrated on formative and summative assessments.

Objectives:

- Provide professional development in the following areas:
 - Webb’s Depth of Knowledge
 - Text complexity
 - Vocabulary acquisition
 - Differentiation
 - Writing instruction across the content areas
 - Analyzing student work
- Purchase materials aligned to CCGPS standards:
 - Read-aloud texts
 - Leveled intervention materials
 - Narrative and expository texts for classroom and media center – both print and digital forms
 - Technology tools to enhance literacy instruction
- Utilize formative and summative assessments:
 - Sustain current assessments – DIBELS Next, county-wide benchmarks, standardized assessments, and universal and diagnostic screeners (**funded by other revenue sources**)
 - Research and implement new formative and summative assessments

Research-based Practices: Curriculum (what we teach) and instruction (how we teach) have a significant impact on student achievement. Students are more likely to acquire literacy skills if there is an environment that encourages daily reading in a variety of texts/genres, use of research-based literacy strategies across the curriculum, and quality instruction and support from all teachers and staff (*The Why*, p. 68).

<p>Identified Needs: Collaboration among out-of-school agencies, organizations, and the community at large to support schools, teachers, and literacy development</p>
<p>Goal: Expand and sustain school, community, and family relationships to support literacy development.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> • Ensure that all stakeholders understand literacy goals and their roles in meeting these goals. • Use social media to involve parents and community in literacy efforts. • Use social media to share student achievement gains and celebrate successes. • Use technology to translate school documents into other languages to assist parents. • Pursue other sources of funding from within the community.
<p>Research-based Practices: According to <i>The Why</i> document, Georgia’s Literacy Task Force has established content literacy as a goal for each Georgia student; consequently, a common understanding of literacy must be recognized and valued by all stakeholders, including all teachers, students, parents, and community members (p. 26). Educators must possess the knowledge and skills to involve families and other stakeholders appropriately (p. 143).</p>

RTI Model

Leveled Instructional Tier	Instructional Strategies
Tier I	<ul style="list-style-type: none"> • Classroom instruction delivered to all students by a highly-qualified teacher • Best practices as identified by the National Reading Panel implemented throughout instruction • Universal screening
Tier II	<ul style="list-style-type: none"> • Frequent segments of instruction for identified students based on need (phonemic awareness, phonics, fluency, comprehension, vocabulary) – small group setting (5-7 students) • Targeted scaffolding
Tier III	<ul style="list-style-type: none"> • Diagnostic Screenings • Intensive interventions in smaller group sizes (1-3) in substantial blocks of time with targeted instructional materials addressing individual area(s) of weakness • Computer-based programs with individualized lessons
Tier IV	<ul style="list-style-type: none"> • Instruction offered to students for whom none of the interventions at previous levels have been sufficient in meeting students’ needs • Specialized programs (ESS, ESOL, EXCEL), methodologies, and instructional deliveries

Sample Literacy Schedule by Grade Level

Grade Level	Tier 1 Schedule & Personnel Responsible	Tier 2 Schedule & Personnel Responsible	Tier 3 Schedule & Personnel Responsible	Tier 4 Personnel (schedule various across grade levels)
K	8:30-9:30 60 minutes Classroom Teacher & Paraprofessional	9:30-10:30 60 minutes Classroom Teacher & Paraprofessional	2:10-2:40 30 minutes Classroom Teacher EIP Teacher	45 minutes <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (EXCEL) Teacher • ESOL Teacher 30 minutes <ul style="list-style-type: none"> • Speech/Language Therapist • Occupational Therapist • Physical Therapist
1st	8:00-8:45 10:00-10:45 90 minutes Classroom Teacher	9:15-10:00 45 minutes Classroom Teacher	8:45-9:15 30 minutes Classroom Teacher EIP Teacher	45 minutes <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL) Teacher • ESOL Teacher 30 minutes <ul style="list-style-type: none"> • Speech/Language Therapist • Occupational Therapist • Physical Therapist
2nd	8:10-9:30 80 minutes Classroom Teacher	11:50-12:50 60 minutes Classroom Teacher	10:45-11:05 20 minutes Classroom Teacher EIP Teacher	45 minutes <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL) Teacher • ESOL Teacher 30 minutes <ul style="list-style-type: none"> • Speech/Language Therapist • Occupational Therapist • Physical Therapist

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<p>3rd</p>	<p>8:00-9:30 90 minutes Classroom Teacher</p>	<p>9:30-10:30 60 minutes Classroom Teacher</p>	<p>10:30-11:00 30 minutes Classroom Teacher EIP Teacher</p>	<p>45 minutes</p> <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • ESS Teacher • Gifted (EXCEL) Teacher • ESOL Teacher <p>30 minutes</p> <ul style="list-style-type: none"> • Speech/Language Therapist • Occupational Therapist • Physical Therapist • Visually Impaired Teacher
<p>4th</p>	<p>8:00-9:30 90 minutes Classroom Teacher</p>	<p>10:30-11:10 40 minutes Classroom Teacher</p>	<p>7:30-8:00 30 minutes Classroom Teacher EIP Teacher</p>	<p>45 minutes</p> <ul style="list-style-type: none"> • ESS Inclusion Teacher • Gifted (EXCEL) Teacher • ESOL Teacher <p>30 minutes</p> <ul style="list-style-type: none"> • Speech/Language Therapist • Visually Impaired Teacher
<p>5th</p>	<p>8:30-9:30 10:15-11:00 105 minutes Classroom Teacher</p>	<p>8:00-8:30 30 minutes Classroom Teacher</p>	<p>7:30-8:00 30 minutes Classroom Teacher</p>	<p>45 minutes</p> <ul style="list-style-type: none"> • ESS Inclusion Teacher • Gifted (EXCEL) Teacher • ESOL Teacher <p>30 minutes</p> <ul style="list-style-type: none"> • Speech/Language Therapist • Occupational Therapist • Physical Therapist
<p>6th</p>	<p>Departmentalized 60 minutes each: Reading Language/Writing Science Social Studies Classroom Teacher</p>	<p>7:30-8:15 45 minutes Classroom Teacher</p>	<p>7:30-7:45 15 minutes Classroom Teacher</p>	<p>45 minutes</p> <ul style="list-style-type: none"> • ESS Inclusion Teacher • Gifted (EXCEL) Teacher • ESOL Teacher <p>30 minutes</p> <ul style="list-style-type: none"> • Speech/Language Therapist • Occupational Therapist • Physical Therapist

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Assessment/Data Analysis Plan

Assessment Protocol

Assessment	Grade Level(s)	Purpose	Skills/Content Areas	Description
GKIDS	K	D	AK, PA, CoP, AR, V, RC	administered by the classroom teacher to all kindergarten students 4 times per year
DIBELS Next	K-6	S, O, D PM	AK, PA, NWF, ORL, RC, V	diagnostic assessment given by all classroom teachers 3 times per year; progress monitoring by classroom teacher as needed
Informal Phonics Inventory	1-3 (as needed)	D	Decoding	administered by classroom teacher 3 times per year to guide instructional practices
Sight Word Inventory	K-3	D	High frequency words	administered by classroom teacher 3 times per year
CRCT	3-6	O	all content areas	given each year by the classroom teacher except when accommodations are required
CRCT-M	Special Education	O	all content areas	given each year by a certified teacher when modifications are required
GAA	Special Education	O	all content areas	alternative assessment given each year by the ESS teacher when required
District Benchmarks	1-2	O	ELA, math	pre- and posttest given by classroom teachers each grading period
District Benchmarks	3-4	O	ELA, math, science	
District Benchmarks	5-6	O	all content areas	

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OAS Assessment	1-2	O	ELA	administered each year by classroom teacher except when accommodations are required
GA Writing Portfolio	3	O	Writing skills	writing samples collected and scored by 3 rd grade teachers throughout the academic year
GA Writing Test	5	O	Writing skills	administered by 5 th grade homeroom teachers each year except when accommodations are required
WIDA-ACCESS Placement Test	K-6 English learners	S, D	English Language - listening, speaking, reading, writing	eligibility screening administered by the ESOL teacher to identified students upon enrollment
ACCESS for ELLs	K-6 English learners	O, D	English Language – listening, speaking, reading, writing	administered each year by the ESOL teacher to determine continued eligibility
Comprehensive Evaluation of Language Fundamentals-4	Tier 3	S	Language	screening administered by the speech and language specialist upon entry into Tier 3
Reading Progress Indicator	Tier 3 and EIP	D	PA, OL, RC, V	computer-based assessment administered upon completion of intervention exercises
I-Ready	Tier 3 and Special Education	D, PM	V, RC, ORF, PA	diagnostic screening utilized to inform IEP goals and Tier 3 areas of intervention; progress monitoring in area of tier 3 intervention
Core Reading Assessments	K-6	O	V, RC	administered weekly by classroom teacher
Cognitive Abilities Test	K-6	S, D	MA	eligibility screening given to identified students by the

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Otis Lennon Standardized Ability Test	K-6	S, D	MA	gifted teacher upon referral to the EXCEL program
Naglieri Non-Verbal Ability Test	K-6	S, D	MA	
Iowa Test of Basic Skills	K-6	S, D	A	
Kauffman Test of Educational Achievement	K-6	S, D	A	
Torrence Test of Creative Thinking	K-6	S, D	C	
Renzulli Checklist of Creativity	K-6	S, D	C	
Renzulli Checklist of Motivation	K-6	S, D	C	
County Developed Planned Experience Talent Screening	K-6	S, D	C	
<p>AK-Alphabet Knowledge, PA-Phonological Awareness, CoP- Concepts of Print, AR (Alliteration and Rhyming), NWF (Decoding), OL, (Oral Language), ORF (Oral Reading Fluency), V (Vocabulary), RC (Reading Comprehension), MA (Mental Ability), A (Achievement), C (Creativity), M (Motivation). S=Screening, PM=Progressing Monitor, O=Outcome, D=Diagnostic</p>				

A major building block of Georgia's Literacy Plan involves ongoing formative and summative assessments to inform instructional decisions. All students at Woodlawn are assessed routinely in skills critical to literacy. Formative assessment in the form of frequent, ongoing progress monitoring drives tiered instruction. DIBELS Next is administered three times per year to guide teachers in their instructional practices in the five areas of reading instruction. Students receive tiered instruction in area(s) of weakness based on this data. Benchmark testing data is

also analyzed each grading period to determine students' mastery of CCGPS standards. Students receive additional tiered instruction when needed for remediation. The Informal Phonics Inventory and Sight Word Assessment, given three times per year, are also used as diagnostic tools for tiered instruction. Student grouping is flexible and fluid allowing for student movement based on mastery of standards. Summative assessments, such as CRCT, OAS, ACCESS, GKIDS, and the Georgia Writing Test, are analyzed to determine the effectiveness of the year's instructional program and to identify at-risk and exceeding students for further intervention and acceleration. A Murray County Schools' Student Instructional Plan for reading and/or math is implemented for identified at-risk students. Georgia's Literacy Plan states that a clearly articulated strategy for using data to improve teaching and learning is a critical component of an assessment plan. Teachers at Woodlawn organize and maintain a data notebook with individual student scores to ensure that instruction is data-driven and based on student needs. An effective assessment plan should also include teaching students to examine their own data and set learning goals. Woodlawn has initiated this process by having students chart progress and set goals for benchmark tests.

A variety of methods for informing parents about assessments and student progress is utilized. Informal methods include phone calls, notes, and newsletters. Formal strategies include conferences, data reports, RTI team meetings, progress reports, report cards, and Title I parent training nights. In addition, parents and/or guardians may access student grades through the internet source, *Infinite Campus Parent Portal*. All stakeholders have access to the School Report Card and the School Improvement Plan. In addition, data is presented to the School Council annually. Murray County School System also hosts a *State of the School System* address each year in which strategic goals, initiatives, and data are shared with community members.

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Currently, Woodlawn Elementary uses a majority of the assessments outlined by the SRCL assessment plan. Upon receiving the grant, some adjustments will need to be made including the incorporation of the Informal Phonics Inventory in grades 4-5 into the existing plan which currently includes grades 1-3 only. It was determined that the administration of the STAR assessment would cease in fall of 2012. It will be replaced with Scholastic Reading Inventory (SRI) as outlined in the SRCL assessment plan. While the SRI is a required 6th grade assessment under SRCL assessment guidelines, Woodlawn Elementary plans to incorporate this assessment across all grade levels. Inclusion of this assessment will aid teachers as they provide tiered instruction and align readers with appropriate texts. At this time, there are no plans to discontinue any of the current assessments as they provide valuable and relevant information, are mandated by the Murray County Board of Education, and align with SRCL requirements.

Data-driven instructional decisions will continue to be made and improved upon through on-going professional development in relation to the following assessments:

- DIBELS Next – focus on developing teacher ability to analyze data and implement prescribed interventions
- SRI – implementing the assessment and utilizing the data to further differentiate lessons and develop tiered instruction
- District-wide benchmarks – analyzing the data to provide tiered instruction based on mastery of standards

Resources, Strategies, and Materials (Existing and Proposed) including Technology

Resources

Current Classroom Resources	Current Shared Resources	Current Library Resources	Needed Resources
<ul style="list-style-type: none"> • Harcourt Trophies reading series (K-5) • Leveled libraries • Elements of Reading: Vocabulary (K-3) • Quick Reads (3rd) • Harcourt Trophies language handbook (3-5) • Reading skills games • Whisper phones • Harcourt decodable phonics readers (K-2) • Coach CRCT preparation workbooks <p>Technology</p> <ul style="list-style-type: none"> • Activboards • Projectors • Classroom computers • Harcourt web-based programs • Multiple software programs 	<ul style="list-style-type: none"> • 2 Computer labs • Mobile computer lab • Activotes • Document cameras • Readers' theater • Teacher-created flipcharts for reading stories • Differentiated reading kits 	<ul style="list-style-type: none"> • Guided reading materials • Listening centers • Novel sets • DVDs • Audiobooks • Activity centers • Science kits • Reading centers • Digital cameras • Library books • Reference materials • Periodicals 	<ul style="list-style-type: none"> • Scripted read-aloud materials • Leveled intervention materials • Workstation activities • Class sets of expository text related to science and social studies standards • Class sets of chapter books • Common Core reading materials • Comprehension skill-building materials • Bilingual materials • English language development materials • Trade books • Audio books • Tier 3 research-based materials <p>Technology</p> <ul style="list-style-type: none"> • Additional computers • Additional document cameras • Electronic student response systems • E-books • E-readers/tablets • Ear buds • Interactive software • Activboard slates • Activboard wands

Activities

Instructional Activities that Support Literacy Practices and Interventions		
Phonological Awareness	Phonics and Word Study	Fluency
<ul style="list-style-type: none"> • Identifying rhyming words • Creating rhymes • Matching words with beginning sounds • Blending sounds into words • Blending, segmenting, substituting, and manipulating phonemes 	<ul style="list-style-type: none"> • Modeling sound relationships of both consonants and vowels • Developmental spelling • Word building • Word families and rhyming patterns • Blending together the components of sounded-out words and chunking together the parts of longer words • Phonetically irregular words using practice & stories 	<ul style="list-style-type: none"> • Timed reading • Repeated reading • Choral reading • Echo reading • Partner reading • Guided reading • Fluency phrases
Vocabulary	Comprehension	Writing
<ul style="list-style-type: none"> • Graphic organizers • Content area vocabulary • Creating background knowledge • Context clues • Graphic representations • Affixes and roots • Teacher read-alouds 	<ul style="list-style-type: none"> • Modeling and think-alouds • Explicit instruction • Sequencing activities • Multiple opportunities for practice • Immediate feedback • Activating prior knowledge • Answering and generating questions • Making and verifying predictions • Using mental imagery and visualization • Monitoring comprehension • Recognizing story structure • QAR (question-answer relationship) 	<ul style="list-style-type: none"> • Explicit teaching of writing process • Frequent practice • Responding to literature • Summarizing text • Writing notes about text • Answering questions about text in writing • Creating and answering written questions about text

Strategies:

Tier 1 provides a core reading program and a protected reading block of 160 minutes due to the 160 extended day calendar. Instruction is CCGPS driven. Strategies include:

- Computer-based instructional reading programs
- best practices identified by National Reading Panel
- graphic organizers
- essential questions
- differentiated instruction
- flexible grouping
- lesson pacing
- collaborative work
- student feedback
- rubrics
- anchor charts
- progress monitoring through formative assessments

Tiers 2 and 3 provide research based intensive intervention using individualized instructional reading programs, computer-based instruction, additional screenings and progress monitoring, and 100 minutes weekly for small group classroom intervention. Woodlawn utilizes the above activities (see Instructional Activities table) for students in these tiers. The difference in the tiers includes an increased amount of instructional support based on assessment data. Students receive targeted instruction based upon the determined area(s) of weakness (phonological awareness, phonics, fluency, vocabulary, and/or comprehension). This instruction is provided through the classroom teacher and is in addition to the core literacy instruction. Tier 4 instruction is provided by extended services in an inclusion and/or pull-out format. This includes:

- ESOL – certified ESOL teacher pulls out students in grades K-3 for a 45 minute instructional segment and employs a push-in model in grades 4-6 for a 50-55 minute instructional segment
- ESS inclusion – inclusion teachers and paraprofessionals provide additional instruction during literacy segments (45 minutes) for students with Individualized Educational Plans (IEP) for all grade levels
- ESS resource – teachers provide instruction outside the traditional classroom setting for those students who cannot function successfully in the regular classroom as identified by an IEP
- Speech and Language Services – speech and language therapist provides instruction based on student need in the areas of articulation and clarity, speech fluency, language, and augmented communication; segments vary based on student need
- Physical Therapy – physical therapist provides gross-motor interventions for identified students; segments vary based on student need

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- Occupational Therapy – occupational therapist provides fine-motor interventions for identified students; segments vary based on student need
- Visual Impaired Services – teacher for the visually impaired provides services as needed for identified students

Additional strategies will include reading and writing across the curriculum using diverse informational texts to increase vocabulary and comprehension and promote critical thinking skills. The increased use of technology will reinforce literacy skills and foster student motivation and engagement. Teachers will collaboratively analyze student work in all content areas to develop common learning objectives, rubrics, and differentiated lessons. Multiple assessment methods will be utilized to meet the needs of all students. Vertical team planning will promote fluid and seamless instruction from grade level to grade level. Parent and stakeholder involvement will be solicited and encouraged through an increased use of social media and development of community partnerships.

Funding received through the SRCL grant and all other revenue sources will be aligned to ensure that needed resources and professional learning are provided to improve student achievement and literacy instruction across the content areas. All proposed technology tool purchases will enrich literacy instruction. These tools will motivate students to interact with texts and connect with grade-level peers, preparing them for the 21st century. These tools will also expand access to resources for tiered instruction. When SRCL funding is completed, any materials and tools purchased will continued to be sustained through Title I funds, e-Rate funds, Murray County Schools general operating funds, Woodlawn general operating funds, and community partnerships.

Professional Learning Strategies Identified on the Basis of Documented Needs

According to Darling-Hammond (2005), professional learning opportunities must focus on ensuring that teachers understand learning as well as teaching. They must be able to connect curriculum goals to students' experience. Greenwald et al., (1996) found that funds directed toward professional development resulted in the greatest student gains on standardized achievement tests (*The Why*, p. 141). In order to increase student engagement, motivation, and achievement, Woodlawn teachers and staff have participated in a variety of professional development opportunities. Teachers have also participated in professional development geared toward implementing and teaching the Common Core Georgia Performance Standards in each content area, which is directly linked to student performance on the CRCT.

Professional Learning 2011-2012	
Topic	% of Staff Attending
ESOL & WIDA Standards	100%
Common Core State Standards	100%
Depth of Knowledge	100%
Understanding Poverty	100%
Response to Intervention	100%
Data Analysis and Data-Driven Instruction	100%
Positive Behavior Intervention System	100%
Professional Association of Georgia Educators Summer Conference	20%
Social Studies Economics Content Training	16%
RESA Math Training	4%
Georgia Association for Positive Behavior Support	2%
GAEL Conference	2%
Fast ForWord	2%
National Science Conference	2%
ESOL Conference	2%

Woodlawn teachers and staff are participating in several professional development trainings this year (see table below). Professional learning communities prefer to meet most often

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as grade levels. Grade levels are defined as any classroom, content, ESS, and/or ELL teacher(s) working with student(s) in the identified grade. While the Academic Coach meets with grade levels on a routine basis, meetings with the entire faculty are scheduled when the area of learning involves all stakeholders.

On-going Professional Learning 2012-2013	
Topic	% of Staff Attending
ESOL & WIDA Standards	100%
Common Core State Standards	100%
Making Challenging Texts Accessible	100%
Lexile Framework	100%
Response to Intervention	100%
<i>What Great Teachers Do Differently</i> by Todd Whitaker	100%
<i>Teaching with Poverty in Mind</i> by Eric Jenson	100%
DIBELS Next	100%
Depth of Knowledge	100%
Differentiation	100%
Effective Strategies to Increase Student Engagement	100%
Data Analysis and Data-Driven Instruction	100%
PD360	100%
State Longitudinal Data System	100%
Positive Behavior Intervention System	100%
Professional Association of Georgia Educators Summer Conference	20%
Teacher Keys Evaluation System	18%
Fast ForWord	16%
GAEL Conference	2%
National Science Conference	2%

Woodlawn's needs assessment indicates that additional professional development is needed in the following areas:

- Technology integration
- Literacy instruction across the curriculum (reading and writing across the curriculum)
- Student work analysis
- Differentiation
- Strategies to increase parent and stakeholder involvement

Professional learning in these areas relates directly to concerns revealed in Woodlawn's needs assessment.

Literacy Plan Goals	Professional Learning Needed to Achieve Goals	Methods of Measuring Effectiveness of Professional Learning
<p>1. Provide innovative classroom technology to foster student engagement and literacy development.</p>	<ul style="list-style-type: none"> • Implementation and uses of innovative technology tools as they relate to student engagement and literacy development 	<ul style="list-style-type: none"> • Inclusion of technology tools in weekly lesson plans • Increased use of technology by students during classroom observations • Increased student achievement as measured on district benchmark tests, OAS, and CRCT assessments
<p>2. Provide professional development to enhance teacher literacy instruction across the content areas to positively impact student learning.</p>	<ul style="list-style-type: none"> • Strategies to effectively implement writing across the curriculum • Strategies to effectively teach writing • Strategies to teach informational reading skills in all content areas • Strategies for examining student work to differentiate instruction • Continued training in the areas of tiered instruction and higher order thinking skills • Develop vertical teaming to ensure fluid literacy instruction across grade levels 	<ul style="list-style-type: none"> • Inclusion of writing strategies, informational texts, and differentiation evident throughout grade levels and content areas in all lesson plans • Increased use of writing and reading strategies evident throughout all grade levels and content areas • Increased differentiation strategies utilized during literacy instruction and observed during classroom observations • Higher order thinking skills evident through a collection of student work samples • Increased student achievement as measured on district benchmark tests, OAS, and CRCT assessments

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<p>3. Provide materials to develop rigorous and relevant literacy lessons in all content areas.</p>	<ul style="list-style-type: none"> • Collaborative planning time for teachers to review available resources, discuss instructional strategies and student data, and create rigorous CCGPS-driven literacy lessons 	<ul style="list-style-type: none"> • Team meeting minutes • Collaborative lesson plans
<p>4. Advance student proficiency on summative and formative assessments.</p>	<ul style="list-style-type: none"> • Ongoing data analysis training • Ongoing CCGPS training 	<ul style="list-style-type: none"> • Increased student achievement as measured on district benchmark tests, OAS, and CRCT assessments
<p>5. Collaborate with out-of-school agencies, organizations, and families to support literacy in the community</p>	<ul style="list-style-type: none"> • Strategies to increase parent and stakeholder involvement 	<ul style="list-style-type: none"> • Increased attendance at family nights • Increased teacher-parent communication • Increased number of parent volunteers within the school

Process to Determine if Professional Learning was Adequate and Effective

Student achievement gains, along with changes in instructional practices, will be analyzed to determine if professional development was adequate and effective. Lesson plans will include standards, higher-order thinking skills, essential questions, differentiation, and instructional strategies and will reflect that teachers are utilizing strategies and knowledge gained through professional development. Requirements for lesson plans will be adjusted as necessary based on professional learning. Administrators and the Academic Coach will continue to be a consistent presence in all classrooms. Focused walkthroughs will be conducted to observe teachers utilizing strategies learned in professional development. Additional professional development and coaching, based on student achievement data, lesson plans, and observations, will be provided for individual teachers as needed.

Sustainability Plan

Sustainability beyond the grant is an essential component of the literacy plan. Woodlawn will sustain assessments, professional learning, and technology initiated through the SRCL with Title I funds, e-Rate funds, Murray County Schools general operating funds, Woodlawn general operating funds, and community partnerships.

<p>Extending the Assessment Protocol</p>	<ul style="list-style-type: none"> • Continue established district-wide testing protocol and assessments currently funded through local, state, and federal funds. • Purchase paper/pencil assessments when available. • Use local, state, and federal funds to sustain any assessments initiated during the grant period.
<p>Developing Community Partnerships</p>	<ul style="list-style-type: none"> • Further develop community partnerships through the use of social media, school council, and family and community involvement nights. • Effectively communicate to stakeholders their role in literacy development within the community. • Partner with community organizations to fund literacy activities. • Utilize parent volunteers within the school. • Pursue community-funded grants.
<p>Ongoing Professional Learning for New and Current Employees</p>	<ul style="list-style-type: none"> • Effective, experienced teachers will be trained as teacher mentors at all grade levels to provide assistance to new teachers. • Academic Coach will participate in all professional learning, serve as a resource for all teachers, and redeliver training as needed. • All professional learning will be recorded, and a video library will be created to ensure consistent training for all teachers. • A professional learning resource library will be created for teachers to reference as needed. • A resource pack of past professional learning materials will be developed and provided to new teachers.
<p>Maintaining Technology</p>	<ul style="list-style-type: none"> • Collaborate with district technology department and system schools to periodically evaluate existing technology infrastructure, resources, and needed upgrades. • A plan will be developed to update resources utilizing local, state, and federal funds.

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	<ul style="list-style-type: none">• Part-time technology technician will continue to provide support.• Evaluate web-based programs to ensure that current programs are cost effective, aligned to standards, and promoting student engagement and achievement.• Continue to purchase site licenses for effective programs through Title I funds and local, state, and federal funds.
Replacing Print Materials	<ul style="list-style-type: none">• Conduct annual inventory of print materials to determine needs.• Develop a rotating schedule to replace print materials on a yearly basis using Title I; local, state, and federal funds; school general funds; and community partners.• Purchase durable materials with library binding when available.
Expanding Lessons Learned	<ul style="list-style-type: none">• Collaborate with local RESA to facilitate new learning.• Continue to examine data, solicit input from all stakeholders, and collaborate with other schools within the district.

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Budget Summary

The budget provided through the Striving Readers Comprehensive Literacy Grant would allow Woodlawn Elementary to address the areas of concern identified by the needs assessments. Distribution of funds will include 40% for further instructional materials in the media center (24%) and classrooms (16%). To promote student engagement and enhance instructional practices, an additional 40% of the funds received will be utilized for technology supplies and materials. The remaining 20% will be designated for professional development including teacher trainings, consultants, and collaborative planning.

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 – Instruction	Year 1
Object Codes	Amount Budgeted
300 – Contracted Special Instructors	0.00
610 – Supplies	\$44,000.00
611 – Technology Supplies	\$216,000.00
612 – Computer Software	\$8,000.00
615 – Expendable Equipment	0.00
616 – Expendable Computer Equipment	0.00
641 – Textbooks	0.00
642 – Books and Periodicals	\$10,000.00
Function Code 1000 – Instruction Narrative:	
The majority of instructional funds are earmarked for technology purchases. Interactive software (\$8,000), computers (\$117,500), Activboard slates (\$19,000), wands (\$1,000), document cameras (\$5,000), and electronic student response systems (\$73,500) will be purchased. These innovative technology tools will be used to promote student engagement and enhance instruction in all content areas. Instruction will be further enhanced with additional reading materials (\$20,000), reading comprehension kits (\$16,000), bilingual materials (\$5,000), and English language learner developmental materials (\$3,000).	
Function Code 2100 – Pupil Services	Year 1

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Object Codes	Amount Budgeted
300 – Contracted Services	0.00
520 – Student Liability Insurance	0.00
580 – Travel	0.00
610 – Supplies	0.00
641 – Textbooks	0.00
642 – Books and Periodicals	0.00

Function Code 2100 – Pupil Services Narrative:

Function Code 2210 – Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 – Certified Substitutes	0.00
114 – Non-Certified Substitutes	\$15,000.00
116 – Professional Development Stipends	\$15,000.00
199 – Other Salaries and Compensation	0.00
200 – Benefits	0.00
300 – Contracted Services	\$20,000.00
580 – Travel	\$15,000.00
610 – Supplies	\$15,000.00
810 – Registration Fees for Workshops	\$20,000.00

Function Code 2210 – Improvement of Instructional Services Narrative:

Ongoing professional learning will be provided to enrich literacy instruction across all content areas. Teachers will attend multiple training sessions (\$70,000) and will collaboratively plan and participate in book studies (\$30,000) to enhance student instruction.

Function Code 2220 – Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 – Supplies	\$77,000.00
642 – Books and Periodicals	\$45,000.00

Function Code 2220 – Educational Media Services Narrative:

Funds will be used to purchase E-readers (\$45,000), E-books (\$35,000), tablets (\$30,000), sets of read along books (\$10,000), and ear buds (\$2,000). These will be used to engage and motivate

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struggling and reluctant readers.	
Function Code 2500 – Support Services – Business	Year 1
Object Codes	Amount Budgeted
148 – Accountant	0.00
200 – Benefits	0.00
300 – Contracted Services	0.00
580 – Travel	0.00
880 – Federal Indirect Costs	0.00
Function Code 2500 – Support Services – Business Narrative:	
Total Budget for Year 1	\$500,000.00